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**Funding Strategies--
*It's a Family Thing!***

Families, Friends and Sharing

By Billye Foster



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

Yesterday marked another milestone in our family's life. Our oldest son, Daniel, and his new bride, Melanie, hosted their first Thanksgiving gathering. Although invited, we were unable to attend as we are busy packing for our upcoming move from Arizona to Tennessee. However, Brother Chase was able to make the trip.

With the big event happening in PA, Dan, Brian (our youngest) and myself were left to enjoy a small celebration in Tucson. I did not prepare a large meal--in fact, I only cooked the turkey and made a salad. The rest of the meal was courtesy of the HoneyBaked Ham Company! For the first time in 33 years I intended to have a relaxing holiday.

About 2:00 PM Wednesday afternoon the calls began. Chase enjoys cooking and had decided to learn how to make the family "roll" recipe. He even practiced with me the weekend before he went to PA. The first call was from the grocery store and had to do with brands and types of yeast. Two more followed to double check information on flour--brands, types, etc. Well, at least I felt like I was there in spirit...

Thursday morning

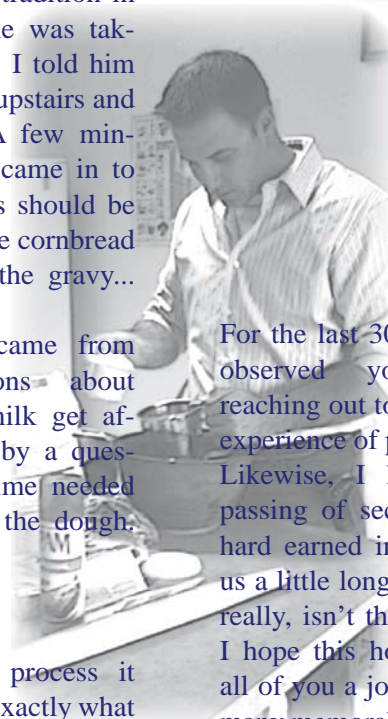
I got a text message to make sure I was watching the Macy's Parade. Shortly after that, Daniel called and wanted detail on giblet gravy. It seemed this was not a tradition in Melanie's family, so he was taking it on himself. OK, I told him how to start, then went upstairs and emailed the recipe. A few minutes later another call came in to discuss what alterations should be made if you did not have cornbread dressing available for the gravy...

The next two calls came from Chase with questions about how cool to let the milk get after scalding, followed by a question about length of time needed for adequate rising of the dough.

Why share this?

Midway through this process it struck me that this was exactly what the issue I was working on was all about! Families share many things--methods and techniques are only a couple of items on an endless list. It is a concept as old as time, and one that members of our profession utilize to the fullest.

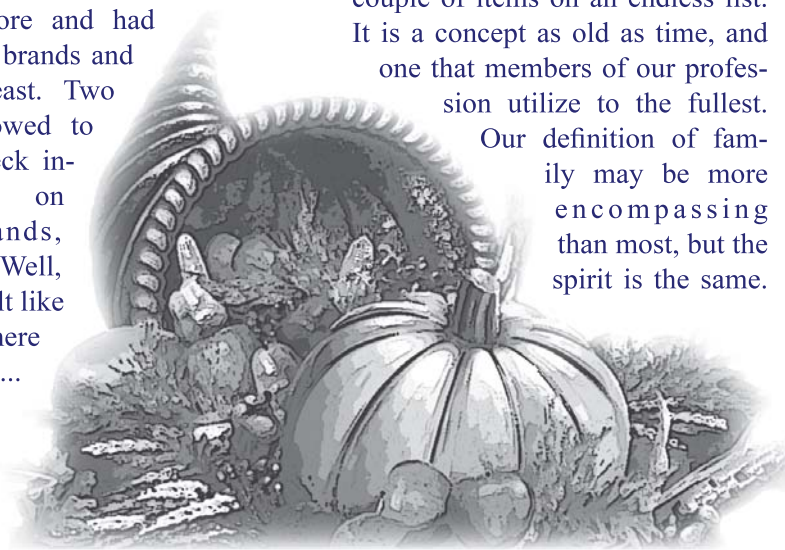
Our definition of family may be more encompassing than most, but the spirit is the same.



For the last 30 years or so, I have observed young professionals reaching out to tap the wisdom and experience of previous generations. Likewise, I have witnessed the passing of secrets of success and hard earned insight from those of us a little longer in the tooth! And really, isn't that what families do? I hope this holiday season brings all of you a joyous time filled with many memorable moments. As you move to a new year, remember the many gifts you have received and given from your personal family and your extended family of Agricultural Education!

Note:

You will notice there are no titles for this issue's articles--but numbers instead. I thought the numbers relevant to the myriad of ideas for fundraising, PLUS it allows more room for more!



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Article Submission

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Family: It is about time

Early this year my mother asked me to serve as a theme editor for her final issue as managing editor of *The Agricultural Education Magazine*. My response was “No, thank you” (in so many words, some which might be unprintable). When she asked last November, I was in the midst of preparing for my final candidacy exams at Ohio State and it was a very stressful time (to say the least). She told me, “Don’t worry, you won’t have to do anything for quite a while.”

Yet I was looking ahead to a variety of new challenges: 1) finishing a dissertation, 2) getting married in July, 3) moving to a brand new state and 4) starting a new position as an assistant professor. In no way, shape or form did adding something else to my plate appear to be a good idea. I did everything I could to change her mind. I told her how unqualified I was for the job. I told her how many better candidates for theme editor there are in the nation. All of these pleas were to no avail. She said, “Daniel, I really wanted to do something different and neat for the last one.”

Some of you have met my mother. You are aware of her tenacity (aka stubbornness). She likes to use arguments that render it impossible to reason with her, her favorite being: “Daniel, I brought you into this world and I can take you out!” But, that was not the reason I acquiesced and agreed to help. No, I agreed to take this project on when I did not really want to because I thought back to all the times she did not have time but made time for me. Whether it was helping me make a paper mache dugout for Texas History in fourth grade

or making multiple costumes for different nativity plays from wise-men to shepherds, all while she was occupied with work activities varying from rebuilding a junior college agriculture program to leading grueling collegiate livestock judging trips across the nation. Not to mention the never-ending sacrifices due to weekend livestock shows or the long drives from Stillwater, Oklahoma (when she was trying to finish her Ph.D) to Cooper, Texas to watch me play high school football. How many sacrifices did she make for myself and my brothers of which I am not even aware? So, I made time.

We often talk about the profession of Agricultural Education as a family. The reasons we feel like it is a family is because we take time to help each other out. Take time to share lesson plans. Take time to talk about FFA or to help work through record books and proficiency awards. Most importantly, it has been my experience that those involved in agricultural education take time to help make others feel welcome and needed. In this issue, our peers have taken time to share “best practices” regarding funding strategies. We have the opportunity to hear from many different members of our agricultural education family. We have an article from a family with agricultural teachers, alumni presidents, and state staff involved! We hear from brothers and sisters, fathers and sons, fathers and daughters and husbands and wives. We have multiple generation families sharing. All share great funding strategies that worked for them to help make a positive difference. As you peruse the *Magazine*, keep in mind all of the people in your personal and professional family, in your corner, cheering you on in



making an impact on the lives of students every day in your classroom and life. I challenge you to think about who you could “make time” for in the profession to let them know that you care. Perhaps it is only a quick phone call to a new teacher, an email to a state staff member saying good job, or a note to a teacher educator--remember, we are all in the family!

Happy New Year,
Daniel



A final challenge....

Three years ago I started this column. It was meant to provide a forum for discussing and sharing ideas about diverse classrooms. It has proven to be one of the best parts of this job! This column has given us insight to techniques and ideas that work in the classroom. It has also provided us with a window both to the past and the future, reminding us of where we have been and how far we have come. It has also provided that shining glimpse of what we could be.

As we change the guard of our profession's *Magazine*, I challenge us all to keep sharing these ideas, stories and experiences. Our world is changing and will continue to do so. This is the way of the universe, and while we learn to accept the changes around us, we must also prepare the next generation to be open to the changes that will enter into their world. Take time to reflect on what you have learned in your professional lives and filter through the chaff to the worthwhile pieces. Ruminant on those and find the ones that should be shared. Only you can tell your unique story.

“Who dares to teach, must never cease to learn.”

~Joseph Cotton Dana
(1856-1929)

*Think about it!
Billye*

January/February 2010 -- **An International View of Agricultural Education**

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March/April 2010 -- **Developing Professional Relationships in the Local Community**

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“Can I ask you a question?” Mrs. Foley asks as she stops me in the hallway. “Is your father in the mafia?”

“Mafia?” I ask. What a strange question for an English teacher to ask the freshman daughter of the Agricultural teacher.

“Yes. He seems to get whatever he asks for and always has money to spend.”

All of us have seen, and many times with envy, a local program or teacher who can always get things they need, awards donated, equipment, expertise, etc. To operate a high quality Ag Ed program, there are a myriad of opportunities and sources of funds, if one is willing to look hard and “go after them”. I remember as a first year teacher, my education of the various funds, codes, sources, rules and expectations that come with proper funding. If you expect to spend money on your program, you must be willing to explore the untapped resources that are there to be used, even in today’s economy.

As I have thought of what was needed to write a good article for this professional *Magazine*, I

remembered all the fine articles of the past and what they have included. History, citations, research, student-centered, etc. As I have explored the history of the funding of aged programs, I find the information interesting, but I keep going back to the question, “What does the teacher really need?” What are the tidbits of information that are useful? History is nice, but it doesn’t put the gas in the ag truck.



Our Top 5:

Know the people in the school’s business department.

Who writes the checks? Who controls the student account funds? Although they live in a different world at times, when they can put student faces, projects and blue jackets in their mind when they see you, they may treat you as an educator, not a required signature.

Know the rules. What is a capital item? How can it be spent,?Why can it not be spent? Don’t be the teacher who is constantly breaking (or bending) the rules and getting the “unhappy” memos, or the one on the evening news for all the wrong reasons.

Say thank you. Most of the time an emergency on our part is due to poor planning and not a true emergency. But when things are speeded up for our benefit, it never hurts to say thank you or send a plant, fruit, sausage, etc.

Ask other successful teachers how they funds parts of their program and activities.

There are always better ideas out there. There is no superior resource as an ag teacher who has tried many things before.

Have a vision of the future. Always put the needs of the students first. In these economic times we have to make choices. The choices can be tough. The more students we can help, educate and inspire, the better for our program and school, and decisions made today will affect the future of funding and agriculture’s importance in the total educational system.

My father is not in the mafia, but he understands the financial system, therefore, can successfully raise funds for his program. The following are ideas for fundraisers:

- Tax Credit** – Tax payers like to know where their money is going. Pass out your school’s tax credit forms to parents, community leaders, and graduated students.
- Percentage Nights** – Many restaurants will offer you a percentage of their profits on a determined date. All you have to do is advertise and collect a check.
- Facility Enterprises** – Sell the products developed in your greenhouse, mechanics shop or other unique facilities. No need to charge less. Teachers and parents would prefer to purchase products developed by students.

If you don’t take our recommendations and understand the educational financial system, you will not find yourself sleeping with the fishes, but you will be running a program on limited funds and have students starving for opportunities.

Dennis Bushong teaches at Gilbert High School in Gilbert, Arizona and his daughter, Ginnie Bushong-Strait teaches at Hamilton High, in Chandler, Arizona.

Here's a little math word problem--grab your calculator. Del Clement taught at Easton Fresno for one year, Righetti for twelve, and Lompoc High School for eighteen. That brings us to thirty-one years for uncle Del.

Cal Clement racked 15 years teaching simultaneously at West Hills and Reedley Community College.

My Dad, Mark Clement, is still going strong teaching thirty-one years at Paso Robles High School. Mom did 4H and trained seeing-eye dogs.

I am chugging along at six months of student teaching at Carpinteria High School.

Sister Holly showed cattle and sheep through the FFA. My sister, Haley, is working towards her agriculture education teaching credential at California State University, Chico and brother Haydn is seventeen and Regional FFA President. ***You do the math.***

If we count Uncle Del, Uncle Cal, Dad and myself all together in terms of total agriculture education teaching experience, we are looking at 77.5 years--Absolutely Amazing!

It is easy to see that there must be some sort of genetic marker in the Clement DNA



L to R: Mark Clement, Cal Clement and Del Clement

that determines a passion for teaching students' premier leadership, personal growth, and career success through agriculture education! Not only do you need the dominant Clement agriculture teaching allele, but also fundraising schemes up your sleeve worthy of Warren Buffett to fund all of the judging team trips, leadership conferences and chapter sets of FFA jackets. With nearly eighty years of experience, the Clement family is pleased to share their fundraising success stories. We know how much those FFA jackets are costing these days.

Del found that a reverse raffle drawing was a real winner during his teaching career. Ticket purchasers have a higher chance of winning and the FFA chapter comes out on top. Del reported earning up to \$10,000 in one reverse drawing. Cal's students sold fireworks to the community and brought in \$6,000. Dad created the Drive-Thru-

BBQ concept, which quickly became a Paso Robles favorite. Buy a BBQ ticket and drive through the ag. department and FFA members delivered a delicious rack of ribs or famous Clement tri-tip dinner to your SUV window. One Drive-Thru-BBQ brings in roughly \$4,000. Dad also has students sell FFA awards banquet placement ads, earning up to \$4,000. Another math problem...

add a reverse drawing, a round of fireworks, one Drive-Thru-BBQ and placemat ad sales, all add up to \$24,000. ***Not bad.***

The bottom line, literally, is all about being creative, having fun and involving the community. As dad retires sometime in the future and the next set of Clements tackle a career full of agriculture education teaching experience, I figure we are looking at another sixty years worth of fund-raising ideas. ***You do the math!***



Clement Family 2008 (L to R): Haley, Holly, Mark, Haydn, Cheryl Herigstad and Heather Clement.

Heather Clement first year teacher at Carpinteira High School in California.

Our home in Reardan, Washington was across the street from the school. On this spring break day in the early 60s, I anxiously waited by our front room window for Dad and a school bus filled with FFA members. As a 4th grader this was a dream come true. I was actually going to accompany the group on its annual spring break FFA home project highlight tour. I traveled with Dad and the FFA livestock judging team a few times, but this was with over 70 FFA members (my heroes at the time) on a school bus to see some incredible and amazing projects.

This wasn't just any spring break activity; this event evolved from a simple beginning to be one of the premier educational and community events of the entire year. When the new Reardan agricultural education instructor, John Elliot, introduced home visits to the community in 1953, little did anyone realize how they would mobilize the parents, teachers, and business people to work together for a common goal. Dad strongly believed in the power of sitting at the table with family members of his students to visit about careers, education, and the community. Eventually, the idea of a showcase spring break tour came up that would inspire younger FFA members to greatness.

It was this philosophical (and functional) beginning that led to my spring break adventure, but this article also relates to fund-raising strategies. Because Dad conducted systematic

and regular home visits, a trust among the community members, parents, and school administrators emerged, and when the "ag" program needed anything, a way was found to make sure it received what it needed to function, grow and thrive. When funds were needed to get deserving students to an event, they magically appeared. When a location was needed for the Reardan livestock show, it was found. Dad understood that the community would support the program if they were involved and if the program had a creditable and positive reputation. It was more lucrative than having a bake sale.

Back to the spring break adventure. It was an honor for the students and families to be selected as a stop during the all day event.



the traditional animal and crop projects, I remember seeing a barn full of parrots ready to be shipped to pet stores.



There you have it--a rock solid educational

philosophy that fully engaged parents, administrators, business people, and enabled the FFA Chapter to be an integral part of the community--one that would always have what it needed. The message for today's agricultural education departments is, "would your community rise up and support your program when called upon, or would they even know that you exist?"

John W. Elliot taught in Prescott, WA 1950-1953; Reardan, WA 1953-1966; Cheney, WA 1966-1968; and Spokane Community College 1968-1982. He received his Honorary American FFA degree in 1964 and the H. O. Sargent Award in 2004.

Jack Elliot taught in Belt, MT in 1982; Montesano, WA 1983-1986; Michigan State University 1988-1992; University of Arizona 1992-2008; Texas A&M University 2009-present where he is professor and department head.

Looking back now, the upperclass FFA members demonstrated what it took to build their projects from their freshmen year to what we witnessed on our drive around eastern Lincoln County. Dad's idea was that younger members would aspire to become just like his juniors and seniors. At many of the stops, parents would have snacks waiting, and, of course, a group of parents prepared the lunch and dinner. In addition to



Candy, beef jerky sticks and the ever-popular Citrus Sale! These are just some of the ways that FFA Chapters across the nation raise money to fund intra--and extracurricular activities in their agriculture programs.

Growing up in a family of ag teachers has always meant being encouraged to sell, sell, sell! While these traditional sales have supported the demands of many student expectations, a slumping economy and limits on grant money means that the “fun” extras might require a creative new approach. Even though Grandma was always first in line to buy whatever I was selling, fundraising did and still does sometimes seem like a chore. The ultimate education-minded question is, “How can fundraising be less of a bother and more of a learning

opportunity?”

The easiest way to make money is to sell customers what they want! FFA Advisors have an advantage because, with planning, we can incorporate sales into our classrooms while utilizing the FFA component of our curriculum. This also eliminates the age-old (and always inevitable) dilemma of a few members raising most of the money and all of the members benefitting from the profits.

In Pennsylvania, this initiative has taken on several forms. And since agriculture is so diverse, the possibilities are endless!

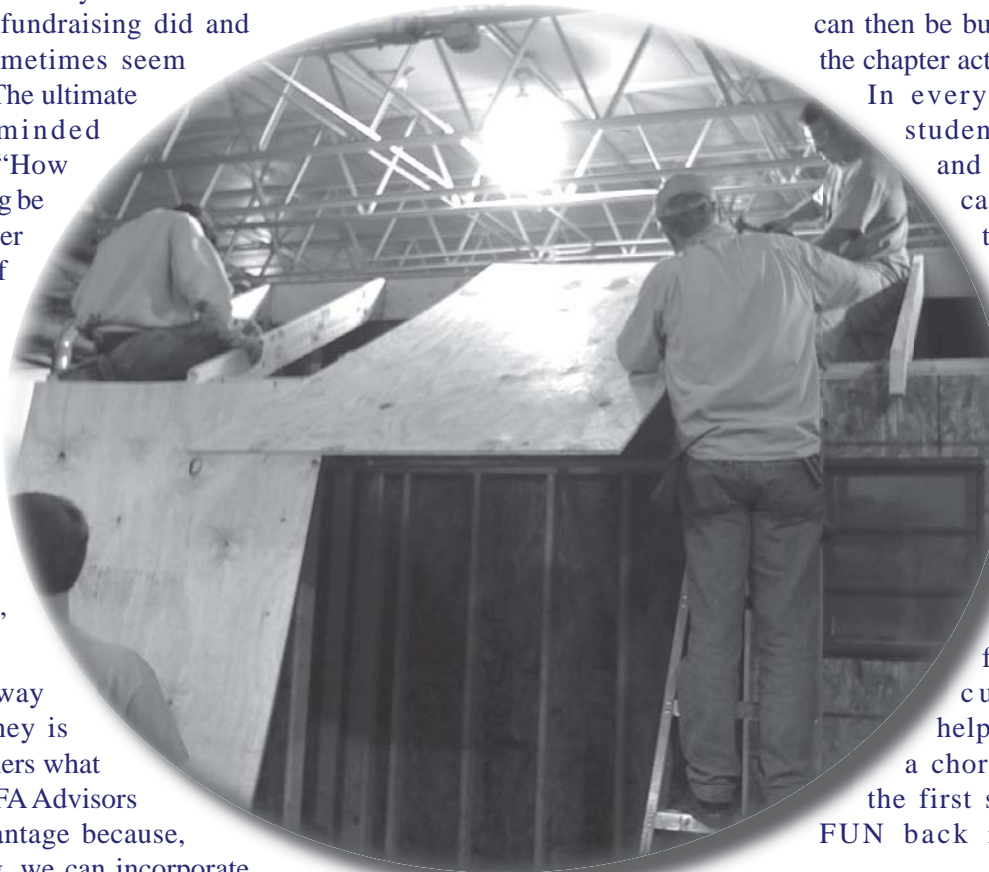
Some successful attempts at marrying fundraising to education include Horticulture classes assembling a timeline for a Spring Plant Sale, Ag Business classes marketing school sweatshirts they designed during Homecoming week, or a construction class building utility sheds to the



Ask around and determine who needs help in your local area. Students can lend a hand in lots of agricultural settings. Covering trenches, filling cages with day - old chicks or trimming Christmas trees are all tasks that will teach them about production agriculture while making money for your FFA Chapter. Instead of setting a price, ask for donations made payable to your FFA Chapter. In many cases, the customers will give more than you would have asked.

Donations help to avoid confusion and bookkeeping nightmares that can accompany selling items funded with school money. These donations can then be budgeted and used for the chapter activities in your POA.

In every case, encourage students to think ahead and offer services that can be included into the POA. Don't be afraid to tackle new projects. Each one will be a learning opportunity. Let's face it, ag teachers are great at “stealing” ideas and on occasion we brainstorm some great new ones. Incorporating fundraising in your curriculum will help make this less of a chore and may just be the first step to putting the FUN back in FUNdraising!



customer's exact specifications. Remember that not all potential customers are looking to purchase products; some of your best customers would rather buy services.

Valerie Fry teaches in the Selingrove Agriculture Department, Selingrove, PA

Glen Spangler teaches in the Mifflin Agriculture Department, Mifflinburg, PA

Fundraising can promote program and club success and pride, but more often than not it sends us running to the medicine cabinet to find more aspirin. We do not have all the answers, but we hope you will find something in this article that will help you alleviate your current fundraising headache!

Secondary Funding (Don's Perspective)

As an agricultural science teacher for 14 years, I have been involved in a multitude of fundraising activities. For many educators, fundraising is not something we thrust upon ourselves but one that is expected by the communities we teach. The model of FFA chapters selling sausage and fruit is one of the most common models across the nation. On more than one occasion, I was asked by community members, "When are your students going to start selling fruit and meat?" Because of this tradition, we have a ready-made pipeline for sales. The disadvantage of this paradigm is managing the numbers associated with sales and getting the product to consumers.

Some chapters run like a well-oiled machine (we all wish we were this lucky) where members, officers and parents pitch in to get the product out the door and, hopefully, to the buyers. In an adverse situation, the advisor with a few officers wait for hours after school for 4 or 5 students, who had other obligations, to come pick-up their product. Sometimes they show and sometimes the pick-up is forgotten, which sends you scrambling since frozen products or fruit has to be stored until picked up the next day. This inconvenience causes numerous late nights and stress for the teacher.

My best experiences of fundraising have occurred when the officers,

parents and others were engaged in the process. We must remember that successful chapters and clubs do not operate as efficient when run as a one man or woman show! When this happens, it also reduces the experiences and leadership opportunities gained from members and officers. Although it is sometimes easier to get things done through our own hands and standards, it is not always the best teaching tool.

We should remember that, if allowed by our schools or associated organizations, there are other ways to raise money and have fun. One of the most engaging money-making events my local chapter hosted each year was a turkey shoot at the local gun range. With some help from adults to manage the range and students to distribute paper targets and sign-ups, the day went quite smooth and most participants were multi-event enrollees. Even when attendance was low, we cleared quite a bit of profit and the students and parents were very engaged in the event. Additionally, frozen turkeys were purchased at minimal expense as the local supermarket cut us "a deal" as their donation to our group. At the end of the day, we were not waiting on people to pick up product, nor were we worried that frozen products or fruit were delivered on time and not spoiled.

Managing student groups is a great opportunity. In order to alleviate the stress associated with fundraising, get students, officers and parents involved. I would also add that it is very beneficial to have students and parents available when money is turned in because it takes some of the burden off you and you have a checks-and-balance system worked into the process. This teaches students a different part of the process and it allows the teacher an opportunity to have back-up and helping hands available.

Postsecondary Funding (Leslie's Perspective)

With a background in grant writing and development in not-for-profit organizations, the six fundamentals of fundraising I have used are: (1) determine an essential need, (2) provide a compelling case for support, (3) guidance by inspired and influential leadership, enlisted and trained, and willing to ask others, (4) sufficient prospects to meet the need, (5) a plan of action/implementation to serve as a blueprint to achieve specific goals, and (6) sound management to carry out the fundraising. Whether raising capital funds or money for your student organization to attend a state, regional or national meeting or event, these strategies can help guide you to success.

When raising funds for student organizations and beginning a new and, hopefully, profitable fundraiser, these are the steps I follow:

Step 1 – Select a fundraising program (product, donations, etc.) based on your funding goals and needs.

Step 2 – Complete a planning session (set financial goals, fund-raising time frame and develop your compelling case for support making sure it is more concrete than "we need money and we want you to help").

Step 3 – As the leader realize your strengths and limitations. Enlist the support of students, colleagues, parents, a n d



community members. Greater buy-in equals greater success! Remember that this is a student fundraiser, NOT an adviser fundraiser so get the students excited and involved. I have learned that students have better fundraising ideas than I do, so listen to them and use their creativity to your and your organization's advantage.

Step 4 – Promote your fundraiser(s) through letters, posters, community announcements and word-of-mouth.

Step 5 – Hold a “kick-off” event to educate students, colleagues and other supporters on the fundraising plan and build enthusiasm to reach fundraising goals.



Monitor progress and provide encouragement and incentives to keep the students motivated. Remember to follow-up and follow-through!

Step 6 – Wrapping up and recording. Once the fundraiser is complete, collect the order forms and money and tally the results. Plan for product pick-up, delivery, missed orders, and make the necessary arrangements for replacements. If the fundraiser does not include products, then send a personal thank you letter and a donation receipt for tax purposes. Enjoy your success

and begin thinking of ways to improve your next fundraiser.

As a student organization adviser and faculty development chair for our department, I am constantly assessing financial needs, fundraising plans, and overseeing funding goals. From planning golf and fishing tournaments to selling candles, and from selling advertising and marketing expertise to soliciting Frito pie sales on the sidewalk, I have learn that fundraising can be both discouraging and rewarding. Whether you are in secondary or postsecondary education, the challenges and rewards are the same. Outline the steps that will help you become successful with your fundraising needs. First, determine a need and a case for support,

encourage buy-in, build enthusiasm, develop a plan, and, last and perhaps the more important, manage. By remembering that you are the manager you can begin to put the “fun” back in fundraising.

Leslie Edgar is an Assistant Professor in Ag Communications at the University of Arkansas.

Don Edgar is an Assistant Professor in Agricultural & Extension Education at the University of Arkansas and former Agriscience Educator.



An active organization requires adequate funding. The exact amount of funding depends upon the organization's program of activities. In our careers as a high school agricultural education teacher and an Extension agent, we have participated in and/or observed numerous fund-raising activities. Some of the fund raising activities were dependent upon unique local circumstances, but most would work in a variety of situations.



As a high school agriculture teacher, fundraising centered on a concession stand at the State Fair. Over the course of nine days, the FFA chapter raised the money needed to operate an active 200 member chapter for the entire year. The products sold at the concession stand were limited to country ham sandwiches, drinks and chips. It was a unique product that was associated with the local FFA chapter. When you stated that you were associated with the “ham stand,” everyone knew what you were talking about.

When the chapter first started sponsoring the ham stand, students were involved in raising the hogs and providing the product that was used in the event. Later, government regulations forced the chapter to purchase over 3,000 pounds of commercially sliced ham from a neighboring state for the nine-day event.

The concession stand was located next to the grandstand. The exhaust vent from the grill exited to the rear of the stand and, if the breezes were

Continued on page 12...

right, drifted up into the grandstand. Can you image sitting there listening to your favorite entertainer and smelling delicious food cooking. At the end of the show you would find people standing five or six people deep around the serving area to order a ham sandwich. Revenues from the stand were directly related to the quality of the nightly entertainment.

Phipps, Osborne, Dyer, and Ball (2008) provide eight criteria for evaluating a fundraising activity. These criteria were used to describe the operation.

Provide a Service to the Community: Food is a must at every public event. While there were commercial food establishments at the State Fair, the State Fair Board ensured that there were opportunities for non-profit establishments such as the local FFA chapter. In fact, there were multiple FFA chapters represented at the event and each one provided a unique product. While looking for services at public events such as fairs, many people

will look for an opportunity to support a local non-profit organization. The fact that this concession stand was operated by a well-known youth organization added to its appeal. Many friends, supporters and former members were extremely loyal to the operation.

Related to Agriculture: The concession stand originally supported local agriculture efforts before government regulations eliminated the local aspect of the product. Even after the changes, the concession stand was directly related to agriculture and supported a number of agricultural industries.

Did not Compete with Local Businesses: The State Fair established policies to prevent direct competition among vendors. They controlled the type and location of the concession stands to avoid similar

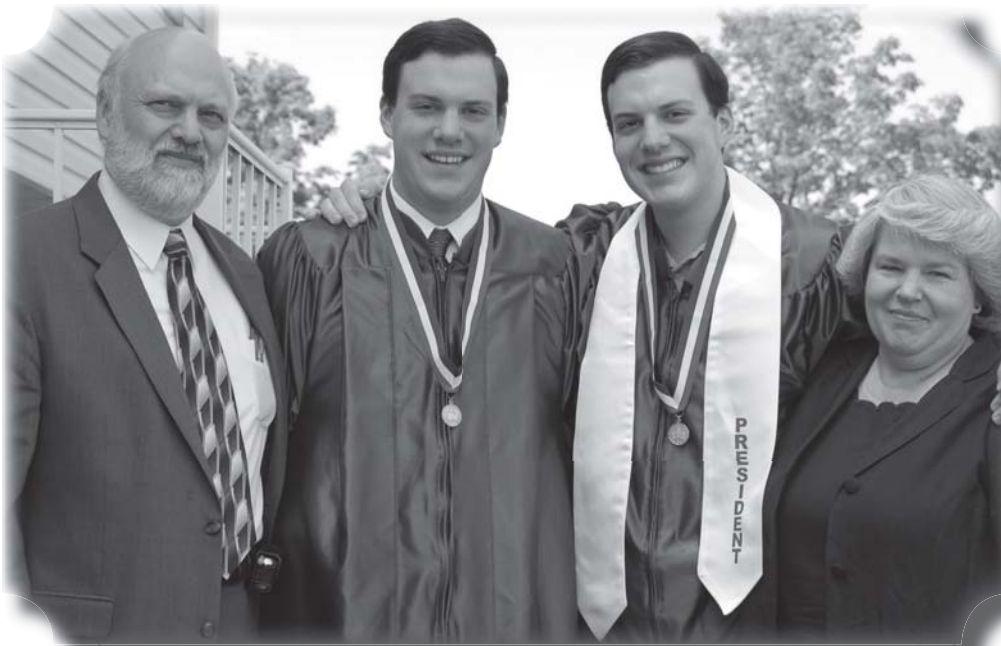


products having to compete with each other. For example, they would not allow two country ham stands to operate in the same general area. While you may be able to find country ham on a breakfast menu in the local community, there were no local businesses that provided a similar product. Many of the non-profit concession stands, including the ham stand, have been in operation over forty years.

Was not Conducted on School Hours: The State Fair, held in mid-August, is a major activity in the local community. Classes at the local high school never started until after the fair was completed. As a result most school-related activities, with the exception of football practice, were suspended for the fair.

Educational: The educational opportunities were numerous. Students learned public relations, basic work, food preparation and time management skills just to name a few. The students volunteered their time, however, by working at the ham stand they received financial assistance on trips to numerous chapter events, including the State and National FFA Conventions, State CDE events and the Louisville Farm Machinery Show.

Acceptable to the Community and School: The concession stand has such a history in the school and community it is not a question of acceptance but an issue of expectation. Participation at the State Fair is expected. In fact, for some customers a trip to the State Fair would not be complete without a trip to the FFA Ham Stand.



L to R: Harry, Nathan, Stephen and Ebby at 2008 High School Graduation

Provide Sufficient Profit for Labor Expended:

The goal of the operation was to provide a good product for a fair price. The prices could have been raised and most of the customers would have been willing to pay. By keeping prices reasonable, we rewarded our customers with a quality product and earned sufficient profit for the amount of labor expended.

Provide for Participation by All Members:

In a 200 member chapter, you were never able to get everyone to participate. This was complicated with the fact that many of our active members had additional obligations with other fair activities such as show animals. As in any organization, there was a portion of the members that you could depend on and they carried their share of the workload and more. Overall, the majority of the members were active participants in the activity.

As you plan your next fund-raising activity, we encourage you and your members to evaluate it against these eight criteria. If it doesn't measure up, you may want to explore other opportunities. Good luck.

Phipps, L. J., Osborne, E. W., Dyer, J. E., & Ball, A. (2008). *Handbook on agricultural education in public schools* (6th ed). Clifton Park, NJ: Thomson Delmar Learning.

Harry Boone , the incoming editor of The Agricultural Education Magazine collaborated on this article with his wife Deborah Boone.

Since 1950, there has been a member of the Heyler family teaching Ag in the northern tier of Pennsylvania. Not only has this family been teaching agriculture, but they also have been living that subject, and more importantly, they have been teaching skills that help today's agriculture workers become successful. The three Heyler men pictured here represent, at this writing, 99 years of successful Agriculture teaching.

When Edward Heyler began teaching in the Northern Tioga School District in 1950, he felt that students needed skills such as communication, bookkeeping and management as well as the other skills he was empowered to teach in his Ag and shop classes. So along with teaching welding, crop management, animal husbandry, soil control, etc,

he included fundraising in his curriculum. He found that teaching his students to become fundraisers helped them to meet the public, to develop speaking/communication skills, and to raise Ag skills to the next level, which was to sell what they helped

to create. The Northern Tioga School District is in a rural valley that borders the Upstate New York State border. Dairy farming was once a mainstay of the valley, and raising crops to augment the dairy farms was then and is now important. Heyler used such fundraising ideas as...

- Selling garden seeds
- Selling tools
- Selling citrus products
- Selling plants from the south
- Planting trees

All of these techniques were used because they were what his students were most familiar with. Planting, raising and harvesting were all concepts from the Ag classes brought to market by his students to not only raise money for the program, but also to help the community have access to fruit, seeds, tools and trees.

Following his father's lead, Sam Heyler, also pictured, taught briefly in the Somerset School District and has spent the majority of his time in the Bradford School District, also a district bordering the Upstate New York border. This district, a small Pennsylvania city situated in large tracts of National Forest, is different from the dairy/crop areas where he was raised and educated. Sam Heyler knew that his father's approach had always been successful—have students market what they know—so he brought this approach to his students. Working as a Natural Resource Management Instructor, he has had his students



market many items they created themselves. His successful fundraising strategies have been to...

- Make their own maple syrup and sell it to the school and community
- Raise bedding plants in the school greenhouse and sell them
- Process lumber on the school saws and then sell to the public
- Search the nearby National Forest for materials to make wreaths for sale
- Cut firewood and slab wood

The learning experiences of these students were to take a school concept, study it, work through it from idea to finished product, and then to sell that product, thereby raising funds for their program and learning important business skills. Marty Heyler, the next son to go into Agriculture Education, used the same philosophy as he taught classes and then created fundraising projects. Heyler followed his father in the Northern Tioga classroom. Upon his father's retirement, Heyler applied for and received the job of agriculture teacher. The Northern Tioga Area was now still somewhat of a dairy area, but other agriculture means had come into the area. Heyler still focuses on crops and soils and forestry, but he also concentrates on greenhouse management and machinery to give the students the skills they need to be successful in the changing area of northern Pennsylvania. Where his father's fundraising was more focused to crop production, Heyler moved his fundraising toward crops, greenhouse and machinery. Among some of his most successful fundraising projects are:

- Raising and marketing plants from the school greenhouse
- Hosting a lawn mower repair clinic
- Hosting a tractor repair clinic
- Selling food at local engine and tractor shows
- Selling citrus products
- Plowing gardens
- Making and selling lawn sheds and picnic tables

It is evident that all three Heylers practice their craft. Edward Heyler ran a beef farm



and together with his wife, have run a greenhouse business for over 50 years. The same greenhouse business that gave Sam and Marty their start and interest is a strategy to engage students and give them a practical craft. Early on in life, they were exposed to crop and animal production and the intricacies of machinery. More importantly, they were exposed to the understanding that education can bring a better life.

This family enterprise of farming, greenhouse, machinery and education does not stop with Marty and Sam. The last one is Gwen Heyler, newly graduated from Penn State University with a B.S. degree in Agriculture Education. With an emphasis in horticulture and greenhouse management, Gwen is the third generation to use her knowledge from school, university, and her life's experiences to embark on a career that will soon push the 99 years and two generations of teaching and fund raising over the 100 year mark and into the third generation.

Truly, the northern tier of Pennsylvania has benefitted from the expertise of the family and will do so in the future.



Sam Heyler teaches Agriculture in the Bradford School District in PA.

Marty Heyler teaches Agriculture in the Northern Tiago School District in PA.

Edward Heyler retired from teaching Agriculture in the Northern Tiago School District. The Heyler family boasts 4 agriculture teachers, 1 English teacher, 1 math teacher and 4 elementary teachers!

Fundraising is one of the necessary evils of being in charge of an organization. If your students are like ours, they are tired of fundraisers! Group after group that they are involved in have asked them over and over again to “Sell! Sell! Sell!” and raise more money for various organizations.



So how do you get a fundraiser that stands apart from the rest? The trick is to find 1-2 good fundraisers that sell a good, quality product that community members *want* to buy and want to *continue* to buy year after year. Once you find that, sprinkle in a few incentives for the students and you are off to a successful fundraiser! My dad and I both teach agricultural education in Ohio. I am in my 4th year teaching and credit most of what I know because of the guidance I have received from my dad who has been teaching for 39 years. Our chapters conduct two different types of fundraisers –those for the chapter and those for the community.

Funding for your Chapter

The chapter fundraiser that both of us have found to be most successful is a Citrus and Nut Sale. Our chapters depend on our annual fruit sale in order to raise the money that we operate our FFA Chapters on from year to year. The fruit sale is a statewide fundraiser in Ohio (and other states as well) with sales of the fruit happening in the fall and delivered in December. This fundraiser is a success because you are delivering a quality agricultural

product at a time of year that fruit is hard to find while selling it at a reasonable price. Members of the community look forward to our product each year. Through this experience, the students not only raise money for all of the activities that they want to participate in, but it is also used as an educational tool. Students develop record keeping skills by keeping track of their sales, salesmanship techniques and working together as a team to accomplish a goal.

The Bowling Green FFA Chapter sells around \$75,000 worth of fruit a year, and the Mississinawa Valley FFA Chapter will sell \$20,000 worth of fruit.

How do we get our students to sell so much fruit? We do this by setting up a system of competition and incentives. At each amount of fruit sold the students can earn prizes for their participation. Some of those incentives include t-shirts, pizza parties, gift cards and meals out on the chapter. The BG FFA also sets up a commission-based fruit sale where the students earn money back for fruit that they sell. Students take ownership in the fruit sale because they in turn get to determine how they use the money by decisions made at the monthly FFA meetings. Find one fundraiser that works for your community and do it well so that your life will not be consumed with raising money!

Funding for your Community

Our chapters not only raise money for the chapter members but community organizations as well. We both feel it is important to teach our students to give back, and we raise money to do that in a variety of ways. A few of those ideas are:

- **Dunk Tank/ Smash a Car- Both** of our chapters host a tailgate before one of the home football games each year. As part of the tailgate, we have set up various activities that attendees can participate in with their monetary donations going toward a charitable organization. Two of those events were a



Dunk Tank where a few chapter members as well as school teachers and the principal sat in the dunk tank while people paid money to dunk them. Another event was a smash the car event where students painted a junk car and then charged people a \$1 to take a swing at the car with a sledge hammer.

- **Penny Wars**-This involves having classes collect pennies in jars for a certain charity. During the competition, other classes can put silver coins in your jar that counts against your total. The class with the most wins.
- **Change Drive**-Similar to the penny wars, our chapter hosts a change drive during the month of

December where students bring in their spare change to donate for charity. At the end, the class with the highest per person average gets a pizza party.

- **Tractor Pull Parking**-The BG FFA Chapter parks cars during the National Tractor Pull held in Bowling Green each summer. Not only does this raise a little bit of money, it also is a community service provided to the school because the chapter provides security for the parking lot.
- **Corn hole Tournament**-The MV FFA Chapter hosts a corn hole tournament during Homecoming week. The teams work through a single elimination bracket during lunch time throughout the week, and the winning team gets double their entry fee back for winning. The rest of the money is donated to charity.

We can honestly say that fundraising is one of our least favorite parts of our job, but in order to run a successful chapter that allows you to provide every opportunity to your students, you need to do it. Through innovative ideas, incentives and making the process fun, the students will look forward to your fundraisers!

Stephanie Conway is a 4th year teacher at the Mississinawa Valley-MVCTC High School in Union City, Ohio.

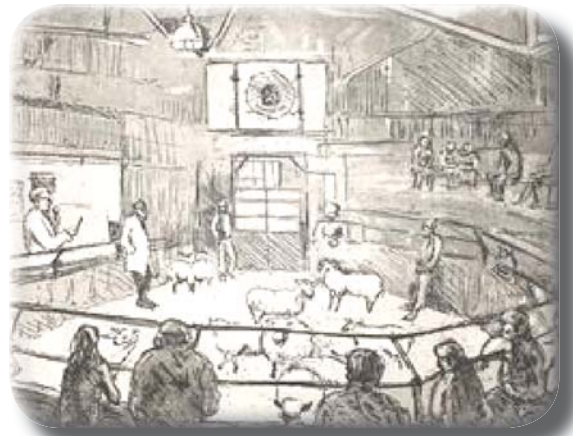
Mike Shertzer is in his 39th year of teaching at Bowling Green High School, Bowling Green, Ohio.

For many kids, recalling childhood memories may conjure up mental images of family vacations to big cities, amusement park visits, shopping excursions, or remote fishing trips. However, for us, recalling childhood memories yields a different mental image. Some of our fondest memories include county and state fairs, family cattle sales, sheep buying trips and livestock judging contests. To some, such memories would not sound like much fun – but for us, as children of agricultural educators, they were perfect! In fact, such early experiences – that connected agriculture, family, and fun – inspired us to pursue careers in agricultural education.

It was indeed through these activities and experiences that our fathers shared their own passions with us... as do many parents. When we became aware of the theme for this issue of The Agricultural Education Magazine and the desire to highlight families involved in agricultural education, it only seemed fitting for us to contribute.

As we brainstormed ideas and potential perspectives for this article, often the conversations came back to the “mentoring” we received from our fathers that helped shape us into agricultural educators. However, because the topic needed to incorporate funding ideas and strategies as well, ultimately, we decided to highlight examples of Ag Ed program and FFA chapter fundraisers from our past that connected to our personal passions.

Often, it is easy to share our passions with those closest to us – our family members, friends, etc. And, consider the impact...children growing up with a desire to be



<http://www.kilcockartgallery.com/artist/HenriettaAlexander/Gallery1.aspx>

“just like” their parents, older siblings, or mentors. But, how well do we share our personal passions with colleagues, students, and others we interact with? If we did, what would occur as a result?

Collectively, it is our belief that agricultural educators are able to share a bit of their personal passions with students in their programs, we’ll provide leadership by example, enhance relationships with our students, and potentially inspire the pursuit of individual interests/achievement. Described below are three examples of effective fundraising activities in which our family has been involved during our association with our family business – agricultural education.

“Old Settlers Days” Pie Auction – Seymour FFA Chapter – Doug Mounce, Advisor (2000-2007) In July 2000, the Seymour FFA initiated a community pie auction fundraiser held in conjunction with the annual “Old Settlers Days” celebration held the second weekend of July. In prior years, the local agriculture program seemed to have a revolving door, and as a result of teacher turnover and instability, had limited success as an FFA Chapter in contests and awards programs. Additionally, a lack of community involvement by the Seymour FFA



and its members was apparent to local residents. Though Seymour could be defined as a rural farming community, the FFA chapter had not cultivated community support. Following discussions with members of the local community club regarding local opportunities, FFA members identified a need to be involved in community events. Specifically, members decided to pursue involvement with the “Old Settlers Days” community event.

Soon, the chapter began moving forward with the idea of a pie contest and auction. My own experience as an auctioneer – in addition to my career as an educator – allowed me to lend support and encouragement to students in managing a successful business venture and fundraising auction. Students worked with community leaders, developed advertising materials, and recruited participants, as well as prepared a budget for the entire activity. Members decided not to charge entry fees to pie contestants, but awarded trophies and prize money to winning entries in four divisions. Local dignitaries, including the county sheriff, town mayor and state FFA officers, served as official judges. Students served as ring-persons taking bids during the auction. The first year saw 26 pies entered in

the event and raised nearly \$2000. Subsequent years yielded increased entrants and funds generated.

After accounting for expenses associated with advertising and awards, the chapter earned approximately \$1750 net profit from the one day event. These funds helped build the chapter treasury and provided the means for each chapter member to earn an FFA jacket and chapter t-shirt. However, perhaps even more importantly, participation in the local community celebration provided an opportunity for chapter members to organize and manage an event and gave positive visibility to the FFA chapter.

On a personal level, this activity allowed me to share a personal passion of mine with my students and FFA chapter members. By donating my time and talents as an auctioneer, I was able to model the service-oriented behavior I expected from my members, provide a service to the chapter and personally contribute to the Seymour community celebration.



Run for the Roses

5K – Elk Horn-Kimballton FFA Chapter –

Clint Smith, Advisor (1998-2006)
Growing up, I enjoyed athletics and sports of all kinds. In recent years, I’ve begun to enjoy the competition that goes along with running, biking, and triathlons. While I was participating in different races across the state of Iowa, I noticed the variety of organizations hosting small races as fundraisers. I began to think about the possibility of our local FFA chap-

ter coordinating a similar event.

At a chapter officer meeting, I mentioned this idea and asked for input. Many of the officers thought that hosting a 5K Run/Walk would be a great idea – both as a fundraiser, and as a service-oriented project to promote personal fitness in our community. Soon, the officer team brought the idea up at a local chapter meeting – and members decided to move ahead with planning the event. Because of a previous request for financial support from the Cystic Fibrosis Foundation, chapter members decided to donate a portion of the proceeds from the race to the organization.

After considering local resources and potential race locations, members decided on an area attraction – Prairie Rose State Park. Park officials were very supportive of the event, and willing to assist in event planning, as long as park rules and regulations were followed. Because the 5K run/walk route would weave its way through Prairie Rose State Park on recreational trails and paved roads, the event was appropriately named “Run for the Roses.” In keeping with the rose-theme, long-stemmed, red roses were awarded to the top three participants in each age division, in addition to medals.

Of course, many expenses exist when conducting an event like this, including: promotional materials, race signage, participant t-shirts, awards, and refreshments. After creating an initial budget for the event, members began seeking sponsorship from local businesses to offset expenses. Fortunately, with supportive local businesses, all expenses were covered through cash contributions or in-kind gifts.

Ultimately, this activity was a great success for the chapter; in its inaugural year, approximately eighty-

five participants completed the event. This level of participation generated nearly \$1000 profit, which allowed the chapter to make a \$500 contribution to the Cystic Fibrosis Foundation, as well as a small donation to Prairie Rose State Park, and the Elk Horn Kimballton FFA Alumni Affiliate.

Club Lamb Sale – Walnut FFA Chapter – Neal Smith, Advisor (1968-1986)

When two local sheep producers suggested that I promote the idea of raising show lambs as an FFA project, no one could have guessed that those lamb projects would lead to the development of a very successful club lamb sale sponsored by the Walnut FFA Chapter. The beginning was a modest activity of four students selecting lambs from one of the producers for use as feeder lamb projects. However, these initial lamb projects produced both the Grand Champion individual market lamb and Champion pen-of-three at the county fair. That success is all it took to build the enthusiasm for lamb projects among local chapter members.

After two years successfully showing lambs, several students started quality ewe flocks and were showing their own home-raised lambs. The next step was to challenge these students to think of how they could market the quality lambs that they were unable to show themselves. Again with the guidance of the same two local producers, and the limited experience I had with planning and organizing an Angus breeding cattle sale, the Walnut FFA chapter launched the “Western Iowa Club Lamb Sale.”

Planning, organizing and conducting a successful sale of this type offered opportunities for students of all ages and backgrounds. Whether it was making mailings to consigners or conducting planning meetings, the activity offered unlimited learning and leadership opportunities.

Students constructed some of the equipment needed for a small sale ring using the agricultural mechanics shop. Sale bills were designed, printed and distributed by students. Expense budgeting was done to keep sale expenses in check. A local auctioneer, and parent of four FFA members, volunteered to auction the sale at no charge.

In its initial year, the sale was profitable, resulting in approximately a \$5/lamb profit for the chapter. These funds, along with some from the chapter treasury, were used to purchase the very first computer in the Walnut Community School. This computer was then used to generate some of the letters and forms used in subsequent lamb sales.

As a livestock producer and enthusiast myself, this experience was quite enjoyable for me. It allowed me as a chapter advisor, to share a bit of myself with my chapter members. Now, looking back on the 25 years since the sale was going strong, it is encouraging to see so many former chapter members still involved in related career fields. Five of the FFA members who were involved with the sale are now auctioneers and part of a family auction company. Four members who entered production agriculture maintained their ewe flocks for several

years. Two of those flocks still exist in the area, producing and marketing lambs for 4-H and FFA projects.

Without a doubt, when new fundraising activities or initiatives are required by an FFA chapter, there are many factors to consider. The purpose/use of the funds, available resources, timeline and existing Program of Activities are just a few of these factors. However, should an opportunity present itself that allows you, as an advisor, to share your passion with your chapter members – by all means, PURSUE IT! Don’t underestimate the value of a positive example – in fact, your example may be the very inspiration your students need to develop and pursue their own personal interests or passions.



Amy R. (Mounce) Smith is currently an Assistant Professor of Agricultural Education at South Dakota State University in Brookings, SD.

Clint N. Smith is in his first year teaching high school agriculture at Lake Preston High School in Lake Preston, SD.

Douglas D. Mounce has teaching experience at both the secondary and postsecondary levels, including eight years at Seymour High School, in Seymour, IA and 25 years at Kirkwood Community College in Cedar Rapids, IA.

Neal R. Smith taught high school agriculture at Walnut, IA for 18 years



BREAKING THROUGH THE CLUTTER

Have you ever sat and watched television commercials? Well, if you have, chances are you were bombarded with facts and statistics, unbelievable results, a barrel of laughs and charity guilt trips all in the matter of about 3 minutes. So why do companies even bother advertising in the middle of all that clutter? It's simple. They are hoping that just one of their tactics, one of their messages will break through the clutter and inspire you, the consumer, to action.

When we begin looking at fundraising in the world of agricultural education and the FFA, we must consider our efforts to be similar to business marketing. In today's economy, competition for money is becoming more and more stiff, even in the realm of non-profit and charity fundraising. We must find the ways that we stand out and above the rest and promote our programs as such. But how can we break through the clutter?

A Family's Perspective

Father – Michael

Currently: PA State FFA Executive Manager

Mother – Penny

Currently: PA State FFA Adult

Treasurer

Son – Gregory

Currently: Cumberland Valley FFA Alumni Vice President

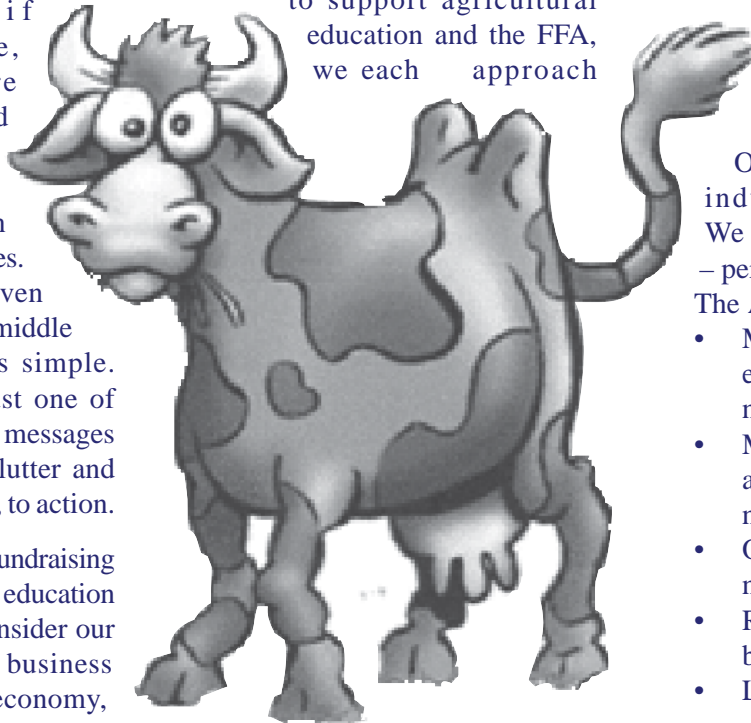
Daughter In-Law – Jaclyn

Currently: PA State FFA Alumni Membership Secretary; Cumberland Valley FFA Alumni Public Relations Chair; Local Chapter Volunteer

Daughter – Sherisa

Currently: Big Spring HS Agricultural Educator and FFA Advisor, State FFA Alumni President

You could say our family bleeds blue and gold. And, with all of us working to support agricultural education and the FFA, we each approach



fundraising and marketing with a different strategy but the same focus: *Selling Purple Cows*.

Imagine driving down a rural road and passing a pasture full of grazing, black and white cows. Do you tell anyone about what you just saw? Probably not. There is nothing special about normal black and white cows. They are all cows, they are all black and white and they all say "Moo." It's not a big deal. However, what if you were to see a purple

cow standing in that pasture? Then would you tell anyone? Absolutely! You would tell everyone because a purple cow is special—its something unique and different.

This is the exact focus our family takes when selling the story of agricultural education and the FFA. In a world where markets are flooded with requests for donations and charity support, we have to make our cause stand out from the others. And, depending on your position in the profession or organization, your strategy or your "purple cow" will vary.

THE PURPLE COWS OF THE PROFESSION

STATE STAFF PERSPECTIVE

Our students are industry's future employees We promote premier leadership – personal growth – career success The AG ED Network is STRONG

- More than 9,000 agricultural educators and FFA advisors nationwide
- More than 1 million agricultural education students nationwide
- Over 500,000 FFA members nationwide
- Relationships with other businesses
- Longevity of our programs – Since 1928

ALUMNI PERSPECTIVE

Your investment in youth ensures a brighter future for all of us-- Superior scholarship opportunities, the "GIVE BACK" mission, ensuring opportunities and superior programs for future generations

AGRICULTURAL EDUCATOR PERSPECTIVE

We teach "hands on" learning The majority of our students know are career bound or focused upon graduation. Our curriculum

prepares students for ALL careers Programs are beneficial to all demographics:

- 58% males; 42% females
- More than 38,000 programs nationwide
- Programs in town and rural areas, second cities, suburban areas and urban areas.

Curriculum focus on Agricultural Science – Shift from production agriculture. Motivated and excited students, engaged in learning by choice – elective courses. Integrated educational focus: Classroom Instruction, Supervised Agricultural Experience Programs and the FFA Organization

PARENT PERSPECTIVE

- Passionate and dedicated Agricultural Educators
- Career Development Events – student opportunities
- Scholarship opportunities
- Community service and involvement – patriotism and citizenship
- Networking opportunities with community, industry, school administration and post-secondary education
- Travel experience – local, state, national and international
- Financial and Business experience – budgeting, planning, record keeping, etc.

stretching the limits of the box. Often-times we hear that we should think outside the box, but in reality, we just need to expand what is considered part of our box. Take some time to reflect on your position and find the passion that drives your involvement. Use that emotion to drive your fundraising and marketing efforts.

CREATIVE IDEAS

- Partner with non-agriculture industries.
 - Energy,
 - Transportation/Automotive,
 - Insurance, Accounting
- Partner with other organizations/clubs within the school and community
 - Farm Bureau,
- 4-H,
- Conservation Associations,
- Other Career and Technical Education Student Organizations
- Focus on non-traditional agriculture in the community
 - Christmas Trees,
 - Aquaculture/Fish Hatcheries,
 - Butcher Shops,
 - Horticulture/Floriculture
- Fulfill a need in the community or school
 - Holiday Gifts,
 - Service and/or Repair,
 - Landscaping,
 - Fresh Food/Produce
- Avoid common tasks, be unique
 - Food gift packs from local



*Seated: Mike and Penny Brammer
Standing: Jaclyn Brammer, Greg Brammer and Sherisa Nailor*

STRETCHING THE LIMITS OF THE BOX

Through all the clutter, selling the purple cows becomes an issue of

- processor/producer,
- Student projects,
- Charity support efforts,
- Seasonal services – lawn, equipment, holiday, etc.

For us, it was the family atmosphere of agricultural education and the FFA that gave us all our start. From there, each of our motivating forces differs and yours will as well. The key is to find that passionate factor and ride it to the top. Use your story and experiences to drive your work and efforts. Give thanks to those who have helped you along the way and repay their efforts by paving the way for the next generation.

Don't be afraid to be different. As the saying goes, "If we continue to do what we've always done, we'll continue to get what we've always got." Step out of your comfort zone and take a chance on something new . . . it just might be the next big money maker. Once you find a successful market or project, share your information with others in your line of the profession. After all, we are ALL family. Our success has been aided by working together and sharing resources.

Now go forth, break through the clutter, sell a purple cow and create the future!!



Authors:

"The Ag teacher is a special breed: one willing to take the time to get to know the students, to work to help each one set and achieve their own personal goals. I admire the Advisors and their families for the dedication to the profession and the development of each student in their potential for Premier Leadership, Personal growth and career success."

Penny Brammer

History: Christiansburg HS FFA Member and Officer, Local Chapter Parent Volunteer

"I decided that I was going to do everything I could to help this chapter prosper so that my kids would have the opportunity to choose FFA if they wanted when they reached high school. When I was in school, FFA and Ag did not lead to college but, with the curriculum the way it is today and the activities that the FFA teaches, I think the FFA students are better prepared than most."

Greg Brammer

History: No enrollment in agricultural education, No membership in high school FFA

"As a high school agriculture teacher, each day I see academically disengaged students making breakthroughs and connecting information through hands-on activities and academically successful students being challenged with material outside their comfort zone. It is the best of all learning worlds – and keeps me coming back for more."

Sherisa Nailor

History: Cumberland Valley FFA Member and Officer, PA State FFA Officer

"Agricultural education and the FFA gave me a world of opportunities that have directly led to my success today. I thrive on seeing students expand their comfort zone and experience new things. No other educational area provides for students what agricultural education provides: career education, life leadership and lifelong relationships."

Mike Brammer

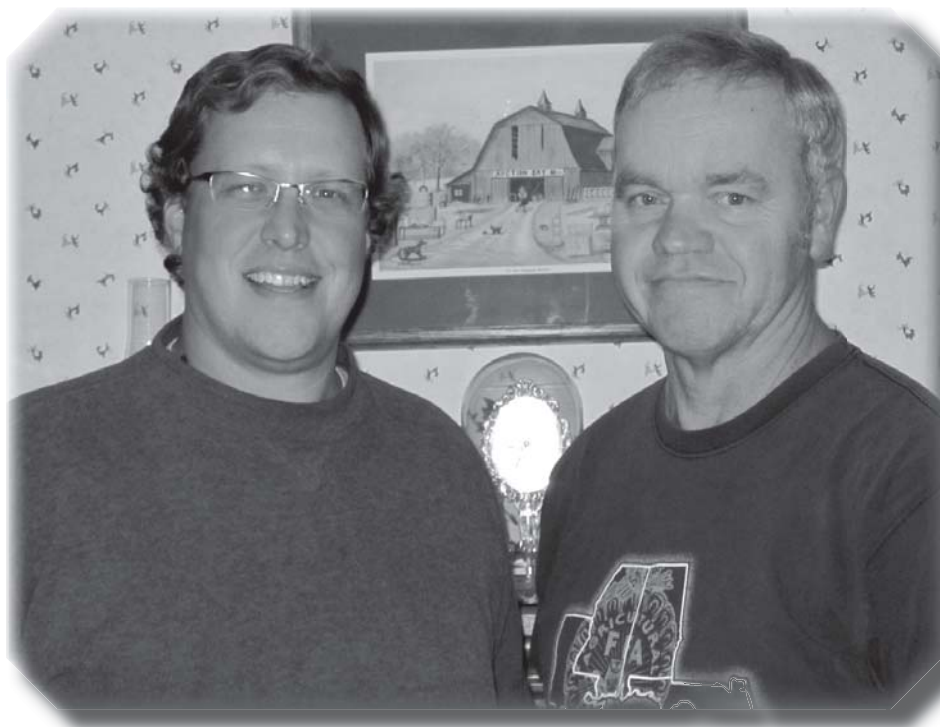
History: Christiansburg HS FFA Member and Officer, Virginia State FFA Officer



Successful fundraising is a sweet recipe. It starts with a foundation of a quality product, is sweetened with collaboration among FFA members and partners, and finishes with rewarding FFA members. This is especially true of the Indian Creek FFA's annual homemade ice cream tent at the Johnson County Fair.

Since 1972 the Indian Creek FFA, Trafalgar, Indiana, has been making and selling homemade ice cream at the county fair, with annual sales of over 400 gallons (~\$5,000+ a n n u a l profit) of the tantalizingly r i c h concoction. Our quality ice cream product has made the tent a very popular tradition for fair-goers. The ice cream is one of the last authentically h o m e m a d e products at the fair. Ingredients include a recipe of eggs, high quality vanilla extract, pure cane sugar, whole milk, and half-and-half, which are all 100% natural and minimally processed. Though the only flavor is vanilla, our ice cream almost sells itself. Initially only FFA members worked until a few years ago, when because members were becoming more involved in various aspects of the fair, we asked parents to help in the evenings making ice cream. Many parents were former FFA members, so they were eager to “relive those

golden days of yesteryear.” We found that this collaboration of parents and



members working together has been effective not only for the FFA chapter in general, but it also creates an opportunity for parents to discuss opportunities with the FFA Advisor.

Rewarding FFA members for their fund-raising efforts is critical for success. That reward should provide experiences that contribute to students' personal growth and include authentic experiences. Depending upon the year, members' reward for working three shifts included camping at Yellowstone

National Park, attending the National Farm Machinery Show, or whitewater rafting in West Virginia.

As an added benefit for our family, Dad, my brother (also a FFA alumnus), my wife (FFA alumnus), and I have helped set up the ice cream tent and worked to make ice cream on several shifts. Working alongside Dad has been so much fun that he is proposing that FFA members and their parents work with each other on the evening shifts. Perhaps seeing their parents working and interacting with other parents will present a positive social model for FFA members, and this creates an additional opportunity for busy parents and busy FFA members to interact with one another.

With our ice cream tent, FFA members learn the value of producing a quality product in collaboration with parents and partners of the FFA chapter. In addition to the personal development involved with the dignity of work, FFA members should also be rewarded with the fruits of their labor in terms of authentic experiences that further contribute to positive student development.

Joe Park teaches agriculture at Indian Springs High School in Trafalgar, Indiana.

Travis Park is an associate professor at Cornell University.

Being an agriculture teacher is one of the best jobs anyone could ever have because every day seems to present an abundance of free time for you to do whatever you please. Gotcha! Just kidding! Actually, we all agree that being an agriculture teacher is one of the best jobs anyone could ever have, but it certainly isn't because of the inordinate amount of free time we have on our hands. And on those days when we think we have somewhat managed to manage our time wisely – it happens!

An announcement comes across the intercom, "The school magazine sale starts tomorrow! Winner gets an ice-cream party!" About the time you collect your excitement enough to begin teaching again you realize, "The FFA cookie sale kicks back up on the first home football game of the year too." And one more thing, "beef jerky, \$1.00!" In each of our careers, there have been those times when fundraising seemed to be just another item on a very long "Ag-Teacher-To-Do List."

It doesn't have to be this way. In fact, fundraising can actually become an effective, educational, and even enjoyable experience if you can integrate it into your total program of agricultural education. As you know, a total program of agricultural education includes educational activities in the classroom, FFA, and SAE. Just as teaching parliamentary procedure or floral design can only be most effectively taught and learned if they are addressed in each area of the total program (classroom, FFA, SAE), fundraising can also be a optimally educational and beneficial if it is integrated in each

area. Educational and enjoyable fundraising is possible, and following is a list of fundraising suggestions and examples from our agricultural education careers that prove it.

1. **Make it exciting** - The first suggestion is to choose a fundraising activity about which you and your students can get excited. You see, teaching and selling have many things in common. Both require emotional engagement and motivation for success. In our careers, we have chosen to generate funds that support classroom activities and/or research that is exciting for us and our students. For example one member of our family has generated countless dollars since 1978 to support research on alternative fuels. This funding has produced important agricultural and environmental findings, and post-secondary agricultural education majors have reaped the benefits of the project(s).
2. **Keep it real** – One of the key principles of learning is that knowledge is most likely to be transferred if it is learned in a situation as much like that in which it is to be used as possible. Fundraising is an excellent venue for teaching life, leadership, and business skills which are steeped in needed knowledge about



examples of this concept is practiced every year at Gallatin High School where two of us (authors) have had the privilege to teach alongside Mr. Wayne Walker. Mr. Walker's Greenhouse Management class not only produces two greenhouses full of beautiful bedding plants, hanging baskets and garden vegetables every year, they (the whole class) do it as if it were a real business. Every student is assigned a role in the company from planning to marketing to selling, etc... This experiential learning activity generates thousands of dollars, but more importantly it generates practical skills that students take with them for the rest of their lives.

3. **Find a partner** – Agricultural education is a community-based program--meaning that we plan and implement curricula that addresses needs in the vicinity of our local programs. Being community-based also means that we ought to engage businesses and organizations that are interested in the success of our program and its students. Through business educational partnerships, our students are exposed to opportunities to learn, again in real-life situations. Many times, in exchange for a business aiding in the education of our students, they contribute resources. Through grants, matching funds, in-kind donation, and/or cold-hard-cash, one of us has generated lots of fundraising, but more importantly formed prolific and productive relationships with community partners, such as Tractor Supply Company, Valspar Paints, Bridgestone/Firestone, Tennessee Valley Authority (TVA) and a collection

of governmental agencies.

- 4. Ask for help** – The reason people do not volunteer is not because they are too busy, and it's not because they are unconcerned – it's simply because no one asked! Whether it's recruiting FFA Alumni members to work a raffle booth at the fair or writing letters to organizations for assistance in sending deserving FFA members to Washington Leadership Conference, **DO NOT BE AFRAID TO ASK!** Many people are looking for opportunities to help. Find them!

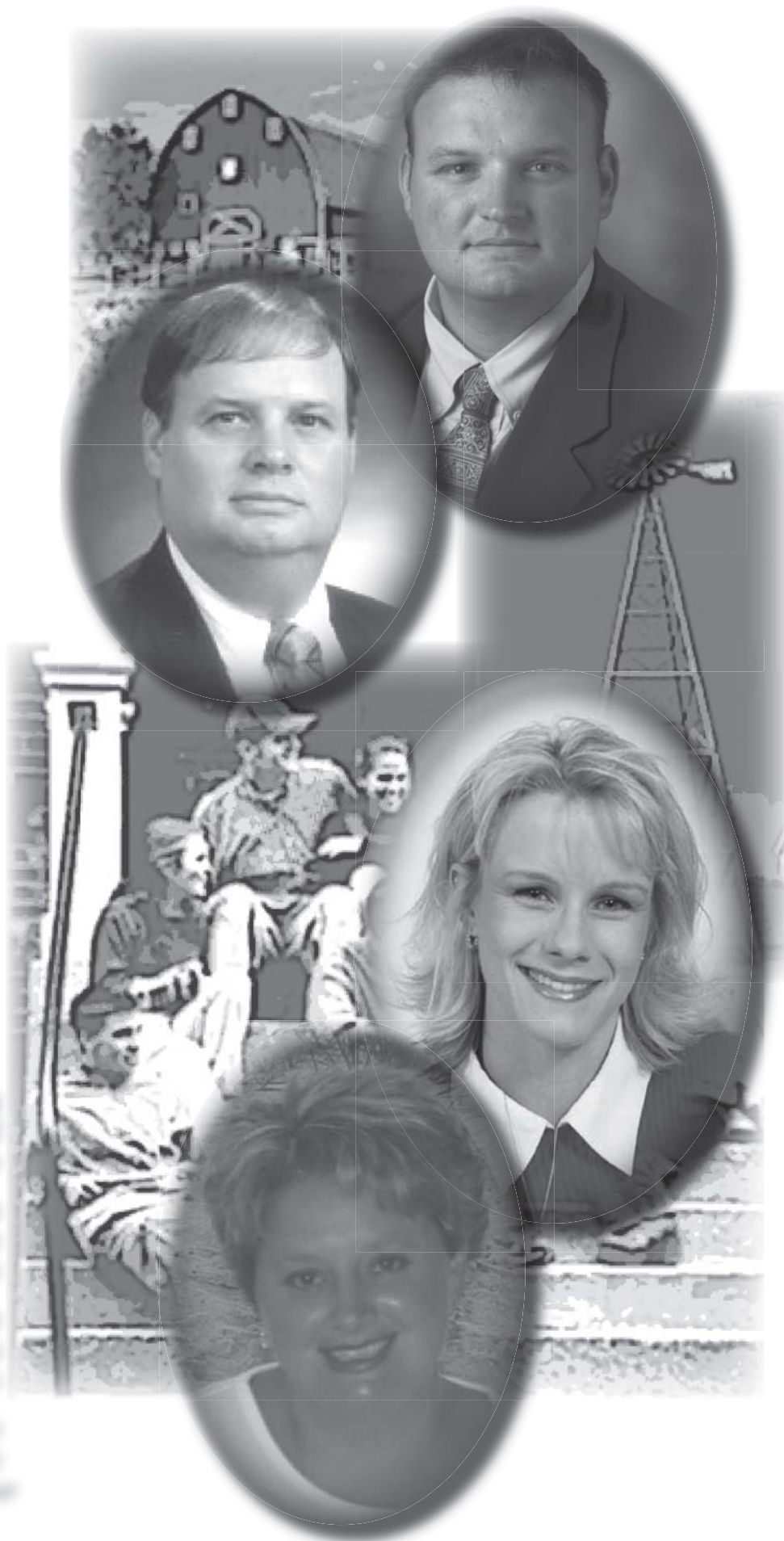
Our family is proud of our agricultural education heritage and we hope to produce a new generation of agricultural education professionals as well, but one thing we will have to teach them is the value of effective fundraising. Effective fundraising is programmatic if it is exciting, realist, community-based, and shared. Some of our favorite fundraisers accomplish each of these purposes. From a floral design class selling carnations at Valentine's Day to an Agricultural Mechanics course rebuilding a tractor for a farmer, generating funds doesn't have to be a headache. It can actually be part and parcel of what we actually enjoy about our career.

*Mitzi Ricketts Pigg
Mt. Juliet High School
Agriculture Teacher*

*Cliff Ricketts
Middle Tennessee State University
Professor*

*John C. Ricketts
University of Georgia
Associate Professor*

*Kristina Ricketts
University of Kentucky
Assistant Professor*





Many teachers and school administrators find the task of fundraising to be one of their least pleasant experiences during the school year. We can all cite examples of terrible experiences we have endured during this process from a truckload of bad fruit to students losing customer orders and even trying to chase down returned checks. These are just a few examples of why fundraising makes many professionals in education cringe! Although this can be a stressful time of year especially for agricultural education teachers, as educators we should seize the teachable moments in our fund-raising activities. How many different ways can we teach our students valuable lessons during our fundraiser? Let's start with:

1) **Sales and marketing.** It is amazing to see how

some students and their parents have such large networks or people to draw from when selling a product. Some students will relentlessly ask family, friends and neighbors to purchase items that are for sale. After making the first sale, students realize, hey I can do this and the profits continue to roll in.

2) **Responsibility.** We trust our students to go out make the sale, collect money and deliver the purchased product. This is a huge responsibility for a middle or high school student. The application of life skills during this phase of fundraising is a great way to teach students agribusiness concepts as well as accountability and character education. Deliver the high quality product that you promised and sold!

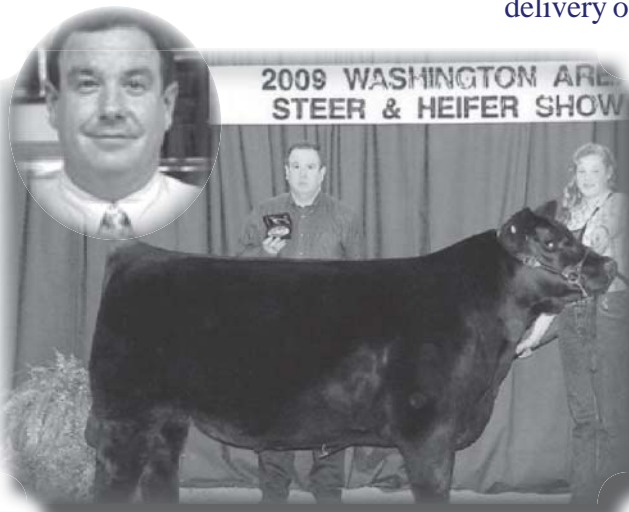
3) **Customer service.** A lesson on customer service right before delivery of your product is timely

and necessary for a successful fund-raising experience. Students need to learn how to communicate with, relate to, and see things from a customer's perspective. That old saying, "the customer's always

right," needs to be reinforced with students because there will always be some customers who require a little more personal attention than others.

4) **Working under pressure.** Often we are selling and distributing a perishable product to our customers. When a delivery truck arrives, the teacher and students must work diligently to preserve these items until the customer can pick up the items or have them delivered. This creates a sense of urgency in the process and shows students how critical timing can be in all aspects of our agricultural industry.

5) **Public Relations.** Is there a better way to showcase our youth than to have them interacting with adults in a business setting? Community members will see the fruit of our labor when our polished students go to them to sell and deliver fund-raising items. A teacher can capitalize on a great advertisement opportunity when their students successfully interact in the community with key stakeholders. So the next time you take a deep breath and sigh before a fund-raising event, reflect on all of the positive life experiences you and your students can have while conducting a chapter or school fund-raising activity.



Dr. John Rayfield, Assistant Professor, Texas A&M University
Dr. Fred Rayfield, Superintendent, Cook County Schools, Adel, GA

David and Laura Stacklin are agricultural educators in a family of fourteen children with sibling's careers ranging from engineers, computer programmers, foresters, manufacturing, construction workers, to a nurse. All from a large family small farm setting. This set of Ohio Agricultural Educators know in order for their program to "stack" up, successful fundraising and collaboration with school staff are a must! David is in his Ninth year of teaching, two years at Genoa High School and seventh year for Penta Career Center at Genoa High School. Laura is in her first year of teaching at Carey High School. They came up with these nine tips for fundraising success, a family fundamental.

See **Seek Student Input**
Get the students on board and excited. They may surprise you with new sales ideas that will make your chapter excel at their sales.

Test, Survey, and Assess **the Community**
See what is missing in the community, don't make assumptions, just ask. Talk to your biggest consumers and sell them products that they actually want and will use!

Advertise
Have students create fliers, pamphlets, and write articles for the paper as a class assignment; it's never too late to improve students writing abilities. Creative PSA's for the school announcements are also a way to promote your program and gain a few extra sales.

Collaborate, Seek **Partnerships and Grants**
Find other organizations that have similar initiatives as the FFA. See what you can do to collaborate enhancing profits for both organizations. Better yet, fill out an

application for free money, search for grants that reward you for doing what you do best--helping your students learn through hands on experiences!



Kick it up a notch-**Set Goals**
Work with students to set individual and chapter goals having them put their signature on the line. Reinforce students' goals by reminding them of their goal and giving them updates. Set a sales goal for yourself and join in the competition!

Light their fire with **rewards**
Have students help to create a rewards system that motivates! Good sales promote all students participation. High expectations for the top sellers earns advanced

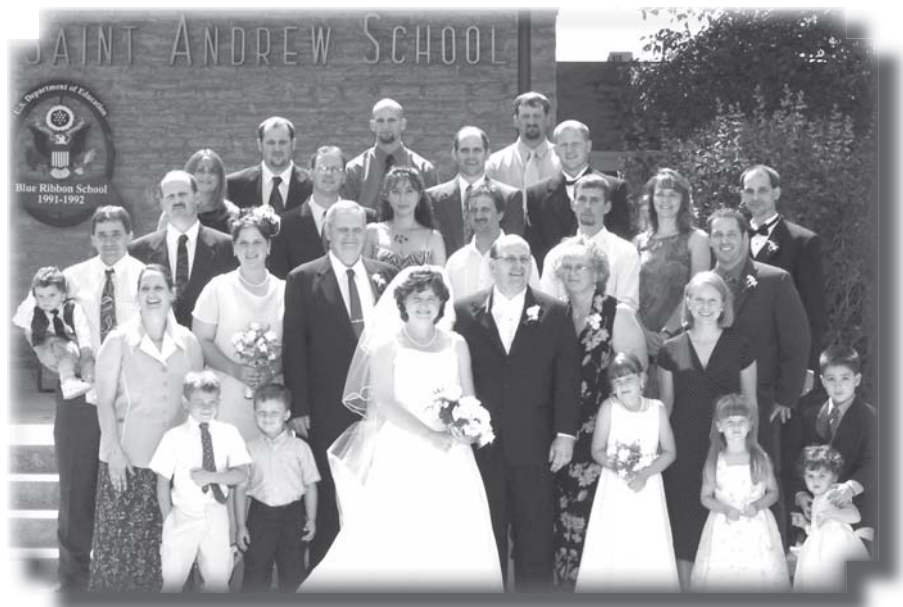
opportunity for big reward!

Ignite your sale—**Seek Matching Funds**
Seek to find organizations that will match your fundraising efforts. See if companies will order large quantities for picnics or holiday rewards!

No, No, No...**Don't** **overdo it**
There are many different organizations conducting fundraisers. Try to sell when others aren't; holiday's may be the best or worst time to sell depending on the products being sold and the cost. Only have fundraisers that yield big; don't waste your time on the "small stuff".

Sell-ebtrate Student's Successes
Show students your appreciation for their hard work and dedication! Recognize them at the completion of the sale, at delivery, at banquet, and as the next sale approaches.

*Brother and sister teachers--
Laura Stacklin is in her 1st year at Carey High School, Carey, Ohio while David Stacklin is in his 9th year at Genoa City High, Genoa City, Ohio.*



Our family has been involved with fund raising for the Future Farmers of America for the FFA since Dad, David Poulson, took Vocational Agriculture under H.D. Rhodes at Beallsville, Ohio in the early 1940's. After college, Dad started teaching at New Bremen and Fort Laramie, Ohio in 1950. Over the next three decades he taught 19 years at four schools. I have taught 27 years at two schools, Crestview-Ashland and Pettisville, OH, and my daughter, Jessie Poulson, is in her 2nd year of ag teaching at Ashland, OH.

Much has changed, but little has changed over the years in fund-raising ideas and needs, although many different options have been tried. One real constant: every chapter needs money to help members be active and reach various levels of success.

What do we remember?

David (Dad) remembers going to local farms to **shuck and husk corn** for a donation to the chapter. On one windy day, the farmer chuckled that he got the corn shredded too! When he started teaching, he recalls **scrap drives** being big and doing **fair shows and displays** for premiums that both the student and the chapter received.

At Fairview, Dad's third school and where I graduated from, they sold bite size pieces of **candy** by the box such as Reese's Peanut Butter Cups and mints. They quit selling candy and started selling **citrus fruit**, but just the five basic items and, we think, only by full boxes. **Cider** was another option we used.

While teaching, our FFA chapters have expanded the fruit selection sold to include apples, pears and pineapples with several mixes available. And here at Pettisville, and at Ashland, we have added: Remain **Calendars**;

*Seated:
David Poulson
Standing:
Shane, Mark,
John & Jessie
Poulson. All
earned State
FFA Degrees.*



Mennonite Pantry **snacks** and **chocolates**; Blue Freedom **cheese** and **sausage** mixes and **candles**. We have also offered items from year to year like baskets, mugs, bags and popcorn. Pettisville also runs a **recycling center** and makes \$1300 annually.

With the edition of alumni affiliate support, which Dad didn't have, fundraising opportunities have expanded. Pettisville Alumni makes money two main ways. We have a PumpkinFest **Auction** (live and silent) with a **meal** and **games**. The other is a pulled pork meal held in conjunction with the local science fair. We feel these are all successful activities making \$5,000 to \$7,000 available each year for various sponsorships or projects.

When Jessie started at Ashland, she found students who wanted to spend more money than the chapter was raising. So, the chapter tried other options including:

Bake Sales - at a local store. These average about \$200 a day.

Pepsi/hot dog trailer - at a local grocery. Made \$100 a day.



Candy Sales with "normal" candy from GFS. Moderate to high success rate.

Pancake Breakfast - Low success the first time. The Ashland alumni have done this list for years.

Christmas tree sale - alumni and students work together ~ \$2,000 a year

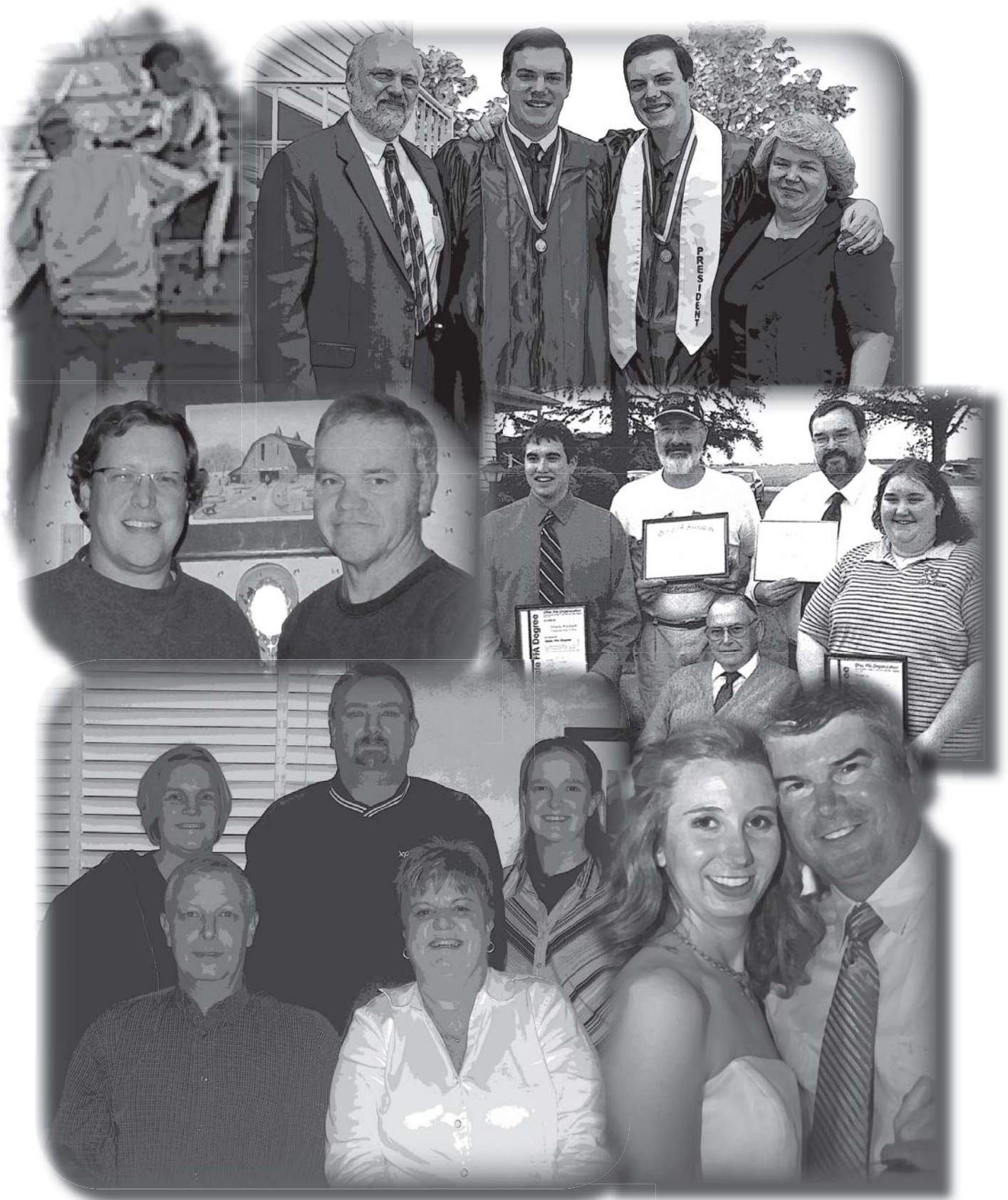
Toy Show - sell tables to vendors and sell lunch. Students help set up, tear down and serve. Very successful.

CDE Invitational - They offer 9 contests with moderate success.

I asked Jessie what she remembers as a high school and college student and this list is in addition to other ideas: Euchre tournaments; Dances; Leadership nights; Car washes; SWACO booth at the Home/Garden Show; and roadside pickup.

All said, fundraising has been a big time commitment for our family. It teaches organization, product handling, salesmanship, money management and more. And, it is ongoing. As I write, our County FFA Chapters are conducting the **Grain for Toys** project for Christmas Cheer. It is our first year, and it will be successful. Our communities are amazingly supportive!

John Poulson is in his 27th year at Pettisville, Ohio. David Poulson retired from teaching agriculture in OH. Jessie is a 2nd year teacher in Ashland, Ohio.



It really **IS** a family thing...