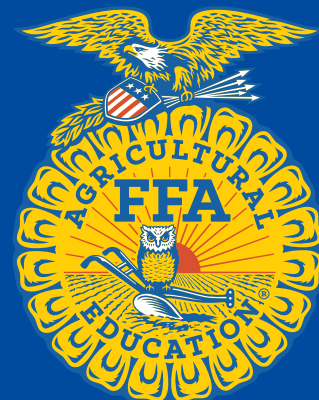


KNOWLEDGE  
 AFFILIATE  
 LEADERS  
 MEMBER RECRUITMENT  
 CAREER SUCCESS  
 ACTIVE AGRICULTURAL EDUCATION  
 LIFETIME SUPPORT  
 FINANCIAL RESOURCES  
 ALUMNI PREMIER LEADERSHIP MEMBER RECRUITMENT  
 TALENTS FFA BENEFITS  
 PERSONAL GROWTH  
 ASSOCIATE  
 AGRICULTURE COMMUNITY  
 SCHOOL OFFICIALS STEWARDSHIP ADVOCATE  
 ENGAGED VOLUNTEERS  
 TIME  
 CONSULTANTS COOPERATION  
 SERVICE PERSONAL DEVELOPMENT  
 PROFESSIONAL ANNUAL

# LOCAL ALUMNI AND SUPPORTERS RESOURCE GUIDEBOOK

*National FFA Organization*

*Fourth Edition*



# NATIONAL FFA ALUMNI AND SUPPORTERS

## *Resource Guidebook*



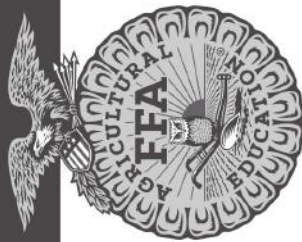
The National FFA Alumni and Supporters Resource Guidebook was created to equip your alumni and supporters chapter and members with the necessary resources to help support the FFA mission of premier leadership, personal growth and career success. These resources are delivered through the FFA strategic plan areas of engaging our members, supporting our advisors and telling our story in order to strengthen the FFA vision of growing leaders, building communities and strengthening agriculture. It combines several ready-to-use resources into the Growing Quality: National FFA Alumni and Supporters Quality Program Guide so that you can accurately evaluate your chapter's program as well as have the resources to help strengthen it at your fingertips.

The Growing Quality: National FFA Alumni and Supporters Quality Program Guide is designed to be utilized by FFA Alumni members in support of local teacher(s), administration, community partners, advisory committees and/or external stakeholders to conduct an evaluation of the local FFA Alumni member program and develop clear goals and objectives for program improvement. The Growing Quality: National FFA Alumni and Supporters Quality Program Guide is a result of a need to provide a consistent delivery of high-quality FFA Alumni and Supporters programs across the nation. Local FFA Alumni members are tasked with supporting local agricultural education programs, FFA chapters, teachers and students. Through FFA Alumni and Supporters, volunteers in the community are able to be actively engaged in developing, supporting, strengthening and sustaining agricultural education and FFA in their school(s). FFA Alumni and Supporters generally focus their work into five categories: business operations for FFA Alumni and Supporters; FFA Alumni member development; advocacy for agricultural education; agricultural education/FFA program development; and student development. Activities in each of these areas ensure that a local member is creating a balance in the services, programs and events conducted throughout the year.

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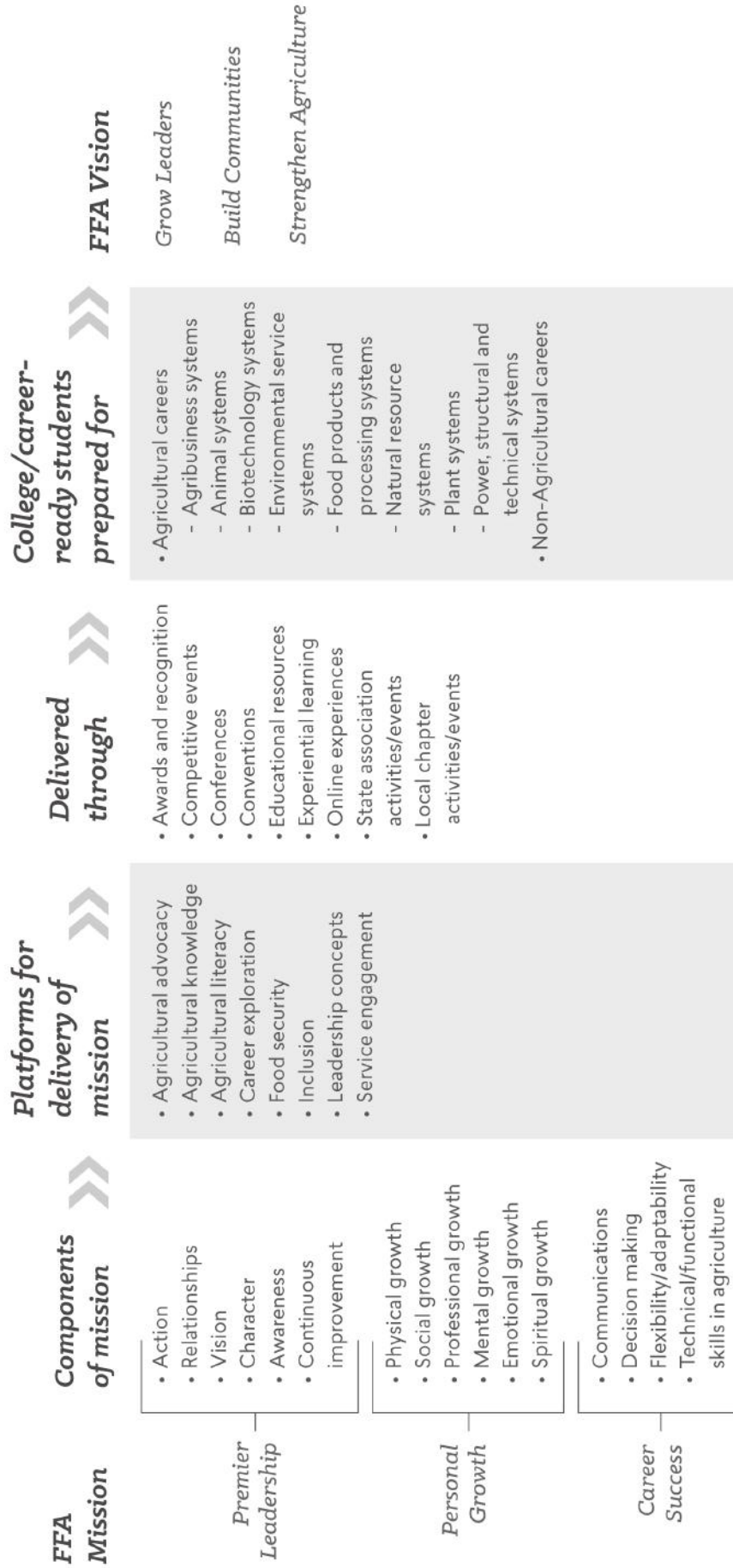
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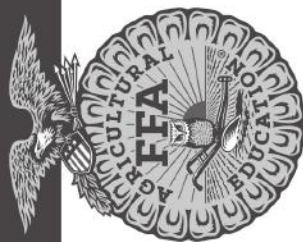
# National FFA Organization

## DELIVERY OF THE FFA MISSION



**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.

**FFA Vision:** Students whose lives are impacted by FFA and agricultural education will achieve academic and personal growth, strengthen American agriculture and provide leadership to build healthy local communities, a strong nation and a sustainable world.



# School-Based Agricultural Education

## THREE-COMPONENT MODEL



## DIRECTIONS

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Listed on each rubric are qualities or quality statements that are being assessed based on local FFA Alumni and Supporters performance. Each quality or quality statement is followed by a series of indicators/questions that further define or assess the quality or quality statement. The sum of the indicator scores serve as a ranking and determine if the quality or quality statement has been met. The sum of the indicator scores must reach the identified criteria score for meeting the quality or quality statement in order to be considered as a Quality Alumni and Supporters Program. Reviewers should strive to rate the quality indicator based upon the level of criteria met. The following rating scale will be utilized and indicates the following:

<b>Exemplary:</b> A model FFA Alumni and Supporters program that is deserving of imitation and should be a model for replication.	<b>3</b>
<b>Intermediate:</b> An emerging FFA Alumni and Supporters program that is applying knowledge and completes complex tasks associated with the quality indicator noted.	<b>2</b>
<b>Novice:</b> A new or emerging FFA Alumni and Supporters program that is acquiring knowledge and completes tasks associated with the quality indicator but needs assistance to be successful.	<b>1</b>
<b>Nonexistent:</b> An FFA Alumni and Supporters program that does not embody the quality indicator noted.	<b>0</b>



## TERMS TO KNOW

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### **Advocacy**

Public support for or recommendation of a particular cause or policy.

### **AFNR (Agriculture, Food and Natural Resources)**

Content standards used within the agricultural education curriculum.

### **Agriculture**

The science, art or practice of cultivating the soil, producing crops and raising livestock and in varying degrees the preparation and marketing of the resulting products.

### **Agricultural Education**

Term used in reference to the instructional program that includes FFA. In most instances, it replaces the term “vocational agriculture.”

### **CEU (Continuing Education Unit)**

A measure used in continuing education programs, particularly those required in a licensed profession, in order for the professional to maintain the license.

### **Quality or Quality Statement**

A descriptive statement established and used as a model of quantitative characteristics for the development, management and assessment of FFA Alumni member programs.

### **FFA.org and My Journey**

Nationwide system designed to help FFA members document their educational achievements, create robust portfolios and pursue scholarships and employment opportunities.

### **Quality Indicator**

A measurement used to further define or measure the quality or quality statement.

### **Intrapersonal**

Occurring within the individual mind or self.

### **Interpersonal**

Being, relating to or involving relations between persons.

### **Member**

Indicates FFA Alumni member whenever mentioned alone throughout the National FFA Alumni and Supporters Quality Program Standards documentation. (The following reminder will be mentioned throughout FFA Alumni and Supporters documentation: \*The term “member” refers to FFA Alumni members).

### **RDC (Regional Development Conference)**

Conferences offered to all alumni members, leaders, and those interested in starting an alumni and supporters chapter to offer training, sharing and networking.

## EXPLANATION OF QUALITIES

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### Quality 1: Business Operation for FFA Alumni and Supporters

**Quality Statement – Premier Leadership:** FFA Alumni members ensure the organization has talented and dedicated leadership to direct the work of the association.

**Quality Statement – Stewardship:** FFA Alumni members ensure that legal, financial and ethical integrity are met.

### Quality 2: FFA Alumni Member Development

**Quality Statement – Benefits:** FFA Alumni member demonstrates and provides benefits to a potential FFA Alumni member.

**Examples:** Activities to support member benefits may include but are not limited to: identifying how their interests/talents can contribute to FFA Alumni and Supporters activities; providing opportunities to socialize and to be included; sharing opportunities for service and leadership; distributing a newsletter with important news and events; providing opportunities for volunteers to be recognized.

**Quality Statement – Professional/Personal Development:** FFA Alumni member provides FFA Alumni members with the opportunity to develop professional and/or personal skills through their involvement with FFA Alumni and Supporters.

**Examples:** Activities to support a personal growth plan may include but are not limited to: running for a member leadership opportunity (officers); networking with stakeholders; training to develop skills in areas of interest or need; supporting enhancement of existing skills; providing opportunities for teamwork and/or collaboration; providing opportunities for responsibility; and attending state convention and/or local retreats.

**Quality Statement – Member Recruitment:** FFA Alumni member increases FFA Alumni membership and creates a plan for retention.

**Examples:** Activities may include but are not limited to: conducting membership drives; developing activities/actions that attract and retain members; creating community (parents, graduating students, industry and other stakeholders) awareness of FFA Alumni and Supporters benefits; attending community events with the goal of recruiting members; and/or utilizing a volunteer inventory to successfully onboard potential candidates.





{CONTINUED} EXPLANATION OF QUALITIES

### Quality 3: Advocacy for Agricultural Education

**Quality Statement – Community Support:** FFA Alumni members promote agriculture, agricultural education and FFA. Additionally, FFA Alumni and Supporters help the public become better informed of the impact that agriculture has on their daily lives.

**Examples:** Activities could include but are not limited to: speaking one-on-one; speaking to a small group; speaking to a large group; facilitating a workshop; writing letters; writing invitations; writing thank you cards; issuing press releases print advertisements and/or multimedia advertisements; or posting on media outlets such as Facebook, Twitter and/or blogs.

**Quality Statement – School Officials Support:** FFA Alumni members promote the relevancy of agricultural education and FFA in the school curriculum; engage school officials in supporting the local program; demonstrate community support of the program; and share the successes achieved by students, the program and the teacher(s).

**Examples:** Activities could include but are not limited to: discussing the Agriculture, Food and Natural Resources (AFNR) content standards; promoting 21st-century job skills through the use of My Journey; developing program goals with school officials; assisting in providing scholarships or other monetary donations to aid in the purchase of student pins, travel expenses or banquet needs; speaking positively about the local chapter; attending a chapter event; hiring FFA members for internships and/or permanent positions; submitting articles to newsletters or local media; wearing FFA apparel; and/or chaperoning FFA events.

**Quality Statement – Community Service:** FFA Alumni members provide and promote service/aid within their community to develop “good will” and serve as an example to students.

**Examples:** Activities could include but are not limited to: helping provide scholarships or other monetary donations to aid in the purchase of student pins, travel expenses or banquet needs; speaking positively about the local chapter; attending a chapter event; hiring FFA members for internships and/or permanent positions; submitting articles to newsletters or local media; wearing FFA apparel; chaperoning events; and/or communicating tactfully with various groups outside of agricultural education.

#### **Quality 4: Agricultural Education/FFA Program Development**

**Quality Statement – Student Recruitment:** FFA Alumni members strive to increase agricultural education enrollment and/or FFA membership and encourage greater student participation.

**Examples:** Activities may include but are not limited to: creating a promotion plan for incoming freshmen; identifying opportunities and resources to promote agricultural education; identifying and planning engagement opportunities for stakeholders to promote agricultural education; and facilitating opportunities for FFA programming focused on elementary and/or middle school.

**Quality Statement – Cooperation:** FFA Alumni members develop collaborative and cooperative skills among students, chapter officers and FFA Alumni members and leaders.

**Examples:** Activities may include but are not limited to: teaching others how to implement the problem-solving model for a given situation; identifying potential stakeholders to provide time and talent as it relates to team building and cooperative skills; serving as a community partner on service engagement opportunities; and seeking resources to develop healthy relationships.

**Quality Statement – Teacher Support:** FFA Alumni members support and aid the local teacher(s) in their responsibilities to foster a collaborative relationship.

**Examples:** Strategies can include but are not limited to: acting as a classroom and lab resource; sharing time, talent and resources; assisting the teacher in promoting agricultural education and/or FFA program impacts/successes to internal and external stakeholders; aiding in the development of the business case for creation, continuation or expansion of agricultural education and/or FFA programs; helping to support a strong work-life balance for teachers by providing assistance as needed; supporting professional development, paying dues or continuing education units (CEU); becoming a certified substitute in order to allow teacher(s) to experience professional development; creating strong relationships with teachers to have a higher level of trust and accountability/dependability for both parties; fostering cooperation by reporting on alumni efforts; and asking the question, “How can I be of service?”

**Quality Statement – Financial:** FFA Alumni members utilize methods to financially assist the local program, chapter, teacher and/or students.

**Examples:** Financial support is not demonstrated only in cash donation or acquisition. It can also be demonstrated through in-kind donations such as volunteering time and resources.



{CONTINUED} EXPLANATION OF QUALITIES

## Quality 5: Student Development

**Quality Statement – Leadership:** FFA Alumni members provide students with the following skills in order to enhance their personal growth: technical, interpersonal and decision-making skills.

**Examples:** Activities could include but are not limited to: serving as a coach and mentor; applying personal strengths to an independent project; and assessing personal qualities and areas of weakness.

**Quality Statement – Personal Growth:** FFA Alumni members help support or provide activities that improve the interpersonal and intrapersonal skills of FFA members.

**Examples:** Activities may include but are not limited to: conducting personal assessments; practicing goal setting; creating emotional development plans; discussing time management priorities; incorporating journaling; seeking resources to support healthy relationships; and encouraging the use of My Journey for career preparation.

**Quality Statement – Career Success:** FFA Alumni members utilize appropriate tools that help support or provide assistance for student involvement through agriculture-related experience and/or entrepreneurship.

**Examples:** Activities include but are not limited to: promoting student use of My Journey; job shadowing; mentoring; assisting with supervised agricultural experiences (SAEs); training career development event (CDE) and leadership development event (LDE) teams; providing college scholarships; providing job opportunities; serving as a “content expert presenter” to classrooms; arranging campus tours; providing transportation; or chaperoning district, state or national CDE/LDE competitions.

# PROGRAM INFORMATION COLLECTION WORKSHEET

In order to accurately assess the FFA Alumni and Supporters program, collect the following information regarding the local agricultural education/FFA program, number of students served, enrollment, number of teachers and any unique information that may be relevant to the FFA Alumni and Supporters program.

## DEMOGRAPHIC INFORMATION

Program Components	Number(s) of Individuals Involved
Number of educators/advisors	
Number of enrolled agricultural education students	
Number of FFA members	
Number of FFA Alumni members	

## DESCRIPTION OF AGRICULTURAL EDUCATION/FFA PROGRAM

Program Components	Description
Strengths	
Challenges	
Needs	
Wants	

## UNIQUE PROGRAMMATIC INFORMATION

Provide any additional information that would further describe the unique qualities of this agricultural education/FFA program (i.e., current changes in school administration, funding for programs).

## CUMULATIVE SUMMARY

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Below, indicate your score and place an “X” in the rating box.

Quality	My Score	Score to Meet Quality	Exemplary	Intermediate	Novice	Nonexistent
<b>1. Business Operations for FFA Alumni and Supporters</b> Leadership, stewardship		4	6-5	4-3	2-1	0
<b>2. FFA Alumni Member Development</b> Benefits, person/professional development, member recruitment		9	15-11	10-6	5-1	0
<b>3. Advocacy for Agricultural Education</b> Community support, school officials support, community service development, member recruitment		10	18-13	12-7	6-1	0
<b>4. Agricultural Education/ FFA Program Development</b> Student recruitment, cooperation, teacher support, financial		10	18-13	12-7	6-1	0
<b>5. Student Development</b> Leadership, personal growth, career success		10	18-13	12-7	6-1	0



# **BUSINESS OPERATIONS FOR ALUMNI AND SUPPORTERS**

# QUALITY 1: BUSINESS OPERATIONS FOR FFA ALUMNI AND SUPPORTERS

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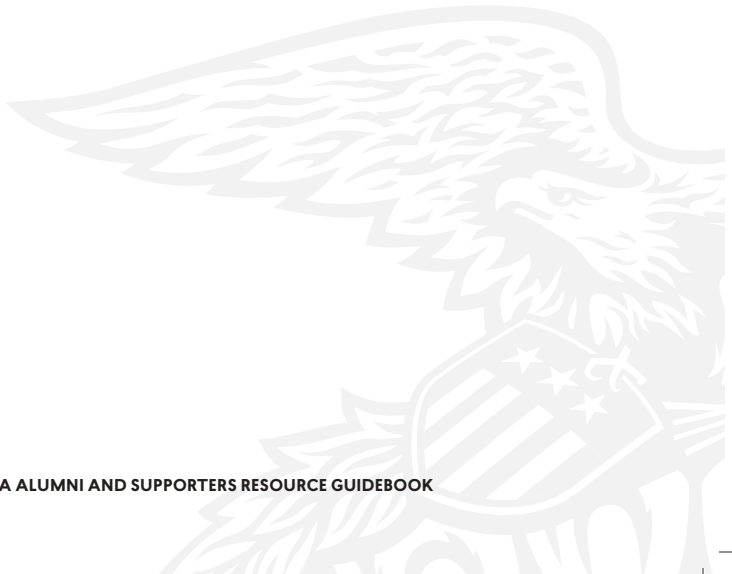
**Quality Statement – Premier Leadership:** FFA Alumni members ensure the organization has talented and dedicated leadership to direct the work of the association.

**Quality Indicators:**

1. The activities for ensuring strong leadership include:
  - a. Electing and training FFA Alumni member leadership.
  - b. Conducting board training.
  - c. Defining officer roles and responsibilities.
  - d. Clearly defining the relationship roles and responsibilities of the teacher and the FFA Alumni member.

\* The term “member” refers to FFA Alumni members.

<b>Exemplary 3</b>	<b>Intermediate 2</b>	<b>Novice 1</b>	<b>Nonexistent 0</b>	<b>Indicator Score</b>
The member ensures strong leadership by including all four quality indicator components.	The member ensures strong leadership by including two to three of the quality indicator components.	The member ensures strong leadership by including one to two of the quality indicator components.	The member does not utilize any of the quality indicator components.	
Evidence, comment and suggestions:				



{CONTINUED} **QUALITY 1: BUSINESS OPERATIONS FOR FFA ALUMNI AND SUPPORTERS**

**Quality Statement – Stewardship:** FFA Alumni members ensure that legal, financial and ethical integrity are met.

**Quality Indicators:**

2. FFA Alumni members:
  - a. Follow accurate accounting practices.
  - b. Ensure annual filing with the Internal Revenue Service (IRS) to maintain the Employee Identification Number (EIN) status.
  - c. Maintain accurate record keeping.
  - d. Follow appropriate legal practices as it relates to programs and activities such as raffle license, bonding/liability insurance, background checks, conflict of interest forms, and interactions with minors.
  - e. Maintain active status with state and national FFA Alumni and Supporters.

\* The term “member” refers to FFA Alumni members.

<b>Exemplary 3</b>	<b>Intermediate 2</b>	<b>Novice 1</b>	<b>Nonexistent 0</b>	<b>Indicator Score</b>
Member ensures legal, financial and ethical integrity by including all five quality indicator components.	Member ensures legal, financial and ethical integrity by including three to four quality indicator components.	Member ensures legal, financial and ethical integrity by including one to two quality indicator components.	Member does not follow quality indicator competencies.	
Evidence, comment and suggestions:				



**SUMMARY SCORING RUBRIC**

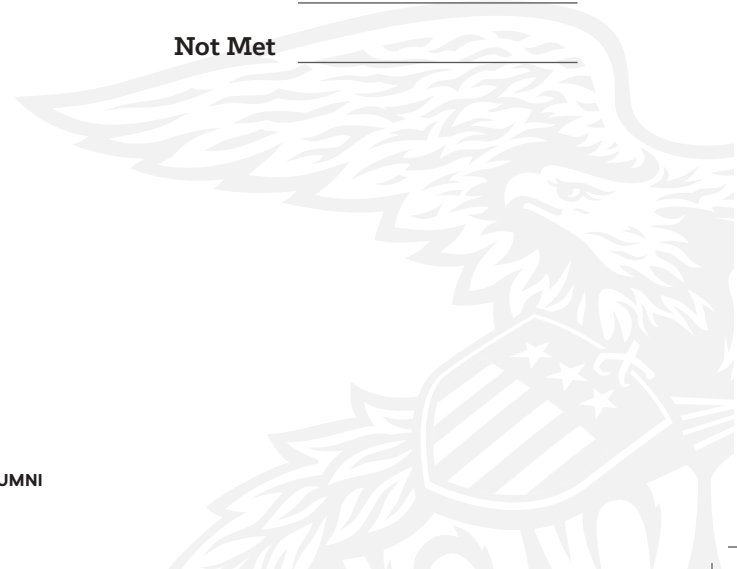
<b>Quality Indicator Scores</b> Exemplary = 3   Intermediate = 2   Novice = 1   Nonexistent = 0	<b>Score Summary</b>
<b>1. The activities for ensuring strong leadership include:</b> <ol style="list-style-type: none"> <li>a. Electing and training FFA Alumni member leadership.</li> <li>b. Conducting board training.</li> <li>c. Defining officer roles and responsibilities.</li> <li>d. Clearly defining the relationship roles and responsibilities of the teacher and the FFA Alumni member.</li> </ol>	
<b>2. FFA Alumni members:</b> <ol style="list-style-type: none"> <li>a. Follow accurate accounting practices.</li> <li>b. Ensure annual filing with the Internal Revenue Service (IRS) to maintain the Employee Identification Number (EIN) status.</li> <li>c. Maintain accurate record keeping.</li> <li>d. Follow appropriate legal practices as it relates to programs and activities such as raffle license, bonding/liability insurance, background checks, conflict of interest forms, and interactions with minors.</li> <li>e. Maintain active status with state and national FFA Alumni and Supporters.</li> </ol>	
<b>Total</b>	

	<b>Exemplary</b>	<b>Intermediate</b>	<b>Novice</b>	<b>Nonexistent</b>
<b>Range</b>	6-5	3-4	1-2	0

The score for the Quality 1: Business Operations for FFA Alumni and Supporters must be 4 or above to meet this quality.

**Met** \_\_\_\_\_

**Not Met** \_\_\_\_\_



# SUGGESTED BYLAWS

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## ARTICLE I. NAME

The name of this society shall be the \_\_\_\_\_ FFA Alumni and Supporters. It is a chartered local chapter of the \_\_\_\_\_ (State) FFA Alumni and Supporters Association that in turn is chartered by the National FFA Organization.

## ARTICLE II. OBJECT

The object of this chapter shall be to support and promote FFA, FFA activities, and agricultural education on local, state and national levels; to provide engagement opportunities to former FFA members and supporters of FFA and agricultural education; to promote greater knowledge of agriculture and support education in agriculture; to cooperate with the local FFA chapter and FFA at the state and national levels; to promote and maintain an appreciation of the American free enterprise system; and to promote the personal development aspect of FFA.

## ARTICLE III. MEMBERS

**Section 1:** Membership shall be open to all who support agricultural education and FFA.

**Section 2:** Annual local dues shall be recommended by the executive board and fixed by the membership if the chapter is not affiliated. They shall include National FFA Alumni and Supporters dues or affiliation fees and any state FFA Alumni and Supporters dues or affiliation fees that may be applicable. A member is considered in good standing with full voting privileges if their dues or the chapter's affiliation fees are paid in full based on the membership year of the National FFA Organization (Aug. 1 to July 31).

## ARTICLE IV. OFFICERS

**Section 1:** Officers and Duties

- The officers of the chapter shall be a president, vice president, secretary and treasurer. Other officers may be elected as needed. The officers shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by the society.

**Section 2:** Nomination Procedure and Time of Elections

- Nominations and the election of officers shall occur at the annual meeting.

**Section 3:** Ballot Election and Term of Office

- The officers shall be elected by ballot to serve for one (1) year or until their successor is elected, and their term of office shall begin at the close of the annual meeting at which they are elected.

**Section 4:** Office-Holding Limitations

- No member shall serve for more than three (3) terms in the same office.

## ARTICLE V. MEETINGS

**Section 1:** Regular Meetings

- The regular meetings of the chapter shall be held on the (first) (Thursday) of each month, unless otherwise ordered by the chapter.

**Section 2:** Annual Meetings

- The regular meeting in (May) shall be known as the annual meeting and shall be for the

{CONTINUED} **ARTICLE V. MEETINGS**

purpose of electing officers, receiving reports of officers and committees and for any other business that may arise.

**Section 3:** Special Meetings

- Special meetings may be called by the president, the executive board or a quorum of the members with two weeks' notice. No business should be conducted except those items stated in the call of the special meeting.

**Section 4:** Quorum

- A quorum shall consist of a majority of dues-paying members of the chapter in good standing.

**ARTICLE VI. EXECUTIVE BOARD**

**Section 1:** Board Composition

- The officers of the chapter, an ex-officio current representative from the FFA chapter, and an ex-officio local chapter advisor shall constitute the executive board.

**Section 2:** Board Duties and Powers

- The executive board shall have general supervision of the affairs of the society between its business meetings, fix the hours and place of meetings, make recommendations to the affiliate, and perform such other duties as are specified in these bylaws. The board shall be subject to the orders of the chapter, and none of its acts shall conflict with action taken by the chapter.

**Section 3:** Board Meetings

- Unless otherwise ordered by the board, regular and special meetings of the executive board shall be held immediately preceding regular and special meetings of the chapter. Additional special meetings of the board may be called by the president.

**ARTICLE VII. COMMITTEES**

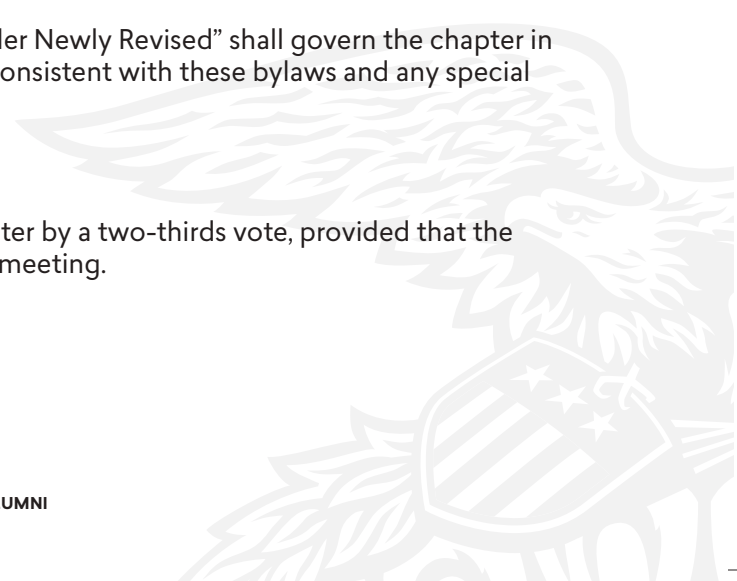
Standing or special committees shall be appointed by the president as the chapter or executive board shall from time to time deem necessary to carry on the work of the chapter. The president shall be an ex-officio member of all committees.

**ARTICLE VIII. PARLIAMENTARY AUTHORITY**

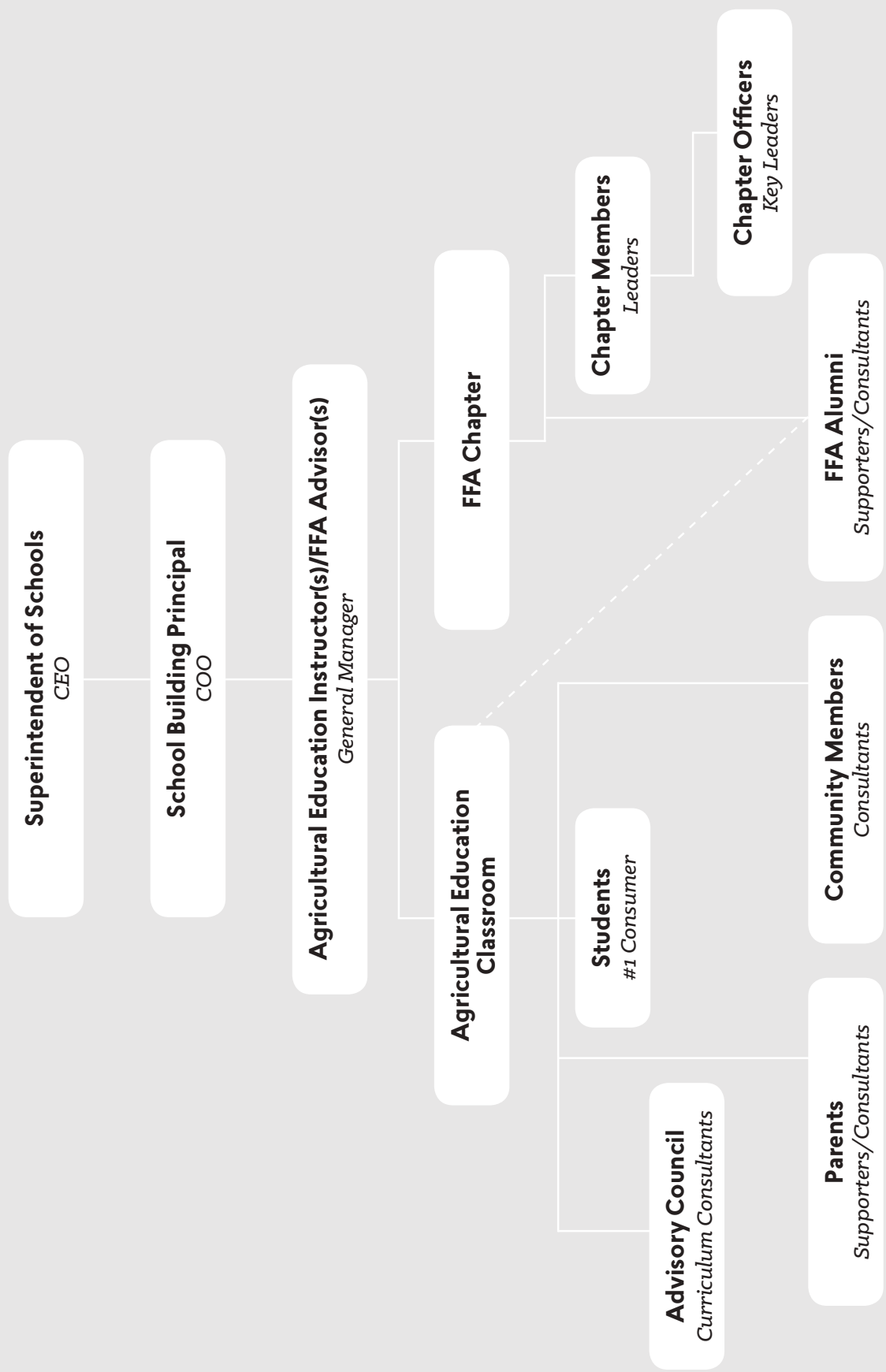
The rules contained in the current edition of "Robert's Rules of Order Newly Revised" shall govern the chapter in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the chapter may adopt.

**ARTICLE IX. AMENDMENT OF BYLAWS**

These bylaws may be amended at any regular meeting of the chapter by a two-thirds vote, provided that the amendment has been submitted in writing at the previous regular meeting.

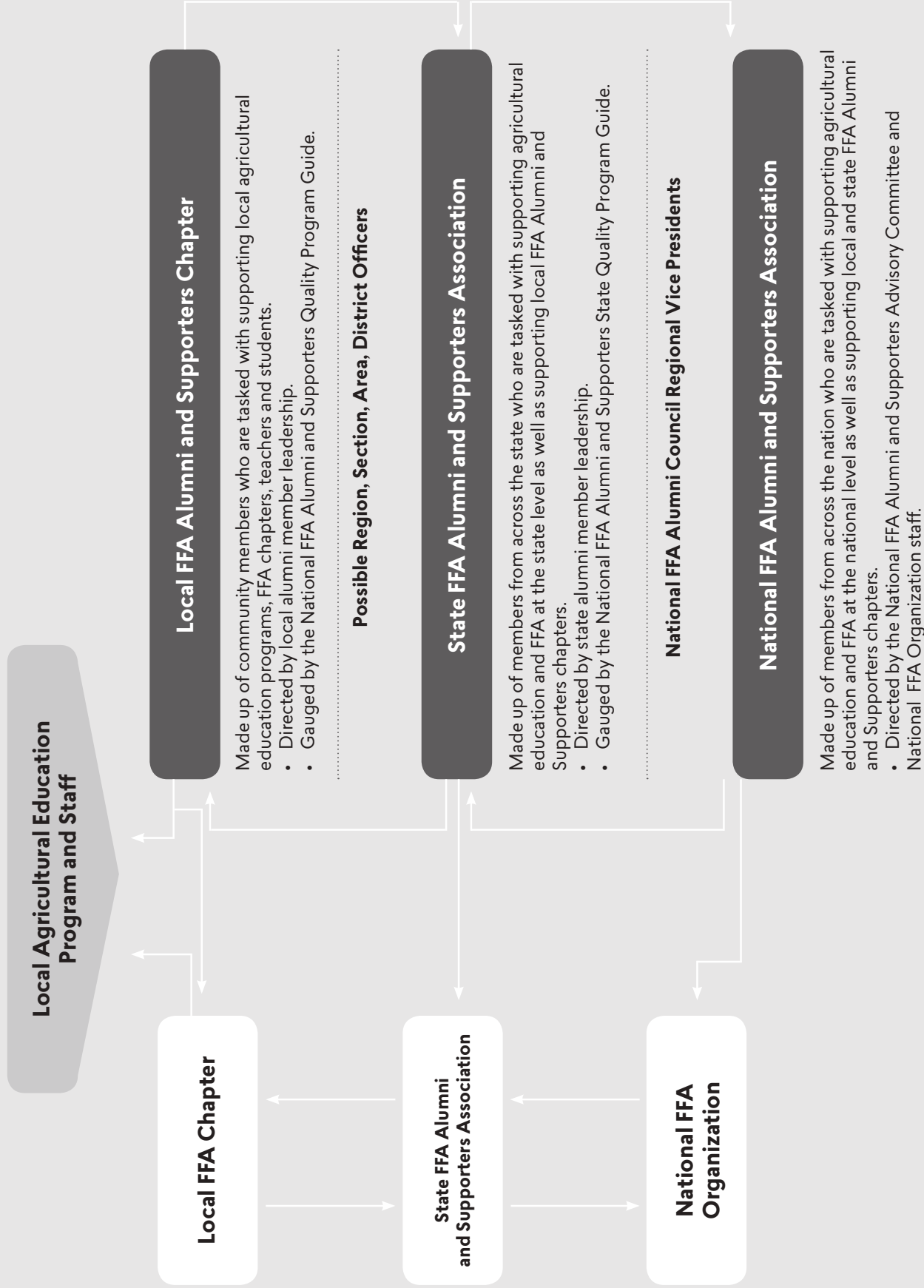


# AGRICULTURAL EDUCATION ORGANIZATIONAL CHART



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.

# ALUMNI AND SUPPORTERS STRUCTURE CHART

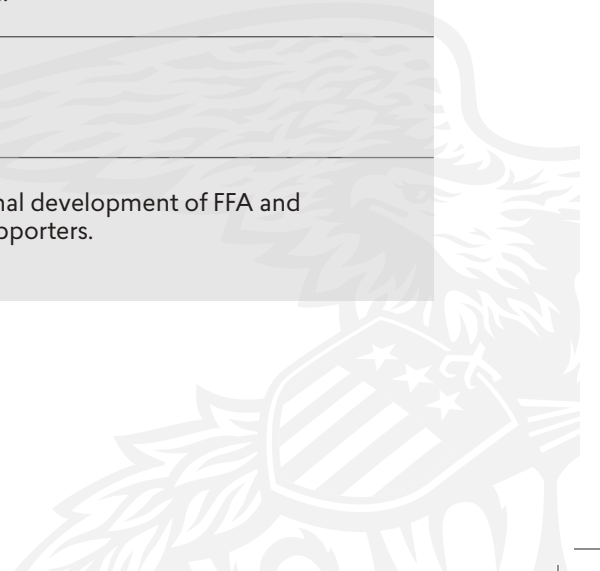


FFA Mission: FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

## WHAT IS A VOLUNTEER'S ROLE?

Agriculture Educator/Advisor	Volunteer
Educate, develop, inspire and grow all levels of students (regular education, special education, homebound, etc.) from all types of backgrounds (rural, urban, economically advantaged, economically disadvantaged, etc.) on the importance of the Agriculture, Food, Fiber, and Natural Resources system.	Assist, encourage and support the local agricultural education Instructor.
Enhance, prepare and operate a highly interactive and effective classroom (visual aids, exams, homework assignments, parent/teacher conferences, IEP meetings, etc.)	Arrange and contribute resources to enhance interactivity of the educational classroom.
Advocate for the agricultural education program on school committees, testing discussions, building plans, district initiatives, etc.	Support and promote the local agricultural education and FFA program on the local, state and national levels (time, talents, financial resources, etc.).
Facilitate discussions with local advisory committee to ensure instructional content is current and relevant to today's practices.	<i>No alumni role.</i>
Master local, state and national mandates/programs/ initiatives and infuse them effectively into current curriculum.	Encourage and support professional development of the local agricultural educator/FFA advisor.
Manage and maintain district-provided facilities (equipment, supplies, classroom cleanliness and safety).	
Deliver agricultural information (operate a greenhouse, school farm/nursery, or aquaculture facility and answer community members questions).	Serve as resources to share professional expertise and experiences in personal agricultural areas.
Counsel agricultural program students on career planning (identify and apply to college, financial aid opportunities, part-time jobs, etc.) and personal problems.	
Enforce school rules/policies, police school facilities (hallways, bathrooms, lunch rooms, etc.) and complete appropriate paperwork/phone calls/meetings.	<i>No volunteer role.</i>
Manage and complete departmental budget, requests, and requisitions.	<i>No volunteer role.</i>

Agriculture Educator/Advisor	Volunteer
Publicize department accomplishments and programs. Recruit and retain students to ensure the future of the agricultural education program.	Prepare press releases and/or train students on how to generate press releases.
Create and maintain program websites, databases, social media sites and online content-specific resources.	
Cultivate industry connections to secure real-world professionals and educational opportunities for students.	Provide a tie to local agriculture professionals and opportunities to aid the local agriculture instructor in educating students and members.
Assist and supervise students' supervised agricultural experiences (SAEs).	Provide/recruit SAE host sites and mentors for FFA members.
Serve as an advisor to the local FFA chapter.	<i>No volunteer role.</i>
Integrate FFA and SAE into classroom instruction.	
Develop and prepare students for FFA leadership positions for the local, state and national levels.	Volunteer to serve as coaches, mentors, helpers, etc. with preparation of students.
Operate an effective FFA Program of Activities.	Contribute assistance in local Program of Activities.
Coach FFA members and teams (24 career development events, agriscience fair, etc.).	Serve as a coach for FFA members and teams.
Support and aid FFA members with award applications (five-star areas, 49 proficiency areas, etc.).	Help the local instructor in proofing, completing and submitting applications.
Establish and maintain FFA budget and fundraising activities.	Contribute to the local FFA chapter through gifts of financial assistance.
Transport FFA members to leadership, personal growth and career success opportunities.	Procure volunteers to transport or chaperone FFA events/conferences.
Recruit and retain FFA members for continued success of the FFA program.	
Recruit, develop, and retain community members to serve as FFA Alumni to provide support of FFA members and programming.	Promote the personal development of FFA and FFA Alumni and Supporters.



# QUICK GUIDE TO SUBMITTING FFA MEMBERSHIP

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## How to Access the Alumni Portal:

1. Go to FFA.org.
2. Click **My FFA Registration and Log in** to sign into FFA.org (top right of page).
3. Open your **FFA Dashboard** (top right of page).
4. Under My Account, select **My Toolbox – Alumni Leader/Instructor**.
5. Under Roster Tools, select **Manage Roster**.

## New for the 2017-2018 Membership Year - Self-Registration

ALL FFA members can now self-register themselves using FFA.org and then the advisor/alumni leader just needs to approve them.

### Self-Registration

1. Returning members with an FFA.org account just need to login and register
2. Returning members without an FFA.org account will need to use one of the following means to create an FFA.org login and then register:
  - a. Chapter Invite Code and first and last name exactly as shown in the system
  - b. Chapter ID and personal Invite Code, found on Manage Memberships
  - c. FFA ID and last name exactly as shown in the system, found on Manage Memberships
3. New members simply need to create an FFA.org account and register

## Step One - Manage Memberships

This page is where you will manage all memberships that already exist.

### Renew Returning Members On-Screen

1. Under Manage Memberships, renew returning members from previous years

### Export Previous Roster to National Template & Edit

1. Under Manage Memberships, export roster(s) from previous year(s) to the national template
2. Make necessary changes
  - a. Update returning members
  - b. Remove members not returning
  - c. Add new members

## Step Two - Add Memberships

This page is where you will add any new members to your roster either manually or by importing them via the National FFA Roster template.

### Manually Add New Members

1. Add new members one at a time using the on-screen form

### Import Updated Previous Roster Using National Template

1. Import your revised Excel roster from Step One

### Download the National Template & Import All Members

1. Download the blank, national template
2. Add new members only to the Excel template
3. Import your Excel roster of new members



### **Step Three - Register Added Memberships**

This page is where you will review all local memberships created in step two and then assign them automatically their FFA ID.

1. Carefully review all membership that you renewed in step two and then select Register Added Memberships under Actions.

### **Step Four - Approve Pending Memberships**

This page is where you will review all local memberships created in steps one thru three and submit to state for approval.

1. Carefully review all membership that self-registered, you renewed in step one and added in steps two and then submit all memberships for state approval. Once you have checked all memberships to submit select Submit Membership(s) to State under Actions.

### **Step Five - Manage Membership Transfers**

This page is where you will approve, deny or review any member's requests to transfer their membership into or out of your chapter.

### **Step Six - Manage Batches (Print Invoice)**

This page is where you will find any and all of your batch invoices. From this page, you will print your invoices to send onto the state level with your payment.



# OBTAINING TAX-EXEMPT STATUS FOR YOUR LOCAL CHAPTER OR STATE ALUMNI ASSOCIATION

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## How do we obtain federal tax-exempt status for our chapter?

Visit [FFA.org/alumni](http://FFA.org/alumni) and click on the “Start an Chapter” link from the left menu to obtain paperwork for starting/reactivating a local chapter and to obtain tax-exempt information and documents.

### Step 1

Ensure “active” status with the National FFA Organization by either starting or reactivating a local FFA Alumni and Supporters chapter. To start/reactivate, submit an Application for Charter, a copy of your constitution and bylaws and dues for at least 10 members. “Active” chapter status requires at least 10 members annually to maintain status and qualify for tax-exempt status under the FFA umbrella.

### Step 2

Obtain an Employee Identification Number (EIN) from the IRS. Obtain an SS-4 application and instructions from [www.irs.gov](http://www.irs.gov) or by contacting national staff at [alumni@ffa.org](mailto:alumni@ffa.org). Visit our website’s “Start a Chapter” page and select from the right-hand menu, “Tax Exemption Information.” This document provides instruction on what to write in various boxes on the application. Submit the application via phone, online or mail. **DO NOT BE CONCERNED WITH INCLUDING A SOCIAL SECURITY NUMBER OR THE REQUESTED GROUP EXEMPTIONS NUMBER (GEN) AS THIS IS JUST A VERIFICATION PROCESS.**

### Step 3

Complete and submit the “Return Form to FFA” found on the “Start a Chapter page” from the right-hand menu. Once received by FFA, they will contact the IRS and have your EIN linked to the FFA GEN. A letter will then be sent to the chapter indicating they’ve been linked and provide information verifying the GEN.

### Step 4

Obtain state tax-exempt status. In order to be **sales tax exempt** in your state, your chapter will have to contact the state agency that manages sales taxes. This is the State Department of Revenue in some states; it may be a different agency in your state. The agency should have a form for you to use to request exemption from sales tax. You can indicate that you are exempt from federal income taxes under the National FFA Organization’s GEN and include that information with your application. That may be enough to get the exemption. Has your chapter applied for income tax exemption in your state? If not, you may need to do so in order to be eligible for sales tax exemption. Each state has different requirements so visit your government websites to learn more.

### Step 5

File annually with the IRS to maintain your EIN. Pay dues annually to the National FFA Organization to maintain your active status. Each year, the IRS requires FFA report any chapters that no longer qualify.

## What happens if we don’t file a 990?

The law requires FFA Alumni and Supporters chapters to file an annual Form 990, 990-EZ or to submit a Form 990-N e-Postcard to the IRS. If a chapter fails to file an annual return or notice as required for three consecutive years, it will automatically lose its tax-exempt status. Late fees can be accrued for chapters filing late each year.

Visit [www.irs.gov](http://www.irs.gov) for additional information.

## WHAT FORM MUST BE FILED ANNUALLY BY YOUR CHAPTER?

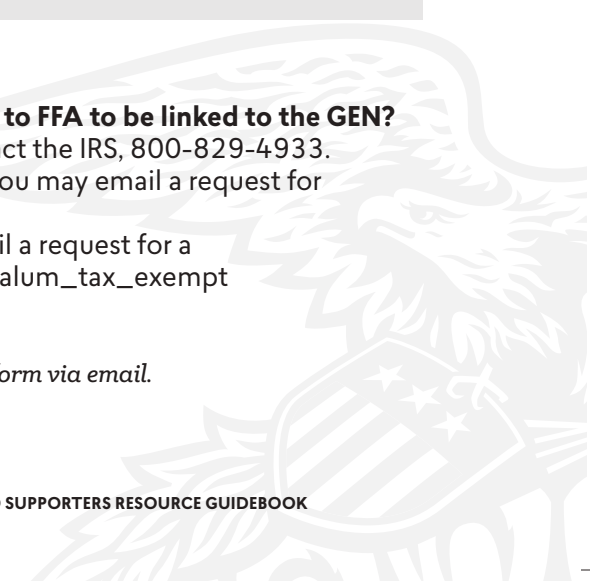
2010 Tax Year and Later (Filed in 2011 and later)	Form to File	
Gross receipts normally ≤ \$50,000 Note: Organizations eligible to file the e-postcard may choose to file a full return.	990-N	The e-postcard is due every year by the 15th day of the fifth month after the close of your tax year. For example, if your tax year ended on December 31, the e-postcard is due May 15 of the following year. If the due date falls on a Saturday, Sunday or legal holiday, the due date is the next business day. You cannot file the e-postcard until after your tax year ends.  <b>File at:</b> <a href="http://epostcard.form990.org">http://epostcard.form990.org</a> . The form must be completed and filed electronically. There is no paper form.
Gross receipts < \$200,000 and total assets < \$500,000	990-EZ or 990	Due every year by the 15th day of the fifth month after the close of your tax year. For example, if your tax year ended on December 31, the e-postcard is due May 15 of the following year. If the due date falls on a Saturday, Sunday, or legal holiday, the due date is the next business day. Can file electronic or hard copy.  <b>Online Courses:</b> Preparing Form 990 and 990-EZ <b>Case Study:</b> Online walk-through of Form 990 filed by a hypothetical tax-exempt organization <b>NEW Form 990 Preparation Checklist</b> (Publication 4740) <b>Visit:</b> <a href="http://www.irs.gov/charities/index.html">http://www.irs.gov/charities/index.html</a> and click on the link "Form 990 Resources and Tools".
Gross receipts ≥ \$200,000 or total assets ≥ \$500,000	990	
Reinstatement after automatic revocation	Form 1023-EZ	<ol style="list-style-type: none"> <li>1. You were eligible to file either Form 990-EZ or Form 990-N for each of the three consecutive years that you failed to file.</li> <li>2. This is the first time you have been automatically revoked pursuant to section 6033(j).</li> <li>3. You are submitting this application not later than 15 months after the later of the date of your Revocation Letter or the date on which the IRS posted your name on the Revocation List at <a href="http://www.irs.gov/Charities-&amp;-Non-Profits/Exempt-Organizations-Select-Check">www.irs.gov/Charities-&amp;-Non-Profits/Exempt-Organizations-Select-Check</a>.</li> </ol>
Application to Adopt, Change, or Retain a Tax Year	Form 1128	Used to change your local chapter's tax year from the National FFA Organization's automatic tax year of January 1 to December 31.

### What if we don't know if our chapter has an EIN or if that EIN was submitted to FFA to be linked to the GEN?

- If you do not know if your chapter has ever filed for an EIN, you may contact the IRS, 800-829-4933.
- If you are unsure if your EIN was submitted and is linked to the FFA GEN, you may email a request for verification to [alumni@ffa.org](mailto:alumni@ffa.org).
- If you know your EIN was not submitted to be linked to the FFA GEN, email a request for a "Tax-Exempt Return Form" to [alumni@ffa.org](mailto:alumni@ffa.org) or visit [FFA.org/documents/alum\\_tax\\_exempt\\_returnform.pdf](http://FFA.org/documents/alum_tax_exempt_returnform.pdf).

Email [alumni@ffa.org](mailto:alumni@ffa.org) with questions or to receive the EIN application and FFA Return form via email.

For more tax information visit the About page under Alumni on [FFA.org](http://FFA.org).



## LESS TIME, MORE IMPACT RESOURCES

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This list of **Less Time, More Impact Resources** are suggested quick guides that can be used to help your chapters and members grow and become more effective. To find the links to these resources, visit the Alumni Chapter Resources page under Alumni Resources on FFA.org.

- Agendas...Yours, Mine, Ours?
- Conflict...Oh No!
- Conflict...Not All Bad
- Delegating
- Effective Committees
- Effective Meetings
- How to Make It Happen (Part 1)
- How to Make It Happen (Part 2)
- Liability Risk Management
- Minutes – The Official Record of Your Organization
- Mission and Vision Statements
- Position Descriptions for Volunteers
- Time Management

The **Less Time, More Impact** handouts are a University of Wisconsin-Oconto County Extension Leadership Development Fact Sheet series.



# FFA ALUMNI MEMBER DEVELOPMENT

FFA ALUMNI MEMBER  
DEVELOPMENT

## QUALITY 2: FFA ALUMNI MEMBER DEVELOPMENT

**Quality Statement – Benefits:** FFA Alumni member demonstrates and provides benefits to a potential FFA Alumni member.

**Quality Indicators:**

1. FFA Alumni member identifies individual motivation in order to meet specific needs and increase participation.

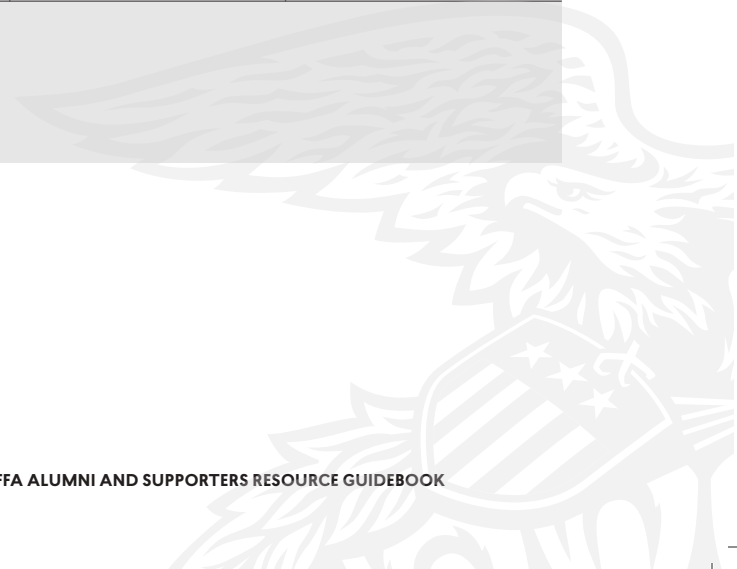
*\*The term “member” refers to FFA Alumni members.*

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Member always matches individual motivations and talents with the opportunities and tasks to be accomplished to ensure success.	Member generally matches individual motivations and talents with the opportunities and tasks to be accomplished to ensure success.	Member rarely matches individual motivations and talents with the opportunities and tasks to ensure success.	Member does not match individual motivations and talents with the opportunities and tasks to ensure success.	
Evidence, comment and suggestions:				

2. FFA Alumni member provides opportunities for fellowship and camaraderie that supports diversity.

*\*The term “member” refers to FFA Alumni members.*

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Member provides at least six annual opportunities for fellowship and camaraderie among members that supports diversity.	Member provides at least four annual opportunities for fellowship and camaraderie among members that supports diversity.	Member provides at least two annual opportunities for fellowship and camaraderie among members that supports diversity.	Member does not provide opportunities for fellowship and camaraderie among members that supports diversity.	
Evidence, comment and suggestions:				



{CONTINUED} **QUALITY 2: FFA ALUMNI MEMBER DEVELOPMENT**

**Quality Statement – Professional/Personal Development:** FFA Alumni member provides fellow FFA Alumni members with the opportunity to develop professional and/or personal skills through their involvement with FFA Alumni and Supporters.

**Quality Indicators:**

3. FFA Alumni member encourages fellow members to develop a personal development plan that promotes movement toward achieving goals and successes through various resources and opportunities.

*\*The term “member” refers to FFA Alumni members.*

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Member always ensures that every FFA Alumni member annually develops, maintains and evaluates a personal development plan to ensure that members are moving toward goals and achieving success.	Member generally ensures that most FFA Alumni members annually create and maintain a personal development plan; however, the annual evaluation of progress toward goals is not consistently present.	Member attempts to ensure that a few FFA Alumni members create a personal development plan but does not have a plan in place to maintain and evaluate the progress toward goals.	Member does not utilize a personal development plan to ensure that members are moving toward goals and achieving success.	
Evidence, comment and suggestions:				

{CONTINUED} QUALITY 2: FFA ALUMNI MEMBER DEVELOPMENT

**Quality Statement – Member Recruitment:** FFA Alumni member increases FFA Alumni membership and creates a plan for retention.

**Quality Indicators:**

4. FFA Alumni members identify and successfully utilize the appropriate tools and resources to increase membership participation.

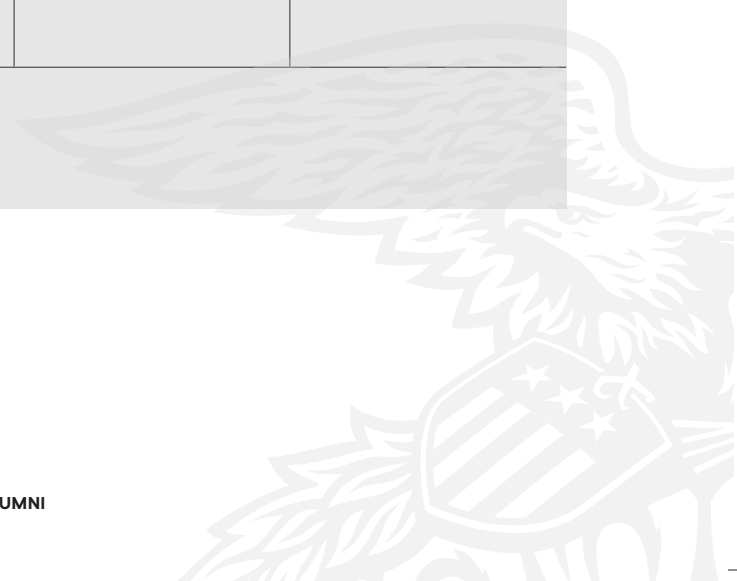
\* The term “member” refers to FFA Alumni members.

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Member always seeks innovative tools to increase participation and utilizes the tools to demonstrate change.	Member regularly seeks innovative tools to increase participation and effectively utilizes appropriate tools.	Member rarely seeks innovative tools to increase participation.	Member does not seek innovative tools to increase participation.	
Evidence, comment and suggestions:				

5. FFA Alumni members develop and implement a clear, concise recruitment and retention plan and revise the plan annually based upon evaluation.

\* The term “member” refers to FFA Alumni members.

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Member always works collaboratively with stakeholders to create a clear and concise recruitment and retention plan that is evaluated annually to ensure success.	Member has a general recruitment and retention plan in place and is working collaboratively with stakeholders to evaluate the current plan’s effectiveness.	Member is beginning to work with stakeholders to create a recruitment and/or retention plan.	Member has no recruitment or retention plan identified.	
Evidence, comment and suggestions:				





{CONTINUED} QUALITY 2: FFA ALUMNI MEMBER DEVELOPMENT

**SUMMARY SCORING RUBRIC**

Quality Indicator Scores Exemplary = 3   Intermediate = 2   Novice = 1   Nonexistent = 0	Score Summary
1. FFA Alumni member identifies individual motivation in order to meet specific needs and increase participation.	
2. FFA Alumni member provides opportunities for fellowship and camaraderie that support diversity.	
3. FFA Alumni member encourages fellow members to develop a personal development plan that promotes movement toward achieving goals and successes through various resources and opportunities.	
4. FFA Alumni members identify and successfully utilize the appropriate tools and resources to increase membership participation.	
5. FFA Alumni members develop and implement a clear, concise recruitment and retention plan and revise the plan annually based upon evaluation.	
<b>Total</b>	

	Exemplary	Intermediate	Novice	Nonexistent
<b>Range</b>	15-11	10-6	5-1	0

The score for the Quality 2: FFA Alumni Member Development must be 9 or above to meet this quality.

**Met** \_\_\_\_\_

**Not Met** \_\_\_\_\_

## MEMBERSHIP OPTIONS

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National FFA Alumni membership is open to anyone interested in supporting FFA, agricultural education, agriculture or volunteerism through their gifts of time, talents and financial resources. Membership in the National FFA Organization includes many rights, benefits and privileges; however, no level of membership entitles any member to act for and/or on behalf of any local, state or national FFA Alumni and Supporters associations regarding any policy or position unless granted by and through the bylaws and/or is otherwise granted specifically, in writing, by the National FFA Organization.

**Note:** *These forms of membership are intended to be recognized at all levels. Given the autonomy of state and local FFA Alumni and Supporters chapters, it is up to these chapters if they would like to collect and set any dues that they may access to any of these membership types. The National FFA Organization will recognize these memberships at all levels, as of the 2016-17 membership year. For the most current membership information, visit [FFA.org/JoinAlumni](http://FFA.org/JoinAlumni).*

### Annual Membership

Annual membership is open to anyone interested in supporting and advocating for FFA, agricultural education, agriculture or volunteerism through their gifts of time, talents, and financial resources on a yearly basis. Annual members receive the opportunity to subscribe to *FFA New Horizons* magazine for \$5 per year, the ability to attend personal and professional development conferences and conventions, additional sponsor benefits and a voice in alumni and supporters business.

### Lifetime Membership

Life membership is a one-time **INVESTMENT** in the future of our organization. Your investment ensures that FFA and FFA Alumni and Supporters will be around for future generations of agriculturists and to help us reach as many members as we possibly can so that they can exert an influence in their home and community. Alumni members receive a membership card, a membership certificate, a lifetime subscription to *FFA New Horizons* magazine, the ability to attend personal and professional development conferences and conventions, additional sponsor benefits and a voice in alumni and supporters business.

### Associate Membership *(Effective 2012/2013 membership year)*

The delegate body adopted Associate membership as a free five-year national membership provided annually to potential members who are graduating or have recently graduated from high school.



### **Affiliation Program**

The membership affiliation program is designed to easily mobilize volunteers to support local agricultural education programs and their FFA chapters. This program allows chapters to provide membership, services and benefits to an unlimited number of volunteers/supporters for one fee while keeping the rest of their funds right at home for their local programs. This program will also assist the National FFA Organization in their strategic goal of having an active alumni and supporters chapter for every FFA chapter in the country and dramatically increasing the number of advocates and supporters with time, talents, and resources at the local, state, and national levels.

### **Nontraditional Chapters**

Nontraditional chapters are available to colleges, groups, businesses and corporations as a means of providing their members/employees an opportunity to individually and collectively help support agricultural education programs and FFA chapters as a unified alumni and supporters chapter without being tied directly to a local FFA chapter. Nontraditional chapters connect geographically separate, yet otherwise-linked, individuals to one another and allow them to rally around nearby chapters, even if those chapters are not their home chapters. This connection allows them to be a helping hand to local FFA advisors, as well as to state associations and the national organization.

*For more information on any of these membership options or directions on how to become a member, visit [FFA.org/joinalumni](http://FFA.org/joinalumni).*

## ALUMNI MEMBERSHIP BENEFITS

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The FFA mission is to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. Ask any alumni member why they became a member, and with almost 100 percent certainty, they will answer, “To make a difference in student’s lives.” As alumni, the biggest benefit that we can receive is knowing that our service truly makes a difference in the lives of students. After all, isn’t that why we are here? Alumni members volunteer to help students evolve and find their passion in agriculture, which then allows them to evolve into better people because of those experiences. Below are some additional benefits that come with alumni membership.

To find out how to participate in the following benefit programs, go to the *Alumni Member Benefits* page under Alumni on FFA.org and remember to check back regularly for new benefit programs.

### **\$500 DODGE CASH ALLOWANCE**

As part of Dodge’s continuing commitment to the next generation of American farmers, this program gives eligible **FFA student and alumni members** a \$500 cash allowance toward the retail purchase (Type Sale 1 or B) or lease (Type Sale L or E) of an eligible vehicle.



### **La Quinta Inns and Suites Discount**

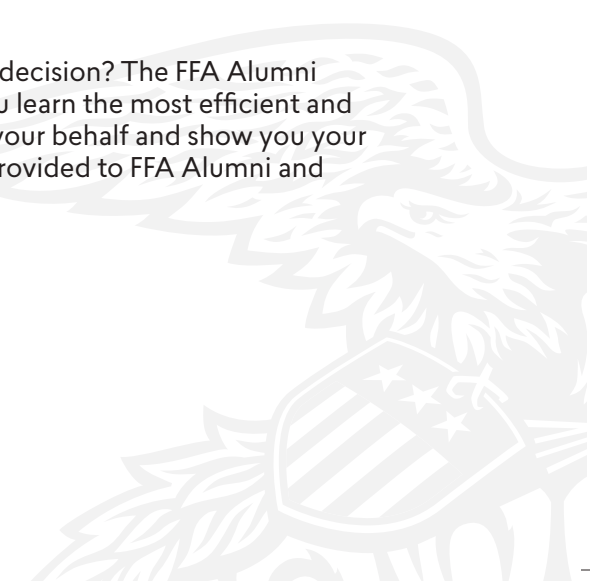
**Receive a nationwide discount at La Quinta Inn and Suites**

- Clean, spacious and comfortable guestroom accommodations.
- Complimentary deluxe continental breakfast and high-speed internet access.
- Coffee maker, hair dryer, iron and ironing board in each guestroom.
- La Quinta Returns program where you can earn frequent guest rewards points for every dollar you spend at La Quinta hotels! Redeem your points for valuable rewards including free nights, airline miles and more, [www.lq.com/returns](http://www.lq.com/returns).
- FFA discount is available nationwide for business and leisure travel.



### **FFA ALUMNI EDUCATIONAL ENRICHMENT PROGRAM**

Looking to discover your college options and make an educated, cost effective decision? The FFA Alumni Educational Enrichment Program can help! This program is designed to help you learn the most efficient and cost-effective path to your degree. A team of experts will perform research on your behalf and show you your options based on your educational goals and desires. This awesome service is provided to FFA Alumni and Supporters members at no cost. For more information, visit [Pearson.com/FFA](http://Pearson.com/FFA).



# CONFERENCES AND CONVENTIONS

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## **Alumni and Supporters Events at the National FFA Convention & Expo**

The National FFA Convention & Expo brings members together to learn more about the organization, recognize outstanding members and chapters and to volunteer and support students and instructors.

## **Regional Development Conferences**

The National FFA Organization is bringing professional, personal and FFA Alumni member development to the masses. Knowing that not everyone can attend our annual national events, we are hitting the road to host regional development conferences. These events are meant to engage individual members, local and state FFA leaders, agriculture educators and others involved with agricultural education.

The event format allows for networking and socializing with fellow FFA Alumni members; idea sharing and collecting feedback to address obstacles; learning and training in areas of advocacy, leadership, chapter business operations and more. These conferences are meant to bring together individual members; local and state leaders from the surrounding states; agriculture educators; and other members of Team Ag Ed. help the association strengthen and grow alumni members impact at the local, state, and national levels.

### ***Why should you attend?***

- Educational workshops.
- Hands-on training.
- Great opportunity to build a team with your local agriculture educator.
- Idea sharing, networking and more.
- Meet and build a working relationship with alumni from nearby states.

For more information on any of these conferences and the convention, visit the *Events* page under Alumni on *FFA.org*.

A grayscale photograph of students in a workshop. In the foreground, a young man in a light-colored shirt is focused on working on a vehicle's engine. A woman with long hair is looking on, and another young man is visible in the background. The scene is filled with mechanical parts, hoses, and tools. The overall tone is educational and hands-on.

# ADVOCACY FOR AGRICULTURAL EDUCATION

ADVOCACY FOR  
AGRICULTURAL EDUCATION

## QUALITY 3: ADVOCACY FOR AGRICULTURAL EDUCATION

**Quality Statement – Community Support:** FFA Alumni members promote agriculture, agricultural education and FFA. Additionally, FFA Alumni members help the public become better informed on the impact that agriculture has on their daily lives.

### Quality Indicators:

1. FFA Alumni members help to promote agriculture and agricultural education in an effort for the public to become better informed on the impact that agriculture has on their daily lives.

\* The term “member” refers to FFA Alumni members.

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Member always communicates the importance of agriculture and agricultural education.	Member usually communicates the importance of agriculture and agricultural education.	Member rarely communicates the importance of agriculture and agricultural education.	Member never communicates the importance of agriculture and agricultural education.	
Evidence, comment and suggestions:				

2. FFA Alumni members promote FFA and the FFA Alumni and Supporters program to help the public become better informed and aware of the importance of agriculture in their daily lives.

\* The term “member” refers to FFA Alumni members.

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Member always communicates the importance of FFA and FFA Alumni and Supporters.	Member usually communicates the importance of FFA and FFA Alumni and Supporters.	Member rarely communicates the importance of FFA and FFA Alumni and Supporters.	Member never communicates the importance of FFA and FFA Alumni and Supporters.	
Evidence, comment and suggestions:				



{CONTINUED} **QUALITY 3: ADVOCACY FOR AGRICULTURAL EDUCATION**

**Quality Statement – School Officials Support:** FFA Alumni members promote the relevancy of agricultural education and FFA in the school curriculum, engage school officials in supporting the local program, demonstrate community support of the program and share the successes achieved by the students, the program and the teacher(s).

**Quality Indicators:**

3. FFA Alumni members help to promote the relevancy of agricultural education and FFA in the school's curriculum.

\* The term "member" refers to FFA Alumni members.

<b>Exemplary 3</b>	<b>Intermediate 2</b>	<b>Novice 1</b>	<b>Nonexistent 0</b>	<b>Indicator Score</b>
Member always promotes the relevancy of agricultural education and FFA to school officials.	Member usually promotes the relevancy of agricultural education and FFA to school officials.	Member rarely promotes the relevancy of agricultural education and FFA to school officials.	Member never promotes the relevancy of agricultural education and FFA to school officials.	
Evidence, comment and suggestions:				

4. FFA Alumni members help to engage school officials in supporting the local program.

\* The term "member" refers to FFA Alumni members.

<b>Exemplary 3</b>	<b>Intermediate 2</b>	<b>Novice 1</b>	<b>Nonexistent 0</b>	<b>Indicator Score</b>
Member always engages school officials.	Member usually engages school officials.	Member rarely engages school officials.	Member never engages school officials.	
Evidence, comment and suggestions:				



{CONTINUED} QUALITY 3: ADVOCACY FOR AGRICULTURAL EDUCATION

5. FFA Alumni members demonstrate community support of the program and share the successes achieved by the students, the program and the teacher(s).

\* The term “member” refers to FFA Alumni members.

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Member always demonstrates support and shares in the successes of the agricultural program.	Member usually demonstrates support and shares in the successes of the agricultural program.	Member rarely demonstrates support and shares in the successes of the agricultural program.	Member never demonstrates support and shares in the successes of the agricultural program.	
Evidence, comment and suggestions:				

**Quality Statement – Community Service:** FFA Alumni members provide and promote service/aid within the community to develop good will and serve as an example to students.

**Quality Indicators:**

6. FFA Alumni members actively identify and promote service/aid opportunities within the community that align with the FFA chapter’s Program of Activities and/or mission and vision.

\* The term “member” refers to FFA Alumni members.

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Member always provides and promotes service/aid.	Member usually provides and promotes service/aid.	Member rarely provides and promotes service/aid.	Member never provides and promotes service/aid.	
Evidence, comment and suggestions:				



**SUMMARY SCORING RUBRIC**

Quality Indicator Scores Exemplary = 3   Intermediate = 2   Novice = 1   Nonexistent = 0	Score Summary
1. FFA Alumni members help to promote agriculture and agricultural education in an effort for the public to become better informed of the impact that agriculture has on their daily lives.	
2. FFA Alumni members promote FFA and FFA Alumni and Supporters programs to help the public become better informed and aware of the importance of agriculture in their daily lives.	
3. FFA Alumni members help to promote the relevancy of agricultural education and FFA in the school's curriculum.	
4. FFA Alumni members help to engage school officials in supporting the local FFA program.	
5. FFA Alumni members demonstrate community support of the FFA program and share the successes achieved by the students, the FFA program and the teacher(s).	
6. FFA Alumni members actively identify and promote service/aid opportunities within the community that align with the FFA chapter's Program of Activities and/or mission and vision.	
<b>Total</b>	

	Exemplary	Intermediate	Novice	Nonexistent
<b>Range</b>	18-13	12-7	6-1	0

The score for the Quality 3: Advocacy for Agricultural Education must be 10 or above to meet this quality.

**Met** \_\_\_\_\_

**Not Met** \_\_\_\_\_

# ADVOCACY

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Alumni and supporters of the National FFA Organization play an important role in advocating for its mission and communicating its purpose. We all know advocacy is important, but putting it into practice can sometimes be difficult. Some questions may arise:

We are intimately aware of the impact of FFA and agricultural education, but how do we share the qualitative and experiential components with someone who has no experience with our organization?

Who are and should be our target audiences? Why?

How do we “box” our message and yet remain adaptable to different advocacy situations?

How do we evaluate the short-term and long-term success of our advocacy efforts?

How do we engage students in the advocacy process? When is their story an effective advocacy tool?

As with any other organized effort or project, advance planning is an important part of developing effective messaging. Below is a simple 10-step process for developing an advocacy plan. The National Association of Agricultural Educators (NAAE) uses and promotes this planning process. The National FFA Organization’s Washington Leadership Conference attendees also learn this process during their time in Washington, D.C.

## 10 Steps to Developing an Advocacy Plan

### 1. Identify an advocacy challenge or opportunity.

In order to properly identify a challenge or opportunity to develop an advocacy plan for a program, you must first evaluate your local program and community. Look for opportunities to enhance aspects of your community, to change the way policies are made or for a possible problem that you need to address.

### 2. Determine key audiences.

Be sure to evaluate the key players involved in the decision-making process within your school, community or state. Identify both the primary and secondary audiences associated with this group.

### 3. Determine what they know.

Evaluate possible information that is available to the individuals who you may be trying to reach. It is important to understand what position they may already have or what information they have access to before you can properly address them with your ideas.

### 4. Determine how they receive their information.

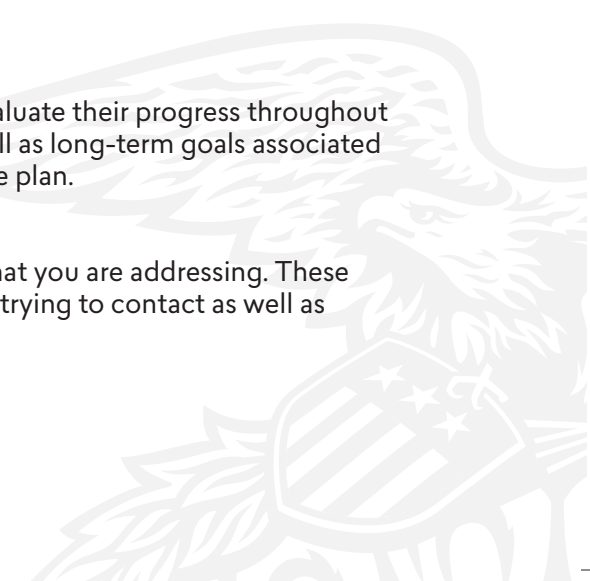
Conduct interviews with members in the key audience so you can understand where and how they receive information. With this information, you can address the audience in the most effective way possible and gain recognition of your issue.

### 5. Develop measurable objectives.

Objectives should be measurable, specific and attainable so that you can evaluate their progress throughout the time spent on promoting the issue. You should include short-term as well as long-term goals associated with your plan in order to determine how you will evaluate the success of the plan.

### 6. Develop message points.

A message point is a clear statement about the program, issue or problem that you are addressing. These points provide background knowledge and clarity to the individuals you are trying to contact as well as provide structure for your argument and influence over the situation.



**7. Communication materials and promotion.**

Communication and promotional materials can consist of magazine articles, classroom content, press releases, letters, emails, websites and more. The purpose of these materials is to ensure that the message points are delivered in an effective way to the individuals identified as your key audience. These are important to delivering the information so that it can be properly distributed based on the objectives you outlined for the plan.

**8. Resources.**

Identify resources that will be effective in managing and executing your plan. This step is essential. Effective resources could possibly include classroom instruction and your students and/or FFA members. Also, resources include anything that will contribute to the cost of the plans, including postage, computers, paper, transportation, etc.

**9. Timeline.**

When developing a timeline for an advocacy plan and executing the plan, it is important to keep accurate records of progress. You should indicate a completion time for each of your activities and evaluate your progress for those activities.

**10. Evaluation.**

Revisit your objectives and timeline frequently. Measuring your objectives by determining the outcomes and outputs of the program will be essential in understanding if your resources were invested wisely and if your objectives were properly met. Though this may seem like an extra step, it is one of the most important, steps because without an evaluation of the plan, you will not know what will or won't work for next time.

This framework should give you a good start in your advocacy efforts. After establishing a plan, the next step is implementing it. While outward communication is an essential part of advocacy, listening to the concerns and input from your audience is just as important. Your efforts will be informative in all cases and persuasive in some. In instances of persuasion, such as requesting funding or ensuring the continued existence of your local FFA program, always show respect, be prepared to answer questions, and remain optimistic.

Advocacy is a skill that is applicable not only in FFA but also agricultural education and agriculture as a whole. As we strive to share the story of agriculture, inform consumers and work with other agriculture supporters, we realize that advocacy is a continuous process. Take pride in the traditions, heritage, progressiveness and leadership of agriculture in the United States and globally.

For assistance with your advocacy efforts, visit [FFA.org/literacy-and-advocacy](https://www.ffa.org/literacy-and-advocacy).

# NATIONAL FFA ALUMNI VOLUNTEER IMPACT: HOURS LOG

LOCAL ALUMNI AND SUPPORTERS CHAPTER \_\_\_\_\_

ACTIVITY \_\_\_\_\_ DATE \_\_\_\_\_

VOLUNTEER	HOURS DONATED				
Local Funds Raised		Regional Funds Raised		State Funds Raised	
					Total Hours

To create a program-specific sheet, use our editable Excel template on [FFA.org](http://FFA.org) under Alumni Chapter Resources.

## NATIONAL FFA ALUMNI VOLUNTEER IMPACT: CHAPTER TIME SHEET

LOCAL ALUMNI AND SUPPORTERS CHAPTER \_\_\_\_\_

ACTIVITY \_\_\_\_\_ DATE \_\_\_\_\_

VOLUNTEER	TIME IN	TIME OUT	TOTAL HOURS		

<b>Local Funds Raised</b>	<b>Regional Funds Raised</b>	<b>State Funds Raised</b>	<b>Total Hours</b>
[ ]	[ ]	[ ]	[ ]

To create a program-specific sheet, use our editable Excel template on FFA.org under Alumni Chapter Resources.

# NATIONAL FFA ALUMNI VOLUNTEER IMPACT: MEMBER LOG SHEET

MEMBER NAME \_\_\_\_\_

LOCAL ALUMNI AND SUPPORTERS CHAPTER \_\_\_\_\_

EVENT	DATE	TOTAL HOURS
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		

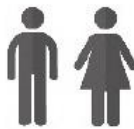
Local Funds Raised	Regional Funds Raised	State Funds Raised	Total Hours
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

To create a program-specific sheet, use our editable Excel template on FFA.org under Alumni Chapter Resources.



# NATIONAL FFA ORGANIZATION

{Name of Alumni & Supporters Chapter}



{#} Volunteers



{#} Hours Donated



{#} Dollars Raised



{\\$} Total Economic Impact

Economic Impact = \$24.69 x # of Hours Donated + # of Dollars Raised

*Friends*

*Family*

***Alumni***

Stay Forever Blue with a one-time investment of \$200+ state dues!

[FFA.org/joinalumni](https://FFA.org/joinalumni)

{Your Chapter's Email Address}

{Your Chapter's Web Address}



{Your Chapter's Facebook Page Name}



{@Your Chapter's Twitter Handle}



{Your Chapter's Instagram Account Name}



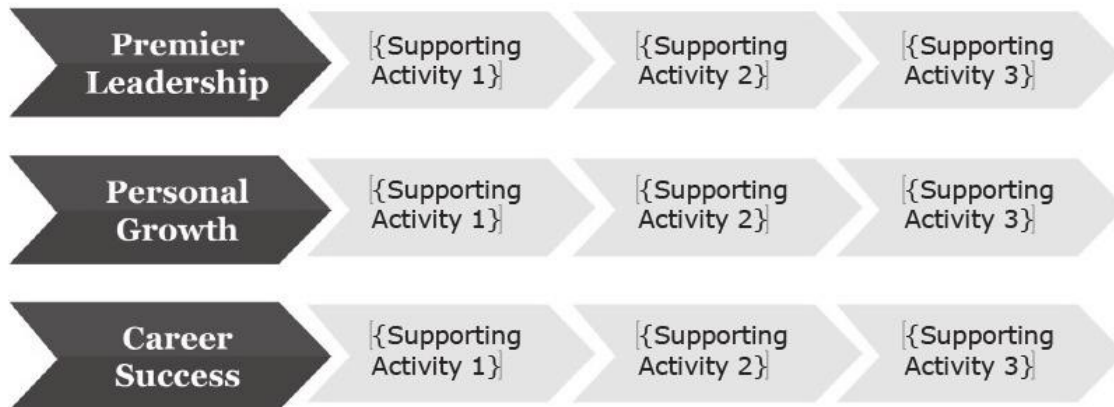
[FFA.org/alumni](https://FFA.org/alumni)

To use this template, visit [FFA.org/support/alumnichapterresource](https://FFA.org/support/alumnichapterresource).





# NATIONAL FFA ORGANIZATION



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.

To use this template, visit [FFA.org/support/alumnichapterresources](https://www.ffa.org/support/alumnichapterresources).

## NATIONAL FFA ALUMNI ON SOCIAL MEDIA

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### Official National FFA Alumni and Supporters Facebook Account



[www.facebook.com/ffaalumni](http://www.facebook.com/ffaalumni)

Search: National FFA Alumni and Supporters

Click the Like button on the top right corner of the page.

You can also join the FFA Alumni Discussion Group to ask questions and share ideas.

### Official National FFA Alumni and Supporters Twitter Account



[www.twitter.com/ffa\\_alumni](http://www.twitter.com/ffa_alumni)

Search: @ffa\_alumni

Click the Follow button on the top right corner of the page.

### Official National FFA Alumni and Supporters Instagram Account



[www.instagram.com/nationalffaalumni1971](http://www.instagram.com/nationalffaalumni1971)

Search: @nationalffaalumni1971

#FFAalumni

Tag us in anything you or your local FFA Alumni chapter is doing – photos, statues, articles, events, etc. Your post may end up in *FFA New Horizons*.

### What is a hashtag?

A hashtag allows grouping of similarly tagged messages and also allows an electronic search to return all messages that contain it.

**How to use a hashtag.** (Example for Facebook status update.)

1. You decide to post a Facebook status about an upcoming event.
2. Type the status how you normally would but use the #FFAalumni in the sentence or include it at the end.

*Example: Hey Sugar Grove Alumni! Don't forget tonight's meeting is at the middle school. #FFAalumni*

3. Clicking the hashtag will take you to another newsfeed that includes anyone else who has also used that hashtag.

### Official National FFA Alumni and Supporters LinkedIn Account



Search: National FFA Alumni and Supporters



# **AGRICULTURAL EDUCATION/ FFA PROGRAM DEVELOPMENT**

## QUALITY 4: AGRICULTURAL EDUCATION/FFA PROGRAM DEVELOPMENT

**Quality Statement – Student Recruitment:** FFA Alumni members strive to increase agricultural education enrollment and/or FFA membership and encourage greater student participation.

### Quality Indicators:

1. FFA Alumni members assist in the creation of a project plan used to increase agricultural education enrollment and/or FFA membership.

\* The term “member” refers to FFA Alumni members.

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Member always utilizes a project plan that demonstrates impact and completes plans in a timely manner.	Member regularly utilizes a project plan and generally completes plans in a timely manner.	Member struggles to utilize a project plan and rarely completes plans in a timely manner.	Member does not utilize a project plan and does not complete plans in a timely manner.	
Evidence, comment and suggestions:				

2. FFA Alumni members aid in identifying and employing all resources available to encourage greater student participation.

\* The term “member” refers to FFA Alumni members.

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Members always demonstrate the ability to identify and utilize a broad spectrum of resources available to encourage greater student participation.	Members consistently identify and utilize some resources available to encourage greater student participation.	Members struggle to identify resources and develop opportunities to increase student participation.	Members do not identify or engage resources to increase student participation.	
Evidence, comment and suggestions:				

{CONTINUED} **QUALITY 4: AGRICULTURAL EDUCATION/FFA PROGRAM DEVELOPMENT**

**Quality Statement – Cooperation:** FFA Alumni members develop collaborative and cooperative skills among students, chapter officers and FFA Alumni members and leaders.

**Quality Indicators:**

3. FFA Alumni members help to develop collaborative, team-building skills among students, chapter officers, FFA Alumni members and leaders.

*\*The term “member” refers to FFA Alumni members.*

<b>Exemplary 3</b>	<b>Intermediate 2</b>	<b>Novice 1</b>	<b>Nonexistent 0</b>	<b>Indicator Score</b>
Members always evaluate the team culture and adjust as needed to ensure team effectiveness in completing a task.	Members identify appropriate team roles needed to complete a group task.	Members begin to identify team roles and strengths within a group.	Members do not assess team roles, strengths and cultures to ensure the completion of group tasks.	
Evidence, comment and suggestions:				

4. FFA Alumni members assist in developing respect and empathy among students, chapter officers, FFA Alumni members and leaders with varying opinions.

*\*The term “member” refers to FFA Alumni members.*

<b>Exemplary 3</b>	<b>Intermediate 2</b>	<b>Novice 1</b>	<b>Nonexistent 0</b>	<b>Indicator Score</b>
Member always demonstrates respect for others’ opinions and engages everyone to ensure consensus and cooperation.	Member regularly demonstrates respect for others’ opinions and seeks to engage everyone to ensure consensus and cooperation.	Member is beginning to demonstrate respect for others’ opinions and seeks to engage everyone to ensure consensus and cooperation.	Member does not demonstrate respect for others’ opinions and does not seek consensus and cooperation from others.	
Evidence, comment and suggestions:				

{CONTINUED} QUALITY 4: AGRICULTURAL EDUCATION/FFA PROGRAM DEVELOPMENT

**Quality Statement – Teacher Support:** FFA Alumni members support and aid the local teacher(s) in their responsibilities to foster a collaborative relationship.

**Quality Indicators:**

5. FFA Alumni members support and aid the local teacher(s) through use of various strategies in order to maintain a collaborative, working relationship.

\* The term “member” refers to FFA Alumni members.

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Member employs at least six strategies to foster a collaborative relationship.	Member employs at least four strategies to foster a collaborative relationship.	Member employs at least two strategies to foster a collaborative relationship.	Member employs no strategies to foster a collaborative relationship.	
Evidence, comment and suggestions:				

**Quality Statement – Financial:** FFA Alumni members utilize methods to financially assist the local program, chapter, teacher and/or students.

**Quality Indicators:**

6. FFA Alumni member utilizes methods to financially assist the local program, chapter, teacher and/or students.

\* The term “member” refers to FFA Alumni members.

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Member always demonstrates support through securing financial support for FFA programming.	Member regularly demonstrates support through securing financial support for FFA programming.	Member struggles to demonstrate support through securing financial support for FFA programming.	Member does not demonstrate support through securing financial support for FFA programming.	
Evidence, comment and suggestions:				



**SUMMARY SCORING RUBRIC**

<b>Quality Indicator Scores</b> Exemplary = 3   Intermediate = 2   Novice = 1   Nonexistent = 0	<b>Score Summary</b>
1. FFA Alumni members assist in the creation of a project plan used to increase agricultural education enrollment and/or FFA membership.	
2. FFA Alumni members aid in identifying and employing all resources available to encourage greater student participation.	
3. FFA Alumni members help to develop collaborative, team-building skills among students, chapter officers, FFA Alumni members and leaders.	
4. FFA Alumni members assist in developing respect and empathy among students, chapter officers, FFA Alumni members and leaders with varying opinions.	
5. FFA Alumni members support and aid the local teacher(s) through use of various strategies in order to maintain a collaborative, working relationship.	
6. FFA Alumni members utilize methods to financially assist the local program, chapter, teacher and/or students.	
<b>Total</b>	

	<b>Exemplary</b>	<b>Intermediate</b>	<b>Novice</b>	<b>Nonexistent</b>
<b>Range</b>	18-13	12-7	6-1	0

The score for the Quality 4: Agricultural Education/FFA Program Development must be 10 or above to meet this quality.

**Met** \_\_\_\_\_

**Not Met** \_\_\_\_\_

# VOLUNTEER RESOURCE INVENTORY

Your talents, skills, time and resources will help our FFA program go from great to outstanding!

NAME \_\_\_\_\_  
ADDRESS \_\_\_\_\_  
CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_  
PHONE \_\_\_\_\_ EMAIL \_\_\_\_\_  
BIRTHDATE \_\_\_\_\_ GRADUATION YEAR \_\_\_\_\_

## Areas of Expertise/Experience

### Agribusiness Systems

- Farm Business Accounting
- Farm Business Management
- Fundraising
- Job Interviewing
- Marketing/Advertising
- Parliamentary Procedure
- Public Speaking
- Resumes and Applications
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Animal Systems

- Aquaculture
- Beef Cattle
- Dairy Cattle
- Dairy or Meat Goats
- Guinea Pig/Cavies
- Horses
- Poultry
- Rabbits
- Sheep
- Swine
- Veal Calves
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Environmental Service Systems

- Forestry/Christmas Trees
- Logging
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Food Products and Processing Systems

- Meats Processing
- Dairy Processing
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Natural Resources Systems

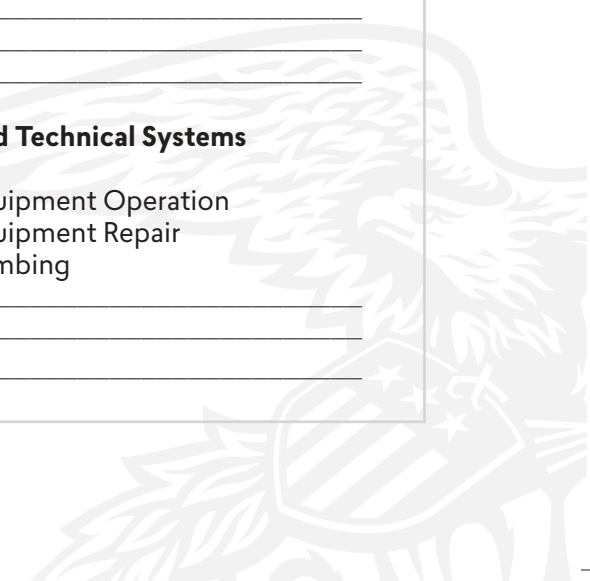
- Fishing
- Hunting
- Wildlife
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Plant Systems

- Floral Design
- Greenhouse Management
- Hydroponics
- Landscaping
- Nursery Management
- Plant Propagation/Grafting
- Soils
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Power Structural and Technical Systems

- Welding
- Tractor/Heavy Equipment Operation
- Tractor/Heavy Equipment Repair
- Irrigation and Plumbing
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





**Skills/Services**

*I would enjoy helping with....*

- Carpentry/Woodworking
- Clerical/Office Work (mailings, email, newsletters)
- Coaching
- Cooking
- Creating/Updating Websites

**Driving**

- CDL (Commercial Driving License)
- School District Approved Driver
- Local Trips only
- Overnight/Multiday trips
  
- Electrical
- Fencing
- Financial Services/Nonprofit Organization Management
- Fundraising/Soliciting Corporate Donations and Partnerships
- History (tracking down FFA Alumni, Awards, won, etc.)
- Irrigation
- Judge
- Maintaining Databases of Contact Information
- Multimedia/Video Production
- Planning/Coordinating Events and Volunteers
- Proofreading/Helping with Award Applications
- Sewing
- Translating Spanish to English

**Others**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Resources/Supplies**

*I have the following available for students and instructors to use:*

- Dump Trailer
- Flatbed Trailer – Length: \_\_\_\_\_

**Land for:**

- Crops
- Animals
- Greenhouse Space

**Livestock/Horse Trailer:** Size: \_\_\_\_\_

- Gooseneck
- Bumper Pull

- Nursery/Greenhouse Supplies
  - Portable PS System
  - RV/Camper
  - Shop/Welding Equipment
  - Tractors or Heavy Equipment (Types)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Van/Suburban  
# \_\_\_\_\_ of passengers (including driver)

Video Camera

Others:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Items listed on this Volunteer Resource Inventory are just suggestions and are not indicative of every program's needs. See your local agriculture educator to learn what your local school district will allow.

*To create a program-specific sheet, please use our editable Excel template on FFA.org under Alumni Chapter Resources.*

# FFA CHAPTER REQUEST FORM

LOCAL ALUMNI AND SUPPORTERS CHAPTER \_\_\_\_\_

SCHOOL YEAR \_\_\_\_\_

MONTH \_\_\_\_\_

**EVENT** \_\_\_\_\_

*Funding Needed*

*Number of Volunteers Needed*


**EVENT** \_\_\_\_\_

*Funding Needed*

*Number of Volunteers Needed*


{CONTINUED} FFA CHAPTER REQUEST FORM

**EVENT** \_\_\_\_\_

**Funding Needed**

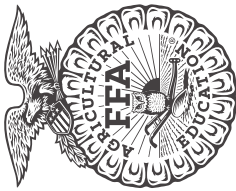
**Number of Volunteers Needed**


**EVENT** \_\_\_\_\_

**Funding Needed**

**Number of Volunteers Needed**


To create a program-specific sheet, please use our editable Excel template on [FFA.org](http://FFA.org) under Alumni Chapter Resources.



NATIONAL FFA  
ALUMNI AND SUPPORTERS

## National FFA Career Pathway Crosswalks

4/2018

*This crosswalk is to gain a better understanding of specific FFA programs that help students prepare for each of the AFNR career pathways. Some events and awards may fit into multiple pathways.*

	Agribusiness Systems	Animal Systems	Biotechnology Systems	Environmental Systems	Food Products & Processing Systems	Natural Resource Systems	Plant Systems	Power, Structural & Technical Systems	Career Ready Practices
<b>Leadership and Career Development Events</b>	Ag. Communications, Ag. Sales, Agronomy, Dairy Cattle Evaluation & Management, Farm Agribusiness Management, Floriculture, Food Science & Technology, Forestry, Horse Evaluation, Marketing Plan, Meats Evaluation & Technology, Nursery/Landscape, Poultry Evaluation, Veterinary Science	Ag. Technology & Mechanical Systems, Dairy Cattle Evaluation & Management, Environmental and Natural Resources, Natural Resources, Horse Evaluation, Livestock Evaluation, Meats Evaluation & Technology, Milk Quality & Products, Poultry Evaluation, Veterinary Science	Dairy Cattle Evaluation & Management, Environmental & Natural Resources, Floriculture, Food Science & Technology, Milk Quality & Products	Ag. Technology & Mechanical Systems, Environmental & Natural Resources, Floriculture, Forestry, Poultry Evaluation	Ag. Science & Technology, Agronomy, Food Science & Technology, Meats Evaluation & Technology, Milk Quality & Products, Poultry Evaluation	Ag. Technology & Mechanical Systems, Agronomy, Environmental & Natural Resources, Floriculture, Forestry, Nursery/Landscape	Ag. Technology & Mechanical Systems, Environmental & Natural Resources, Forestry, Nursery/Landscape	Ag. Technology & Mechanical Systems, Environmental & Natural Resources, Forestry, Nursery/Landscape	All LDEs and CDEs
<b>Agriscience Fair</b>	Social Science	Animal Systems	All Agriscience Fair Areas	Environmental Services/Natural Resource Systems	Food Products and Processing Systems	Environmental Services/Natural Resource Systems	Plant Systems	Power, Structural and Technical Systems	Social Science
<b>Proficiency Awards</b>	Ag. Communications, Ag. Sales, Ag. Services	Agriscience Animal Systems Research, Beef Production, Dairy Production, Diversified Ag. Production, Diversified Livestock Production, Equine Science, Goat Production, Poultry Production, Sheep Production, Small Animal Production & Care, Specialty Animal Production, Swine Production, Veterinary Science	Agriscience Research	Agriscience Integrated Systems Research, Environmental Science & Natural Resources Management, Wildlife Production & Management	Ag. Processing, Agriscience Integrated Systems Research, Food Science & Technology	Agriscience Integrated Systems Research, Environmental Science & Natural Resources Management	Agriscience Plant Systems Research Diversified Ag. Production, Diversified Crop Production, Diversified Horticulture, Fiber & Oil Crop Production, Forage Production, Forest Management & Products, Fruit Production, Grain Production, Landscape Management, Nursery Operations, Specialty Crop Production, Turf Grass Management, Vegetable Production	Ag. Mechanics Design & Fabrication, Ag. Mechanics Repair & Maintenance, Agriscience Integrated Systems Research	All Proficiency Awards

A grayscale photograph of two young women standing in a school hallway, facing each other and talking. The woman on the left is wearing a dark t-shirt with 'KENTUCKY' and a large circular logo on the back. The woman on the right is wearing a dark t-shirt with 'I SUPPORT THE BLUE JACKETS' and a smaller circular logo on the back. The hallway has fluorescent lights on the ceiling and a window in the background.

# STUDENT DEVELOPMENT

## QUALITY 5: STUDENT DEVELOPMENT

**Quality Statement – Leadership:** FFA Alumni members provide students with the following skills in order to enhance their personal growth: technical, interpersonal and decision-making skills.

**Quality Indicators:**

1. FFA Alumni members provide technical skills to enhance students’ personal growth.

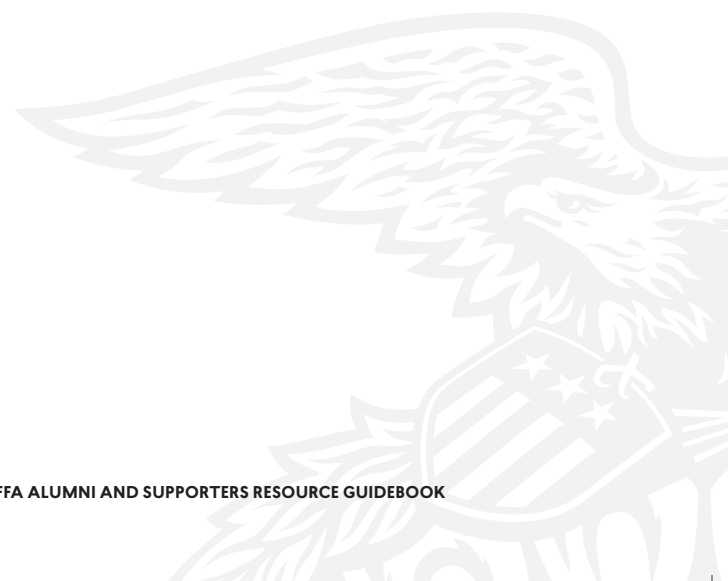
*\* The term “member” refers to FFA Alumni members.*

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Member is always available to assist, coach and guide student.	Member is mostly available to assist, coach and guide student.	Member is somewhat available to assist, coach and guide student.	Member is not available to assist, coach and guide student.	
Evidence, comment and suggestions:				

2. FFA Alumni members provide interpersonal (human relations) skills to enhance students’ personal growth.

*\* The term “member” refers to FFA Alumni members.*

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Member is always available to assist, coach and guide student.	Member is mostly available to assist, coach and guide student.	Member is somewhat available to assist, coach and guide student.	Member is not available to assist, coach and guide student.	
Evidence, comment and suggestions:				



{CONTINUED} QUALITY 5: STUDENT DEVELOPMENT

3. FFA Alumni members provide decision-making skills to enhance students' growth.

\* The term "member" refers to FFA Alumni members.

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Member is always available to assist, coach and guide student.	Member is mostly available to assist, coach and guide student.	Member is somewhat available to assist, coach and guide student.	Member is not available to assist, coach and guide student.	
Evidence, comment and suggestions:				

**Quality Statement – Personal Growth:** FFA Alumni members help support or provide activities that improve the interpersonal and intrapersonal skills of FFA members.

**Quality Indicators:**

4. FFA Alumni members help support activities that improve the interpersonal skills of FFA members.

\* The term "member" refers to FFA Alumni members.

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Member always provides tools, techniques and experiences to help student improve.	Member regularly provides tools, techniques and experiences to help student improve.	Member struggles to provide tools, techniques and experiences to help student improve.	Member does not provide tools, techniques and experiences to help student improve.	
Evidence, comment and suggestions:				

{CONTINUED} QUALITY 5: STUDENT DEVELOPMENT

5. FFA Alumni members help support activities that improve the intrapersonal skills of FFA members.

\* The term “member” refers to FFA Alumni members.

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Member always provides tools, techniques and experiences to help student improve.	Member regularly provides tools, techniques and experiences to help student improve.	Member struggles to provide tools, techniques and experiences to help student improve.	Member does not provide tools, techniques and experiences to help student improve.	
Evidence, comment and suggestions:				

**Quality Statement – Career Success:** FFA Alumni members utilize appropriate tools that help support or provide assistance for student involvement through agricultural-related experience and/or entrepreneurship.

**Quality Indicators:**

6. FFA Alumni members utilize appropriate tools that support student involvement through agricultural-related experiences and/or entrepreneurships.

\* The term “member” refers to FFA Alumni members.

Exemplary 3	Intermediate 2	Novice 1	Nonexistent 0	Indicator Score
Member always provides the appropriate tools, techniques and experiences to help student improve.	Member regularly provides the appropriate tools, techniques and experiences to help student improve.	Member struggles to provide the appropriate tools, techniques and experiences to help student improve.	Member does not provide the appropriate tools, techniques and experiences to help student improve.	
Evidence, comment and suggestions:				





**SUMMARY SCORING RUBRIC**

Quality Indicator Scores Exemplary = 3   Intermediate = 2   Novice = 1   Nonexistent = 0	Score Summary
1. FFA Alumni members provide technical skills to enhance students' personal growth.	
2. FFA Alumni members provide interpersonal (human relations) skills to enhance students' personal growth.	
3. FFA Alumni members provide decision-making skills to enhance students' growth.	
4. FFA Alumni members help support activities that improve the interpersonal skills of FFA members.	
5. FFA Alumni members help support activities that improve the intrapersonal skills of FFA members.	
6. FFA Alumni members utilize appropriate tools that support student involvement through agricultural-related experiences and/or entrepreneurship.	
<b>Total</b>	

	Exemplary	Intermediate	Novice	Nonexistent
<b>Range</b>	18-13	12-7	6-1	0

The score for the Quality 5: Student Development must be 10 or above to meet this quality.

**Met** \_\_\_\_\_

**Not Met** \_\_\_\_\_

## QUALITY 5: STUDENT DEVELOPMENT – LIST OF IDEAS

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### **Quality Indicator 1: Technical Skills**

- Volunteer to be a classroom/banquet/convention guest speaker on professional content.
- Mentor student with supervised agriculture experiences (SAEs).
- Assist students with record books and proficiency applications.
- Assist with school farm/land lab/shop/etc.

### **Quality Indicator 2: Interpersonal Skills**

- Support and show appreciation to local agriculture educators.
- Provide professional development scholarships, thank you cards, babysitting, gift cards, meals, etc.
- Coach speaking contest members.
- Advocate for the program with parents, school boards and local businesses.
- Organize and assist with community service activities.

### **Quality Indicator 3: Decision-Making Skills**

- Be a career development event (CDE) or leadership development event (LDE) coach.
- Help organize and execute chapter fundraisers.
- Provide job shadowing experiences.
- Host a career night/event.

### **Quality Indicator 4: Support Activities That Improve Interpersonal Skills**

- Host a local/area/district/regional leadership conference/night.
- Chaperone FFA activities.

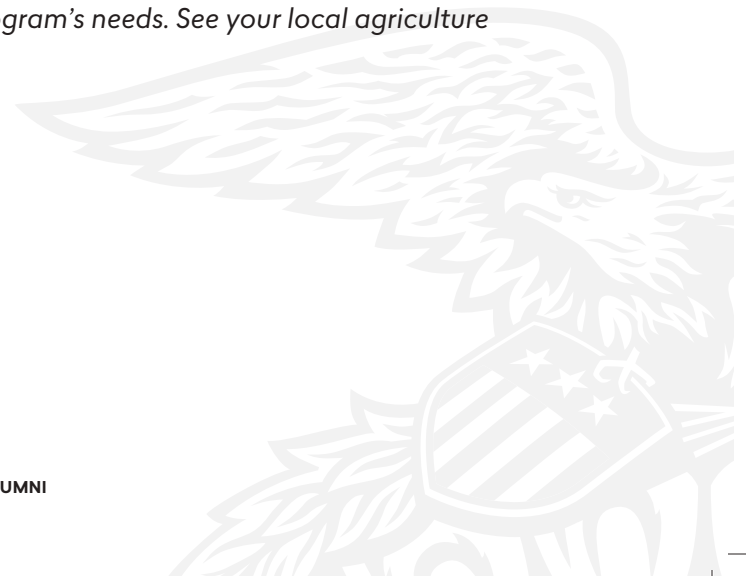
### **Quality Indicator 5: Support Activities That Improve Intrapersonal Skills**

- Host a CDE Skill-a-Thon.
- Host a livestock judging contest.
- Host a parliamentary procedure contest.

### **Quality Indicator 6: Support or Provide Assistance for Student Involvement Through Agricultural-Related Experiences and/or Entrepreneurship.**

- Provide FFA Official Dress.
- Provide SAE opportunities.
- Provide practice sights/materials for CDE and LDE teams.
- Purchase FFA member projects at events.
- Provide scholarships.
- Mentor members interested in developing entrepreneurship opportunities.
- Provide/donate equipment.

*Items listed are just suggestions and are not indicative of every program's needs. See your local agriculture educator to learn what your local school district will allow.*





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FFA ORGANIZATION



**THE FFA MISSION**

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

**THE AGRICULTURAL EDUCATION MISSION**

Agricultural education prepares students for successful careers and a lifetime of informed choices in global agriculture, food, fiber and natural resources systems.

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