

NATIONAL FFA ALUMNI

Resource Guidebook

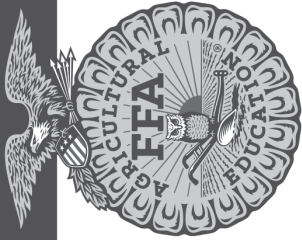


The *National FFA Alumni Resource Guidebook* was created to equip your Alumni affiliate and members with the necessary resources to help support the FFA mission of premier leadership, personal growth and career success. These resources are delivered through the FFA strategic plan areas of engaging our 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 Quality Program Guide so that you can accurately evaluate your affiliates program as well as have the resources to help strengthen it at your fingertips.

The Growing Quality: National FFA Alumni 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 Quality Program Guide is a result of a need to provide a consistent delivery of high-quality FFA Alumni programs across the nation. Local FFA Alumni members are tasked with supporting local agricultural education programs, FFA chapters, teachers and students. Through FFA Alumni, supporters 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 generally focus their work into five categories: business operations for FFA Alumni; 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.

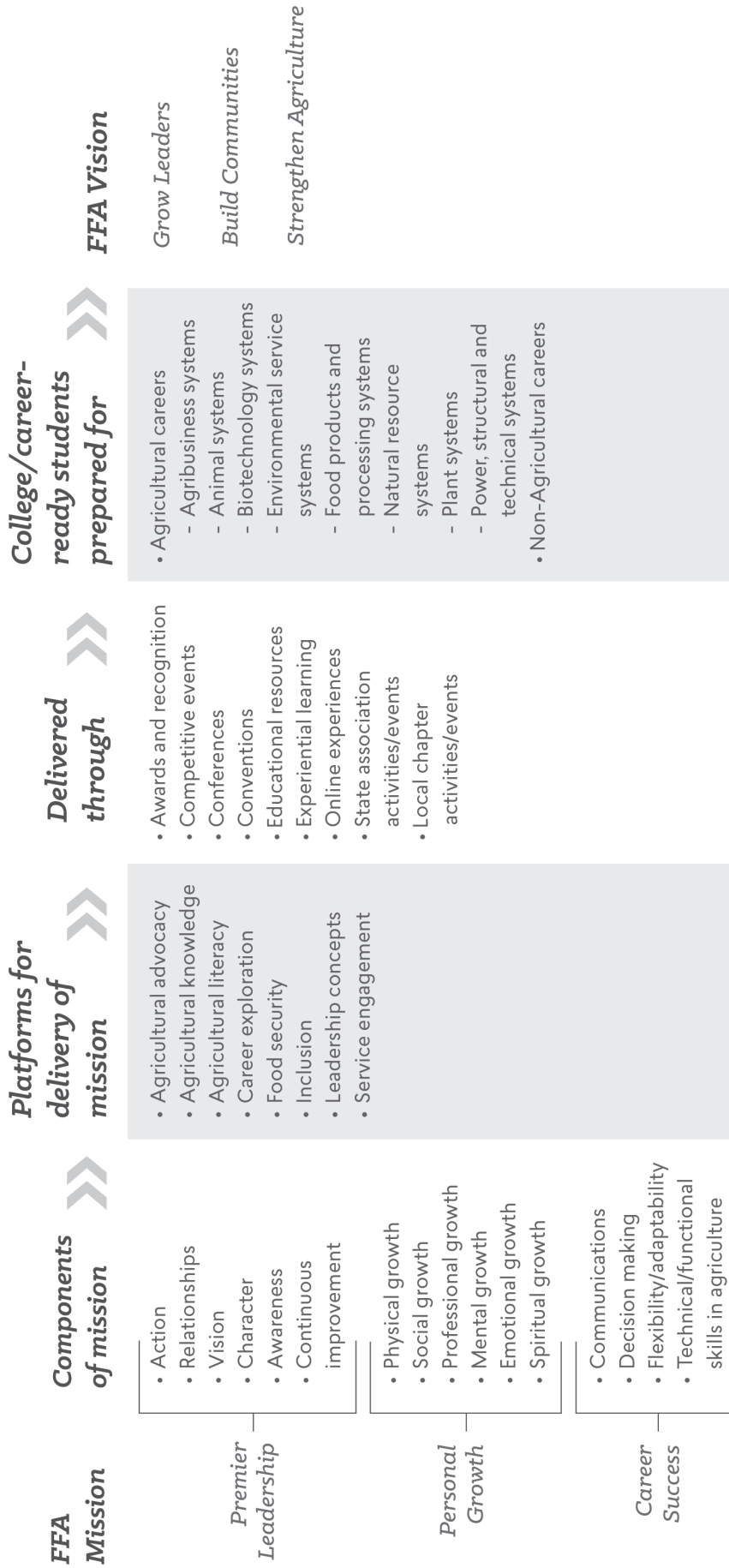
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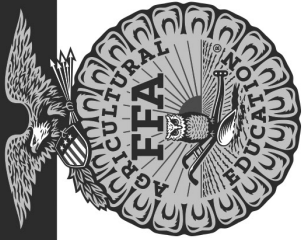
National FFA Organization

DELIVERY OF THE FFA MISSION



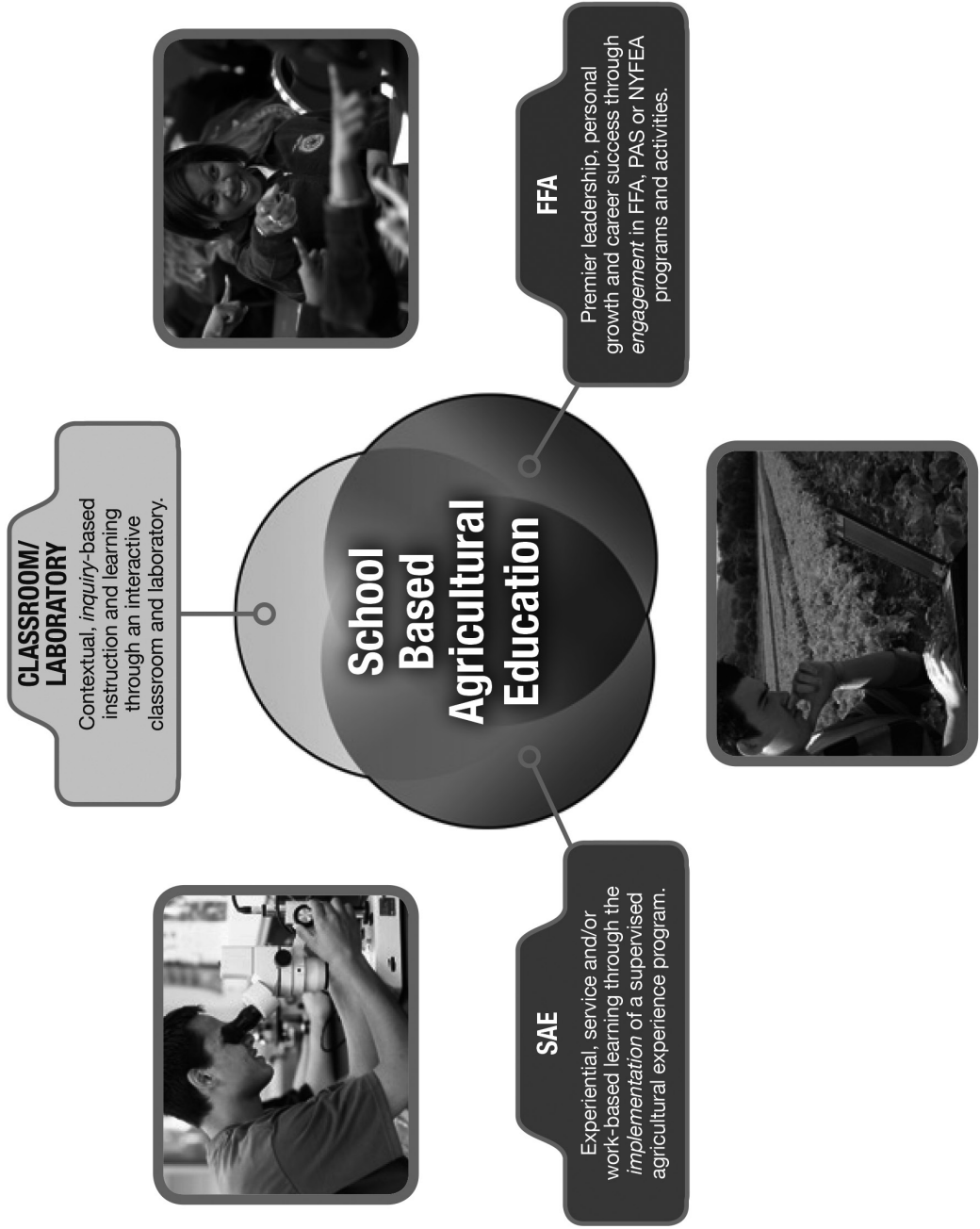
FFA Mission: FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

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

Listed on each rubric are qualities or quality statements that are being assessed based on local FFA Alumni 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 sums 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 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:

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



TERMS TO KNOW

ADC (Alumni Development Conference)

Conference where FFA Alumni qualities were determined.

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.

MyFFA and My Journey

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

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.

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 Quality Program Standards documentation. (The following reminder will be mentioned throughout FFA Alumni documentation: *The term “member” refers to FFA Alumni members).

EXPLANATION OF QUALITIES

Quality 1: Business Operation for FFA Alumni

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 activities; provide opportunities to socialize and to be included; share opportunities for service and leadership; distributing newsletter with important news and events; provide 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.

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 benefits; attending community events with the goal of recruiting members; and/or utilizing a volunteer inventory to successfully on-board potential candidates.



Quality 3: Advocacy for Agricultural Education

Quality Statement- Community Support: FFA Alumni members promote agriculture, agricultural education and FFA. Additionally, FFA Alumni 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 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 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.



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; supervised agricultural experience assistance; training career development event (CDE) teams; providing college scholarships; providing job opportunities; serving as a “content expert presenter” to classrooms; arranging campus tours; providing transportation; or chaperoning to district, state or national CDE competitions.

PROGRAM INFORMATION COLLECTION WORKSHEET

In order to accurately assess the FFA Alumni 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 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 AGRICULTURE 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.

CUMMULATIVE SUMMARY

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

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