

September/
October 2009

Volume 82
Issue 2

The Agricultural **EDUCATION**

M A G A Z I N E



**Promotional Branding—
Agricultural Education
Branding Strategies that
Work!**

Down the Trail...

This is my seventeenth issue of the *Magazine*. Consequently it is the next to the last issue for which I will serve as editor. This brings about mixed emotions. While there have been days I could hardly wait to turn the reins over to the next *greenhand*, there have been other days I've thought I will miss the challenge. Serving as editor for this magazine has been both an honor and a challenge. Like many of us do from time to time, I jumped off on this adventure with minimal background and training in the art of editing. The wonders of technology provide a great deal, but not without learning the basics of operating programs and software. Still each issue, for me anyway, has been a creative experience--allowing me to "re-decorate," if you will, the *Magazine* to fit the theme and the articles within. Now just when I think I'm beginning to get the hang of things, it is time to move on down the trail.

It is somewhat mind-boggling to review the list of past editors and realize my name will be listed on the same page as the venerable H. M. Hamlin, Iowa State College, the first editor from January 1929 – March 1930. Or more recent legends in our profession, including J. Robert Warmbrod, Ohio State University, editor from January 1968 – December 1970, and Blannie E. Bowen, when at Ohio State University, was editor January 1986 – August 1988, and served again at Penn State University September 1988 – December 1988. Gary E. Moore, N. C. State University served as editor from January 1998 – December 2000; and Robert A. Martin, Iowa State University was editor from January 2001 – December 2003 and the list goes on. I don't have room here to list them all but there have been 32 editors to date. In fact, *The Agricultural Education Magazine* has been in-print since January 1929, providing our profession with 80 years of current and relative information from professionals in the field in periodical form.

In my humble opinion, this little magazine has marked a well-traveled trail and created its own "brand" of professional development by peer sharing and questioning. Unlike research focused journals, the *Magazine* has served as a living history of the development of this profession. To peruse through past issues is something like take a walk through a somewhat dusty but interesting museum. I thank our profession for the opportunity to serve in this capacity and hope the value of this publication will not go unnoticed or unappreciated. Some of our best moments have been preserved in its pages for future generations of agricultural educators.

Sincerely,




Billye Foster is a Professor at the University of Arizona and is Editor of The Agricultural Education Magazine.



Promotional Branding--Agricultural Education

Branding Strategies that Work!

Editorial:

Down the Trail.....2
 By Billye Foster, Editor

Theme Editor Comments:

“Mom, did you lowball the ice cream again?”.....4
 By Kimberly Bellah

Theme Articles:

Branding for Agricultural Education6
 By Amy Keith McDonald

Is Your Agricultural Program Branded for Success?10
 By Kris Elliot

Name Brand Education.....12
 By Dane White

Brand Loyalty: What happens when experiences allow perceptions to change?16
 By Alice DuBois

What “Branding” Do Students in Your Agricultural Education Experience?20
 By Randy Vlasin

The Long-Term Benefits of Promotional Branding: NOT Just a Flash in the Pan!.....22
 By John Mack

Informational Items:

Inclusion Corner18
 By Billye Foster

Meet Harry Boone--Editor, The Agricultural Education Magazine 2010-2012.....24

2010 Issue Themes.....25

“Favorite Bird” Photo Contest.....27

Branding Tidbit #1



The reading of a brand, especially the more complicated ones, in one locality or state may not correspond to the way it is read elsewhere.

Subscriptions

Subscription price for *The Agricultural Education Magazine* is \$15.00 per year. Foreign subscriptions are \$25.00 (U.S. currency) per year for surface mail, and \$40 (U.S. currency) foreign airmail (except Canada). Orders must be for one year or longer. We can accept up to a three year subscription. Refunds are not available. Please allow 4 - 6 weeks delivery of first magazine. Claims for missing issues cannot be honored after three months from date of publication, six months for foreign subscriptions. Single copies and back issues less than 10 years old are available at \$5 each (\$10.00 foreign mail). All back issues are available on microfilm from UMI University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106. UMI University Microfilms telephone number is (313) 761-4700. In submitting a subscription, designate new or renewal and provide mailing address including ZIP code. Send all subscriptions and requests for hard copy back issues to the Business Manager: Jay Jackman, National Association of Agricultural Educators (NAAE) 300 Garrigus Building, 325 Cooper Drive, The University of Kentucky, Lexington, Kentucky 40546-0215, Phone: (859) 257-2224, FAX: (859) 323-3919. E-mail: NAAE@uky.edu

Article Submission

Articles and photographs should be submitted to the editor or theme editors. Items to be considered for publication should be submitted at least 90 days prior to the date of the issue intended for the article or photograph. All submissions will be acknowledged by the Editor. No items are returned unless accompanied by a written request. Articles should be typed double-spaced, and include information about the author(s). One hard copy and one electronic copy of the article should be submitted. A recent, hardcopy photograph should accompany the article unless one is on file with the editor. Articles in the magazine may be reproduced without permission but should be acknowledged.

Editor

Dr. Billye Foster, Professor, Department of Agricultural Education, The University of Arizona, PO Box 210036-Forbes 228, 1140 East South Campus Drive, Tucson, Arizona, Phone (520) 621-1523, FAX: (520) 621-9889.

E-mail: billye@ag.arizona.edu

Publication Information

The Agricultural Education Magazine (ISSN 0732-4677), published bi-monthly, is the professional journal of agricultural education. The journal is published by The Agricultural Education Magazine, Inc. at 300 Garrigus Building, The University of Kentucky, Lexington, Kentucky 40546-0215.

Periodicals Postage Paid at Lexington, Kentucky and at additional mailing offices.

POSTMASTER: Send address changes to The Agricultural Education Magazine, attn: Jay Jackman, 300 Garrigus Building, The University of Kentucky, Lexington, Kentucky 40546-0215. Phone: (859) 257-2224, FAX: (859) 323-3919.

“Mom, did you lowball the ice cream again?”

by Kimberly Bellah

Funny what marketers and writers are doing these days for commercial advertising. What once was a competition between brand names has now become a reflection of tighter economic times. All of the morning news shows and years of blind tests have finally convinced consumers that the major manufacturers of all the popular products also produce the exact same product under generic labels, but at a much lower price.

This realization hit home recently as I listened to a radio spot for a particular brand of ice cream. This brand wasn't selling itself as better than its competing brands; this brand was using the advertising tactic that the children would be able to tell the difference between generic ice cream and the brand name. Since mothers are still the primary target audience for grocery shopping, the writers of the spot used a mother's guilt about "going generic" with ice cream to sell the brand.

Hence, "Mom, did you lowball the ice cream again?"

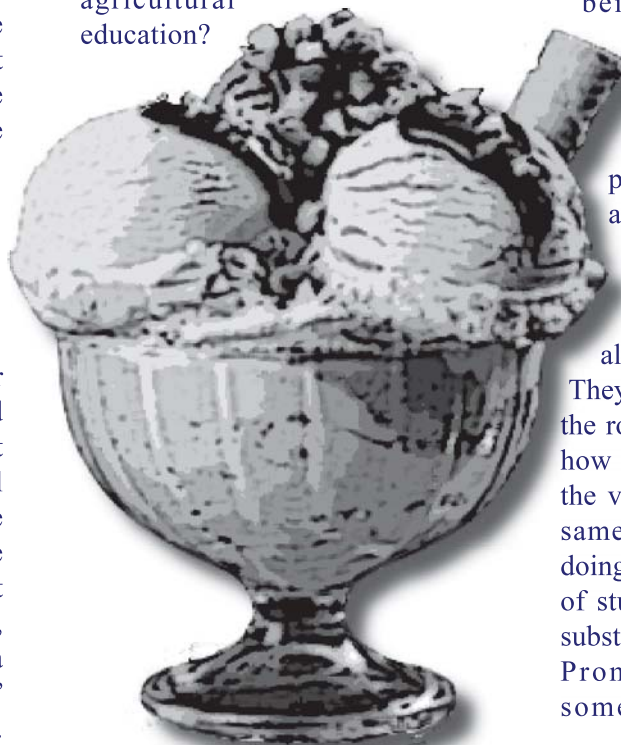
Evil – or genius; I'm not sure which, but it sure caught my attention.

In my house, we always shop generic, but we do have a saying: "There are some things where you just don't go cheap."

Items like toothpaste, toilet paper,

soda pop and mayonnaise, for us are items that you don't want to even take a risk that they may be substandard. It may seem random, but it's true. There are some things where the brand really *does* make a difference.

So, how does that translate to agricultural education?



After all, we're the only game in town, right? There isn't a substandard agricultural education program being offered in schools to compete with us – or is there?

True, agricultural education in secondary and post secondary schools across the country is "sold" under the same brand, but that doesn't mean that they are all the same. There are programs out there

growing out of their facilities and current staffing because they are so well known for serving students, teaching students, providing leadership to students and developing productive citizens out of students.

On the other hand, there are classes being offered that wear the "storefront" of agricultural education and FFA, but the quality inside resembles little of what is held up as the premier program of all Career and Technical Education areas.

In fact, those programs do little to teach all students and even less to expose them to all aspects of the total program.

They may be running up and down the road to a variety of events, but how many unique students are in the vehicle. In other words, is the same small handful of students doing everything, and the majority of students are left behind with a substitute teacher showing a video? Promotional branding is not something that just happens.

Promotional branding is a process corporations design with the end in mind. Generally, the end is to have the most popular, most recognized, most purchased product on the shelf. Promotional branding involves developing a solid, trusted reputation that results in consumer satisfaction and confidence every time that brand is seen. How does that translate to agricultural education? We utilize a number of "brands" in our

programs: the “Three Circle Model” of agricultural education, the FFA logo, The Council, NAAE, AAEE, and others. Each of those brands is representative of the product upon which they are focused: the young women and men who graduate from agricultural education programs at the secondary and post secondary level! This issue of *The Agricultural Education Magazine* focuses on promotional branding in agricultural education. What is your product saying about your local agricultural education program? What image is called to mind when community members hear the name of your chapter? Do local businesses and industry look for employees from your program, or do they look the other way? How are you ensuring continued longevity in your community when you have to compete for students with other elective areas? How are you attracting the best and the brightest, most “with it” students to your program? Each of the articles in this issue was written with your “product” in mind: the students. We don’t want to produce anything generic out of our agricultural education programs. We don’t want our local stakeholders to think they can get the same thing from any other program on campus. There are some things where we just don’t go cheap.

“Agricultural teacher, did you lowball the students again?”



***Kimberly Bellah** is an Associate Professor in the Department of Agricultural Services & Development at Tarleton State University in Stephenville, Texas. Her research interests include Agricultural Literacy and Concerns-Based Adoption Models. Dr. Beelah teaches Leadership Development, Agricultural Media Writing and works with Student Teacher Supervision.*

January/February 2010

Theme Editor:

Gary Briers

Professor

Agricultural Leadership, Education & Communication

Texas A & M University

2116 TAMU

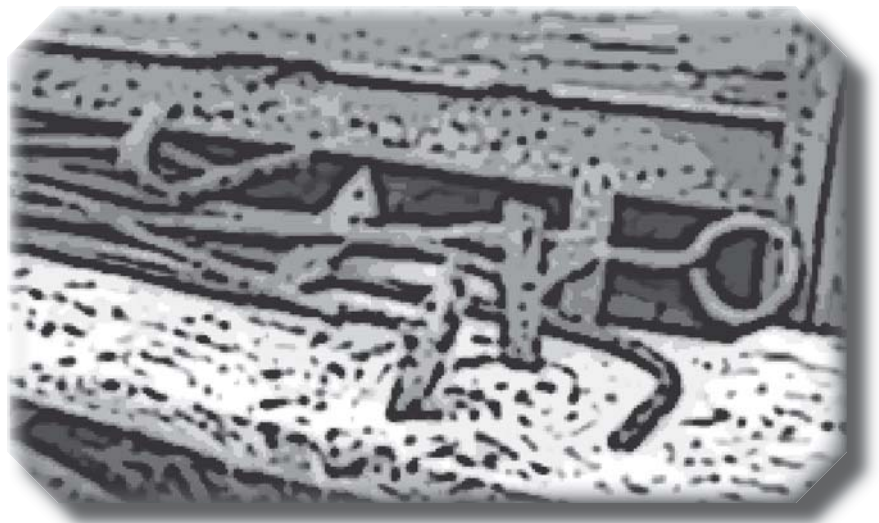
College Station, Texas 77843

g-briers@tamu.edu

979-862-3000

FAX 979-845-6296

*An International View of Agricultural
Education*



Branding for Agricultural Education

By Amy Keith McDonald

What is branding, and just what does it have to do with agricultural education?

As an effective instructor of agricultural education, you may have no idea what “branding” means to a corporate audience. And, if you do know the term, you may not believe business “branding” has anything to do with you and your classroom. You may be surprised.

Branding is a word used often in corporate marketing. The American Marketing Association (AMA) defines a brand as a “name, term, sign, symbol or design, or a combination of them intended to identify the goods and services of one seller or group of sellers and to differentiate them from those of other sellers.” For the sake of this analysis, consider that the product we are trying to sell is either agricultural education or FFA.

Audiences have an affinity for certain brands. They are drawn to those brands, feel they have a relationship with those brands, and often choose to purchase those brands. But, as AMA points out, you must understand that branding is not about getting your target market to choose you over the competition. It is about getting your prospects to see you as the only one that provides a solution to their unique problem.

What does that mean to agricultural

education? Ultimately, to provide a solution to someone’s problems, you must know what those problems are and how your product, “agricultural education,” might solve their issues. So, instead of saying to yourself “*agricultural education is a great program, and you really need it because...*,” you need to think “*what does my target customer need, and does agricultural education (and/or FFA) fulfill that need for them?*”

Identify Your Objective

This entire back-and-forth, “find the magic asset that perfectly fits the target’s needs” works effectively only if you first have a solid understanding of your own objective. So, step one. What is my objective as an agricultural education instructor? A short statement can often help you drive your motivation and strategy for all of your activities, from coaching students on Career Development Event teams to determining whether to take students to the National FFA Convention.

As an agricultural science educator, what do you hope to accomplish? This could be a huge, far-reaching statement ... as in “I want to positively impact young people while maximizing my own contribution to the agricultural community.” Or, it could be much more focused, such as “I want to maintain the respect and support of the local school board so my program’s funding is never endangered.” Regardless of what your objective is, you should make sure you know what you

hope to accomplish from this goal.

Who Do You Want/Need to Influence?

The next step is to identify your target market or audiences. Ask yourself two simple questions.

Who can prohibit me from continuing my job as an agricultural educator, and

Who can help me meet my objective?

This list may include the following, among others:

- The school board
- The school administration
- Current students/members
- Prospective students/members
- Community leaders
- Elected influencers
- Students’ parents
- Prospective students’ parents

Once you have strategically identified who you wish to influence, it is time to get “in their head.” In other words, pretend you are this person and ask yourself: “*What challenges do I encounter day to day? What would help me do my job more effectively? What is important to me?*” By asking questions and evaluating the answers, you can decide how to serve this target audience best while furthering your own ideals. Consider it an “everyone wins” scenario.

Give the audience what they want or need, while capitalizing on the exchange for your own purposes.

When you cannot find a common ground, or ascertain that your product is not of benefit to the audience and solves no problem for them, then you face an entirely different set of challenges. When our “pet project” becomes irrelevant to those people who can choose to not participate or support it, we will have a short life cycle. In other words, if we cannot link what our audience wants with the benefit we bring, then we have become irrelevant and unnecessary. Death of the product or cause comes soon after, unless efforts are made to adapt your case to fit the needs of the audience.

Define Your Key Messaging

Okay, I’m in the head of my target audience. What could agricultural education or FFA offer me that would solve the questions listed previously? How can my life get easier or better, or what can I get from the agricultural education program that would help me accomplish my goal as a ... (school administrator, student’s parent, etc.) Once you have made this critical leap ... you are thinking like a marketer. It’s not about what I want to give you, but about what you need. It’s all about the customer.

This process is not new in agricultural education. FFA has already addressed this issue once, and undoubtedly continues to do so. In the early 1990’s, the National FFA Organization went through this process as it strove to become a more “customer driven” organization. In other words, under the leadership of Bernie Staller, the organization’s leaders began to ask

the question ... “*what do students need from us that we can provide?*” instead of “*what can we provide that WE THINK students need?*” It’s a simple shift in thinking, but it allows one to become less egocentric and understand better that, regardless of how important we think agricultural education is, we must make it relevant to students. And we must make the benefits the students gain from the organization relevant. We must ask the question “*so why should our audience care?*” every time we list an attribute of our organization.

Implement Your Key Messaging

Once you have established what your target audience needs to

...the organization’s leaders began to ask the question... “what do students need from us that we can provide?” instead of “what can we provide that WE THINK students need?” It’s a simple shift in thinking, but it allows one to become less egocentric and understand better...

see/know/hear to believe your agricultural education program is the answer to his or her concern, it is time to spread the word. What quick statement, or group of three statements, does your audience need to hear or see every time they think of agricultural education? Do not choose more than three, but identify the things you need to be saying to your target audience.

Once identified, repetition is key. It does not matter how many times you have the opportunity to be in front of your audience--be there with your key messages. This is why large corporations find thousands of ways to say the same message through commercials,

programs, representatives, etc. By repeating the same message repeatedly, the audience eventually hears it, and if it is believable, internalizes it. At this point, your branding is now what they believe.

You will also often need to correct misperceptions of your audience. Do they think vocational technology when you are offering horticultural science? Do they think of students with no other options when you want to attract the best and brightest? Develop key messages that highlight the misunderstood areas of your programming, and build your repetition opportunities.

Get the Message Out

Evaluate every method you can use to get your message across to your target audience. Consider every visual or verbal message your audience sees or hears about agricultural education. Whether it is the student who comes to ask for a donation or is seen

down at the feed store, your appearance at a school or community function, an article in the local paper or the process of cleaning up along a local highway, images, media and public relations can send the same strong messaging again and again.

You will likely find you are already doing work that reiterates your key messaging. Now is the time to spread the word. Don’t be afraid to talk about your efforts and successes. Your target audiences need to know. It is not shameless self-promotion; it is laying a pathway that can lead to the future. Consider it this way: if you do not lay a path of understanding and recognition of the agricultural education program, there will be no road.

The journey will be difficult, if not impossible, to pursue without a path.

Consider Your Role

Simply put, branding is what makes you or what you stand for unique. And just like brands like Coca Cola and Nike have logos ... agricultural education has its own visual image everywhere you go. It's you. YOU are the brand image for agricultural education.

When Wikipedia defines branding, the definition describes a name or trademark connected with the product or producer. And among your circles and in your community, you are the image that the various audiences connect with as the term agricultural education or FFA. Your clothing, your offhand comments, your professionalism—they all impact the future success of FFA. Therefore, unless you just completed teaching a welding class, you do not need to be wearing those favorite, grubby jeans with the hole in them and the circular fade ring in the back pocket. Your attire and overall professionalism can and does build impressions. Your behavior does the same.

Of course, “old fogeys” are not your only audience. You must evaluate your other key markets, such as current and prospective students, and remember they are constantly forming opinions and making decisions about agricultural education based on how they see you.

The way your students act and dress is also important. You cannot always control this, but you can when you are on a school-sponsored trip. The community notices your students. Hopefully, when they think of your students they think of those blue jackets and outstanding and gregarious, polished young people acting professionally beyond their years.

We have all heard that perception is reality, and as you come to understand your role as an icon, you will realize your every action and that of your students are always under a microscope. In these days of Twitter, trashy ring tones, Facebook and texting ... the perception of your students at any time they are associated with agricultural education will impact how people perceive the entire field. Are they raucous, rude and laughing inappropriately? Are they using coarse language in the elevator at the hotel while you have them at a stock show? Are they using tobacco when you are not around, or have their hands inappropriately on one another? All these common actions conducted by youth today can turn certain audiences off, and end up negatively affecting the success of your program. You should make students aware of how others view their actions, and try to teach them their important role as an “agricultural education icon.”

Build Your Brand

Just as in corporate branding, it is important to spend time investing in researching, defining and building your brand. The same is true for your agricultural education brand. As a brand cycle ages, the brand must adapt to fit the changing needs of its audience, gain new audiences, or become irrelevant and die. You must recognize your role as the local icon of agricultural education. You must strategically identify opportunities to serve constantly as the public relations person for agricultural education; every hour, every day, with every student and with every other person with whom you come in contact. It will not be easy, but the continued availability of agricultural education to youth in America makes it a path worth forging.

And have no doubt, in this era of challenges – competition for the students, funding and support of influencers; changing school schedules making it even more difficult to participate in agricultural education; and many others – the future for agricultural education and FFA lays in your hands as the local “brand image” for the program.



Amy McDonald is a professional in the field of integrated marketing communications, specializing in serving agricultural and rural lifestyle clients. From her rural Texas, 14-person agency, she works in brand development and management for her clients. With an educational background in agricultural education, McDonald's first professional position was in the Communications Department of the National FFA Organization, located in Alexandria, Virginia, at that time.

Did You Know?

When agriculturally inclined people hear the word “branding,” visions of cowboys, horses, ropes and camp fires fill our heads. But branding has been used as a method to identify ownership and mark territory for thousands of years.

Branding livestock has been a practice of animal husbandry dating back to 2700 B.C. Paintings in Egyptian tombs document branding oxen with hieroglyphics. Both livestock and human slaves were marked with a hot iron by the ancient Greeks and Romans. In fact the first branding in the New World was introduced by Hernando Cortez. He brought cattle stamped with his mark of three crosses.

Today advertising companies use the word “brand” or the term “branding” as a tool to identify a producer’s product with consumers. Effective branding has always worked to improve market share and recognition of a specific product.

Since this issue is devoted to the concept of branding, it seems appropriate to review a few facts from the origin of the concept! See how many of these you already knew about...

1. **Did you know** original registered brands were often sold with ranches?
2. **Did you know** when choos-

ing a brand you should avoid “closed” characters since they are more prone to blotching?

3. **Did you know** cattle brands should have a face at least 3/8 inches wide?
4. **Did you know** it is a myth that big plain brands affect the sale price of cattle?
5. **Did you know** you determine a branding iron is hot enough to make a clean brand when the heated iron is the color of ashes?
6. **Did you know** wood is the best fuel for heating the iron?
7. **Did you know** if you try to brand a wet or damp animal the brand will scald, leaving a blotch, a bad sore or no brand at all?
8. **Did you know** the Bar N brand placed on the left shoulder, (-N), is the brand of the Navajo Nation in Arizona and New Mexico?
9. **Did you know** in some states freeze brands are not valid on cattle?
10. **Did you know** the most popular locations for brands on horses are the left or right hip or the left or right shoulder?

If you already knew 8-10 of the previous statements, you qualify as a “Branding Genius!”

If you knew 5-7 of the previous statements, you are still a “Green-

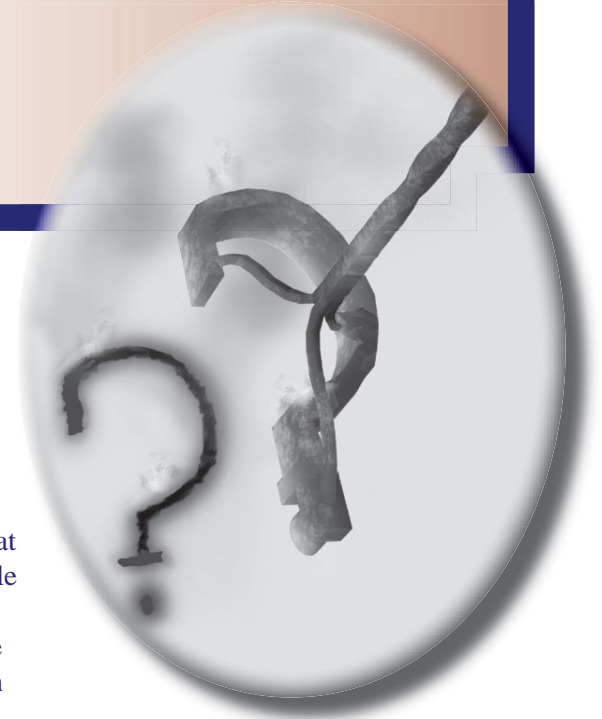


Image courtesy of Layne Smith and the Dallas Morning News.

hand!”

If you knew less than 5 of the previous statements before reading this article, sorry pal, you are just a “Tenderfoot!”

Watch for more tidbits on the practice and history of branding throughout the issue.

References:

All facts and tidbits in this issue regarding the history and practice of branding can be validated on two websites:

<http://cowboystack.com/brands.htm>

<http://barbwiremuseum.com/cattlebrand-history.htm>

Is Your Agricultural Program Branded for Success?

By Kris Elliott

Starbucks. McDonald's. Target and Wal-Mart. Ford, Chevy and Toyota. John Deere and Caterpillar. It doesn't take long for images of these American icons to enter our thoughts when we see their logos. They each have brand power, a strong reputation with consumers and the power to influence the way we think. Does your agricultural program have the same characteristics?

This thought may not have crossed your mind before, but as we continue to face more urbanization, shrinking production agriculture and the continued challenge of limited educational resources, it is essential that we think of our programs as many of the aforementioned companies do.

Great! Yet another thing I have to put on my plate as an agricultural science educator! The classroom, FFA Activities, CDE's, fundraising, alumni and parents, my involvement in my agricultural teachers' association and my school...and now there is more? Believe me, I am right there with you.

Agricultural science educators should be teachers first and foremost, but we usually have a long list of additional responsibilities - and these are in addition to our personal lives. Can it all work? Can I really do more? I believe you can, and that a few simple strategies can actually help save you time and

energy while building your program! Let's keep it simple! The strategies you can apply to "brand" your program and chapter don't need to be complicated. Take one or two of them on each year until they are a part of your program's recognized routine. Customize them to meet the needs of your individual program, staff, community and students. You may even find that some of these suggestions cause you to think of your own better ideas. Get your students involved, as they can play a vital role in your program's branding too! In fact, aren't they truly your agricultural education program's brand? So, why shouldn't they be involved? OK! OK! So I'm on board, but where do I begin?

The simple answer to that question is: what is your program's role in the lives of your students? How are you perceived in the community? What are some strengths you can capitalize on while addressing some of your weaknesses?

A great way to guide this train of thought is through a staff discussion about your program's mission statement. If the program already has a clearly articulated mission statement, great...feel free to skip down to the next paragraph for step two. If not, creating one is a very simple process. There are many web sites that can help; search "creating a mission and vision statement" on your favorite search engine, and you will find ample help. It is important to define what you are all about before you try to "brand" your

program. The companies above have done it. When we think of Wal-Mart, we think low prices; when we think of Starbucks, a good cup of coffee in a unique environment. What do you want your program to be known for? These are the questions to ask yourself as you create your program's mission and vision.

Step Two: Your Target Audience.

Agricultural programs are unique when compared to the companies listed above in that they are many things to many people. Ask your students, parents, administrators and supporters what your agricultural science program means to them, and you will likely get as many answers. Most of us would agree that we are in the business of educating students, but we do have other roles. Here are a few of the stakeholders we need to keep in mind:

- Students
- Parents
- Sponsors/supporters (this usually includes the local agricultural industry)
- Booster clubs
- Alumni
- Teachers, administrators and school board members
- Advisory committees
- Other (university programs, state staff, National FFA)

I'm sure you can think of others, too.

As stated before, most of us agree that students come first. But beyond that, individual programs will dictate the remaining order. Leave no

one out, but your focus will vary depending on your mission and your community. Some questions to guide you might be: what does my community want from my program? How can I better inform other staff in our district about our program? What does my school board and administration value in my program?

No program will answer the questions the same, but the questions do need to be addressed to move forward in the process.

Step Three: Our brand.

You have a vision and mission. You have a crystal clear understanding of your role in the school, community, and industry, and you have identified all of the stakeholders...now what? Most would argue that this is the fun part of the process! It is time to create! Wal-Mart has the smiley face, Target has a bull's-eye, Starbucks the circle with the lady in the center, and so on...you get the idea. What will your logo look like? If you are like me, and not exactly artistically inclined, the good news is there are web sites to assist you with the process. Back to our friendly favorite search engine...search "creating a logo," and you will find step-by-step guides, both free and pay sites, to assist you. If you have the funds, you can also have one professionally designed. These may be expensive up-front, but you will usually own the design and get to use it as long as you want. Your school, depending on its size, may also have someone who can help with the design. You may even find a way for students to create the design, in a contest setting for example. The main factor, be creative and enjoy yourself in the process!

Step Four: Use it or lose it!

Some people set goals and never look at them again. Others go to conferences, learn great skills and

collect the handouts, and then lose them before class resumes in the fall. Don't let this be you! It is now time to decide how you can use your new brand. Remember, it is about students. Giving your program the attention it deserves is really about helping you help your students, similar to the trickle-down economic effect.

Here are some ways to begin the process:

- Revise and update your department letterhead
- Update (or some of you may need to develop) your program web page
- Update flyers and brochures
- Create giveaways (binders, hats, polo-style shirts, pencils with your logo)
- Add the logo to your newsletter
- Get vehicle door magnets made with the logo
- Basically make sure everything that comes from your program is branded!

At Hanford High School in Hanford, Calif., department chair Sam Rodriguez does an excellent job of branding. He has pens, binders, pull-over jackets and even had polo-style shirts made for staff and supporters. If they have a visitor, guest speaker or take students on a field trip, he personally makes sure that there is a giveaway item containing the brand. This summer, I visited a magnet program in Ohio, Miami Valley CTC, that actually had their logo on the clocks in their rooms! This is a well-branded program!

Some of you may immediately ask: so how do we pay for it?

First, it needs to be a priority for your program, so that may mean you need to make adjustments elsewhere. What we found at Hanford is that once you begin the process, your overall resources actually

increase through more community involvement and support. So think of it as an investment that pays off over time. In addition, you can set aside a small amount of your fundraising or donations for the "branding" cause.

Step Five: The little things matter most.

So, you have successfully put your new branding into action, but "where do I go from here?" Some programs have begun to use technology as their "next step" in the process. Many programs now use Facebook® to promote the agricultural education program. A chapter or program can create a function on Facebook® where people can "become a fan of the Seaside FFA Chapter." This function will allow you to send out news and information at the click of a button with no cost to you, and you can even load your logo on the page as your icon! There are simple step-by-step instructions on www.facebook.com or, even better, have your students show you!

Secondly, you can also set up a Twitter® account to accomplish the same goal. Twitter® may be the next big thing, or simply a fad, but the fact remains...right now, it is HUGE! A Twitter® account will allow you to "tweet" important news and events to all of the stakeholders we listed above. Lastly, some are even using YouTube®, or the more school friendly TeacherTube®, to promote agricultural education programs. Let's assume your chapter has created a great slide show or recruitment video...you can make it public, link it to your web site, brag about it in your newsletter and even put it on your new Facebook® page. It is as simple as loading the video or slide show to the web, and there you have it: a free way to promote your program! No need to

Continued on page 13...

NAME BRAND EDUCATION

by Dane White



On the rare occasion I visit the grocery store, I find myself overwhelmed with the variety of choices presented. Within each food group is an array of similar products competing for a coveted spot in my cart. It could take me days to make a decision about a single purchase if I were to fully research the merits and shortcomings of each contender. Instead, I base most of my grocery decisions on expectations of quality and anticipated experience - a marketer's dream! This method of purchase and investment is the desired result of branding: decisions based on perceptions.

Similarly, stakeholders in agricultural education - students, parents, community partners and administrators - choose whether to invest in our programs based on our brand. Thus, a program's brand can have a significant impact on enrollment, student quality, parental involvement and support both on- and off-campus.

Determine both your desired and current brands

Ideally, how should people perceive the program? How do people perceive your program now? Are the desired and current brands congruent? If some disparity exists, this article has some ideas to bring the two closer together.

Fortunately, nobody is starting from the ground up. The Nation-

al FFA Organization has steadily built a brand for the past 82 years. How often do we come across former members who fondly remember reciting the Creed or still own a jacket they haven't worn in 30 years? The legacy lasts. Many

“The National FFA Organization has steadily built a brand for the past 82 years. How often do we come across former members who fondly remember reciting the Creed or...”

people instantly associate our name and emblem with wholesome experiences and fond memories.

How then do we channel this rich, albeit broad, legacy into a localized brand that accurately reflects the desired perception of the local

agricultural education program?

At Galt High School, in Galt, Calif., we focus on a few specific areas that yield substantial dividends for our brand. Small changes have altered perceptions about the agricultural program at our high school and transformed the face of our student organization. The momentum of our agricultural department and corresponding FFA chapter has sharply risen and our students are excelling. Below are ideas we use to promote and improve our brand.

Classroom

I believe nothing speaks more about program quality than what happens in the classroom. Sometimes in our profession, we grumble that we are a “dumping ground” or students take agricultural education courses because they think it’s “an easy A.” However, when our classes are rigorous, challenging and engaging for students, this battle is over and done. Fortunately, there are some quick and easy ways to influence the perceptions of your agricultural classes.

-Make a conscious effort to laugh with students. Students will positively associate your class with enjoyment. Put a funny slide in your PowerPoint presentation, end every class with a joke or amusing story, and laugh at yourself when you make a mistake. You become approachably human and students feel comfortable opening up and

make endless DVDs and expensive copies. Follow this link to see an example: <http://www.youtube.com/watch?v=-n2NzDcLq0> or you may find it easier to go to youtube.com, and type in the search area "Hanfordffa;" it is entitled "Ag Ambassadors 2009." It is one of the chapter's recruitment videos and it is posted to the web. All of this technology is available to help grow your program!

Some final thoughts:

A big task? Definitely. Is it worth it? Absolutely!

These strategies will help you grow your program in ways you never thought possible. As with most things, don't try to take it all on at once. To be successful, careful, purposeful and realistic planning will get you to your new branding success. This process does not happen overnight, and it doesn't have to be you alone getting it all done. Involve your students; you may find they really enjoy it. Involve some of the very stakeholders that you will target with this new branding; a creative parent or fellow teacher on campus, perhaps. All of these ideas go back to benefiting students.

When your program is branded effectively, you will have all of the resources necessary at your finger tips to help all of your students succeed. Challenge yourself to try it. Make these techniques and suggestions your own—customize them to fit your program's needs. And, when you are successful, take the time to help another program in your area do the same. Good luck in the exciting process.

Editor's note: *Before posting student images on any materials, electronic or otherwise, be certain to check school district policies and procedures regarding permissions and liabilities related to student confidentiality and release issues.*

Kris Elliott is an agricultural science educator at Sheldon

...Continued from page 12

NAME BRAND

sharing themselves in your class. Enjoying a class or teacher can go a long way when a student is figuring out what to sign up for next year.

-Speak to every student, every day. Students will gain a sense of belonging in your program, making them more apt to get involved in leadership development activities, as well as to stay enrolled for the long haul. Greet them, check in with them during the period, and call on them during class, all while using their name.

-Redesign two units. You don't need to toil all summer with the headaches of complete course redesigns - start small. When students feel both challenged and accomplished, they take ownership in your class. Assess their incoming knowledge to best meet their needs in the unit. Insert at least one hands-on laboratory lesson that will teach them a useful skill. Accompany this laboratory with rigorous knowledge demanding their intellectual best. Vary your daily activities to keep them engaged and curious.

-Celebrate learning. Everyone loves a party, even if it is just a fun review game with upbeat music in the background. Look at teaching resource books for fun review activities, or modify mixers and ice-breakers to fit your needs. Add in

some laughs and you've not only improved their potential performance on an upcoming assessment, but also they feel rewarded for their work.

-Keep it clean. Maintain your facilities so that they become a showcase for your school. When a facility looks like a dump, people quickly assume its associated program is a dump as well. However, when grounds are tidy, people rapidly become proud of the program. Plant flowers, grow an edible garden and eliminate equipment you haven't used in more than a year. Students will enjoy using those facilities and onlookers will inquire about the various activities they see happening there.

The result of these efforts in our program? Perceptions changed about agricultural classes. Excited teens have gone home and told their parents, who tell their friends, who enroll their children. Our program has gone from 500 to almost 800 students in two years, drawing from every academic level and performance capacity.

FFA Activities

Many would say that FFA is where we can make our greatest impact on young lives. Unfortunately,

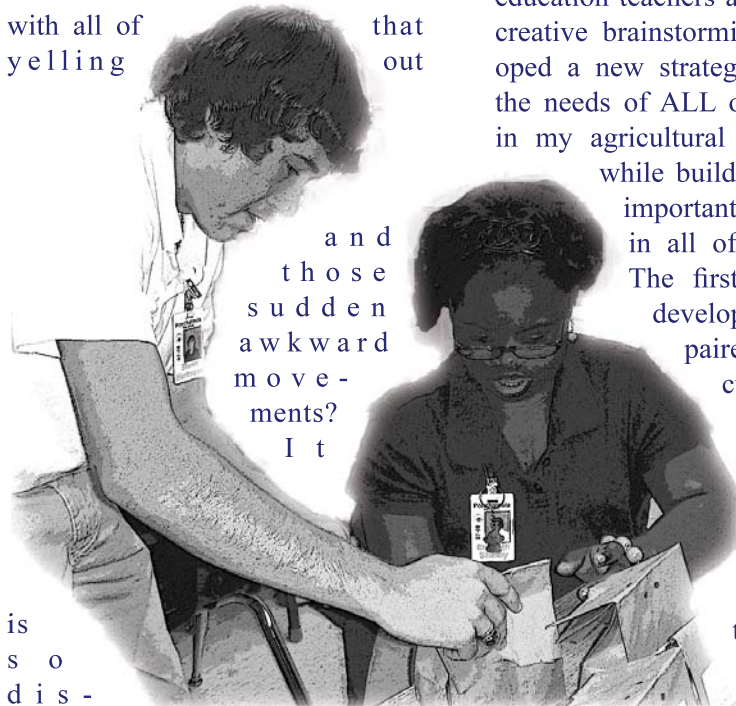
Continued on page 15

Brand Loyalty: What happens when experiences allow perceptions to change?

by Alice DuBois

Pairs of students enthusiastically wash, groom and maneuver through obedience commands with dogs they train as therapy dogs for people with special needs. Teams of students work together to complete assigned tasks as part of their own school-based business. I could be describing the scene in many agricultural science classrooms, but a closer look reveals that the diversity of these students is much greater than the surface reveals. However, this was not always the case. In fact, the process followed, to get to the class described above began with an experience that most agricultural science educators have experienced. It's the first day of school and the class enters with lots of noise, new book bags and plenty of excitement. As a teacher, you smile and greet each student enthusiastically...at least so it appears on the exterior. However, who hasn't felt that knot in the stomach when one of "those" students enters the room? That certainly was the way it was for me and, from an informal survey I conducted, several agricultural science educators

expressed similar experiences. I know this is not politically correct but, after all, we teachers can come up with some pretty good reasons to justify these feelings. Thoughts like: "I'm not a special education teacher. I haven't been trained for this!" or "What is going to happen when they can't do my class activities?" or "How can I teach class with all of yelling out



and those sudden awkward movements? It is so dis-tracting for me and my students!" or "How can I teach them when they can't even communicate with me?" I had experienced all of those thoughts, but don't get me wrong. One of my main goals as a teacher has always been that every student, regardless of ability level, would

have the opportunity to learn and build skills in my class that would allow them to be successful in life. However, here was a group of students who had always challenged me and, to be truthful, I knew I was not meeting my goal for them. That fact led me to reach out to some of these students' special education teachers and, after some creative brainstorming, we developed a new strategy for meeting the needs of ALL of the students in my agricultural science class, while building some very important social skills in all of our students. The first step was to develop a plan that paired each agricultural education student with severe special needs with an agricultural education student without special needs in their class. As it worked out, we had fifteen students with severe special needs and sixteen other students in that agricultural science class. In the beginning, the students without special needs expressed emotions ranging from fear to excitement. To help those students understand

NAME BRAND

Continued from page 13...

there are almost infinite ways we as teachers can spend our time with the student organization. Prioritize according to what gives you the greatest bang for your buck. The three following suggestions cultivate energy in a program while concentrating effort in a few select areas.

behavior and hold students accountable. When students start pouring in the door because they realize how fun your activities are, you can then hold them to a higher standard. If someone is disruptive at a chapter meeting, only warn them once and then show them the door. Don't let troublemakers go on trips with your chapter. Create a parent-signed code of conduct for

program, Parliamentary Procedure students often become the chapter's leaders. When these members lead a meeting, they know how to do it correctly and with style. They also have to know about FFA programs, agricultural education and our community. We now have around 30 students annually trying out for our Parliamentary Procedure teams - each of whom improves their



An example of a picture that will be sent to the local paper. Galt FFA members enjoy the bounty of crops from the State Capitol garden they planted, tended and harvested.

-Design fun events. Like the classroom, students need positive associations with your activities in order to make it worth their time to attend. Borrow your school auditorium and host a chapter movie night with a leadership-oriented film. Do a Freshman Fun Day with carnival-style games to get the younger set involved. Host a \$1 Burger Night before a monthly meeting. Have at least one large-group game at every chapter meeting so everyone can play along. Students will continue to come to events when they expect to have fun at them.

-Raise your expectations for

fairs and shows and hold students to that code. Engage your administration in this process and show that you are setting higher standards for students than many of your peers on campus. They will typically applaud your efforts and have your back. Students who cannot hang with your raised expectations will hit the road and those who stick around will help create a culture of quality behavior and pride.

-Coach a good Parliamentary Procedure team. You will quickly develop a set of students who can lead your program. They will be able to think on their feet, articulate their thoughts and confidently express their opinions. In our pro-

skills in order to make the squads. These students can do demonstrations for your school staff, board of trustees and local organizations - **SHOWING** what your program does. The influence of this Career Development Event is widespread.

When you affect these small changes, students come to take pride in an organization in which they have a stake. They wear their jackets proudly and teach newcomers to do so as well, raising the bar for future members.

Marketing and Promotion

Much like a salesperson brands

Continued on page 17...

some of the sensory challenges that the students with special need experience, the students went through a sensitivity training. This included experiences whereby students, albeit temporarily, were placed in situations that limited or eliminated the use of limbs and senses that are typically taken for granted. To accomplish buy in from the agricultural education students without special needs, they were included in all of the brainstorming, activity and project creation from the beginning. Even though the sensitivity training helped these students to understand more about what their partners are living with, we still needed something to be the point of contact that the students could use to bridge the communication gap with their partner. Our answer came in the form of a medium-sized border collie cross fortuitously named Hope. Hope is a certified therapy dog, and when she came to our classroom for a visit, we were all surprised to observe that the students with special needs responded to her with a range of reactions from total fear to pure joy! After Hope's visit, everyone agreed we found what we were looking for and our search began for suitable dogs that would fit the needs of the students. Four dogs were located from volunteers in the community and what happened next was this teacher's dream come true! The dogs gave the students a point of contact they needed to bridge their communication and understanding gap, while allowing them to start bonding and develop a trusting relationship with one another. Depending on how accepting the student with special needs was to the dog determined which volunteer dog they worked with and what objectives the team would work to accomplish.

We started with simple petting and brushing. When those objectives were met, the team advanced to other grooming tasks and then to obedience commands and finally an obstacle course. Originally, we believed it would take nearly the entire school year to complete the therapy dog development. But, the dogs and teams progressed so successfully that we realized we would need new objectives to accomplish for the second semester. Around Thanksgiving the students decided they wanted to research natural dog treats and make some for the therapy dogs for Christmas. After they researched the recipes, they created several of their own and made the treats for the dogs. Our dogs all loved the treats and soon others in our community heard about them and expressed an interest in purchasing the treats. The class decided to create their own school-based enterprise and the Special Treats Company went into business. Wonderful, unintended results continued to spawn. The students with special needs learned valuable life skills such as measuring, mixing and recognizing ingredients, while the students without special needs were challenged with all of the aspects of creating a business plan and running a thriving business. All the while, friendships were forged between the typical and atypical students who would probably never have even met had it not been for them ending up in the same agricultural science class. Had that been all, it would have been enough, but I can't end our story without sharing a few of the profound outcomes we experienced that no one dared to dream would be accomplished. During second semester, to all of our amazement, one of the students with special needs who had never spoken a word in more than two years be-

gan to count along with his partner as they counted out ingredients. By the end of the semester, this pair had developed their own special communication system. Another student with special needs had been included in my class for three years and I had never seen her smile or even acknowledge in any way that she was aware she was in the class. This year, that situation changed. Through the constant encouraging of her partner, Samantha began to listen and appear interested in the dogs. Then it happened; she smiled and each day she came out of her shell a little more. Today, she has one of the biggest smiles on her face as she enters my classroom eager to see her partner. Another student with special needs was confined to a wheelchair to prevent him from running away. After only two weeks with his partners, he was able to attend class out of the chair and it was obvious he was willing to respond to and work with his student partners much more than even with his teachers. There is an incredible story similar to these for all of the student pairs; and we could have all missed it if we had been satisfied to just keep on following the status quo and accepting the label, or brand, these students with special needs had been saddled with long ago. This summer, while attending the Delta Conference at Tarleton State University, was the first time in my nineteen years as a teacher that I heard the term "experience before label." With this exposure, I came to understand how important it is to allow students to experience that which they are learning so that they have a conceptualization in mind before I, as their instructional leader, attempt to label the technical parts and pieces. Rather than teaching the

Continued on Page 19

a product with packaging, logos and color choices, we can tell our story by material means. I recently learned the following marketing techniques from an agricultural teacher in California who is a master of program promotion.

-Distribute your logo. People can advertise for you with their clothing and office supplies. First, design an agricultural department logo that closely ties to your school's logo. Use your school colors on high-quality athletic polo-style shirts that you give to your administration, counseling staff and department supporters. Allow students to purchase t-shirts and sweatshirts with your logo on them. On Foot-



Another example of a picture people need to see: students in action. Galt FFA officers learn the value of well-earned trust on their leadership retreat.

ball Fridays or school spirit days, people have something to wear with the school colors and YOUR department logo. Put it on thank you notes, letterhead, coffee mugs, lanyards, paper pads, pens and pencils. If you have an agricultural booster organization at your school,

it is safest to ask for their assistance with the funding, since many state laws bar the use of public or student-raised funds for gifts. Make your logo so visible people cannot help but think of your program.

-Say "Thank you." Aside from the critical verbal thank you, people desire physical recognition of the work they do on your behalf. Ensure every supporter of your program both on- and off-campus gets a framed certificate of appreciation to hang on the wall. Include your logo and you are visible once again. Your program is then associated with gratitude and appreciation. Invite everyone of influence to your annual awards banquet as an honored (free) guest. Be sure to recognize them with distinguished service citations (really, just nicer certificates) and speak briefly of their contributions. Moreover, when they see the classy, first-rate banquet your students organized and delivered, they will become believers.

-Be seen. Your community wants to see your students doing worthwhile activities. Buy a camera for your program and take action shots of your students engaged in service learning, leadership conferences and events unique to your chapter. Even skill-based laboratory classes make for great pictures because they show how agricultural education is different. Write an article for your newspaper, attach pictures from the event and then send a thank you note once the article is published. The next year, take a new picture, insert the appropriate names, and you've doubled the return on your investment. Aside from helping you gain exposure, articles about and pictures of your students can improve your community's understanding of your program's purpose. Once you've mastered this, take it to the video level.

Appoint a chapter videographer who will tape every function and put together videos you can distribute to parents, use for a recruitment tool, send to news stations and give away as gifts at the end of the year.

Similar to the advertising done in grocery stores, a quality marketing program can help your program showcase its benefits and strengths. This can enable people to make easier decisions about which program on campus is the right fit for their desired educational experiences.

In reading the aforementioned suggestions, it's clear how easily each of us as professionals can influence the brand of agricultural education. I know well the impact these small, steady alterations can make on how people understand and consequently buy into your program. Remember, the decisions people make are based on their basic perceptions. What message is your program sending? What is your brand? Your students, parents, administration and community are pushing the cart up and down the aisles, trying to determine the best product for their investment. Make sure the product they choose is your agricultural education program.



Dane White is an agricultural science instructor at Galt High School in Galt, California.



*What tomorrow
looks like....*



*Think about it!
Billye*

history of the bicycle and the theory of physics before riding said bicycle, the best way to learn is simply to ride. After experiencing trial and error, only then can we talk about balance, torque, center of gravity and so on; and only because we have that experience from which to draw. The same is true in branding certain parts and pieces of our agricultural education programs. True, we can say that we provide hands-on learning for all of our students. True, we can say we provide students who are less successful in other classes a venue in which to strive and succeed. True, we can say we develop leadership in all students. True, we can say we teach tolerance and acceptance for all populations. However, most all of these concepts are easier said than done. High school is filled with students who brand peer groups because of outward appearances and perceptions. Most of those brands derive only from what others believe they know to be true; hence, little further investigation is needed, right? What if my agricultural education students without special needs simply continued down their paths without this interaction? Our experience forever changed the way that these agricultural education students will view their fellow man and completely changed their acceptance of any brand placed on students with special needs. As agricultural science educators, and as human beings, shouldn't that always be our goal?



Alice Dubois is an agricultural science teacher with twenty years of experience and she continues striving for excellence for her students. She currently teaches at Ponchatoula High School in Ponchatoula, Louisiana.

Branding Tidbit # 2



Brands were applied to humans as recently as 1822. Fugitives, galley slaves, gypsies, vagabonds, brawlers, & the clergy have been marked with "symbols of shame" throughout history.

What “Branding” Do Students In Your Agricultural Education Experience?

by *Randy Vlasin*

What “Branding” Do Students in Your Agricultural Education Experience? Are your students immersed in learning experiences that develop skills which can be turned into marketable conversations with employers? Have you ever asked yourself that question? Think about how your students would respond if a business person were to walk in on one of your lessons and ask the following question: “What are you learning today and where is it applied outside of this classroom?” Could your students come up with an answer other than “It’s going to be on the test?” As a former agricultural science educator, I have to admit there were a number of times I was certainly glad no business person, administrator or anyone else randomly walked into my classroom and asked students that question. The fact is, sometimes I was more focused on activities that would keep students busy for the entire period, rather than evaluating whether those activities had meaningful application. In my later years of teaching, I started asking myself a simple question as it related to the content I was teaching, “Would I find a practical application of this concept or idea in the real world today?” If the answer was no, I quit teaching it. It has always been the intent of agricultural education to develop practical skills applicable in the real world. This requires that agricultural science educators con-

stantly evaluate content as it applies to a rapidly changing industry. Another critically important evaluation is checking to see if students really understand what they are learning, and I’m not just referring to a test on technical skills. Allow me to explain. Agricultural education is filled with opportunities for students to develop technical skills, but more importantly, transferrable skills. Here’s an example. Let’s say you teach welding and the local chamber of commerce has approached you about building four metal signs to display the logos of the various service organizations in town, such as Rotary, Lions, etc. The signs are to be located along each highway coming into town. You decide to take this on as a class project where students can apply the technical skill of welding. You form teams of students to plan and construct the signs. At the completion of the project, students will have had the opportunity to apply welding skills in building the signs. If orchestrated correctly, students will also experience development of transferrable skills in problem solving, communication, team work, responsibility – just to name a few. All of these are highly sought after by employees. However, which skills will most likely be assessed by the average agricultural science educator? My guess would be the welding skills. Now you might be saying, “So what’s your point? We already know that students develop trans-

ferrable skills in our programs.” Maybe so. But the real question is: Do the students know it? My experience as a former agricultural science educator suggests they don’t. If you doubt this, try listening to the answer students give when someone asks why they are enrolled in Agricultural education and the FFA. It sounds something like this: “It’s a lot of fun.” If they are asked what they learn, the reply is often, “We learn about agriculture and leadership stuff.” If they are pressed to give a specific example of leadership, the reply might be “You know, like speaking and contests.” Students need to understand the specific transferrable skills they are learning in agricultural education and where those skills are useful in the business world. We call that purposeful learning. As educators, we often assume students know they are learning these skills, but that can be a false assumption. Wouldn’t it be great if your students could give the following response if a potential employer asked, “Why did you enroll in agricultural education and the FFA, and what’s the most important thing you have learned?” Student: “I enrolled so I could develop skills needed to be successful in business and industry. I have had the opportunity to work on projects that helped me develop skills in problem solving, working in a team setting and communicating with others for the purpose of successfully completing a project. I have a portfolio with examples of my

work. Would you like to see them? Sound impossible to expect this response from your students? Not impossible, but improbable unless you make it a focus in your educational program. Imagine the “branding” a student could create for themselves if they could produce this type of a response. What about the branding this would create for your program if all students could respond in this manner?

The founding fathers of agricultural education knew what they were doing when they created the three-circle model of agricultural education with the core areas of Classroom/Laboratory, SAE and FFA. This integrated system of instruction provides the opportunities students need to develop technical skills and personal skills, often called “soft skills” in the business world. (Personally I hate the term soft skills; I prefer essential skills.) Technical skills might open the doors, but it’s those “essential skills,” such as communication, dependability, honesty, integrity, adaptability and others that will help individuals keep the job or get them fired if they lack them. Agricultural education has the “complete package” to develop students with both technical and “soft” skills. Trust me; employers are hungry for individuals who have both. It has almost become cliché to say we are in a global economy, but it is true. The students you are teaching will compete with the entire world; not just the students in the neighboring FFA Chapter. Students who develop skills sought after by business and industry will be able to create a “branding” for themselves that will set them apart from the crowd. This will be important not only to their future success, but your program’s success as well. Agricultural education has the model that will help students create

this branding. So, what “branding opportunities” do students experience in your agricultural education program?



Randy Vlasin currently serves as Executive Director of the Chase County Hospital Foundation in Imperial, Neb. He spent 24 years as an agricultural science instructor in that community.



Branding Tidbit # 3

Like books, brands are read from top to bottom and from left to right.



The Long-Term Benefits of Promotional Branding: NOT Just a Flash in the Pan!

by John Mack

The long-term benefits of promotional branding: Not just a flash in the pan! Every good journal article that I have ever read includes a “views you can use” section. Since my thoughts on Program Branding are limited to my experiences in the same program for the past 25 years, I can only present “views that we use.” We depend heavily on the concept of Program Branding and I hope you will find something of value in this article.

Since the Beginning.....

Agricultural education came to the North East Independent School District in 1976 under the direction of Rodger Welch, a visionary who was one of the first in our profession to brand his complex as an Agribusiness Center. From its beginning, agriculture in the North East ISD would have an identity and a vision where, someday, we would stand out as a quality program. In 1997 we were designated by our school district as a magnet program. This meant that interested students from around the North East ISD came to us to study agriculture. Under the leadership of various Advisory Council members, who were dynamic marketing professionals, within the year, we were branded the North East Agriscience Magnet Program (AMP), Home of the James Madison FFA.

Our Need for Branding....



The program was, and is, located on 20 acres of the James Madison High School campus in the midst of the urban sprawl of San Antonio, Texas. In a school that serves more than 3,200 students each year, it is difficult for individual students to develop an identity. In the same light, in a school district with seven 5-A high schools, it is a challenge for individual programs to stand out. I believe that the use of program branding has worked to create an identity for both students and the program. To me, branding your program is simply marketing your students, program, products and services in order to develop a “pro-agri” culture within your school district and community.

Types of Branding...

Our “brand” displays the emphasis we place on science and engineering, as well as our co-dependence and affiliation

with the James Madison FFA. Here are some examples of where we place our brand :

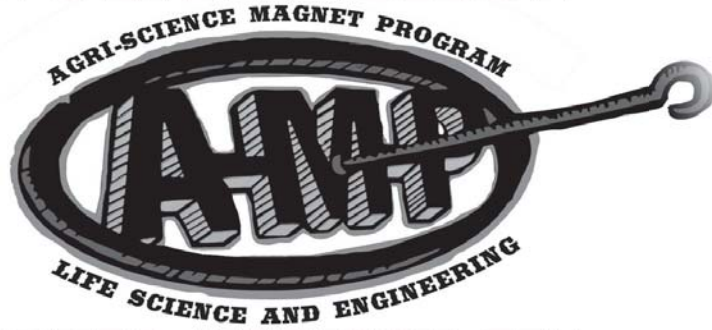
- Correspondences - Brochures, website, stationary, email, mail outs
- Inventory - School trucks, trailers, capital inventory items
- Facility - Complex entrance, classrooms, arenas
- Community - Fundraisers, bumper stickers, window decals

Under the AMP brand umbrella, we encourage sub-branding to create interest and ownership in the various facets of the program. By sub-branding, we are able to create smaller communities by giving an identity to individual students via their areas of interest and participation.

Our Future.....

I truly believe that our favorable position in our community, due to our branding efforts, was a major factor in our program receiving a positive portion of a recent Bond Election. We are in the early phases of construction of a \$24.6 million AMP facility. This facility has the potential to become a national model for urban high school agricultural education. The opportunity to brand in this new complex is limitless.

NORTH EAST



JAMES MADISON FFA



Some ideas are:

- A “General Store” for branding products like Madison Pride Organic Compost, AMP Sweet and Spicy Beef Jerky, Henson-Bell Livestock Watering Systems, etc
- The small and large animal veterinarian clinics, indoor arena, floriculture and aquaculture laboratories, horticulture green roof, engineering laboratory and food science laboratory offer great potential to get our brand out through various services provided to our community
- The science laboratories and tissue culture laboratory will allow each major to increase research and development opportunities and promote their sub-brands
- The new facility is projected to be a LEEDS for Schools Gold “Green” complex. It is an edu-

ational complex that will model the positive relationship between many facets of agriculture and the environment. Expanding our “brand” to include the terms renewable, green, organic, etc., helps us define our educational goals, along with our services and products.

In Closing...

Any program that has aligned its strengths to where it reflects the



expectations of its school district and community can create a meaningful brand. Managing the brand can be a great tool in creating educational opportunities beyond your wildest dreams.... it has certainly worked for us!

John Mack is the director of the Agriscience Magnet Program at James Madison High School in San Antonio, Texas. He has been an agricultural science educator for twenty five years, and is thrilled beyond words to show off the plans for the new complex to every person whose shadow darkens his doorway.

Meet Harry Boone--Editor, The Agricultural Education Magazine 2010-2012

Dr. Harry Boone has devoted the majority of his professional career to agricultural education. After graduating from West Virginia University with a degree in Agricultural Education, he spent nine years as a high school agricultural education teacher in Greenbrier County, West Virginia. During his tenure as a high school teacher, Dr. Boone was actively involved with the West Virginia Association of Agricultural Educators and served the organization as Secretary, Treasurer, Vice President and President. While teaching, he earned his Master's degree in Agricultural Education from West Virginia University. He completed his doctoral degree in Agricultural Education with emphasis in Teacher Education, with minors in Research and Statistics at The Ohio State University. Dr. Boone served as a visiting instructor in Agricultural Education at the University of Kentucky for two years.

Following his time at the University of Kentucky, his research skills and passion for research and statistics lead him to a position with the Council of State Governments in Lexington, Kentucky as a Research/Evaluation Specialist. After spending seven years as the primary researcher for the Council of State Governments, Dr. Boone served the next two years, as Director of the West Virginia Criminal Justice Statistical Analysis Center in Charleston, WV. While he enjoyed his career in criminal justice, the ties to agricultural education remained strong. In 2000, Dr. Boone returned to West Virginia University as an Assistant Professor in Agricultural Education. Over the past nine years he

has excelled in his current position, teaching numerous undergraduate and graduate courses in teaching methods, managing the learning environment, computer applications in agriculture, research methods, data analysis, graduate colloquium as well as supervising student teachers and advising both graduate and undergraduate students. He has been named the North Central Region American Association of Agricultural Educators Outstanding Early Career Member (2004), Davis College of Agriculture, Forestry, and Consumer Sciences' Outstanding Teacher (2004) and the Division of Resource Management's Outstanding Researcher (2005) and Service Provider (2006). In 2008, Dr. Boone was honored by the National FFA Organization with the V.I.P. Award.

Dr. Boone and his wife Deborah have twin sons, Stephen and Nathan. Dr. Deborah Boone is also a faculty member in Agricultural and Extension Education at West Virginia University.



Branding Tidbit # 4



Until modern times, to prevent theft livestock being driven across country were required to be "road branded." The brands were painted on with pine tar or paint in early history. Later, when the large trail herds of cattle were driven north to market, hot iron brands were used.

Rustlers using "running irons" were ingenious in changing brands.

2010 Issue Themes

January/February

An International View of Agricultural Education

Too often we forget that the concepts of teaching agriculture to high school students are practiced around the world. This issue will focus on the international educational efforts of agricultural education faculty, the experiences and efforts of international students who are guests in our country, and innovative ways that high school teachers share information about the international agriculture industry.

Theme Editor: Gary Briers, Professor
Dept of Agricultural Leadership, Education, & Communications
Texas A&M University
2116 TAMU
College Station, TX 77843
Email: g-briers@tamu.edu
Phone: 979-862-3000 Fax: 979-845-6296

March/April

Developing Professional Relationships in the Local Community

The agricultural education teacher is one of many professionals in a local district who provide educational opportunities for the agriculture community. The task of educating the agriculture community is too large and diverse for any one individual/agency to complete. To be successful all agencies must collaborate and share the responsibilities. How are agricultural education teachers developing relationships with other professionals in the local community to share educational efforts and avoid duplications?

Theme Editor: Antoine Alston, Professor
Dept. of Agribusiness, Applied Economics, & Agriscience Ed.
Agriculture and Environmental Science
North Carolina A&T State University
251 Carver Hall/1601 East Market Street
Greensboro, NC 27411
Email: alstona@ncat.edu
Phone: 336-334-7711 Fax: 336-334-7257

May/June

The First Seven Years – Efforts to Reduce Teacher Attrition

The combination of individuals failing to enter the profession and large numbers of teachers leaving the profession in the early years of their career has led to teacher shortages. Agricultural education has not been exempt from this problem. For example, in 2006 there were 785 individuals newly qualified to teach agricultural education. Only 69.8 percent of these newly qualified teachers entered the teaching profession leaving 78 positions unfilled. One way to attack the teacher shortage is to reduce teacher attrition. This issue will focus on practices that have been proven

successful in reducing the number of teachers who leave the profession in the first seven years of their career.

Theme Editor: Brad Greiman, Assoc. Professor
Agricultural Education
University of Minnesota
1994 Buford Avenue, 146 Classroom Office Bldg.
St. Paul, MN 55108
Email: bgreiman@umn.edu
Phone: 612-624-5644 Fax: 612-625-2798

July/August

Innovative Supervised Agricultural Experience Programs for 21st Century Students

When Rufus Stimson developed his concept of the “home project,” the original supervised occupational experience program, over forty-five percent of the population was involved in production agriculture. Today that figure is under two percent. While the number of individuals involved in production agriculture has declined, the need for individuals knowledgeable in agriculture has not followed the same trends. Opportunities for experiential learning for agricultural education students are just as important as they were at the beginning of the 20th century. With the decline in students from a production agriculture background, how are agricultural education teachers meeting the experiential learning needs of their students? In other words, what types of supervised agricultural experience programs are being encouraged for 21st century agricultural education students?

Theme Editor:
John C. Ewing, Assistant Professor
Dept. of Agricultural & Extension Education
Pennsylvania State University
215 Ferguson Building
University Park, PA 16802
Email: jce122@psu.edu
Phone: 814-863-7463 Fax: 814-863-4753

September/October

Leadership Skills for All Agricultural Education Students

When you attend a National or State FFA Convention, the quality of leadership training in agricultural education is obvious to everyone. We observe teenagers speaking in public and conducting business sessions in a manner that would make most adults envious. The efforts needed to develop these skills in

the “leaders of the organization” are great and should be commended. This issue is devoted to the ways agricultural education teachers incorporate leadership training and leadership activities for all students in their program. What activities are being conducted for the average students in the program that are not chapter officers?

Shannon Arnold, Assistant Professor
Montana State University
Division of Agricultural Education
106 Linfield Hall, PO Box 172830
Bozeman, Montana 59717
Email: shannon.arnold@montana.edu
Phone: 406-994-6663

November/December

Using 21st Century Technology in the High School Classroom

Technology is changing rapidly. Consider the changes in the personal computer over the past twenty-five years. It has evolved from a machine with its operating system on a floppy disk to terabytes of storage capacity. Are agricultural education departments keeping abreast of these fast paced and ever-changing technologies? This issue will focus on ways that agricultural education teachers are incorporating technologies into their teaching activities and how they are passing skills related to these technologies on to their students.

Theme Editor: Jason B. Peake, Associate Professor
Agricultural Leadership, Education, and Communication
University of Georgia
PO Box 748
Tifton, Georgia 31793
Email: jpeake@uga.edu
Phone: (229) 386-3085 Fax: (229) 396-3158

Branding Tidbit # 5



Free-range or open range grazing is less common today than in the past. However, branding still has its uses. The main purpose is in proving ownership of lost or stolen animals. Many western US states have strict laws regarding brands, including brand registration and required brand inspections. In many cases, a brand on an animal is considered prima facie proof of ownership. (See Brand Book)

In the hides and leather industry, brands are treated as a defect, and can diminish the value of the hide. This industry has a number of traditional terms relating to the type of brand on a hide. Colorado Branded (slang Collie) refers to placement of a brand on the side of an animal, although this does not necessarily indicate the animal is from Colorado. Butt branded refers to a hide which has had a brand placed on the portion of the skin covering the rump area of the animal. Cleanskin is the term used to describe an animal without a brand. Native refers to a skin without a brand.

Wikipedia

“FAVORITE BIRD” PHOTO CONTEST

We're looking for your *FAVORITE BIRD* photos!

USDA APHIS' Biosecurity for Birds campaign is inviting you to enter your best poultry or pet bird photos in the **2009 Biosecurity For Birds** calendar photo contest.



We are especially interested in photos of all kinds of poultry, game birds, wild birds, shorebirds, and pet birds shown in a clean environment *without* people in the pictures. People of all ages are encouraged to enter.

The winning poultry or bird photo (or photos) will be featured in the *2010 Biosecurity for Birds* calendar. Photos will be featured on the **Biosecurity for Birds** website, and some may be featured as screensavers.

Your photos should accurately reflect the subject matter, and the main image should not be digitally altered beyond removing dust, cropping, cleaning up background and making reasonable adjustments to exposure, color and contrast, etc.

All photos will be credited with the person's name.

HOW TO ENTER

All entries should be submitted through the official on-line entry form. A maximum of three photos per person will be accepted. If you should need any assistance entering your photos, please contact us at birdbiosecurity@aphis.usda.gov.

Submission Guidelines

1. Submitted images must be in color and each should be no larger than a 2 mgb file in jpg format. If your photo is selected for the calendar, a high-resolution image suitable for printing at 8 1/2 by 11 at 300 dpi will be needed. You should caption each photo (red rooster, ruffed grouse, Paul the Parrot, etc.)
2. If you don't wish to have your photos considered for the calendar, please indicate on the form that they are for showcasing on the website.
3. Photos must be submitted through the official on-line entry form.
4. Participants may submit a maximum of three (3) photos.
5. Photos must be the work of the person submitting (unless a parent or other responsible adult is submitting for a minor) and the photographer must own all rights to the works submitted. The photographer retains ownership of all submitted images. By submitting your photos you are granting USDA/APHIS the right to reproduce, display



Deadline for submitting entries is January 31, 2010.

Judging for the Calendar

Judging for the calendar photos will be done by the USDA/APHIS public affairs staff members including the USDA/APHIS photographer. The staff are familiar with photography and responsible for selecting images for APHIS publications. Photo selections for the calendar will be made by February 2010, and the winner(s) will be notified at that time. More than one photo may be selected for the calendar. Images will be judged on overall impact, composition, technical quality and artistic merit. More than one winner may be selected. Winner(s) will be notified by email by February 28.

USDA/APHIS reserves the right to cancel, terminate, modify or suspend the photo competition.



**UNITED STATES
POSTAL SERVICE®**

**Statement of Ownership, Management, and Circulation
(All Periodicals Publications Except Requester Publications)**

1. Publication Title The Agricultural Education Magazine	2. Publication Number 0 7 3 2 4 6 7 7	3. Filing Date Sept. 15, 2009
---	--	----------------------------------

4. Issue Frequency Bi-monthly	5. Number of Issues Published Annually 6	6. Annual Subscription Price \$15.00
----------------------------------	---	---

7. Complete Mailing Address of Known Office of Publication (Not printer) (Street, city, county, state, and ZIP+4®) 300 Garrigus Building / 325 Cooper Drive, Univ. of KY, Lexington, KY 40546-0215	Contact Person Wm. Jay Jackman Telephone (Include area code) (859) 257-2224
---	--

8. Complete Mailing Address of Headquarters or General Business Office of Publisher (Not printer)
300 Garrigus Building / 325 Cooper Drive, Univ. of KY, Lexington, KY 40546-0215

9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor (Do not leave blank)

Publisher (Name and complete mailing address)
Wm. Jay Jackman
300 Garrigus Building / 325 Cooper Drive, Univ. of KY, Lexington, KY 40546-0215

Editor (Name and complete mailing address)
Billye Foster
PO Box 210036, Univ. of AZ, Tucson, AZ 85721

Managing Editor (Name and complete mailing address)
Wm. Jay Jackman
300 Garrigus Building / 325 Cooper Drive, Univ. of KY, Lexington, KY 40546-0215

10. Owner (Do not leave blank. If the publication is owned by a corporation, give the name and address of the corporation immediately followed by the names and addresses of all stockholders owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, give the names and addresses of the individual owners. If owned by a partnership or other unincorporated firm, give its name and address as well as those of each individual owner. If the publication is published by a nonprofit organization, give its name and address.)

Full Name	Complete Mailing Address
The Agricultural Education Magazine (not-for-profit ... no stockholders)	300 Garrigus Building / 325 Cooper Drive Univ. of KY, Lexington, KY 40546-0215

11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities. If none, check box None

Full Name	Complete Mailing Address

12. Tax Status (For completion by nonprofit organizations authorized to mail at nonprofit rates) (Check one)
The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes:
 Has Not Changed During Preceding 12 Months
 Has Changed During Preceding 12 Months (Publisher must submit explanation of change with this statement)