MONTANA FFA ALUMNI

RESOURCE GUIDEBOOK

Dear Alumni members,

Thank you for your commitment to Montana FFA and Montana agriculture. The State Alumni board is grateful for your service. By making the decision to be part of the FFA Alumni you are impacting the lives of students in your chapter, district, and state. To help aid you in this, the State Alumni board created this guidebook. We hope that you find it helpful. If you have any questions please feel free to contact us. You can find us at:

State alumni email address: **alumni@montanaffa.com**

To view this guidebook digitally and to see a list of current officers and their contact information plus additional resources visit us at:

State website: **montanaffa.org**

To keep up on ag issues and see what chapters around the state are up to 'like' us at:

Facebook page: **Montana FFA Alumni**

To access additional resources, see National items, or visit the FFA Store go to:

National website: **ffa.org**

Interested in making a donation, sponsoring an event or scholarship, or know someone who does? The FFA Foundation would be happy to help at:

MT FFA Foundation email: **foundation@montanaffa.org**

We look forward to working with you to make Montana FFA the best it can be, and again thank you for supporting FFA!

Sincerely,

Montana FFA Alumni Board

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ALUMNI FORMS: *Forms that may be reproduced and used for your alumni.*

INTRODUCTION

MONTANA FFA ALUMNI RESOURCE GUIDEBOOK

The State FFA Alumni Resource Guidebook was created to equip your Alumni 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 from the Growing Quality: National FFA Alumni Quality Program Guide, information from the National FFA Alumni handbook, operational information, quick guides, and resource forms. This Resource Guidebook is designed to be utilized by FFA Alumni members in support of local teacher(s), and administration, to accurately evaluate your alumni chapter's program, develop clear goals and objectives for program improvement, develop alumni members and maintain your local alumni program. It allows you to have the resources to help strengthen your chapter at your fingertips.

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.

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 THREE ORGANIZATIONS OF MONTANA FFA

The **Montana FFA Association** is the student organization. Both the Montana FFA Alumni and Montana FFA Foundation exist to support and promote this organization.
Future Farmers of America was founded by a group of young farmers in 1928 with Montana officially becoming chartered in 1930. Their mission was to prepare future generations for the challenges of feeding a growing population. They taught us that agriculture is more than planting and harvesting – it's a science, it's a business and it's an art.
FFA continues to help the next generation rise up to meet those challenges by helping its members to develop their own unique talents and explore their interests in a broad range of career pathways.

Montana FFA Alumni Association members are adults who support and promote FFA and Agricultural Education. Agriculture teachers rely on FFA Alumni to help them get more support from the community for their agriculture programs and to give them more time and freedom to do what they do best – teach kids. FFA relies on alumni members for help with recruiting students and raising funds for chapter activities and scholarships. FFA Alumni also assist at FFA camps and conferences, the National FFA Convention & Expo and other personal development programs. Through their commitment to FFA and agricultural education, FFA Alumni help guide the students in their communities down the path to success. Membership in the National FFA Alumni Association is open to anyone who is interested in supporting and promoting agriculture, agricultural education and the FFA on the local, state and national level. If you are proud of FFA and want to help local FFA members acquire knowledge and experience from agricultural education and FFA activities – the FFA Alumni is for you!

The **Montana FFA Foundation**'s mission is to cultivate partnerships, promote awareness and secure resources to enhance Agricultural Education and the Montana FFA Association. The Foundation offers support at the state, local and student level through program support, scholarships, and community service.
The key function of the Montana FFA Foundation is to financially support our Montana FFA members and our nearly 100 chapters as they mature through skills training, leadership development and personal growth to become leaders of tomorrow. The vision is to financially support chapters up to 50% of their financial needs for FFA related contests and programs, taking pressure off their local communities to support. To fund community service projects at the local FFA level, to support State Association initiatives, and to increase scholarship endowment to one million to support more scholarships for students and teachers. When you support FFA, you support Montana economy. Montana FFA members are entrepreneurs who generate millions toward the Montana economy through their supervised agriculture experience programs. A gift to the Montana FFA Foundation allows us to build future leaders for all industries and supports community enrichment through our youth. There are three ways to financially support Montana FFA; Scholarships, Leadership Development, and Special Projects. Additionally, you can become involved in the newly developed Mentorship Program whose goal is to match students with employers in fields that students have an interest.
If you, or a business you know, is looking for a way to give to Montana FFA for generations to come through planning giving, please contact our Montana FFA Foundation at **foundation@montanaffa.org** for more information.

National FFA Organization

DELIVERY OF THE FFA MISSION

FFA Mission → *Components of mission*

Premier Leadership
- Action
- Relationships
- Vision
- Character
- Awareness
- Continuous improvement

Personal Growth
- Physical growth
- Social growth
- Professional growth
- Mental growth
- Emotional growth
- Spiritual growth

Career Success
- Communications
- Decision making
- Flexibility/adaptability
- Technical/functional skills in agriculture

Platforms for delivery of mission

- Agricultural advocacy
- Agricultural knowledge
- Agricultural literacy
- Career exploration
- Food security
- Inclusion
- Leadership concepts
- Service engagement

Delivered through

- Awards and recognition
- Competitive events
- Conferences
- Conventions
- Educational resources
- Experiential learning
- Online experiences
- State association activities/events
- Local chapter activities/events

College/career-ready students prepared for

- Agricultural careers
  - Agribusiness systems
  - Animal systems
  - Biotechnology systems
  - Environmental service systems
  - Food products and processing systems
  - Natural resource systems
  - Plant systems
  - Power, structural and technical systems
- Non-Agricultural careers

FFA Vision

Grow Leaders

Build Communities

Strengthen Agriculture

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

CLASSROOM/ LABORATORY

Contextual, *inquiry*-based instruction and learning through an interactive classroom and laboratory.

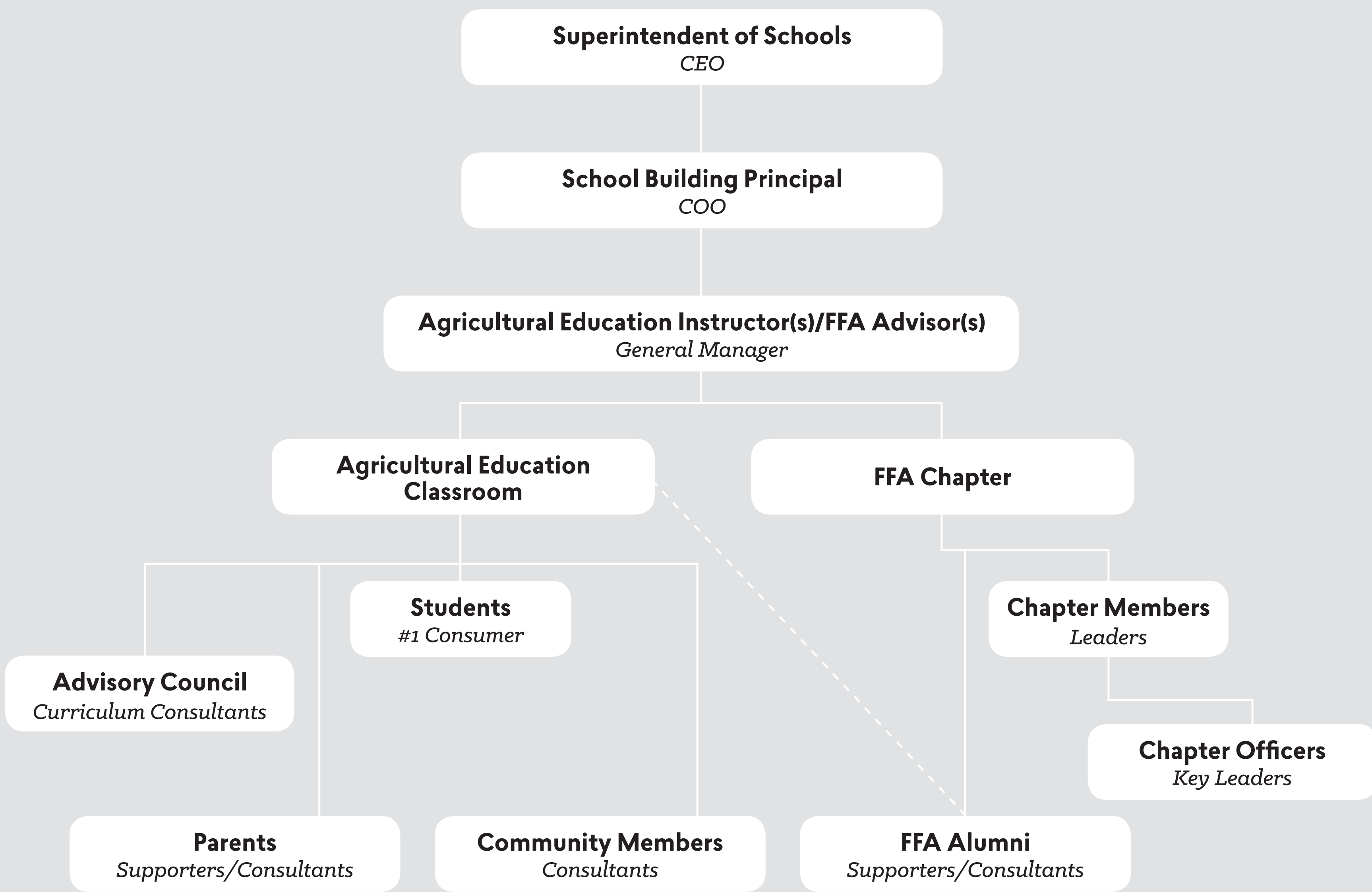
SAE

Experiential, service and/or work-based learning through the *implementation* of a supervised agricultural experience program.

FFA

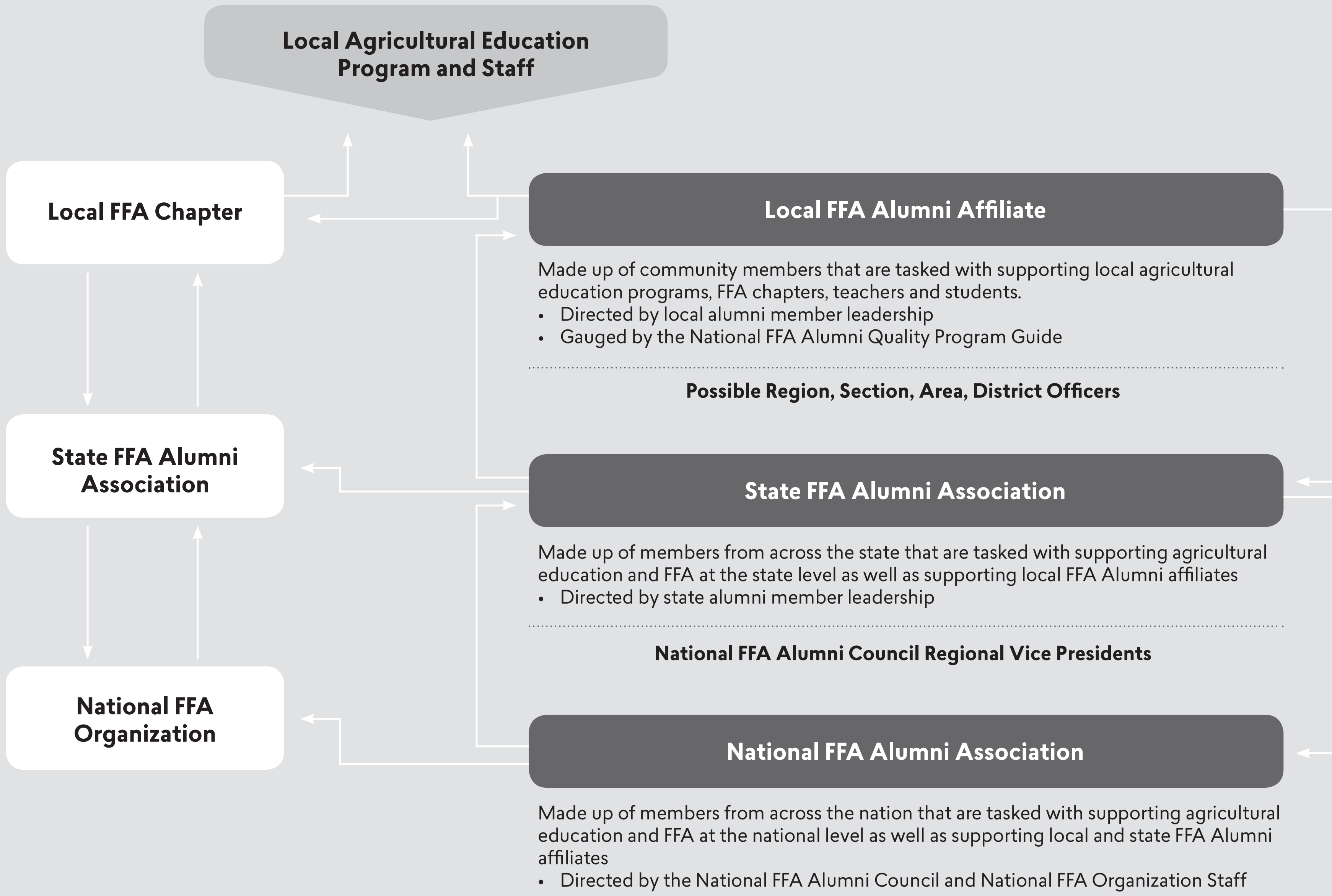
Premier leadership, personal growth and career success through *engagement* in FFA, PAS or NYFEA programs and activities.

AGRICULTURAL EDUCATION ORGANIZATIONAL CHART



FFA Alumni Mission: To support and advocate for agricultural education and FFA through gifts of time, talent and financial resources at the local, state, and national levels.

ALUMNI STRUCTURE CHART



FFA Alumni Mission: To support and advocate for agricultural education and FFA through gifts of time, talent and financial resources at the local, state, and national levels.

Purpose of the Montana FFA Alumni:

- To support and promote the FFA organization, FFA activities and agricultural education.
- To provide a tie to the FFA and to assist FFA and agricultural education personnel and to involve interested persons in worthy activities.
- To promote greater knowledge of the agricultural industry and support education in agriculture.
- To cooperate with the Montana FFA Association, Montana FFA Foundation and the National FFA Alumni Association.
- To promote and maintain an appreciation of the American free enterprise system.
- To promote the personal development aspect of the FFA.

Values:

- We value the integral nature of FFA and agricultural education.
- We value agriculture as an essential part of society.
- We value diversity in serving all populations.
- We value the impact of a teacher on a student’s life.
- We value the impact and involvement of parents/guardians and communities on a student’s life.
- We value the community’s support of agricultural education teachers and programs.

National Strategic Goals:

1. Every FFA chapter has an active and fully engaged FFA Alumni affiliate at the local level. It is evident that alumni affiliates play a key role in today’s agriculture education community. The role is more vital than ever, especially in today’s education climate where funding is often short with expectations continuing to rise. An effective FFA Alumni affiliate of strong volunteers will allow teachers to “take the reins” in their classroom and allow their supporters to be charged with fundraising, advocacy and more. Affiliates reduce the workload, provide valuable resources and give agriculture education programs much needed guidance and support.

2. Become leaders in advocacy for agriculture education at a local level. Once established, affiliates are enabled to be the voice and organized voting power for a local agriculture education program. The local movement is focused around building community support. This goal involves everyone who makes decisions about how to support agriculture education – including legislators, local businesses, school boards, other teachers and all members of the community. To succeed we must lead

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).

HELPFUL INFORMATION FOR FFA PARENTS

1. **SAE** = Supervised Agricultural Experience.
   This is a project related to agriculture that the student partakes in during his/her FFA career. Examples are taking an animal to fair, having a lawn mowing service, raising a garden/flowers, manufacturing of wood/metal items. Records of the project are kept online and those records are used for applying for degrees, scholarships and awards. In many cases no or little initial investment is needed to start. These generally are money-making projects for the students.

2. **AET** = Agricultural Experiment Tracker.
   This is a personalized online FFA record book system for tracking experiences in agricultural education.

3. **CDE** = Career Development Event.
   These are the various contests the students compete in. Examples are Livestock judging, Meats judging, Mechanics, Agronomy, Vet science, Floriculture, Forestry, Food science, Environmental science (Envirothon), Sales, Parliamentary Procedures, Ag issues, Agriscience, Public speaking events, Star Greenhand.

4. **DLS** = District Leadership School. An event for all chapter members put on by the state officers to jump start chapter involvement. Held in the fall in each of the 8 districts in the state.

5. **ALC** = Alumni Leadership Camp. Held in June at Highwood, this 3-day camp is sponsored by the Montana FFA Alumni and designed for beginning high school FFA members across the state to educate them on opportunities FFA has to offer them and get them started, as well as help them develop leadership skills. Discounted registration is given to students with an active alumni chapter. Scholarship opportunities are also available to students with active alumni chapters.

6. **WLC** = Washington Leadership Camp. This is a week-long camp held in Washington DC designed for older FFA members (usually between junior & senior year) from across the nation to work on leadership skills and offer ideas and suggestions for them to implement within their own chapter. Scholarship opportunities are available for students with active alumni chapters.

7. **OD** = Official Dress. These are the clothes members need to wear to meetings and contests.

   Official Dress for an FFA member includes
   - An official FFA jacket zipped to the top.
   - Black slacks and black socks/nylons or black skirt and black nylons.
   - White collared blouse or white collared shirt.
   - Official FFA tie or official FFA scarf.
   - Black dress shoes with closed heel and toe.

Program Information

PROGRAM DEVELOPMENT

Local FFA Alumni members are tasked with supporting local agricultural education programs, FFA chapters, teachers and students.

The FFA Alumni Assn. suggests the local alumni officers and advisors get together once a year to review the previous year and come up with program plans for the upcoming year.

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
- Student development.

Activities in each of these areas ensure that a local chapter is creating a balance in the services, programs and events conducted throughout the year.

The resources included are intended to help define roles, assess needs, create a well-rounded alumni program, as well as provide operational and Alumni development information.

WHAT IS ALUMNI'S ROLE?

Agricultural Educator/Advisor	Alumni
Educate, develop, inspire and grow ALL levels of students (regular ed., special ed., homebound, etc.) from all types of backgrounds (rural, urban, economically advantaged, economically disadvantaged, etc.,) on the importance of the Agriculture, Food, Fiber, and Natural Resource 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 ag ed 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.	*No alumni role*
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, aquaculture facility and answer community members questions).	Serve as resources to share professional expertise and experiences in personal agricultural areas.
Counsel ag. 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.	*No alumni role*
Manage and complete departmental budget, requests, and requisitions.	*No alumni role*

Agricultural Educator/Advisor	Alumni
Publicize department accomplishments and programs Recruit and retain students to ensure the future of the ag ed program.	Prepare press releases and/or train students on how to generate press releases.
Create and maintain program websites, data bases, social media sites and online content specific resources.	
Cultivate industry connections to secure real-world professionals and education opportunities for students.	Provide a tie to local agricultural professionals and opportunities to aid the local agricultural instructor in educating students and members.
Assist and supervise students' supervised agricultural experience (SAE).	Provide/recruit SAE host sites and mentor's for FFA members.
Serve as an advisor to the local FFA chapter.	*No alumni role*
Integrate FFA and SAE into the classroom instruction.	
Develop and prepare students for FFA leadership positions for the local, state and national level.	Volunteer to serve as coaches, mentors, helpers, etc. with preparation of students.
Operate and 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.)	Aid 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 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 the FFA and FFA Alumni members and volunteers .

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.

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.

Operational Information

BUSINESS OPERATIONS

There are a number of yearly tasks and requirements associated with operating a local alumni chapter.

Yearly Schedule:

- Membership year runs from Sep 1- Aug 31st Rosters must be renewed yearly.
- Annual report of local Alumni Chapter officers and contact information due to State Alumni Secretary yearly.
- Annual State Alumni meeting – Held in the fall. Generally on Friday, late afternoon, at the John Deere Ag Expo contest in Bozeman.
- State Convention Alumni Silent Auction – Each local chapter is asked to donate an item(s) for the auction. Money raised funds ALC.
- State Convention Alumni Store – alumni members encouraged to volunteer to work a shift.
- 990N form or equivalent must be filed annually, to maintain non-profit status, to the IRS by May 15th unless an alternate fiscal year end has been filed.
- ALC (Alumni Leadership Camp) held in Highwood MT, Thursday through Sunday the third (3rd) week in June. – Local alumni are encouraged to offer scholarships and chaperone students.

Requirements to be Considered an Active Local FFA Alumni Chapter:

- Have ten (10) or more registered dues-paying members
- Have an executive group of at least three (3) officers consisting of President, Vice President, and Secretary-Treasurer
- Hold at least one meeting annually
- Have a current Constitution and By-Laws in harmony with the National FFA Alumni Association.

Reports and Audits:

Local alumni chapters must annually send a copy of their roster along with payment of State and National dues to the State FFA Alumni Assn. Secretary.

Local alumni chapters are to submit an annual report to the State FFA Alumni Assn. Secretary. Report consists of a list of local officers and their contact information. This may be submitted by noting officers on the roster, or by sending a separate list of officers.

Financial records shall be kept by all local chapters and shall be available upon demand to any member of the Executive Committee or Alumni Council for inspection. Annual audits of local chapters shall be performed at the discretion of the Executive Council or if requested in writing by a member of the local chapter or Chapter Advisor.

Local chapters members shall not engage in any activity in conflict with the aims, purposes and/or goals of either the Montana FFA Alumni Assn. or the National FFA Alumni Assn.

Montana FFA Alumni Code of Conduct

Statement of Commitment
In establishing policy for and on behalf of Montana FFA Alumni's members, I am a custodian in trust of the assets of their association. The members recognize the need for competent and committed elected officers and directors to serve their association and have put their trust in my sincerity and abilities. In return, the members deserve my utmost effort, dedication, and support.

Therefore, as a member of the ____________________ FFA Alumni, I acknowledge and commit that I will observe a high standard of ethics and conduct as I devote my best efforts, skills and resources in the interest of ______________________ FFA Alumni and its members. I will perform my duties as board member or officer in such a manner that members' confidence and trust in the integrity, objectivity and impartiality of _______________ FFA Alumni are conserved and enhanced. To do otherwise would be a breach of the trust which the membership has bestowed upon me.

Ethical Guidelines
General
I will always hold the betterment of the membership of the association as my priority, including during all participation in discussions and voting matters.

I recognize that I am obligated to act in a manner which will bear the closest public scrutiny.

It is my responsibility to contribute to the FFA Alumni Council any suggestions of ways to improve the association's policies, standards, practices or ethics.

I will not abuse my position as a member of the _______________ FFA Alumni Council by suggesting to any association member, employee or volunteer that I am entitled to or expect any special treatment beyond regular members of the association.

I will declare any conflict of interest, be it real, potential, or apparent, which is not immediately obvious with regard to any matter being discussed in my presence during a meeting.

If the Executive Committee decides at any time during a meeting that I have a conflict, I will accept their request that I refrain from participating in the discussion and I will leave the meeting at the Executive Committee's request. I understand that the Executive Committee's decision will be recorded in the minutes, either with or without the reasons for the decision being also recorded.

Information
I will not knowingly take advantage of or benefit from information that is obtained in the course of my official duties and responsibilities as an FFA Alumni Council member that is not generally available to membership.

I will maintain confidentiality of all information which the Executive Committee deems ought to be kept confidential.

Resources
I will be mindful of resources which are in my trust on behalf of the association, and will help establish policies which ensure the maximization of secure and protected resources.

Gifts
Should business associates or others offer me gifts, favors, or benefits on a personal basis because of the business the association does with them, I will recognize that such offers may be an effort to secure advantage from me, and I will reject

such offers on the basis that it is against the association's policy to accept gifts from business contacts. The most I will accept will be normal promotional handouts of a nominal value.

Representing the Association

As part of my duties as an FFA Alumni Council member, I represent the association informally and formally to other associations, FFA members and advisors, members of the public, government officials, and business representatives. I recognize that it is important that I represent the association in such a way as to leave others with a positive impression of the association. In my duties, I will preserve and enhance the good reputation of the association and will avoid behavior which might damage its image. I am especially mindful of the circumstances that exist when I am interacting with youth and that I will be viewed as a role model and a person of authority. When I am in the presence of youth, I will not engage in behaviors that could potentially undermine that trust placed in me. These behaviors include but are not limited to: the consumption of alcohol, tobacco or illegal drugs; immoral, unethical, sexually suggestive or lewd conduct.

Interpretation

The president of the association shall ensure that the practice of this policy will be fair, just, and equitable in all situations of interpretation and application.

Enforcement

The FFA Alumni Council is ultimately responsible for interpretation, application and enforcement of the Code of Conduct policy. All complaints concerning a possible violation shall be made in writing to or by the Executive Committee with a copy provided to the complainant.

The president shall make an initial determination of the issue and shall attempt initial resolution of the problem with the complainer and the complainant.

If this initial attempt at resolution is not successful, the Executive Committee shall appoint a committee composed of three FFA Alumni Council members to investigate the complaint. The committee is required to provide a written report to the president within 30 days. The president will render a decision within ten days of receiving the committee's report.

The president's decision may be appealed in writing to the FFA Alumni Council for consideration at the next regular meeting during which a final decision will be made. The final decision shall be delivered in writing to the complainer and complainant.

Delegation and Penalties

Should the president be the subject of a written complaint, the vice president shall perform the duties normally assigned to the president in this matter.

Penalties imposed for breach of the code of conduct may include, but are not limited to, the following:

- All Illegal acts will be immediately reported to appropriate law enforcement officials.
- Excluding the FFA Alumni Council member from portions of all future meetings and discussions which relate to the stated conflict of interest, and/or
- Censure of the FFA Alumni Council member in private, in public, or both, and/or
- Removal of the FFA Alumni Council member from office by majority vote of the remaining members of the FFA Alumni Council.

By signing I agree to abide by the established Code of Conduct policy

Name: ______________________ Office/Position: ____________________ Date: ______________

Membership

Who can be FFA Alumni Members?

Parents, friends, supporters, past FFA members - anyone wanting to support FFA, agricultural education and agriculture is welcome to join the National FFA Alumni Association.

Agricultural Education programs, FFA Advisors and members all across the country rely on volunteers to help support their chapter through the gifts of time, talents, and financial resources. Give back your skills, starting at the local level and assist in getting community support. Volunteers have the ability to give teachers more time and freedom to do what they do best—teach students.

Current Membership Dues and Fees

Montana participates in the Membership Affiliation Program with dues being $100 State, and $100 National dues. The Membership Affiliation Program is designed to easily mobilize volunteers to support local agricultural education programs and their FFA chapters. This program allows FFA alumni 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 assists the National FFA Alumni in their strategic goal of having an active FFA alumni chapter in every FFA chapter in the country and dramatically increasing the number of advocates and supporters with time, talent, and resources at the local, state and national level.

- An annual fee is charged per local FFA alumni chapter for the affiliate program providing basic support to all volunteers at the local level
- Annual fee would be waived if the local FFA alumni chapter has at least 25 life members (as of the end of the preceding membership year nationally).
- A minimum of 10 local FFA alumni members will continue to be in place for the FFA alumni chapter to be considered active.
- Active chapters are eligible to all benefits of the MT FFA Alumni Assn. including scholarships.
- Any group using the name “FFA Alumni” must charter with the state, as well as the National FFA Alumni Association. They must also pay State and National Dues.

Associate Membership: A free five-year membership given to graduating and recently graduated, high school students. Associate Membership entitles the member to electronic information from the National FFA Alumni Association. Associate Members will not be included in any alumni scholarship or awards program. Associate members have no voting rights and will not be included in alumni official membership counts to determine the number of national voting delegates for a state. There is a five year limit eligibility from high school graduation date on the associate membership.

Annual Membership: Annual members have equal class and privileges, a voice in alumni business and the opportunity to receive a physical copy of the National FFA membership publication New Horizons for an annual subscription fee.

Life Membership: Is a one-time payment that is a true investment. One hundred percent of your dues goes directly into an investment account. Five to seven percent of the interest earned from that account is then used annually to operate and support the association. A life membership will be issued in one individual’s name (no group or company names will be accepted). Life members receive full membership benefits including; a membership card, membership certificate, life subscription to the National FFA Organizations membership publication New Horizons, and a voice in alumni business. Some states and local FFA alumni chapters have established state life membership dues and local life membership dues. Prior to January 1997, the life membership policy included a memorial scholarship of $100.00 before November 1993 and $150.00 from November 1993 to December 1996. This scholarship was to be designated by the life member to be distributed in one of three ways upon his/her death: 1) remain permanently in the National FFA Alumni Trust Fund. 2) be given as a Memorial Scholarship to an FFA member in a designated FFA chapter. 3) be given in memory as a contribution to be used to support some area of agriculture and/or agricultural education. Upon a life member's death, notification must be submitted in writing to the National FFA Alumni Association along with a copy of the obituary or death certificate. If the life member has a designation form on file, his/her wishes must be honored. If there is no form on file, a letter will be sent to the person/organization providing notification of death requesting a family member to make the designation.

Rosters

The National FFA Alumni Membership year runs from September 1 to August 31. To qualify for awards, scholarships, grants and delegates, national membership dues/fees must be paid to the National FFA Alumni or shown by postmark or other reliable evidence to have been mailed to the State FFA Secretary on or before May 15.

All membership must be submitted through the roster system (Manage My FFA) on FFA.org. Members whose dues are received at nationals between May 16 (postmarked) and the Monday of the last full week in August will be considered current members but will not qualify for delegate counts and awards. Rosters submitted after the Monday of the last full week in August will be held for the new membership year.

FFA.org Alumni Roles

- Alumni Role – Every FFA Alumni member has the opportunity to create their own personal FFA.org account. You can utilize this account to update contact information, manage your membership, including subscription and transferring capabilities, locate contact information, as well as access member only information.
    - If you are already an FFA Alumni member or FFA member, please contact your local or state FFA alumni leader to receive your FFA.org invite code.
    - Email alumni@ffa.org to request state leader contact information if required
- Alumni Leader Role – Each local FFA Alumni chapter should identify 2-3 individuals in leadership and membership management to be granted administrative rights over the local alumni chapter. These individuals are responsible for updating FFA alumni chapter information, submitting membership and have additional features available to them to communicate and engage their membership. Please contact your state FFA alumni leader to be granted administrator rights.
    - Alumni leaders must be active alumni members unless they are also the FFA advisor for the local FFA chapter
    - Email *alumni@montanaffa.org* to request state leader status or contact information.

For the most recent submission process, please go the the Alumni Membership & Rosters page of FFA.org under How-To Guides (https.//www.ffa.org/support/alumni/resources/membership-and-rosters).

Tax Exempt Information

The FFA alumni associations/chapters (local, state, and national) are considered for Internal Revenue Service exemption purposes as a subordinate to the National FFA Organization, which at time of nonprofit exemption approval in 1976 was the Future Farmers of America Organization. Article I, Section A of the FFA Alumni Association Constitution defines the National FFA Alumni Association as an association of the National FFA Organization. Article V, Section A of the FFA Constitution also lists the FFA Alumni as a division of membership followed by Section C giving a definition of eligible persons for Alumni membership.

INTERNAL REVENUE TAX NUMBER

The central organization, according to the Internal Revenue Service, is the National FFA Organization. The National FFA has been designated a group exemption number (GEN) by the Internal Revenue Service. All subordinates of the National FFA, which includes all chartered and active local alumni chapters and state FFA alumni associations, must use this GEN number to verify tax exempt status on all reports to the IRS. Local and state FFA alumni associations must file for their own employer identification number (EIN) which is required when filing the IRS Form 990/990-N. The EIN is also required when bank accounts are opened or other investments are established that generate interest or dividends for the local or state FFA alumni.

HOW DO WE OBTAIN FEDERAL TAX-EXEMPT STATUS FOR OUR ALUMNI CHAPTER/ASSOCIATION?

Step 1: Ensure “active” status with the National FFA Alumni Association by contacting National FFA Alumni at alumni@ffa.org or by starting/reactivating a local FFA alumni chapter or state FFA alumni association. To start/reactivate an alumni chapter/association submit an “Alumni Affiliate Chartering/Reactivating” form and submit the required minimum required members and payment to National FFA. “Active” chapter status requires at least 10 members annually at the local level and at least 50 members annually at the state level to maintain status and qualify for tax-exempt status under the FFA umbrella.
Visit www.ffa.org/support/alumni/about/start-an-affiliate to obtain all chartering/reactivating paperwork along with all tax documents that you will need.

Step 2: Obtain an Employee Identification Number (EIN) from the IRS. To obtain an EIN complete the following steps:
1. Go to the IRS website at: https://sa.www4.irs.gov/modiein/individual/index.jsp
2. Click “Begin Application” 3.
3. Select View Additional types including Tax Exempt & Governmental Organizations and click “Continue >>”
4. Select Other Non Profit/Tax Exempt Organizations and click “Continue >>”
5. Confirm your selection and click “Continue >>”
6. Select Banking Purposes and click “Continue >>”
7. Chose Individual as the Responsible Party and click “Continue >>”
8. Enter the name and social security number of the primary contact for your alumni chapter
NOTE: · This should NOT be your local agricultural educator or the school address. By listing the agricultural educator and/or the school address may void your ability to operate as an independent, unincorporated organization from the school and 18 will allow for the school district to have authority over your activities and financial accounts.

· The IRS has assured us that your SSN will not be linked to the EIN, it is solely for initial verification. Select I am responsible and duly authorized member or officer having knowledge of this organization's affairs and click "Continue >>"

9. Enter the mailing address and phone number of the alumni chapter or association and additional information requested.

NOTE: 1. This should NOT be your local agricultural education school address. By listing the local agricultural education school address may void your ability to operate as an independent, unincorporated organization from the school and will allow for the school district to have authority over your activities and financial accounts.

10. Verify your physical location and select either Accept As Entered or Accept Database Version · Enter the legal name of organization, Trade name/Doing business as, County, State, and start date.

NOTE: · Be sure the name you supply the IRS is the same name on record with National FFA Alumni. All Legal Names are required to include "FFA Alumni".

· If you would like to do business as something other than "____ FFA Alumni Chapter" this is where you would enter that name

11.Check appropriate answers to questions (most likely all NO) to the following questions:

· Does your business own a highway motor vehicle with a taxable gross weight of 55,000 pounds or more?

· Does your business involve gambling/wagering?

· Does your business need to file Form 720 (Quarterly Federal Excise Tax Return)?

· Does your business sell or manufacture alcohol, tobacco, or firearms?

· Do you have, or do you expect to have, any employees who will receive Forms W- 2 in the next 12 months?* (Forms W-2 require additional filings with the IRS.) o This may apply for some state associations. Click "Continue >>"

12. Select Other and click "Continue >>"

13. Select Other again and type in "Educational Support", click "Continue >>"

14. Select how would you like to receive your EIN confirmation and click "Continue >>" · Your number should arrive shortly after completing this process if you selected email confirmation.

15. CONGRATULATIONS! You have completed the EIN application process.

Step 3: Complete and submit the "Application for National FFA's 501c3 Status". Once received by National FFA, we will contact the IRS and have your EIN linked to the FFA Group Exemption Number (GEN). A letter will then be sent to the alumni chapter/association indicating they've been linked and provide information verifying the GEN.

Step 4: Has your alumni 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.

· To obtain state tax-exempt status and be sales tax exempt in your state, your alumni 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 or a similar process as above for you to use to request exemption from sales tax. You can indicate that you are exempt from deferral income taxes under the National FFA's GEN and include that information with your application. That may be enough to get the exemption.

Step 5: File necessary tax forms (990, 990-EZ, or 990-N) annually with the IRS to maintain your EIN. You will also need to pay dues/fees annually to National FFA to maintain your active status. Each year the IRS requires FFA report any alumni chapters/associations that no longer qualify.

This will automatically default your fiscal year to match National FFA's, which is January 1-December 31. If you require a different fiscal year, you must contact the IRS to make adjustment. This may be done by phone (801-620-6019) or mail (Internal Revenue Service Center, Ogden, UT, 84201).

The IRS sends the National FFA Organization a list of all alumni chapters using the National FFA's group exemption number for their EIN on an annual basis. The national office is required to verify this list for the IRS and add/delete FFA alumni chapters as necessary. If an alumni chapter becomes inactive (less than 10 dues paying members) with the National FFA Alumni, they will be in violation if they use the GEN for non-profit status.
Newly chartered alumni chapters will receive a tax information packet along with their charter certificate and scroll.

WHO MUST FILE FORM 990/990-N

Any alumni chapter receiving a Form 990 or Form 990-N must return it to the Internal Revenue Service. Note that is the gross income of your affiliate is normally not more than $50,000 you are only required to complete the Form 990-N. When gross income is (over the period of two or more years) normally greater than $50,000 a year, the alumni chapter must complete the entire Form 990 or 990-EZ. An alumni chapter should define gross receipts to mean the total amount received from all sources (including membership dues and all fund raising activities) during its annual accounting period, without subtracting any costs or expenses. If the alumni chapter does not receive Form 990 and does not normally have gross income of $50,000, the alumni chapter is not required to file the Form 990. These alumni chapters should file the IRS Form 990-N, or e-postcard on-line instead. All alumni chapters must submit either the Form 990-N or the Form 990 to maintain their nonprofit status. For more information about the 990, 990-EZ and 990-N, visit www.irs.gov/charities

SIMPLE AND STRAIGHTFORWARD

The 990-N e-postcard is a simple, Internet-based form that asks a few identifying questions about your organization. You can only file the e-Postcard online – there is no paper form. All you need is access to a computer and an e-mail address. No special software is necessary, and there is no cost to file an e-Postcard. It's free!
To file the e-Postcard, go to www.irs.gov/eo click on "Annual Electronic Filing Requirements for Small Exempt Organizations – Form 990-N (e-Postcard)," where you'll find a link to the e-Postcard filing system. You will file the e-Postcard through the Web site of the IRS's trusted partner, the Urban Institute.
If you choose to, you can file a Form 990 or Form 990-EZ instead of the e-Postcard, but it must be a complete return. An incomplete or partially completed Form 990 or Form 990-EZ will not satisfy you annual filing requirement. In addition, you may be assessed a late filing penalty if you file Form 990 or Form 990-EZ late. There is no late filing penalty associated with the e-Postcard. However, if you fail to file your e-Postcard (or an information return) for three consecutive tax years, your organization will lose its tax-exempt status.

WHERE TO GO FOR HELP

Please visit the IRS Web site at www.irs.gov/charities for the new Form 990 and instructions, as well as other helpful materials at www.stayexempt.org.

DUES AND OTHER CONTRIBUTIONS ARE TAX DEDUCTIBLE

Membership dues and other contributions to the National FFA Alumni Association are eligible IRS deductions for the contributor when the support to the organization and its activities do not derive benefits of more than the nominal monetary value. As outlined in the National FFA Alumni Bylaws, the organization is designed to support and serve rather than to provide monetary benefits to its members which normally mean that contributions are tax exempt. Personal charitable contributions, under the revised tax laws beginning 1987, may only be claimed as itemized deductions on Schedule A, Form 1040. Items that are normally considered charitable contributions to the National FFA Alumni Association are:

· Life and annual membership dues
· Cash contribution
· Out-of-pocket expenses you paid to do volunteer work for FFA Alumni. This includes attending conventions and meetings as an official representative, delegate or award winner. Out-of-pocket expenses such as lodging, meals and registrations are normally deductible. For more information, see IRS Publication 526 (www.irs.gov).
· Car or truck travel at the rate of 14 cents a mile (beginning January 1, 2005) or actual cost of gas and oil for driving on approved FFA Alumni activities or to FFA Alumni meetings when you are the approved representative.
· The appraised value of material items donated to the FFA Alumni. This could include items donated to an auction, animals donated for FFA livestock chains, or equipment donated to a vocational agriculture shop. Items worth more than $5,000 must be appraised by a professional appraiser.
You cannot deduct the cost of raffle tickets, events from which you receive personal benefits, entertainment or the value of your time or services. If an individual contributes more than $3,000 to the FFA Alumni, the contributor must list the FFA Alumni and amount on line 14b of Schedule A, Form 1040. The EIN number of the FFA alumni chapter will be required for contributions over $3,000. If non-cash contributions are more than $500, Form 8283 must be completed.

EXPENDITURES FOR POLITICAL PURPOSES
A political expenditure, as defined by the Internal Revenue Service, intends to influence the selection, nomination, election or appointment of anyone to public office or a political organization. The National FFA Organization is a 501(C) 3 organization and must file Form 1120-POL if their political expenditure exceeds $100 per year. The National FFA Organization policy states that it is non-political and does not make political expenditures as described above. FFA alumni members can make political donations at any time without involving the organization.

TAX ADVICE For specific tax or accounting questions, please consult your local tax advisor/accountant. You can also visit www.irs.gov.

Alumni Development Information

30 Ways To Recruit & Retain New Members

1. Invite new members to a local meeting
2. Plan orientations for new members at meetings or at the chapter headquarters.
3. Plan special activities for members in your chapter.
4. Consider planning a ‘bring a friend’ meeting.
5. Send welcome letters to new members.
6. Send a new member kit with your welcome letter or direct new members to your Web site. Include:
    - A list of chapter officers and member contacts
    - A committee list and sign up forms
    - A copy of the latest newsletter
    - An invitation to your next meeting
    - Calendar of events
7. List names of new members on your Web site,
8. Ask board members to send a welcoming e-mail.
9. Identify new members at meetings.
10. List new members in your newsletter.
11. List member milestone anniversaries in your newsletter.
12. Thank members for their chapter involvement in your publications or at your events.
13. Print/email and distribute a monthly newsletter or post it on your Web site.
14. Get a list of chapter member’s parents and contact them. Email them a copy of the newsletter.
15. Try to make four contacts – via telephone, letter, postcard, or e-mail – to your first-year members.
16. Send mini-surveys asking how you are doing.
17. Announce chapter achievements.
18. Make sure members are informed about meetings and events including place and time.
19. Provide copies of your achievements to advisors and administration.
20. Acknowledge renewals.
21. Announce special rates for chapter dues, meetings or publications.
22. Use the Mission Statement to talk up chapter membership.
23. Appoint a membership committee.
24. Ask members of the membership committee to contact cancelled members by telephone.
25. Make sure your board includes member issues as a standing item on their agenda. This is particularly important if you do not have a membership committee.
26. Develop a senior advisory group as mentors to new members. Your senior members will appreciate the recognition and your new members will benefit from the contact.
27. Offer incentives to members who recruit new members.
28. Recognize members who bring in members in your newsletter.
29. Send invitations newly graduated FFA members inviting them to join.
30. Consider presenting associate membership to your local alumni chapter to all graduation seniors at your chapter’s spring banquet.

THE 5 W'S OF ADVOCACY

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 agriculture 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 ten 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 (WLC) 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 program, you must first evaluate your local program and community. Look for opportunities to enhance these aspects of your community, change the ways policies are made or for a possible problem that may arise 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 that you may be trying to get in contact with. 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, e-mails, websites and much 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 your 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 agriculture 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 contact the National FFA Organization Agricultural Literacy and Advocacy Education Specialist.

BASIC PARLIAMENTARY PROCEDURE

The purpose of parliamentary procedure is to promote efficient meetings so that business can be transacted in an orderly manner. It provides a framework that encourages all members to have an equal voice. Robert's Rules of Order is the standard reference for business meetings and is commonly used in both small and large organizations. Taken to the extreme, strict adherence to Robert's Rules of Order can be used more as a tool to intimidate and silence those less skilled in its use. However, at its most fundamental level, parliamentary procedure is a valuable resource to ensure each member has a say and to make certain the meeting is conducted efficiently. Each member should know how to take part in a meeting and how to conduct a meeting in order to protect the rights of all members and prevent the intimidation or silencing of members.

Basic Parliamentary Procedure Terms

Agenda: The order of the business meeting. Typical order for a meeting is:

- Call to Order
- Pledges
- Welcome Guests
- Roll Call
- Minutes
- Treasurer's Report
- Secretary's Report
- Committee Reports
- Old Business
- New Business
- Announcements
- Adjourn Meeting

Aye: When a vote is called, the members who agree with the motion will say, "Aye."

Floor: Only one person is allowed to speak at a time during the meeting. The person who has been given permission to speak by the presiding officer "has the floor" or the right to speak. To obtain the floor, a member raises their hand and the presiding officer will call on that member.

Majority: One more than half of the voting members. This is the minimum number of votes needed to pass most motions.

Nay: When a vote is called, the members who disagree with the motion will say, "Nay."

Parliamentary Procedure: A set of guidelines that describes the proper way to conduct a business meeting.

Presiding Officer: The person in charge of conducting the business meeting, typically the president or the chairperson.

Second: Once a motion has been made, the president will ask for a "second." This is like asking if there is another member who agrees that the group should consider the suggestion. To second a motion a member will say, "I second that motion" or "Second."

Motion: is an idea or a suggestion that a member or committee wants the group to consider. In most instances, there are five steps in bringing a motion to the floor and having it voted upon by the group.

Step 1: MOTION A member makes a motion. Made by any member. Stated as "I move that…"
Step 2: SECOND A member seconds the motion. Seconded by any member. States as "I second the motion"
Step 3: DISCUSSION Presiding officer restated the motion and opens up discussion. Any member can offer discussion on the motion after being recognized by the presiding officer.
Step 4: VOTE Presiding officer restates the motion then takes a vote. Usually taken as a voice vote. Stated as "The motion on the floor is… All those in favor say 'Aye', All those opposed say 'Nay'". Vote may also be taken by raising hands, standing, or by ballot.
Step 5: OUTCOME ANNOUNCED The presiding officer will announce the results of the vote and the action that will be taken as a result of the vote. Stated as " The motion carries. We will…." **Or** " Motion fails. We will not…".

Use of the Gavel

All officers and members should understand the use and meaning of the gavel. It is the symbol of authority and, used correctly, ensures orderly meetings.

One tap

- follows the announcement of adjournment
- follows the completion of a business item
- signals to the members to be seated following the opening ceremony

Two taps

- calls the meeting to order

Three taps

- signal for all members to stand in unison on the third tap.

A series of short taps

- used to restore order at a meeting. For instance, if discussion ventures away from the main motion and attention needs to be brought back to the matter at hand, the chairman should rap a gavel a number of times to get the group's attention.

Agendas....Yours, Mine, Ours?

Mariann has a problem. Tomorrow she has a loan committee meeting at the bank. She needs to spend some time tonight going over a loan application. An organization she really cares about is having its regular meeting. Should she go?

The circumstances may be different, but your organization's members face this same question every meeting day. If they come to the meeting and their time is not spent the way they expect, they may not come the next time.

An effective agenda, provided well in advance of the meeting, tells the members more than when and where the meeting will take place, it tells them what will be decided, and when they can leave. Remember: Start on time and end on time.

The person in charge of the meeting needs an agenda. An agenda is a plan for the meeting. It informs the organization's members what the organization is up to, problems that need attention, and decisions that must be made.

Once the agenda is set, everyone who attends the meeting should know what is to be discussed and acted upon and what is an unnecessary distraction to getting down to business.

The meeting stands a much better chance of being a success because no necessary decisions are forgotten, everyone knows what to expect, and everyone has been informed of the "who, what, when, where, and why" of the meeting.

In developing the agenda consider the needs of group members, tasks to accomplish, and the next stage to build on past group work.
Methods for developing the agenda include:

- Group identifies items for future meeting(s) at current meeting,
- Leader(s) polls group members for ideas between meetings,
- Leader(s) decides agenda items.

If you are expected to conduct or attend a meeting, here are some tips:

1) **Get the agenda out well in advance of the meeting.** That assures better attendance and gives members a chance to prepare for the meeting.
2) **Agendas**…**Don't leave home without them.** When you get to the meeting, you need to know what is to be done and in what order. Your organization or committee members need to know that too. If there is no advance agenda telling them what the group needs to do, you don't have a good reason to attend…so you don't go!
3) **Review the Agenda** at the meeting with other organization members to be sure that everything is included. Look at last year's agenda for the same meeting to see if any annual items need to be considered.
4) **Include in the Agenda:**
   - The NAME of the group that is meeting,
   - The DATE,TIME, and PLACE of the meeting,

- INTRODUCTIONS or CHECK IN, if appropriate (introductions are useful for new members, check ins are useful for building group relationships),
- The MINUTES, REPORTS, AND COMMUNICATIONS that will be presented,
- The BUSINESS that will be discussed and acted upon,
- The TIME that the business part of the meeting will conclude.
- Setting the NEXT MEETING time and location.

5) **If socializing is important** to your group, include that as optional time after the business meeting. That way, people who have other responsibilities after the meetings know they can attend, and leave at the end of business, and still get other things done.
6) **Once the agenda is set, follow it!** If the meeting follows the agenda, people will leave with a sense of accomplishment and confidence in the organization's leadership.

If important items arise that are not on the agenda, plan to deal with them at a future meeting. If urgent, arrange an ad hoc group to address it soon.

Adherence to the agenda is especially important in general sessions of the organization. Committees can be a little more flexible in adjusting time for issues that emerge during the meeting.

A good agenda, strictly followed by the person in charge of the meeting, makes for a productive meeting. It's productive meetings that help organizations make a difference.

Less Time, More Impact

An Oconto County University Extension Leadership Development Fact Sheet

Written by Greg Lamb,
Community Development Educator,
Oconto Co, UW-Extension

The author expresses thanks to Boyd Rossing, UW Extension Community Leadership Development and Evaluation Specialist for reviewing this fact sheet.

Minutes—The Official Record of Your Organization

Our experience on earth is divided into two segments-the historic period and the prehistoric. The only difference, really, is that during the historic period someone kept notes of what was happening. That's right, they kept minutes.

Your organization's minutes are its official and written record. Good minutes are no real mystery, and they are documents that most organizations value. Why? Because they record such important information as:

1) What issues were raised?
2) What solutions were considered?
3) What decisions were made?
4) What offers of help were accepted and what assignments were made?
5) What concerns remain to be considered later?

Minutes should always be taken during all meetings of organizations or their committees. Then anyone wishing to know what happened can find out. A written record assures us that the important details will not be forgotten.

What is written down?

If an agenda has been developed (and it should have been), the secretary should be able to follow it, recording the general discussion about items contained in the agenda. All motions, and their seconds, should be recorded, including what was moved and by whom, and whether or not the motion carried. A record of who voted should be recorded. If the chairperson requests a roll call vote, the vote of each present member of the committee should be recorded, with the chairperson voting last.

Who takes the minutes?

The minutes should be taken by the organization (or committee) secretary, or, in their absence, the person appointed as acting secretary for the meeting. Whoever chairs the meeting should appoint a temporary secretary if the official secretary is absent. One of the actions in most meetings will be the vote to approve the minutes of the previous meeting. Avoid the temptation to routinely approve the previous meeting's minutes without fully considering them. Reviewing the last meeting in its entirety will assist members in being of what happened, who promised to do what, and what was left to be done.
Moreover, if there is a difference between what the secretary thought was the group's feelings and what really was, a review of the minutes will disclose the difference.

Who gets copies of the minutes?

Minutes should be given to all committee members of course, as well as all others who promised to do something for the group-even if they were "volunteered". If the minutes are mailed well in advance of the next meeting, everyone knows what was done, what needs to be done, and who has to do it. The organization progresses well, no one is taken by surprise at the next meeting, and corrections to the minutes can be made if needed. Also, the secretary, in reading the last meeting's minutes can make any additions to the upcoming agenda by reviewing what decisions were tabled.

Minutes should include:

- ✓ The name of the organization or committee
- ✓ Who was present and absent
- ✓ The date and place of the meeting
- ✓ Topics discussed
- ✓ The motions made
- ✓ Who made the motions
- ✓ Whether the motions carried or not
- ✓ Who said they would do something
- ✓ What it was they said they would do, and when
- ✓ What was left to future meetings
- ✓ The starting and ending times of the meeting

Less Time, More Impact

An Oconto County University Extension Leadership Development Fact Sheet

Written by Greg Lamb, Community Development Educator, Oconto Co, UW-Extension

We hope your organization remembers, "The good work of years of effort are made up of minutes."

The author expresses thanks to Boyd Rossing, UW Extension Community Leadership Development and Evaluation Specialist for reviewing this fact sheet.

Effective Meetings

What makes an effective meeting? Many of us might answer "A meeting that:

- Starts and finishes on time;
- Has an agenda so I know what to expect and can be prepared;
- Is lively and moves forward;
- Has simple and to the point presentations;
- Allocates enough time for each topic;
- Has comfortable conditions (heat, chairs, tables, breaks, etc.);
- Has well prepared leaders and members;
- Allows me to feel I belong;
- Involves all members;
- Is held toward our purpose;
- Closes on a positive note."

Less Time, More Impact

An Oconto County University Extension Leadership Development Fact Sheet

Written by Donna Doll-Yogerst, Family Living Agent, Oconto Co. UW-Extension

Often we hear the complaint, "The meeting was way too long." What is the objector really saying?

- I got tired sitting.
- The meeting ran too late so I was sleepy.
- We tried to do too much.
- It lasted longer than I expected.
- It was a very dull meeting.
- I didn't really have a chance to participate.

Conversely, when we hear "The meeting was too short", what conclusions could be drawn?

- We still have valuable things to do.
- The time went fast because it was a good meeting.
- I enjoy working with these people.
- I wanted more information.
- The ideas were new and exciting to me.

How can we be sure to have an effective meeting and a meeting where members, who need to get the job done, will come back time and time again? First, it is important to remember that good meetings don't just happen. They are carefully planned. A meeting that is well run helps people feel that their time is well spent. With preparation and practice leaders and members will leave with a sense of accomplishment.

There are four main principles to effective meetings. They focus on many of the things each of us thinks important.

1) Be well prepared.
2) Create a climate of fairness and trust.
3) Encourage group decision making.
4) Tie your work to long range goals.

Less Time, More Impact

Suggestions for Surviving in Organizations

Time Management

Your Oconto County University Extension Agents work with organizations all the time. And like your organization we are concerned about issues that affect…

Your families
Your children
Your income
Your environment
Your government
Your community

Less Time. More Impact

An Oconto County University Extension Leadership Development Fact Sheet

Written by Greg Lamb, Community Development Educator, Oconto Co. UW-Extension

This newsletter page will provide your organization with suggestions on how to achieve its goals, make the best use of members' time, and provide everyone involved with that special sense that they have made a difference.

Information will be presented on ways to get and keep members, raise funds, handle conflicts, keep the organization on track and call the attention to the good work you've done.

THE CONCERN – We've all heard that time is money. Sometimes it is a lot more important than that. Many people would gladly spend money to buy back time to spend with loved ones, or to simply walk this earth a bit longer. Time is precious. When it's gone, it's gone forever. Wasting it is easy, using it wisely is extremely important.

MANAGING YOUR TIME

Your Values and Goals

Periodically (at least once a year) take time to review your life situation and question what is really important to you. List your top values. Consider personal, family, spiritual and other values. Then compare your values list to the way that you use your time. Make some choices. What am I going to give more time to, what is going to receive less time? Then make some realistic plans to better match your values and your time use. Finally keep these guidelines in mind as you make decisions each day about what to do and what not to do.

The List

Make a daily "to do" list. First thing in the day, write down on paper what it is that should get done today. All of us have made promises of things that will get done, and all of us have appointments. Put all these down on your daily "to do" list. Include correspondence that must be sent or answered, meetings, phone calls that must be made or returned, and personal items that are time driven and important.

Prioritize the list, look at the list and question what needs immediate attention. Those items that that fit that immediate attention category should get a "1". These are the items that, if postponed, will cost you both financially and personally. Ask yourself what should be done today but could wait. Those items get a "2". Finally, label all the other items with a "3".

Take care of the "1's" first. The "1's" on your list may be the most difficult to take care of, but they are also the most important. Do them first.

Delegating

Officers or leaders of an organization cannot possibly handle all of the responsibilities and tasks required to meet the goals of that organization. As a result, delegation of responsibility to other individuals is essential. In addition, in those organizations which have as a goal the leadership development of their members, delegation can be an important means of providing leadership development opportunities.

Delegation Does Not Eliminate Work, It Changes It.
Delegating is one of the most difficult concepts to implement. Yet it is a critical element in the successful management of nearly all programs.

Common Roadblocks to Delegation
If delegation is essential, why don't all leaders use it? Some common reasons are:

- The leader doesn't understand what tasks/responsibilities to delegate.
- The leader doesn't know how to delegate.
- The leader feels "ownership" for the task and does not want to give it up.
- The leader wants the tasks to go as perfectly as possible and is afraid to let someone else do it. (This is called over-responsibility.)

Factors to Consider in Successful Delegation

- Make sure the task is manageable-not overwhelming, something the individual/group can reasonably do, but still a large enough task to be meaningful.
- Define responsibilities clearly. Be sure the individual/group clearly understands the task and what is expected of them.
- Maximize strengths through choosing the right people for the appropriate task. Determine strengths and weaknesses of staff and delegate accordingly.
- Really delegate the responsibility-give the individual/group the freedom to make decisions; then be sure to accept those decisions. Delegation also involves the transfer of authority.
- Discourage the individual/group from depending on you to make decisions.
- Agree on time lines and set performance standards together.
- Periodically ask questions to monitor progress on the task.
- Provide support through sharing knowledge, information, and plans with them.
- Allow for success or failure-mistakes are often a greater learning experience than are successes!

Many Tasks May Be Delegated in an Organization: Some examples include:

- Nominating new officers;
- Contacting members for meetings;
- Making room arrangements for meetings;
- Reporting on specific fact finding or information gathering;
- Developing a rough draft of a program idea or action plan;
- Interviewing members for program needs or ideas;
- Taking responsibility for organizing a special event;
- And many more.

Questions for you and your other leaders in your group to consider

- Which of all the tasks in this organization could be delegated?
- What are the best methods of delegation to use in each case (i.e., delegating the responsibility to one person, to an ad hoc committee, appointing a standing committee or other methods)?
- What can you do to make the delegation –the transfer of responsibility- successful?
- What will you do if the delegated responsibility ends in "failure"?
- Are there any tasks that you feel shouldn't be delegated? And why?

<u>RESOURCES:</u>

Yukl, G.A., Leadership in Organizations, Prentice-Hall, Inc.: Englewood Cliffs, NJ, 1981 (Chapter 8).
Family Community Leadership, "The Art of Delegating", pg. 83

The author expresses thanks to Boyd Rossing, UW Extension Community Leadership Development and Evaluation Specialist for reviewing this fact sheet.

<u>Less Time, More Impact</u>

An Oconto County University Extension Leadership Development Fact Sheet

Written by Marilyn Magnin,
4-H Youth Development Agent
Oconto Co, UW-Extension

Effective Committees

Organizations often treat committees as necessary evils. Members avoid accepting appointment to committees like the plague. Accepting or being coerced into taking a committee job is often viewed as a life sentence. It seems the only way to get out of this is through a case of terminal burnout.

The potential contributions of committees to organizations and the morale of those assigned to committees are often lowered by the assumption that committee work is a waste of time.

In fact, working on committees can be a deeply rewarding experience, for committee members, and an efficient means for the organization to conduct its business. The key to success with committees is making them effective. The personal and organizational benefits of effective committees makes it worth the effort.

Effective committees contribute a number of benefits.

- They can and should do the bulk of the work of the organization.
- They can relieve officers of many of the details of the organization's activities, leaving them time for long-range planning, policy decisions, and other responsibilities.
- Committee work is a way to use the strengths of individual members for the benefit of the organization.
- A strong committee structure allows more members to get involved.
- Members are more likely to develop a feeling of worth and personal satisfaction as they contribute.

Advantages of Committees

Committees offer several significant advantages over trying to do all of the work in general meetings of the organization.

- The small size and informal nature of a committee allows it to work more effectively.
- Members often discuss ideas more freely in a committee than in general sessions of the organization.
- Committees are more likely to make progress because members are interested and familiar with the problem.
- It is easier to arrange meetings for small groups.
- A small group can reduce options for consideration thus operating more efficiently.

Ad Hoc or Standing Committees

Committees may be created as a temporary means to accomplish a specific task. These are called ad hoc committees and they disband when the task is done. Standing committees take on-going responsibility for ongoing functions of the organization like finances, program, facilities, etc.

Members of ad hoc committees are often motivated by the clear task assignment and end to it. To maintain motivation on standing committees, it is important to regularly add new and relieve old members, and also set fresh goals on a regular basis.

Selecting a Committee

The chair, officers, or board, who appoint committees, need to be aware of the contribution the committees can make. Several considerations will help in appointing effective committees:

- Interest in committee’s focus, a willingness to serve, knowledge and skill, or access to information needed should be given special attention in the selection. Training, experience, and aptitude may indicate where members could best serve.
- Develop members for future leadership by assigning inexperienced members on committees with experienced members.

Committees need balanced representation. Four types of representation need to be considered:

1) points of view or opinions;
2) organizations or agencies;
3) geographic locations;
4) personal characteristics (age, gender, experience, etc.)

It is unusual to bring together a group of people without finding personality conflicts. Those who have demonstrated inability or unwillingness to work together should not be assigned to the same committee.

Committee Operation

The nature and size of committees generally permit informality. Parliamentary procedure can usually be dispensed. Unlike formal meetings, the chair participates in discussion and decisions. An agenda for committee meetings is recommended to help members prepare for the meeting. Committee meeting minutes should be more complete in terms of their discussion, because they are the basis of reporting to the organization.

Action on Committee Reports

Committees report to the general organization. The organization then decides what to do with the report. After a committee report is presented, discussion is in order. The presenter should move for acceptance of the report, or adoption of the recommendations contained in it, to place it on the floor. The organization then decides how to handle the report through discussion and a vote. Reports may be:

- Accepted or filed – The organization is not bound by recommendations contained in the report. The chair can accept routine or progress reports without a vote.
- Approved or adopted – The group binds itself to the recommendations of the report.
- Rejected – The group can reject all or part of the report.
- Postponed – Postpones decision on the report to a later, specified date.
- Referred – Refers report to an officer, board, or another committee for consideration or further work.

<u>Resources:</u>

Adapted from NCR-18, NCRS-5 Series No. 1. Committees…A Key to Group Leadership, Sheldon G. Lowery, Revised 1980.

The author expresses thanks to Boyd Rossing, UW Extension Community Leadership Development and Evaluation Specialist for reviewing this fact sheet.

Mission and Vision Statements

Mission statements seemed to be the “in” things in the 90’s. Organizations ranging from major corporations to family farms to various nonprofit organizations wrote mission statements and/ or developed organizational vision statements. Is this a fad that will soon fade or do these statements offer something that will help your organization improve its effectiveness?

A **mission statement** describes in a few words why an organization exists, stating what the organization does, for whose benefit, and to what end. In contrast, a **vision statement** describes what members want their organization to be in the future. It presents a long-range desired picture of the organization that members will strive toward achieving. Key elements of a vision statement are: the values members want to guide the organization, the impacts they want to achieve, and the image the organization wants to project. Sometimes that vision is imagined and stated as though it already exists.

Sample Statements

Here is the mission statement of a hypothetical Chamber of Commerce and the vision statement of Cooperative Extension, University of Wisconsin-Extension.

The (your city) Chamber of Commerce provides economic development planning, community development, convention and insurance services for community visitors, large and small businesses, and non-profit organizations to enhance the business climate of the community.

We (UW Extension) are a world class organization of inspired university educators committed to helping people use knowledge to improve their lives.

Why Have Mission and Vision Statements?

Each statement serves a different, but complementary purpose. The mission statement sets boundaries within which the organization operates in the present. It helps keep members focused on the most important and essential activities. A vision statement, on the other hand taps deeper values and aspirations. It serves as a motivational tool to inspire and sustain member commitment. It also fosters forward thinking, action, and exploration of unrealized possibilities.

Taken together, the two statements are tools which provide a healthy crosscheck-the mission statement setting limits and priorities and the vision statement inspiring longer term expansive thinking. These tools are helpful in these specific ways.

Communications

Each statement facilitates communication inside and outside the organization. The mission statement alerts non-members and potential members of the kinds of programs and activities that they can expect from the organization. The vision statement communicates the character, the desire for improvement, and quality that sustains the organization and inspires support for its work.

Planning

The mission statement provides a framework for planning, helps in setting priorities, and helps to recognize activities that should NOT be carried out. The vision statement stimulates creative thought and action to foster change and growth.

Evaluation Tool

All decisions and actions of the organization should be evaluated by how they contribute to achieving the current mission and how they support the movement toward the organization's vision.

Developing Mission and Vision Statements

The mission statement probably already exists in articles of incorporation or other founding documents of most organizations. However, it is a good idea to periodically review the mission and, as needed revise it. The responsibility for writing or revising a mission statement usually rests with the leadership, e.g. the executive committee and board of directors. Leaders can develop or revise the mission by thoughtful reflection on three questions:

1) What ends does our organization exist to serve?
2) Who do we serve?
3) What do we do to serve our beneficiaries and achieve our desired ends?

To be effective as a guide for group decisions and actions, the process must allow ample time for review, discussion, and input from the membership in developing and finalizing the statement.

Many groups do not have a vision statement. Often times the aspirations of members are only loosely known and vaguely expressed at all.

An effective way to develop a vision statement is to involve members in discussing and recording answers to three questions:

1) What values and principals do we hold and aspire to for our internal organizational culture and as an expression to the larger community?
2) What impact do we want our organization to have on people we serve and the larger community?
3) How do we want people outside the organization to see us?

Then by clustering peoples' ideas you can distill a statement that captures collective aspirations.

Boil the various thoughts down to a few essential ideas that can be expressed in a brief statement for both mission and vision statements. That way they will be remembered and applied on a day-to-day basis. A more detailed set of ideas can be included in a longer version of the statement if there is a use for it. The first priority however should be developing the short concise statements that can be readily remembered and applied.

Not a Fad, a Real Help

A group without a clear sense of its mission and vision is like a ship without a rudder, It will be helplessly pushed and pulled by outside forces—unable to sets its own course. Its energy is spent reacting to the current problem facing it. Mission and vision statements provide the rudder with which leaders and members can cut through the distractions thrown in their way and keep their efforts focused.

Are mission and vision statements a fad? Effective organizations have used mission and vision statements long before they came into fashion. With the knowledge to develop effective mission and vision statements and the commitment to use them, the effectiveness of your organization can be greatly increased.

Less Time, More Impact

An Oconto County University Extension Leadership Development Fact Sheet

Written by Ken Harter,
Agriculture Agent,
Oconto Co, UW-Extension

The author expresses thanks to Boyd Rossing, UW Extension Community Leadership Development and Evaluation Specialist for reviewing this fact sheet.

Position Descriptions for Volunteers

Your community organization can fulfill its mission more effectively by engaging the talents of its volunteers. People enjoy serving their community and will help your organization if they are asked, if they see the value of your organization's activities, and if they have a clear sense of what you need and expect from them. Position descriptions are the key tool for recruiting and maintaining an effective volunteer base.

What is a Position Description?

A position description is a general description of a job to be done by a particular individual or group. Position descriptions can help a group tread the fine line between successful activities and futile efforts. Good descriptions help volunteers in their jobs, cut down on unclear interpretations, and are constantly referred to for guidance that everyone can agree on.

Position Descriptions:

- ✓ Will clarify what the individual or group is expected to do
- ✓ Provide ideas to discuss in recruiting volunteers
- ✓ Define work that needs to be done
- ✓ Offers volunteers a chance to change jobs and grow
- ✓ Helps systematically plan for program expansion

A position description tells an individual what he/she needs to know.

1) Title: The "official name" of the job or position-states it in two or three words.
2) Purpose: States why this job is important and describes how it will affect other volunteers.
3) Time: A statement of the time needed to do the job-starting and ending time and the total amount of time needed.
4) Responsibilities: A clear description of what is to be accomplished and lists responsibilities in order of importance or sequence to be done. This list should be limited to ten items or less. A "How the job is to be done" will be developed in the job agreement.
5) Qualifications: Basic requirements the volunteer needs to do the job—describes previous experience or training the volunteer needs to get started. It is assumed additional training will be provided.
6) Contact Person: Who the volunteer will look to for help and assistance-identifies the person who is to be available and "on call" to help the individual. If there is more than one person the primary contact is designated.
7) Resources Available: Human and material resources available to do the work-identifies training available and specific resources the individual can use.

How Can We Best Use Position Descriptions?

Here are four ideas to consider and follow:

1) Where do you need position descriptions? Write a list of the problems you need to solve. Then think of roles to be filled to solve them and develop a set of descriptions that will fill those roles. What do you want to accomplish and in what ways?
2) Assemble the above list into priorities. Divide your list into two groups, one you "must have" and one you "should have". The "must have" fill the needs that are pressing. The "should have" fill roles that will embellish your "must have" list.

3) Prepare specific descriptions for your roles and think in terms of new volunteers. How clear will the descriptions be to someone who has never been to one of your meetings and knows nothing about your group?
4) Contact prospective new volunteers and show them the responsibilities you have listed. If they understand what you have written and are willing to take on the outlined responsibilities then you are almost home. This step will show how well you did your homework and polished your descriptions.

Position descriptions should be clear and to the point or they will not solve the problems you identified above. Your priorities must be in line with the roles you are defining and these roles truly meet pressing needs.

How Will Position Descriptions Help your Organization and Volunteers?
Specific guidelines will help new people identify with and help new people join your group. Finally, good position descriptions will lessen people's hesitancy to take responsibility because they will see there are "no surprises" hidden in the job.

Experience shows volunteers gain increased satisfaction, do a better job, and stay on the job longer when they know specifically what they are expected to do. Within the basic framework provided by a job description their jobs then need to be individualized to their own interests and capabilities and to the local situation in which they are working.

The time spent in writing good position descriptions will help eliminate any confusion. The person asking questions will be able to find answers easily and do a better job. Think of position descriptions as a key to a more effective organization, one that will be a credit to your community, country, and world.

Resources:

Using Job Descriptions and Writing Job Agreements with 4-H Leaders, Publication 410, Kansas State University.
Leaders Have Several Options, Extension Bulleting E-1223, Michigan State University, February 1988.
Delegation, Concepts in Leadership Development paper, Gayle Skinner, University of Wisconsin-Extension, 1983.
Volunteers/Leader Position Analysis, Concepts in Leadership Development paper, University of Wisconsin-Extension, Terry Gibson, 1983.

The author expresses thanks to Boyd Rossing, UW Extension Community Leadership Development and Evaluation Specialist for reviewing this fact sheet.

Less Time, More Impact

An Oconto County University Extension Leadership Development Fact Sheet

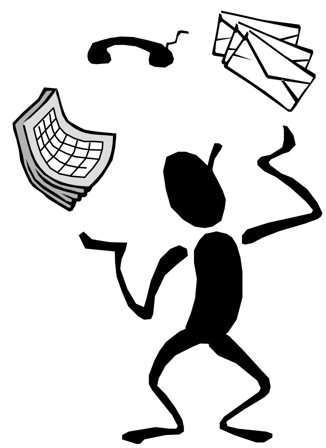
Written by Marilyn Magnin, 4-H/Youth Development Agent, Oconto Co, UW-Extension

Risk Management Model for Planning Activities

Analyze activity for all potential risks:

- Negligence;
- Assault and battery;
- False arrest and imprisonment;
- Defamation;
- Invasion of privacy;
- Violation of constitutional rights.

Determine the probability of risk occurring and extent of loss. Consider financial and non-financial costs.



Select a risk management strategy:

- Reduce risk;
- Transfer risk;
- Avoid risk;
- Assume risk.

Implement the plan.

Monitor implementation and keep records.

Evaluate your risk management program:

- Extent to which liability risks occurred;
- Effectiveness of strategies (for reducing, transferring, or avoiding liability risks).

Interpret and apply findings to repeat the program or other possible programs.

Activities in today's complicated world inevitably pose risks of some degree. Recognizing and planning for risks is thus a key skill for leaders of community organizations. With open eyes and prudent risk management you can carry on your important work in ways that afford needed protection to all those involved.

Adapted from: Reducing Individual and Institutional Liability in Higher Education: A Decision Making Model, National Association of School Personnel Administrators Journal, Winter, 1995, pp.2-9. Steven M. Janosik, Associate Director of Housing and Residence Life, Virginia Polytechnic Institute and State University, and Lloyd D. Andrew, College of Education, Virginia Polytechnic Institute and State University.

The author expresses thanks to Boyd Rossing, UW Extension Community Leadership Development and Evaluation Specialist for reviewing this fact sheet.

How to Make it Happen (part 1)

You have a great idea for a program or event. But, how do you make sure all the bases are covered to ensure success? The next two issues of Less Time…More Impact will focus on various aspects of planning and conducting programs or events.

These are ten components that are critical to planning and conducting activities.

1) Establish Structure and Organization
2) Define Purpose
3) Identify Audiences
4) Design the Core Activities
5) Plan Supportive Arrangements
6) Establish Balance with the Total Program
7) Involve Program Support and Resources
8) Include Fun
9) Consider Promotion and Image
10) Remember Evaluation, Impact, and Results

Less Time, More Impact

An Oconto County University Extension Leadership Development Fact Sheet

Written by Donna Doll-Yogerst, Family Living Agent, Oconto Co, UW-Extension

As you go through each section there is a series of questions to answer. If any of the following questions are not answered "YES" for the activity you're planning, decide what actions, if any, are needed.

Component One: Structure and Organization

Keep a master copy of all correspondence, programs, evaluations, and meeting minutes related to the activity. Place them in a notebook or file. (This can be a personal reference for the activity leader or coordinator to keep or to pass on to a new leader.)

Establish your program planning committee. Work with your organizations. The executive group needs to be represented on the activity committee so it stays informed.

QUESTIONS:

1) Can the planning committee work together as a team to share the workload?
2) Are decisions recorded?
3) Are program materials organized and maintained?

Component Two: Purpose

Prepare a short written purpose for this activity and review with the group.

QUESTIONS:

1) Does this activity have a clear purpose?
2) Does this activity encourage personal and program growth?
3) Are specific and general goals for participants addressed?
4) Does this activity build support for our organization and create opportunities?
5) Is there a clear need for this activity?

Component Three: Audience

List the specific audiences that can benefit from participation in this activity.

QUESTIONS:
1) Is the activity appropriate for the intended audiences?
2) Is cost of participation affordable and clearly explained?
3) Do participants have enough knowledge and preparation to have a successful experience?
4) Will the activity stir interest in the community and have the potential for expanding membership in your organization?

Component Four: Design the Core Activities
Now that you know your purpose and audience, it is time to develop the activities that you will rely on as the key ways of achieving your purpose. Which kinds of activities will work best for your audience?

QUESTIONS:
1) What educational and social/recreational activities may be appropriate and effective?
2) Does the schedule provide variety, adequate time, and consider participant attention span?
3) Is each activity clearly described so participants clearly understand what to expect?
4) Does the schedule and length of activity accommodate the targeted audience (parent work schedule, school hours, etc.)?
5) Is childcare planned? (if appropriate)
6) Do the facilities lend themselves to a variety of teaching methods (space for activity, movable chairs, good lighting, etc.)?
7) Is the location well known or well described?
8) Do the facilities accommodate people with physical disabilities?
9) Are job/task descriptions available for resource people and others assisting with the activity?
10) Have arrangements been made for security, insurance, and safety of participants?

Component Five: Plan Supportive Arrangements
The success of your program depends on how all the elements of an activity, location, facility, timing, and so forth fit together, compliment each other, and meet the needs of your participants. Planning ahead and then making needed adjustments during the program are keys.

Component Six: Establish Balance with the Total Program
Every activity can enhance the total program and reach out to the broader community. Keep records of participation for yearly comparison and to permit follow up contacts. Contact a sample of those for whom the activity was specifically offered, but who did not attend. Ask if they were aware of the activity and what circumstances or conflicts kept them from attending.

QUESTIONS:
1) Does this activity support the organizational objectives?
2) Do people participate readily and show enthusiasm for this activity?
3) Does this activity show growth or growth potential?
4) Have other groups planning events and projects, with related subjects, been consulted to avoid duplication or to combine efforts?
5) Does this activity use a “fair share” of the organization’s resources for the number of participants?

******Components 7-10 are covered in part 2******

How to Make it Happen (part 2)

You have a great idea for a program or event. But, how do you make sure all the bases are covered to ensure success? This is the second in a two part series focusing on various aspects of planning and conducting programs or events.

Component Seven: Program Support and Resources
Invite a community resource person to teach or present a keynote address or to provide some other type of support.

QUESTIONS:

1) Are purposes for the involvement of community resource clearly understood?
2) Are there community resources that could provide any of the following for this activity, including?
   a) Volunteers
   b) Facilities
   c) Money sponsorship
   d) Product sponsorship
   e) Organizational helpers
   f) Advertising
   g) Materials
   h) Prize donations
3) Are community resources carefully matched to their best advantage and our organization?
4) Do the resource people understand the purpose of the organization?
5) Are resource people oriented and prepared for the group they will work with?
6) Is recognition of the contribution of community resource people, who supported this activity, being planned?

Less Time, More Impact

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Written by Donna Doll-Yogerst, Family Living Agent, Oconto Co, UW-Extension

Component Eight: Fun
Critical to the success of any group activity is getting people involved. An activity needs to create an environment that is friendly, supportive, and non-threatening…in a single word, fun. Fun infers an intention to entertain or occupy pleasurably. Take a moment to consider your feelings about FUN, GAMES and PLAY. Richard Kraus, in his book, Recreation and Leisure in Modern Society states, "teaching through the use of games helps the student become aware that each of his actions has direct consequences and that he has the power to affect his own future. This is particularly important in a complex society." Encourage your activity planning committee and resource people to use a variety of teaching techniques.

QUESTIONS:

1) Are activities planned to help participants get acquainted?
2) Are fun activities appropriate for the age of the audience?
3) Do the participants have a chance to share and learn from one another?
4) Are new skills, information, and methods offered?
5) Does the activity promote teamwork or sense of belonging?
6) Is entertainment offered, if appropriate?

Component Nine: Promotion and Image

Telling others about the purpose of an activity allows people to decide whether or not to become involved. Effective promotion selects messages targeted at the desired audience. Identify specific benefits to participants that you consider unique or especially important. Be sure these things are included in all promotion and publicity efforts. Ask someone who doesn't know much about your organization and the activity you're planning to look at your promotion and publicity material and discuss with them what they learn about the activity from looking at the materials.

QUESTIONS:

1) Are goals for this activity included in the promotion?
2) Does promotion point out unique opportunities offered at this activity?
3) Have you identified specific things that create a positive image for this activity?
4) Has the primary audience been identified?
5) Have secondary audiences been identified?
6) Does publicity allow enough advance time to meet registration deadlines?
7) Do promotional efforts include:
    a) Press or radio releases?
    b) Posters, brochures, other written materials?
    c) Individual mailings?
    d) Past participant testimonials?
    e) Telephone?
    f) Club or group visits?
    g) Newsletter (for internal program participation)?
8) Has contact been made with the media to cover the activity?
9) Has the media been oriented about what to look for…why the event is being held…special or unique things about the activity?

Component 10: Evaluation, Impact and Results

Evaluation is admittedly complicated. It is important that impact and results be considered in relation to the original goals and expectations. Consider how you will evaluate your program before it begins.

Prepare a summary of all evaluations as soon as possible after the activity.

QUESTIONS:

1) Is a method set up for evaluating this activity?
2) Will the evaluation and result information be shared with others beyond the planning team?
3) Does the evaluation include finding out:
    a) What additional things participants would like to do?
    b) What things were most/least useful to participants?
4) Is a cost and benefit comparison included in the evaluation process?
5) Are records kept on participation?

Source: Guide To Successful 4-H Activities and Events, Jim Barthel. The author expresses thanks to Boyd Rossing, UW Extension Community Leadership Development and Evaluation Specialist for reviewing this fact sheet.

Liability Risk Management

American society has increasingly turned to the legal system to settle disagreements. This has resulted in a significant increase in the number of liability lawsuits.

A Primer on Liability Risks Relevant to Community Organizations
Many civic/community organizations face possible legal actions under what the legal system calls **liability tort.**

Less Time, More Impact

An Oconto County University Extension Leadership Development Fact Sheet

Written by Marilyn Magnin,
4-H Youth Development Agent
Oconto Co, UW-Extension

There are six basic kinds of liability tort.

1) Negligence
2) Assault and battery
3) False arrest and imprisonment
4) Defamation-libel or slander
5) Invasion of privacy
6) Violation of constitutional rights

Risk Management Strategies
There are four basic ways to manage liability risks.

1) Reducing Risk- This is accomplished by thoroughly examining a program for all risks and implementing certain policies or procedures that reduce the likelihood of the risk occurring.
2) Transfer Risk- This strategy transfers any resulting financial and/ or non-financial costs to another party or organization.
3) Avoid Risk- Sometimes, after an analysis of a program for potential risk, the best decision may be to take an action that avoids the risk altogether.
4) Assume Risk- After an analysis, the likelihood of risk occurring or the resulting costs of such a risk may be so low or the program so important that you decide to assume the risk and resultant liability. This is an acceptable management strategy, but one that should be implemented by design, not by default.

Ways to Reduce, Transfer, Or Avoid Liability Risks
Reduce Risk of Liability through:

- Clearly defined rules/regulations that allow for “due process”;
- Rules/regulations clearly understood and documented;
- Documenting professional job responsibilities and stay within them;
- Use “common sense” and “good judgment” when supervising activities with the potential for physical injury;
- Thorough training, orientation, and supervision of volunteers who are acting on your behalf, as you could be liable for their actions.

Transfer Risk of Liability

- Obtain insurance.
- Subcontract for risk-prone services so subcontractor assumes risk.
- Use bus companies and their professional drivers to provide transportation to activities.
- Pay extra facility (if possible) charges to have facility provide trained supervision.

Avoid Risk of Liability

- If a risk is likely to happen and will have substantial financial or non-financial costs involved, consult with legal counsel before deciding to proceed.

Oh No! . . .Conflict (Part 1 of 2)

Many of us grew up avoiding conflict wherever possible. If conflict arises while visiting friends or at a group gathering or meeting, we may feel uncomfortable.

One of the reasons we may feel that conflict is bad is because we believe that harmony is normal and conflict is to be avoided. We fear the confrontation associated with conflict; because we associate conflict with anger, we consider it destructive. Conflict is a normal part of life and change. It happens continually and can have positive outcomes.

A conflict issue can be large or small, interpersonal or between community groups. It can be a situation as simple as a parent wanting a preschooler to eat a food the child doesn't want, or as complex as two countries claiming the same territory.

Whether conflict is large or small, it has certain characteristics.

- There have to be at least two parties—two or more people, two groups, two countries, person and a group, etc.
- There has to be some kind of struggle, or threat, either real or suspected over competing interests.
- There must be some interaction between parties.
- The interaction may be emotional.

Each of us has ways of resolving conflict. Many of these reactions are patterns we learned as children.

We also developed a sense of our position in a conflict. Whether we tend to stand firm, avoid conflict, or get in the middle of trying to settle a conflict between two parties, shows habits learned early in life.

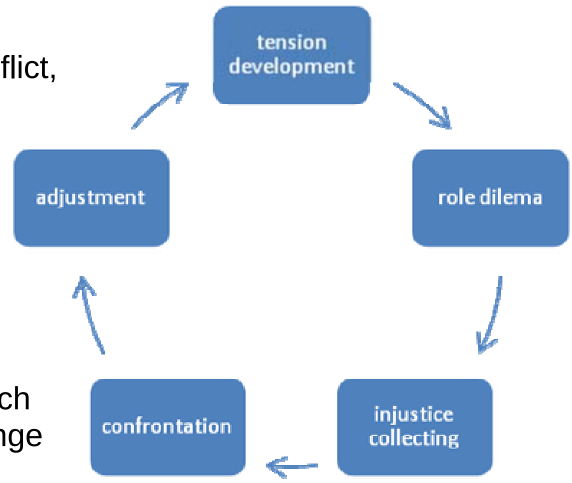
Here are some things to consider:

- We have ideal images of ourselves and people in our lives.
- The way we deal with conflict reflects the values we hold.
- Stress and conflict interact. Stress can cause conflict and increase it. Our reaction is tied to our personal pattern for handling conflict.

Less Time, More Impact

An Oconto County University Extension Leadership Development Fact Sheet

Written by Donna Doll-Yogerst,
Family Living Agent,
Oconto Co, UW-Extension



Let's take a look at how a conflict cycle often develops. Conflict, according to a model by Robinson, tends to follow a cycle.

Role Dilemma-People or groups who are involved raise questions about what is happening, who is right, what should be done. They try to decide if they should take sides, if so, which one. (Tension Development and Role Dilemma often happen at the same time.)

Injustice Collecting-Each party begins to gather support. Each lists the problems, justifies their position, and thinks of revenge or ways to win.

Confrontation-The parties meet head on and clash. If both parties hold fast to their side, the showdown may cause permanent barriers. Confrontation may be lessened or avoided by one or both parties making adjustments.

Adjustments-if one party is weak and the other is strong; the strong party can win by "domination," but the conflict may reappear. If parties have equal power, and neither party decides to change they can wage a "cold war," each party trying to weaken the other. One party may choose to "avoid" the other or the two parties may choose "compromise," each gaining a little and losing a little. Finally, the two parties can "collaborate" in an active process that looks for a solution that takes care of both parties' needs.

In fact, in our society only compromise/collaboration resolves the conflict over time. Other adjustments are, at best, short term solutions. If domination, cold war, or avoidance is chosen, the conflict cycle can be ongoing.

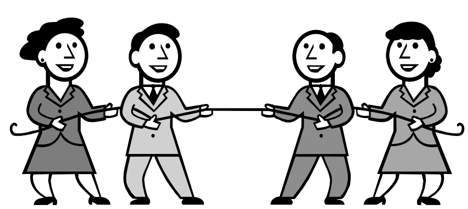
Life is too complex and fast changing to expect people to always agree. When people disagree everyone has an opportunity to see other sides of the issue. This can open the door to new solutions that are better accepted and more effective than previous ones.

Most of us use a variety of methods for handling conflict. We may feel more at ease with some methods than others. With practice we can become more effective in achieving positive outcomes.

RESOURCES:

Anderson, Carol, Hamann, Majorie (1985). Tact in Action. Unpublished teaching guide. University of Wisconsin Extension, Family Living Education, Madison.

The author expresses thanks to Boyd Rossing, UW Extension Community Leadership Development and Evaluation Specialist for reviewing this fact sheet.



Conflict . . . Not All Bad (Part 2 of 2)

In part one, we learned how conflict occurs (the conflict cycle) and why many of us feel uncomfortable with conflict. We also learned that conflict is normal and the end result can be positive. Let's now look at how each of us each typically handles conflict. As you read the following try to determine the category you usually fall into.

Aggressive/Oppositional
This is a method that uses direct tactics. There is a strong need to control situations and/or people. The style is directive and judgmental. The idea is to straighten out the other person, to argue about who is right, and to be ready to defend ideas forcibly.

Assertive/Persuasive
This position describes a readiness to defend a stand without being pushy. The willingness to work toward a solution by negotiating is the characteristic attitude. Verbal skills are used to bring the other party around.

Observant/Introspective
A process of observing others and examining oneself analytically in response to conflict situations is typical. Also common are a striving to understand, to listen and to put oneself in the other person's place. The mood is cooperative, even conciliatory.

Avoiding/Reactive
To be passive and withdrawing from conflict situations is the customary manner. Usually accepting and patient, often suppressing strong feelings to avoid confrontation, is the most frequent attitude.

None of these methods is always right or always wrong. The assertive/persuasive, and the observant/introspective are often most productive, especially when used in combination.

<u>Aggressive behavior</u> usually victimizes others and tends to make people uncooperative.

<u>Avoidance behavior</u> usually victimizes one's self and tends to make it difficult for others to know there is a problem.

Discovering our habits in reacting to conflict situations gives us <u>information about how we affect others.</u> Once we know what our style is, we can <u>judge</u> if it is <u>useful</u> or if another method might be more <u>appropriate</u>.

Learning new methods for resolving conflict gives us the possibility to <u>choose the style</u> best suited to each situation. By testing a variety of techniques we can <u>be more selective</u> in our behavior and become more effective. The changes we make in our own patterns will frequently produce corresponding changes in the responses of others.

While conflict may seem negative, it is actually a natural event in relationships between people. It can become a liability if it remains unresolved. Depending on how they are handled, conflicts may have negative or positive consequences. Let's compare the possible results of unsuccessful and successful (creative) conflict resolution.

Unsuccessful
People feel defeated and humiliated. The distance between the parties increases. A climate of distrust develops. Cooperation may decrease. Resistance develops when teamwork is needed. Some people leave because of the turmoil.

Successful
Better ideas are produced. People are challenged to search for new approaches. Long-standing problems surface and are addressed. People are forced to clarify their views. Tension stimulates interest and creativity. People have a chance to test their capabilities. In itself, conflict is neither good nor bad. It is what we do with it that makes the difference.

We can become more effective in conflict situations if we respond by consciously selecting our behavior, instead of merely reacting based on habitual, unexamined patterns.

To prepare us for managing conflict creatively, we need to become aware of the methods we choose in dealing with conflict situations and learn new ways that expand our ability to handle conflict and produce positive results.

If you would like to expand your background in this area the Oconto County UW-Extension Office has a series of cassette tapes entitled “Dealing With Difficult People”. You can check out these resources.

RESOURCE:

Anderson, Carol; Hamann, Marjorie (1985). Tact in Action. Unpublished teaching guide. University of Wisconsin-Extension. Family Living Education, Madison.

Less Time, More Impact

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Written by Donna Doll-Yogerst, Family Living Agent, Oconto Co. UW-Extension

The author expresses thanks to Boyd Rossing, UW Extension Community Leadership Development and Evaluation Specialist for reviewing this fact sheet.

Alumni Forms

FFA ALUMNI

REIMBURSEMENT REQUEST FORM

PAYEE NAME: ____

ADDRESS: ____

AMOUNT: ____

(Attach invoice/receipt copies to verify amount requested)*

SPECIAL PROJECT/COMMITTEE: ________________________________

____

PURPOSE: ____

PERSON REQUESTING: ____

APPROVED BY: ____

** Car or truck travel reimbursement is _____ a mile. Starting and ending odometer reading is required*

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 & 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 & 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 & 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/Multi-day trips

- ☐ Electrical
- ☐ Fencing
- ☐ Financial Services/Non-Profit 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
- ☐ Proof Reading/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. Please see your local agricultural educator to see what your local school district will allow.

To create program specific sheet please use our EDITABLE EXCEL template on FFA.org under Alumni Affiliate Resources.

FFA CHAPTER REQUEST FORM

LOCAL AFFILIATE ______________________

SCHOOL YEAR ______________________

MONTH ______________________

EVENT ______________________

Funding Needed

# of Volunteers Needed

EVENT ______________________

Funding Needed

# of Volunteers Needed

EVENT ______________________________

Funding Needed

# of Volunteers Needed

EVENT ______________________________

Funding Needed

# of Volunteers Needed

To create program specific sheet please use our EDITABLE EXCEL template on FFA.org under Alumni Affiliate Resources.

NATIONAL FFA ALUMNI VOLUNTEER IMPACT: HOURS LOG

LOCAL AFFILIATE ______________________________

ACTIVITY ______________________________ DATE ______________

VOLUNTEER	HOURS DONATED

Local Funds Raised	*Regional Funds Raised*	*State Funds Raised*	*Total Hours*

To create program specific sheet please use our EDITABLE EXCEL template on FFA.org under Alumni Affiliate Resources.

NATIONAL FFA ALUMNI VOLUNTEER IMPACT: AFFILIATE TIME SHEET

LOCAL AFFILIATE ____________________

ACTIVITY ____________________ DATE ____________

VOLUNTEER	TIME IN	TIME OUT	TOTAL HOURS

Local Funds Raised	*Regional Funds Raised*	*State Funds Raised*	*Total Hours*

To create program specific sheet please use our EDITABLE EXCEL template on FFA.org under Alumni Affiliate Resources.

NATIONAL FFA ALUMNI VOLUNTEER IMPACT: MEMBER LOG SHEET

MEMBER NAME ______________________________

LOCAL AFFILIATE ______________________________

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*

To create program specific sheet please use our EDITABLE EXCEL template on FFA.org under Alumni Affiliate Resources.