

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.

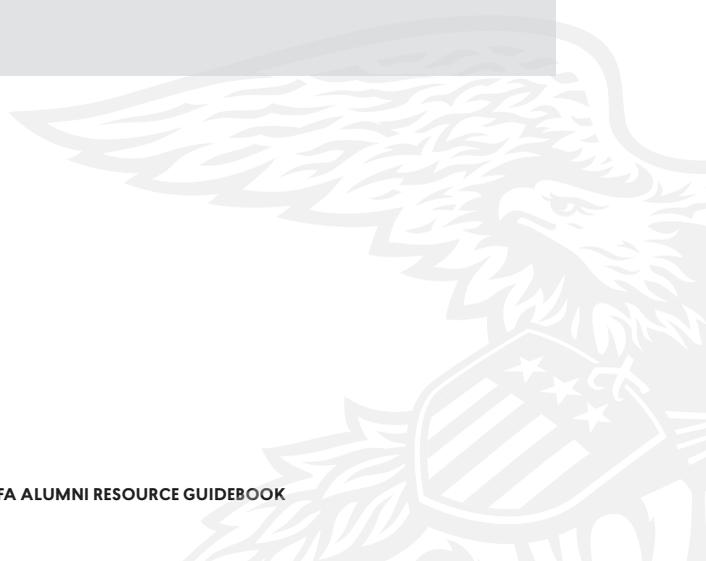
* The term “member” refers to FFA Alumni members.

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

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

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

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



{CONTINUED} QUALITY 3: ADVOCACY FOR AGRICULTURAL EDUCATION

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

Quality Indicators:

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

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

Exemplary 3	Intermediate 2	Novice 1	Non-Existent 0	Indicator Score
Member always promotes the relevancy of agricultural education and FFA to school officials.	Member usually promotes the relevancy of agricultural education and FFA to school officials.	Member rarely promotes the relevancy of agricultural education and FFA to school officials.	Member never promotes the relevancy of agricultural education and FFA to school officials.	
Evidence, comment and suggestions:				

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

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

Exemplary 3	Intermediate 2	Novice 1	Non-Existent 0	Indicator Score
Member always engages school officials.	Member usually engages school officials.	Member rarely engages school officials.	Member never engages school officials.	
Evidence, comment and suggestions:				

{CONTINUED} QUALITY 3: ADVOCACY FOR AGRICULTURAL EDUCATION

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

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

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

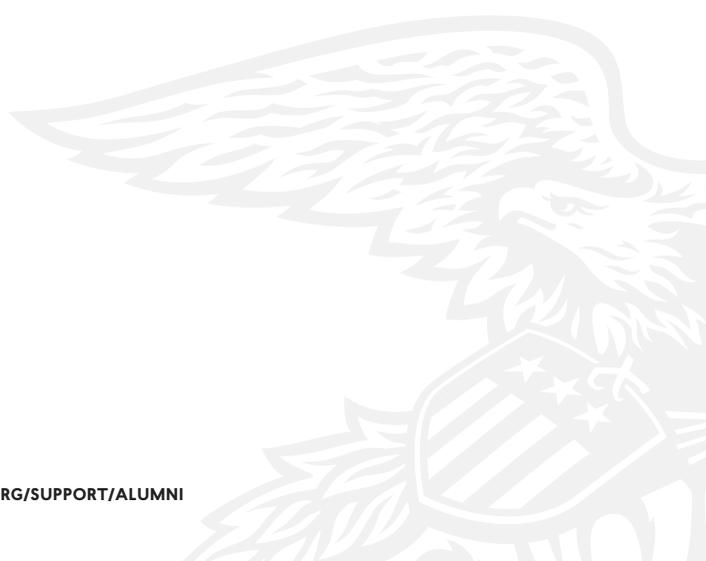
Quality Statement - Community Service: FFA Alumni members provide and promote service/aid within the community to develop “good will” and serve as an example to students.

Quality Indicators:

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

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

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



SUMMARY SCORING RUBRIC

Quality Indicator Scores Exemplary = 3 Intermediate = 2 Novice = 1 Non-Existent = 0	Score Summary
1. FFA Alumni members help to promote agriculture and agricultural education in an effort for the public to become better informed of the impact that agriculture has on their daily lives.	
2. FFA Alumni members promote FFA and FFA Alumni 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.	
Total	

	Exemplary	Intermediate	Novice	Non-Existent
Range	18-13	12-7	6-1	0

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

Met _____
Not Met _____

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: MEMBER LOG SHEET

MEMBER NAME _____

LOCAL AFFILIATE _____

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

Local Funds Raised <input style="width: 100%; height: 40px; border: 1px solid black; border-radius: 10px;" type="text"/>	Regional Funds Raised <input style="width: 100%; height: 40px; border: 1px solid black; border-radius: 10px;" type="text"/>	State Funds Raised <input style="width: 100%; height: 40px; border: 1px solid black; border-radius: 10px;" type="text"/>	Total Hours <input style="width: 100%; height: 40px; border: 1px solid black; border-radius: 10px;" type="text"/>
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NATIONAL FFA ALUMNI ON SOCIAL MEDIA

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.