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

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

## Delivery of the FFA Mission

<table>
<thead>
<tr>
<th>FFA Mission</th>
<th>Components of mission</th>
<th>Platforms for delivery of mission</th>
<th>Delivered through</th>
<th>College/career-ready students prepared for</th>
<th>FFA Vision</th>
</tr>
</thead>
</table>
| Premier Leadership | • Action  
• Relationships  
• Vision  
• Character  
• Awareness  
• Continuous improvement | • Agricultural advocacy  
• Agricultural knowledge  
• Agricultural literacy  
• Career exploration  
• Food security  
• Inclusion  
• Leadership concepts  
• Service engagement | • Awards and recognition  
• Competitive events  
• Conferences  
• Conventions  
• Educational resources  
• Experiential learning  
• Online experiences  
• State association activities/events  
• Local chapter activities/events | • 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 | Grow Leaders  
Build Communities  
Strengthen Agriculture |
| 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 | | | | |

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

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary:</td>
<td>3</td>
</tr>
<tr>
<td>A model FFA Alumni program that is deserving of imitation and should be a model for replication.</td>
<td></td>
</tr>
<tr>
<td>Intermediate:</td>
<td>2</td>
</tr>
<tr>
<td>An emerging FFA Alumni program that is applying knowledge and completes complex tasks associated with the quality indicator noted.</td>
<td></td>
</tr>
<tr>
<td>Novice:</td>
<td>1</td>
</tr>
<tr>
<td>A new or emerging FFA Alumni program that is acquiring knowledge and completes tasks associated with the quality indicator but needs assistance to be successful.</td>
<td></td>
</tr>
<tr>
<td>Non-Existent:</td>
<td>0</td>
</tr>
<tr>
<td>An FFA Alumni program that does not embody the quality indicator noted.</td>
<td></td>
</tr>
</tbody>
</table>
TERMS TO KNOW

ADC (Alumni Development Conference)
Conference where FFA Alumni qualities were determined.

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

AFNR (Agriculture, Food and Natural Resources)
Content standards used within the agricultural education curriculum.

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

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

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

CEU (Continuing Education Unit)
A measure used in continuing education programs, particularly those required in a licensed profession, in order for the professional to maintain the license.

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

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

Intrapersonal
Occurring within the individual mind or self.

Interpersonal
Being, relating to or involving relations between persons.

Member
Indicates FFA Alumni member whenever mentioned alone throughout the National FFA Alumni Quality Program Standards documentation. (The following reminder will be mentioned throughout FFA Alumni documentation: “The term ‘member’ refers to FFA Alumni members).
EXPLANATION OF QUALITIES

Quality 1: Business Operation for FFA Alumni

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

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

Quality 2: FFA Alumni Member Development

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

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

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

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

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

Examples: Activities may include but are not limited to: conducting membership drives; developing activities/actions that attract and retain members; creating community (parents, graduating students, industry and other stakeholders) awareness of FFA Alumni benefits; attending community events with the goal of recruiting members; and/or utilizing a volunteer inventory to successfully on-board potential candidates.
Quality 3: Advocacy for Agricultural Education

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

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

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

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

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

**Examples:** Activities could include but are not limited to: helping provide scholarships or other monetary donations to aid in the purchase of student pins, travel expenses or banquet needs; speaking positively about the local chapter; attending a chapter event; hiring FFA members for internships and/or permanent positions; submitting articles to newsletters or local media; wearing FFA apparel; chaperoning events; and/or communicating tactfully with various groups outside of agricultural education.
Quality 4: Agricultural Education/FFA Program Development

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

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

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

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

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

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

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

Examples: Financial support is not demonstrated only in cash donation or acquisition. It can also be demonstrated through in-kind donations such as volunteering time and resources.
Quality 5: Student Development

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

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

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

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

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

Examples: Activities include but are not limited to: promoting student use of My Journey; job shadowing; mentoring; supervised agricultural experience assistance; training career development event (CDE) teams; providing college scholarships; providing job opportunities; serving as a “content expert presenter” to classrooms; arranging campus tours; providing transportation; or chaperoning to district, state or national CDE competitions.
PROGRAM INFORMATION COLLECTION WORKSHEET

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

DEMOGRAPHIC INFORMATION

<table>
<thead>
<tr>
<th>Program components</th>
<th>Number(s) of individuals involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of educators/advisors</td>
<td></td>
</tr>
<tr>
<td>Number of enrolled agricultural education students</td>
<td></td>
</tr>
<tr>
<td>Number of FFA members</td>
<td></td>
</tr>
<tr>
<td>Number of FFA Alumni members</td>
<td></td>
</tr>
</tbody>
</table>

DESCRIPTION OF AGRICULTURE EDUCATION/FFA PROGRAM

<table>
<thead>
<tr>
<th>Program components</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths</td>
<td></td>
</tr>
<tr>
<td>Challenges</td>
<td></td>
</tr>
<tr>
<td>Needs</td>
<td></td>
</tr>
<tr>
<td>Wants</td>
<td></td>
</tr>
</tbody>
</table>

UNIQUE PROGRAMMATIC INFORMATION

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

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

<table>
<thead>
<tr>
<th>Quality</th>
<th>My Score</th>
<th>Score to Meet Quality</th>
<th>Exemplary</th>
<th>Intermediate</th>
<th>Novice</th>
<th>Non-Existent</th>
</tr>
</thead>
</table>
| 1. Business Operations for FFA Alumni  
Leadership, stewardship | 4 | 6-5 | 4-3 | 2-1 | 0 |
| 2. FFA Alumni Member Development  
Benefits, person/professional development, member recruitment | 9 | 15-11 | 10-6 | 5-1 | 0 |
| 3. Advocacy for Agricultural Education  
Community support, school officials support, community service development, member recruitment | 10 | 18-13 | 12-7 | 6-1 | 0 |
| 4. Agricultural Education/FFA Program Development  
Student recruitment, cooperation, teacher support, financial | 10 | 18-13 | 12-7 | 6-1 | 0 |
| 5. Student Development  
Leadership, personal growth, career success | 10 | 18-13 | 12-7 | 6-1 | 0 |
QUALITY 1: BUSINESS OPERATIONS 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 Indicators:
1. The activities for ensuring strong leadership include:
   a. electing and training FFA Alumni member leadership
   b. conducting board training
   c. defining officer roles and responsibilities
   d. clearly defining the relationship roles and responsibilities of the teacher and the FFA Alumni member

* The term member refers to FFA Alumni members.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Intermediate</th>
<th>Novice</th>
<th>Non-Existent</th>
<th>Indicator Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Score</td>
</tr>
</tbody>
</table>

The member ensures strong leadership by including all four quality indicator components.
The member ensures strong leadership by including two to three of the quality indicator components.
The member ensures strong leadership by including one to two of the quality indicator components.
The member does not utilize any of the quality indicator components.

Evidence, comment and suggestions:
Quality Statement - Stewardship: FFA Alumni members ensure that legal, financial and ethical integrity are met.

Quality Indicators:

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

* The term member refers to FFA Alumni members.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Intermediate</th>
<th>Novice</th>
<th>Non-Existent</th>
<th>Indicator Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Member ensures legal, financial and ethical integrity by including all five quality indicator components.</td>
<td>Member ensures legal, financial and ethical integrity by including three to four quality indicator components.</td>
<td>Member ensures legal, financial and ethical integrity by including one to two quality indicator components.</td>
<td>Member does not follow quality indicator competencies.</td>
<td></td>
</tr>
</tbody>
</table>

Evidence, comment and suggestions:
### SUMMARY SCORING RUBRIC

#### Quality Indicator Scores

Exemplary = 3 | Intermediate = 2 | Novice = 1 | Non-Existent = 0

| Score Summary |
|---------------|---------------|---------------|---------------|
| Met | Not Met |

#### 1. The activities for ensuring strong leadership include:

- electing and training FFA Alumni member leadership
- conducting board training
- defining officer roles and responsibilities
- clearly defining the relationship roles and responsibilities of the teacher and the FFA Alumni member

#### 2. FFA Alumni members:

- follow accurate accounting practices
- ensure annual filing with the Internal Revenue Service (IRS) to maintain the Employee Identification Number (EIN) status
- maintain accurate record keeping
- follow appropriate legal practices as it relates to programs and activities such as: raffle license, bonding/liability insurance, background checks, conflict of interest forms, interactions with minors
- maintain active status with state and national FFA Alumni

<table>
<thead>
<tr>
<th>Total</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Intermediate</th>
<th>Novice</th>
<th>Non-Existent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-5</td>
<td>3-4</td>
<td>1-2</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Met

Not Met
SUGGESTED CONSTITUTION AND BYLAWS

ARTICLE 1. NAME

The name of this society shall be the ____________ FFA Alumni. It is a chartered local affiliate of the ____________ (State) FFA Alumni Association that in turn is chartered by the National FFA Alumni Association.

ARTICLE II. OBJECT

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

ARTICLE III. MEMBERS

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

Section 2: Annual local dues shall be recommended by the executive board and fixed by the membership. They shall include National FFA Alumni Association dues and any state FFA Alumni dues which may be applicable. A member is considered in good standing with full voting privileges if their dues are paid in full based on the membership year of the National FFA Alumni Association (Sept. 01 to August 31).

ARTICLE IV. OFFICERS

Section 1: Officers and Duties.

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

Section 2: Nomination Procedure, Time of Elections.

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

Section 3: Ballot Election, Term of Office.

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

Section 4: Office-Holding Limitations.

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

ARTICLE V. MEETINGS

Section 1: Regular Meetings

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

Section 2: Annual Meetings

- The regular meeting in (May) shall be known as the annual meeting and shall be for the purpose of electing officers, receiving reports of officers and committees and for any other business that may arise.
Section 3: Special Meetings
   • Special meetings may be called by the president, the executive board, or a quorum of the
     members with two weeks’ notice. No business should be conducted except those items
     stated in the call of the special meeting.

Section 4: Quorum.
   • A quorum shall consist of a majority of dues paying members of the affiliate in good
     standing.

ARTICLE VI. EXECUTIVE BOARD

Section 1: Board Composition
   • The officers of the affiliate, an ex officio current representative from the FFA chapter,
     and a ex officio local chapter advisor shall constitute the executive board.

Section 2: Board Duties and Powers
   • The executive board shall have general supervision of the affairs of the society between its
     business meetings, fix the hours and place of meetings, make recommendations to the
     affiliate, and perform such other duties as are specified in these bylaws. The board shall be
     subject to the orders of the affiliate, and none of its acts shall conflict with action taken by
     the affiliate.

Section 3: Board Meetings
   • Unless otherwise ordered by the board, regular and special meetings of the executive board
     shall be held immediately preceding regular and special meetings of the affiliate. Additional
     special meetings of the board may be called by the president.

ARTICLE VII. COMMITTEES

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

ARTICLE VIII. PARLIAMENTARY AUTHORITY

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

ARTICLE IX. AMENDMENT OF BYLAWS

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

Local Agricultural Education Program and Staff

- Local FFA Chapter
- State FFA Alumni Association
- National FFA Organization

Local FFA Alumni Affiliate

Made up of community members that are tasked with supporting local agricultural education programs, FFA chapters, teachers and students.
- Directed by local alumni member leadership
- Gauged by the National FFA Alumni Quality Program Guide

Possible Region, Section, Area, District Officers

State FFA Alumni Association

Made up of members from across the state that are tasked with supporting agricultural education and FFA at the state level as well as supporting local FFA Alumni affiliates
- Directed by state alumni member leadership

National FFA Alumni Council Regional Vice Presidents

National FFA Alumni Association

Made up of members from across the nation that are tasked with supporting agricultural education and FFA at the national level as well as supporting local and state FFA Alumni affiliates
- Directed by the National FFA Alumni Council and National FFA Organization Staff
## WHAT IS ALUMNI’S ROLE?

<table>
<thead>
<tr>
<th><strong>Agricultural Educator/Advisor</strong></th>
<th><strong>Alumni</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Assist, encourage and support the local agricultural education Instructor.</td>
</tr>
<tr>
<td>Enhance, prepare and operate a highly interactive and effective classroom (visual aids, exams, homework assignments, parent/teacher conferences, IEP meetings, etc.)</td>
<td>Arrange and contribute resources to enhance interactivity of the educational classroom.</td>
</tr>
<tr>
<td>Advocate for the ag ed program on school committees, testing discussions, building plans, district initiatives, etc.</td>
<td>Support and promote the local agricultural education and FFA program on the local, state and national levels. (time, talents financial resources, etc.)</td>
</tr>
<tr>
<td>Facilitate discussions with local advisory committee to ensure instructional content is current and relevant to today’s practices.</td>
<td>No alumni role</td>
</tr>
<tr>
<td>Master local, state and national mandates/programs/initiatives and infuse them effectively into current curriculum.</td>
<td>Encourage and support professional development of the local agricultural educator/FFA advisor.</td>
</tr>
<tr>
<td>Manage and maintain district provided facilities (equipment, supplies, classroom cleanliness and safety).</td>
<td></td>
</tr>
<tr>
<td>Deliver agricultural information (Operate a greenhouse, school farm/nursery, aquaculture facility and answer community members questions).</td>
<td>Serve as resources to share professional expertise and experiences in personal agricultural areas.</td>
</tr>
<tr>
<td>Counsel ag. program students on: career planning (identify and apply to college, financial aid opportunities, part-time jobs, etc.) and personal problems.</td>
<td></td>
</tr>
<tr>
<td>Enforce school rules/policies, police school facilities (hallways, bathrooms, lunch rooms, etc.) and complete appropriate paperwork/phone calls/meetings.</td>
<td>No alumni role</td>
</tr>
<tr>
<td>Manage and complete departmental budget, requests, and requisitions.</td>
<td>No alumni role</td>
</tr>
<tr>
<td><strong>Agricultural Educator/Advisor</strong></td>
<td><strong>Alumni</strong></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Publicize department accomplishments and programs. Recruit and retain students to ensure the future of the aged program.</td>
<td>Prepare press releases and/or train students on how to generate press releases.</td>
</tr>
<tr>
<td>Create and maintain program websites, data bases, social media sites and online content specific resources.</td>
<td></td>
</tr>
<tr>
<td>Cultivate industry connections to secure real-world professionals and education opportunities for students.</td>
<td>Provide a tie to local agricultural professionals and opportunities to aid the local agricultural instructor in educating students and members.</td>
</tr>
<tr>
<td>Assist and supervise students’ supervised agricultural experience (SAE).</td>
<td>Provide/recruit SAE host sites and mentor’s for FFA members.</td>
</tr>
<tr>
<td>Serve as an advisor to the local FFA chapter.</td>
<td>No alumni role</td>
</tr>
<tr>
<td>Integrate FFA and SAE into the classroom instruction.</td>
<td></td>
</tr>
<tr>
<td>Develop and prepare students for FFA leadership positions for the local, state and national level.</td>
<td>Volunteer to serve as coaches, mentors, helpers, etc. with preparation of students.</td>
</tr>
<tr>
<td>Operate and effective FFA Program of Activities.</td>
<td>Contribute assistance in local program of activities.</td>
</tr>
<tr>
<td>Coach FFA members and teams (24 career development events, agriscience fair, etc.)</td>
<td>Serve as a coach for FFA members and teams.</td>
</tr>
<tr>
<td>Support and aid FFA members with award applications (five star areas, 49 proficiency areas, etc.)</td>
<td>Aid the local instructor in proofing, completing, and submitting applications.</td>
</tr>
<tr>
<td>Establish and maintain FFA budget and fundraising activities.</td>
<td>Contribute to the local FFA chapter through gifts of financial assistance.</td>
</tr>
<tr>
<td>Transport FFA members to leadership, personal growth and career success opportunities.</td>
<td>Procure volunteers to transport or chaperone FFA events/conferences.</td>
</tr>
<tr>
<td>Recruit and retain FFA members for continued success of FFA program.</td>
<td></td>
</tr>
<tr>
<td>Recruit, develop, and retain community members to serve as FFA Alumni to provide support of FFA members and programming.</td>
<td>Promote the personal development of the FFA and FFA Alumni members and volunteers.</td>
</tr>
</tbody>
</table>
QUICK GUIDE TO SUBMITTING YOUR ALUMNI MEMBERSHIP

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

How to Add New Members:
1. Go to the Add New Alumni tab
2. Go to the Add New Alumni Membership section (lower portion of page)
3. Enter the required information (annotated by a red *) for your first new member
4. Click Save & Add Another
5. Follow steps 3 and 4 for the rest of your new members
6. After entering all your new members, go to the Pending Alumni tab
7. Review the list and delete any duplicates
8. Select all the members and click Create Membership & Approve Locally
9. All your new members will appear on the Active Roster

How to Renew Members:
1. Go to the Expired Roster tab
2. Click the blue circle beside “# Alumni Membership(s) found” to extend your view to 25 members per page
3. On Page 1 of the Expired Roster, click the check box (under Bulk column) for returning members
4. Under Bulk Actions, select a the State Renewal Type and National Renewal Type
5. Click Renew National Membership and then click OK when asked if you are sure you want to renew the members
6. Go to Page 2 on the Expired Roster, follow steps 3 through 5
7. All your renewed members will appear on the Active Roster

How to Submit your Roster to State:
1. On the Active Roster tab, go to the Bulk Actions area (below list of members)
2. Click the checkbox for “Act upon all # alumni membership(s) in grid”
3. Select Submit for State Approval
4. Click OK when asked if you are sure you want to submit your members for state approval
5. A “success” message should appear at the top of the page with a link to a batch invoice

Once you have submitted your membership to the state for approval, make sure to print off your invoice and mail with your membership check to your state membership contact.

For additional How-To-Guides regarding membership please go to the Alumni Resources page on FFA.org.
How do we obtain Federal Tax-Exempt Status for our affiliate?
Visit www.FFA.org/alumni and click on the “Start an Affiliate” link from the left menu to obtain paperwork for starting/reactivating a local affiliate and to obtain tax-exempt information and documents.

**Step 1**
Ensure “active” status with the National FFA Alumni Association by either starting or reactivating a local FFA Alumni affiliate. To start/reactivate submit an Application for Charter, copy of your constitution and bylaws and dues for at least 10 members. “Active” affiliate status requires at least 10 members annually to maintain status and qualify for tax-exempt status under the FFA umbrella.

**Step 2**
Obtain an Employee Identification Number (EIN) from the IRS. Obtain an SS-4 application and instructions from www.irs.gov or by contacting National FFA Alumni at alumni@ffa.org. Visit our website’s “Start an Affiliate” page and select from the right hand menu, “Tax Exemption Information.” This document provides instruction on what to write in various boxes on the application. Submit the application via phone, online or mail. **DO NOT BE CONCERNED WITH INCLUDING A SSN OR THE REQUESTED GEN AS THIS IS JUST A VERIFICATION PROCESS.**

**Step 3**
Complete and submit the “Return Form to FFA” found on the “Start an Affiliate page” from the right hand menu. Once received by FFA, they will contact the IRS and have your EIN linked to the FFA Group Exemption Number. A letter will then be sent to the affiliate indicating they’ve been linked and provide information verifying the GEN.

**Step 4**
Obtain state tax-exempt status. In order to be sales tax exempt in your state, your affiliate will have to contact the state agency that manages sales taxes. This is the State Department of Revenue in some states; it may be a different agency in your state. The agency should have a form for you to use to request exemption from sales tax and you can indicate that you are exempt from federal income taxes under the National FFA Organization’s GEN and include that information with your application. That may be enough to get the exemption. Has your affiliate applied for income tax exemption in your state? If not, you may need to do so in order to be eligible for sales tax exemption. Each state has different requirements so visit your government websites to learn more.

**Step 5**
File annually with the IRS to maintain your EIN. Pay dues annually to National FFA Alumni to maintain your active status. Each year the IRS requires FFA report any affiliates that no longer qualify.

**What happens if we don’t file a 990?**
The law requires FFA Alumni affiliates to file an annual Form 990, 990-EZ, or to submit a Form 990-N e-Postcard to the IRS. If an affiliate fails to file an annual return or notice as required for three consecutive years, it will automatically lose its tax-exempt status. Late fees can be accrued for affiliates filing late each year.

WHAT FORM MUST BE FILED ANNUALLY BY YOUR AFFILIATE?

<table>
<thead>
<tr>
<th>2010 Tax Year and later (Filed in 2011 and later)</th>
<th>Form to File</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gross receipts normally ≤ $50,000 Note: Organizations eligible to file the e-postcard may choose to file a full return</td>
<td>990-N</td>
</tr>
<tr>
<td>Gross receipts &lt; $200,000, and Total assets &lt; $500,000</td>
<td>990-EZ or 990</td>
</tr>
<tr>
<td>Gross receipts ≥ $200,000, or Total assets ≥ $500,000</td>
<td>990</td>
</tr>
<tr>
<td>Reinstatement after automatic revocation</td>
<td>Form 1023-EZ</td>
</tr>
<tr>
<td>Application to Adopt, Change, or Retain a Tax Year</td>
<td>Form 1128</td>
</tr>
</tbody>
</table>

The e-postcard is due every year by the 15th day of the 5th month after the close of your tax year. For example, if your tax year ended on December 31, the e-postcard is due May 15 of the following year. If the due date falls on a Saturday, Sunday, or legal holiday, the due date is the next business day. You cannot file the e-postcard until after your tax year ends.

File at: http://epostcard.form990.org. The form must be completed and filed electronically. There is no paper form.

Due every year by the 15th day of the 5th month after the close of your tax year. For example, if your tax year ended on December 31, the e-postcard is due May 15 of the following year. If the due date falls on a Saturday, Sunday, or legal holiday, the due date is the next business day. Can file electronic or hard copy.

Online Courses: Preparing Form 990 and 990-EZ
Case Study: On-line walk-through of Form 990 filed by a hypothetical tax-exempt organization
NEW Form 990 Preparation Checklist (Publication 4740)

1. You were eligible to file either Form 990-EZ of Form 990-N for each of the three consecutive years that you failed to file.
2. This is the first time you have been automatically revoked pursuant to section 6033(j).
3. You are submitting this application not later than 15 months after the later of the date of your Revocation Letter or the date on which the IRS posted your name on the Revocation List at www.irs.gov/Charities-&-Non-Profits/Exempt-Organizations-Select-Check.

Used to change your local affiliate’s tax year from the National FFA Organization’s automatic tax year of January 1 to December 31.

What if we don’t know if our affiliate has an EIN or if that EIN was submitted to FFA to be linked to the GEN?
- If you do not know if your affiliate has ever filed for an EIN you may contact the IRS at 1-800-829-4933.
- If you are unsure if your EIN was submitted and is linked to the FFA GEN, you may email a request for verification to alumni@ffa.org.
- If you know your EIN was not submitted to be linked to the FFA GEN, email a request for a “Tax –Exempt Return Form” to or visit: https://www.ffa.org/documents/alum_tax_exempt_returnform.pdf

Contact alumni@ffa.org or 317-802-4332 with questions or to receive the EIN application and FFA Return form via email.

For more tax information visit the About page under Alumni on FFA.org
LESS TIME, MORE IMPACT RESOURCES

This list of *Less Time, More Impact Resources* are quick guides that are suggestions for surviving in organizations that can be used to help your affiliates and members grow and become the most effective that they can be. To find the links to these resources please visit the Affiliate Resources page under Alumni Resources on FFA.org.

- Agendas...Yours, Mine, Ours?
- Conflict... Oh no!
- Conflict... Not all Bad
- Delegating
- Effective Committees
- Effective Meetings
- How to make it happen (Part 1)
- How to make it happen (Part 2)
- Liability Risk Management
- Minutes – The official record of your organization
- Mission and Vision Statements
- Position Descriptions for volunteers
- Time Management

The *Less Time, More Impact* handouts are a University of Wisconsin-Oconto County Extension Leadership Development Fact Sheet series.
QUALITY 2: FFA ALUMNI MEMBER DEVELOPMENT

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

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

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

<table>
<thead>
<tr>
<th>Exemplary 3</th>
<th>Intermediate 2</th>
<th>Novice 1</th>
<th>Non-Existent 0</th>
<th>Indicator Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member always matches individual motivations and talents with the opportunities and tasks to be accomplished to ensure success.</td>
<td>Member generally matches individual motivations and talents with the opportunities and tasks to be accomplished to ensure success.</td>
<td>Member rarely matches individual motivations and talents with the opportunities and tasks to ensure success.</td>
<td>Member does not match individual motivations and talents with the opportunities and tasks to ensure success.</td>
<td></td>
</tr>
</tbody>
</table>

Evidence, comment and suggestions:

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

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

<table>
<thead>
<tr>
<th>Exemplary 3</th>
<th>Intermediate 2</th>
<th>Novice 1</th>
<th>Non-Existent 0</th>
<th>Indicator Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member provides at least six annual opportunities for fellowship and camaraderie among members that supports diversity.</td>
<td>Member provides at least four annual opportunities for fellowship and camaraderie among members that supports diversity.</td>
<td>Member provides at least two annual opportunities for fellowship and camaraderie among members that supports diversity.</td>
<td>Member does not provide opportunities for fellowship and camaraderie among members that supports diversity.</td>
<td></td>
</tr>
</tbody>
</table>

Evidence, comment and suggestions:
Quality Statement - Professional/Personal Development: FFA Alumni member provides fellow FFA Alumni members with the opportunity to develop professional and/or personal skills through their involvement with FFA Alumni.

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

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

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Intermediate</th>
<th>Novice</th>
<th>Non-Existent</th>
<th>Indicator Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

- **Exemplary**: Member always ensures that every FFA Alumni member annually develops, maintains, and evaluates a personal development plan to ensure that members are moving toward goals and achieving success.

- **Intermediate**: Member generally ensures that most FFA Alumni members annually create and maintain a personal development plan; however, the annual evaluation of progress toward goals is not consistently present.

- **Novice**: Member attempts to ensure that a few FFA Alumni members create a personal development plan but does not have a plan in place to maintain and evaluate the progress toward goals.

- **Non-Existent**: Member does not utilize a personal development plan to ensure that members are moving toward goals and achieving success.

Evidence, comment and suggestions:
## Quality Statement - Member Recruitment:
FFA Alumni member increases FFA Alumni membership and creates a plan for retention.

### Quality Indicators:

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

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

<table>
<thead>
<tr>
<th>Exemplary 3</th>
<th>Intermediate 2</th>
<th>Novice 1</th>
<th>Non-Existent 0</th>
<th>Indicator Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member always seeks innovative tools to increase participation and utilizes the tools to demonstrate change.</td>
<td>Member regularly seeks innovative tools to increase participation and effectively utilizes appropriate tools.</td>
<td>Member rarely seeks innovative tools to increase participation.</td>
<td>Member does not seek out innovative tools to increase participation.</td>
<td></td>
</tr>
</tbody>
</table>

Evidence, comment and suggestions:

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

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

<table>
<thead>
<tr>
<th>Exemplary 3</th>
<th>Intermediate 2</th>
<th>Novice 1</th>
<th>Non-Existent 0</th>
<th>Indicator Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member always works collaboratively with stakeholders to create a clear and concise recruitment and retention plan that is evaluated annually to ensure success.</td>
<td>Member has a general recruitment and retention plan in place and is working collaboratively with stakeholders to evaluate the current plan’s effectiveness.</td>
<td>Member is beginning to work with stakeholders to create a recruitment and/or retention plan.</td>
<td>Member has no recruitment or retention plan identified.</td>
<td></td>
</tr>
</tbody>
</table>

Evidence, comment and suggestions:
### QUALITY 2: FFA ALUMNI MEMBER DEVELOPMENT

#### SUMMARY SCORING RUBRIC

<table>
<thead>
<tr>
<th>Quality Indicator Scores</th>
<th>Score Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary = 3</td>
<td>Intermediate = 2</td>
</tr>
</tbody>
</table>

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

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

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

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

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

<table>
<thead>
<tr>
<th>Range</th>
<th>Exemplary</th>
<th>Intermediate</th>
<th>Novice</th>
<th>Non-Existent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15-11</td>
<td>10-6</td>
<td>5-1</td>
<td>0</td>
</tr>
</tbody>
</table>

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

**Met**

**Not Met**
MEMBERSHIP OPTIONS

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

**Note:** These forms of membership are intended to be recognized at all levels. Given the autonomy of state and local FFA Alumni affiliates it is up to these affiliates if they would like to collect and set any dues that they may access to any of these membership types. National FFA Alumni will recognize these memberships at all levels.

**Annual Membership**

Annual membership is open to anyone interested in supporting and advocating for FFA, agricultural education, agriculture or volunteerism through their gifts of time, talent, and financial resources on a yearly basis. Annual members receive the National FFA Alumni New Visions newsletter, the opportunity to subscribe to FFA New Horizons magazine for $2.50 per year, the ability to attend personal and professional development conferences and conventions, additional sponsor benefits and a voice in alumni business.

**Lifetime Membership**

Lifetime membership is a one-time **INVESTMENT** in the future of our organization. Your investment ensures that FFA and FFA Alumni will be around for future generations of agriculturalists and to help us reach as many members as we possibly can so that they can exert an influence in their home and community. Alumni members receive a membership card, a membership certificate, a lifetime subscription to the New Visions newsletter, a lifetime subscription to FFA New Horizons magazine, the ability to attend personal and professional development conferences and conventions, additional sponsor benefits and a voice in alumni business. The processing fee covers the cost of the membership packet, postage, staff time, and other expenses associated with servicing a life membership.

**Corporate Partners**

Businesses and organizations can partner with the National FFA Alumni Association with an annual membership. Benefits include a mention on the national FFA Alumni website, a mention in the National FFA Alumni Convention program, a mention in an issue of New Visions and more.
Associate Membership (Effective 2012/2013 membership year)

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

Affiliation Program

The membership affiliation program is designed to easily mobilize volunteers to support local agricultural education programs and their FFA chapters. This program allows affiliates to provide membership, services, and benefits to an unlimited number of volunteers/supporters for one fee while keeping the rest of their funds right at home for their local programs. This program will also assist the National FFA Alumni in their strategic goal of having an active alumni affiliate 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.

Non-Traditional Affiliates

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

For more information on any of these membership options or directions on how to become a member visit the Become a Member page under alumni on FFA.org
ALUMNI MEMBERSHIP BENEFITS

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

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

$500 DODGE CASH ALLOWANCE

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

La Quinta Inns and Suites Discount

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

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

National FFA Alumni Convention

Held in conjunction with the National FFA Convention & Expo, the National FFA Alumni Convention FFA Alumni gather at convention to engage with FFA members, instructors and supporters. FFA Alumni play an important part in keeping agricultural education and FFA programs in our local schools. FFA relies on its alumni to garner support for FFA from their local communities, raise funds for chapter activities and scholarships, assist at FFA leadership camps and conferences, and more.

Alumni attending convention set the course of the association during official delegate work, complete elections for the National FFA Alumni Council, recognize outstanding alumni and affiliates, conduct association business, volunteer at convention functions, meet FFA members in Alumni Nation, network and more. Convention is a valuable, worthwhile and enriching experience for not only FFA members but alumni alike.

FFA Alumni Development Conference (ADC)

Alumni Development Conference will challenge you to engage your local community, administrators, business leaders and everyone you meet. This four day conference offers more than 20 different workshops that will lead you through the growth and leadership continuum and help you to find, develop, and use your voice in advocating for agricultural education and FFA.

Why should you attend?

• More than 20 different educational workshops
• Associate member tract
• Motivational guest speakers
• Hands-on training
• Tours of regional agriculture
• Idea sharing, networking, comradery
• Great food and fellowship at Taste of States
• New friends from all across the country
Regional Development Conferences

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

The event format allows for networking and socializing with fellow FFA alumni, idea sharing and collecting feedback to address obstacles, learning and training in areas of advocacy, leadership, affiliate business operations and more. This one day event is meant to bring together individual members, local and state alumni leaders from the surrounding states, agricultural educators and other members of Team Ag Ed. strengthen and grow alumni’s impact at the local, state, and national levels.

*Why should you attend?*

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

For more information on any of these conferences and conventions visit the Events page under Alumni on FFA.org.
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 on the impact that agriculture has on their daily lives.

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

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

<table>
<thead>
<tr>
<th>Exemplary</th>
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<th>Novice</th>
<th>Non-Existent</th>
<th>Indicator Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Score</td>
</tr>
<tr>
<td>Member always communicates the importance of agriculture and agricultural education.</td>
<td>Member usually communicates the importance of agriculture and agricultural education.</td>
<td>Member rarely communicates the importance of agriculture and agricultural education.</td>
<td>Member never communicates the importance of agriculture and agricultural education.</td>
<td>Score</td>
</tr>
</tbody>
</table>

Evidence, comment and suggestions:

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

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

<table>
<thead>
<tr>
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<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Score</td>
</tr>
<tr>
<td>Member always communicates the importance of FFA and FFA Alumni.</td>
<td>Member usually communicates the importance of FFA and FFA Alumni.</td>
<td>Member rarely communicates the importance of FFA and FFA Alumni.</td>
<td>Member never communicates the importance of FFA and FFA Alumni.</td>
<td>Score</td>
</tr>
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Evidence, comment and suggestions:
QUALITY 3: ADVOCACY FOR AGRICULTURAL EDUCATION

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

Quality Indicators:
3. FFA Alumni members help to promote the relevancy of agricultural education and FFA in the school’s curriculum.

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

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Intermediate</th>
<th>Novice</th>
<th>Non-Existent</th>
<th>Indicator Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member always promotes the relevancy of agricultural education and FFA to school officials.</td>
<td>Member usually promotes the relevancy of agricultural education and FFA to school officials.</td>
<td>Member rarely promotes the relevancy of agricultural education and FFA to school officials.</td>
<td>Member never promotes the relevancy of agricultural education and FFA to school officials.</td>
<td></td>
</tr>
</tbody>
</table>

Evidence, comment and suggestions:

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

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

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Intermediate</th>
<th>Novice</th>
<th>Non-Existent</th>
<th>Indicator Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member always engages school officials.</td>
<td>Member usually engages school officials.</td>
<td>Member rarely engages school officials.</td>
<td>Member never engages school officials.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Intermediate</th>
<th>Novice</th>
<th>Non-Existent</th>
<th>Indicator Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Member always demonstrates support and shares in the successes of the agricultural program.</td>
<td>Member usually demonstrates support and shares in the successes of the agricultural program.</td>
<td>Member rarely demonstrates support and shares in the successes of the agricultural program.</td>
<td>Member never demonstrates support and shares in the successes of the agricultural program.</td>
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</tr>
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Evidence, comment and suggestions:

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**Exemplary**

**Intermediate**

**Novice**

**Non-Existent**

**Indicator Score**

<table>
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<tr>
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<th>Intermediate</th>
<th>Novice</th>
<th>Non-Existent</th>
<th>Indicator Score</th>
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<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Member always provides and promotes service/aid.</td>
<td>Member usually provides and promotes service/aid.</td>
<td>Member rarely provides and promotes service/aid.</td>
<td>Member never provides and promotes service/aid.</td>
<td></td>
</tr>
</tbody>
</table>

Evidence, comment and suggestions:
### SUMMARY SCORING RUBRIC

**Quality Indicator Scores**

Exemplary = 3  |  Intermediate = 2  |  Novice = 1  |  Non-Existent = 0

<table>
<thead>
<tr>
<th>Score</th>
<th>Summary</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

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

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

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

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

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

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

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

Met

Not Met
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.
## NATIONAL FFA ALUMNI VOLUNTEER IMPACT: HOURS LOG

<table>
<thead>
<tr>
<th>LOCAL AFFILIATE</th>
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<th>DATE</th>
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<table>
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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

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<th>TIME OUT</th>
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<table>
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<tr>
<th>Local Funds Raised</th>
<th>Regional Funds Raised</th>
<th>State Funds Raised</th>
<th>Total Hours</th>
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# NATIONAL FFA ALUMNI VOLUNTEER IMPACT: MEMBER LOG SHEET

**MEMBER NAME**

**LOCAL AFFILIATE**

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<th>DATE</th>
<th>TOTAL HOURS</th>
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</table>

**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.
Official National FFA Association Facebook Account

www.facebook.com/ffaalumni
Search: National FFA Alumni Association

Click the (LIKE) button on the top right hand corner of the page.

Official National FFA Association Twitter Account

www.twitter.com/ffa_alumni
Search: @ffa_alumni

Click the (FOLLOW) button on the top right hand corner of the page.

#FFAalumni #goFFA

Tag us in anything you or your local FFA Alumni affiliate is doing. Photos, statues, articles, events, etc. Your post may end up in the National FFA Association Newsletter: New Visions.

What is a hashtag?

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

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

1. You decide to post a Facebook status about an upcoming event.

2. Type up the status how you normally would but use the #FFAalumni in the sentence or include it at the end.

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

3. You then will be able to click the hashtag and that will take you to another newsfeed with anyone else that has also used that hashtag.
QUALITY 4: AGRICULTURAL EDUCATION/FFA PROGRAM DEVELOPMENT

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

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

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

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Intermediate</th>
<th>Novice</th>
<th>Non-Existent</th>
<th>Indicator Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Member always utilizes a project plan that demonstrates impact and completes plans in a timely manner.

Member regularly utilizes a project plan and generally completes plans in a timely manner.

Member struggles to utilize a project plan and rarely completes plans in a timely manner.

Member does not utilize a project plan and does not complete plans in a timely manner.

Evidence, comment and suggestions:

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

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

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Intermediate</th>
<th>Novice</th>
<th>Non-Existent</th>
<th>Indicator Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Members always demonstrate the ability to identify and utilize a broad spectrum of resources available to encourage greater student participation.

Members consistently identify and utilize some resources available to encourage greater student participation.

Members struggle to identify resources and develop opportunities to increase student participation.

Members do not identify or engage resources to increase student participation.

Evidence, comment and suggestions:
Quality Statement-Cooperation: FFA Alumni members develop collaborative and cooperative skills among students, chapter officers and FFA Alumni members and leaders.

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

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

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Intermediate</th>
<th>Novice</th>
<th>Non-Existent</th>
<th>Indicator Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Members always evaluate the team culture and adjust as needed to ensure team effectiveness in completing a task.</td>
<td>Members identify appropriate team roles needed to complete a group task.</td>
<td>Members begin to identify team roles and strengths within a group.</td>
<td>Members do not assess team roles, strengths and cultures to ensure the completion of group tasks.</td>
<td></td>
</tr>
</tbody>
</table>

Evidence, comment and suggestions:

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

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

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Intermediate</th>
<th>Novice</th>
<th>Non-Existent</th>
<th>Indicator Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Member always demonstrates respect for others’ opinions and engages everyone to ensure consensus and cooperation.</td>
<td>Member regularly demonstrates respect for others’ opinions and seeks to engage everyone to ensure consensus and cooperation.</td>
<td>Member is beginning to demonstrate respect for others’ opinions and seeks to engage everyone to ensure consensus and cooperation.</td>
<td>Member does not demonstrate respect for others’ opinions and does not seek consensus and cooperation from others.</td>
<td></td>
</tr>
</tbody>
</table>

Evidence, comment and suggestions:
Quality Statement - Teacher Support: FFA Alumni members support and aid the local teacher(s) in their responsibilities to foster a collaborative relationship.

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

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

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Intermediate</th>
<th>Novice</th>
<th>Non-Existent</th>
<th>Indicator Score</th>
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<tr>
<td>3</td>
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<td>1</td>
<td>0</td>
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</tr>
<tr>
<td>Member employs at least six strategies to foster a collaborative relationship.</td>
<td>Member employs at least four strategies to foster a collaborative relationship.</td>
<td>Member employs at least two strategies to foster a collaborative relationship.</td>
<td>Member employs no strategies to foster a collaborative relationship.</td>
<td></td>
</tr>
</tbody>
</table>

Evidence, comment and suggestions:

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

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

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

<table>
<thead>
<tr>
<th>Exemplary</th>
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<th>Novice</th>
<th>Non-Existent</th>
<th>Indicator Score</th>
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<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Member always demonstrates support through securing financial support for FFA programming.</td>
<td>Member regularly demonstrates support through securing financial support for FFA programming.</td>
<td>Member struggles to demonstrate support through securing financial support for FFA programming.</td>
<td>Member does not demonstrate support through securing financial support for FFA programming.</td>
<td></td>
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Evidence, comment and suggestions:
SUMMARY SCORING RUBRIC

<table>
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<tr>
<th>Quality Indicator Scores</th>
<th>Score Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary = 3</td>
<td>Intermediate = 2</td>
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</table>

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Range</th>
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The score for the Quality 4: Agricultural education/FFA program development must be 10 or above to meet this quality.

Met ____________________________
Not Met _________________________
VOLUNTEER RESOURCE INVENTORY

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

<table>
<thead>
<tr>
<th>NAME</th>
<th>ADDRESS</th>
<th>CITY</th>
<th>STATE</th>
<th>ZIP</th>
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<tr>
<th>PHONE</th>
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<th>BIRTHDATE</th>
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**Areas of Expertise/Experience**

**Agribusiness Systems**
- Farm Business Accounting
- Farm Business Management
- Fundraising
- Job Interviewing
- Marketing/Advertising
- Parliamentary Procedure
- Public Speaking
- Resumes & Applications

**Food Products & Processing Systems**
- Meats Processing
- Dairy Processing

**Animal Systems**
- Aquaculture
- Beef Cattle
- Dairy Cattle
- Dairy or Meat Goats
- Guinea Pig/Cavies
- Horses
- Poultry
- Rabbits
- Sheep
- Swine
- Veal Calves

**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
{CONTINUED} VOLUNTEER RESOURCE INVENTORY

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

Funding Needed

# of Volunteers Needed

WWW.FFA.ORG/SUPPORT/ALUMNI
To create program specific sheet please use our EDITABLE EXCEL template on FFA.org under Alumni Affiliate 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.

**Quality Indicators:**
1. FFA Alumni members provide technical skills to enhance students’ personal growth.

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

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Intermediate</th>
<th>Novice</th>
<th>Non-Existent</th>
<th>Indicator Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Member is always available to assist, coach and guide student.</td>
<td>Member is mostly available to assist, coach and guide student.</td>
<td>Member is somewhat available to assist, coach and guide student.</td>
<td>Member is not available to assist, coach and guide student.</td>
<td></td>
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</tbody>
</table>

Evidence, comment and suggestions:

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

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

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Evidence, comment and suggestions:
3. FFA Alumni members provide decision-making skills to enhance students’ growth.

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

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<td>1</td>
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<td>Score</td>
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</tbody>
</table>

Member is always available to assist, coach and guide student.

Evidence, comment and suggestions:

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

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

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

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</tr>
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</table>

Member is always available to assist, coach and guide student.

Member is mostly available to assist, coach and guide student.

Member is somewhat available to assist, coach and guide student.

Member is not available to assist, coach and guide student.

Evidence, comment and suggestions:
5. FFA Alumni members help support activities that improve the intrapersonal skills of FFA members.

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

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</table>

Member always provides tools, techniques and experiences to help student improve.

Member regularly provides tools, techniques and experiences to help student improve.

Member struggles to provide tools, techniques and experiences to help student improve.

Member does not provide tools, techniques and experiences to help student improve.

Evidence, comment and suggestions:

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

Quality Indicators:

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

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

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Member always provides the appropriate tools, techniques and experiences to help student improve.

Member regularly provides the appropriate tools, techniques and experiences to help student improve.

Member struggles to provide the appropriate tools, techniques and experiences to help student improve.

Member does not provide the appropriate tools, techniques and experiences to help student improve.

Evidence, comment and suggestions:
### SUMMARY SCORING RUBRIC

<table>
<thead>
<tr>
<th>Quality Indicator Scores</th>
<th>Score Summary</th>
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</thead>
<tbody>
<tr>
<td>Exemplary = 3</td>
<td>Intermediate = 2</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Range</th>
<th>Exemplary</th>
<th>Intermediate</th>
<th>Novice</th>
<th>Non-Existent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>12-7</td>
<td>6-1</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
QUALITY 5: STUDENT DEVELOPMENT – LIST OF IDEAS

Quality Indicator 1: Technical Skills
• Classroom/banquet/convention guest speaker on professional content
• Mentor student with SAE
• Assist students with record books and proficiency applications
• Assist with school farm/land lab/shop/etc.

Quality Indicator 2: Interpersonal Skills
• Support and show appreciation to local agricultural educators
• Professional development scholarships, thank you cards, babysitting, gift cards, meals, etc.
• Coach speaking contest members
• Advocate for program with parents, school boards and local businesses
• Organize and assist with community service activities

Quality Indicator 3: Decision-making skills
• CDE coach
• Help organize and executer chapter fundraisers
• Provide job shadowing experiences
• Host a career night/event

Quality Indicator 4: Support activities that improve Interpersonal Skills
• Host an local/area/district/regional leadership conference/night
• Chaperone FFA activities

Quality Indicator 5: Support activities that improve Intrapersonal Skills
• Host a CDE Skill-A-Thon
• Host a livestock judging contest
• Host a parliamentary procedure contest

Quality Indicator 6: Support or provide assistance for student involvement through agricultural-related experience and/or entrepreneurship.
• Provide FFA Official Dress
• Provide SAE opportunities
• Provide practice sights/materials for CDE teams
• Purchase FFA member projects at events
• Provide scholarships
• Mentor members interested in developing entrepreneurship opportunities
• Provide/donate equipment

Items listed on this list 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.