

MARKETING YOUR PROGRAM AND FFA CHAPTER

A strong program and FFA chapter can be immeasurably enhanced by administrators who recognize their value; students who want to participate; and parents, community leaders and others who are willing to support and enhance related activities. That's why marketing—the process of identifying key audiences and showing them how they can benefit from your program—is an important part of the agriculture instructor's job.

STEPS TO SUCCESS

1. Establish goals and plans for **program marketing success** (p. 20-2). Use a variety of school and community outlets to build support for your agricultural education program and FFA chapter.
2. Establish goals and plans for **student recruitment success** (p. 20-3). Involve FFA members in your efforts, and feature student leaders during recruitment presentations.
3. Gauge potential for current and future enrollment with a **student interest survey** (p. 20-4).
4. Inform potential students about your agriculture program and its courses with a **course description flyer** (p. 20-6).

IN THIS SECTION

<i>Tips:</i>		
Program Marketing Success		20-2
<i>Tips:</i>		
Student Recruitment Success		20-3
<i>Form:</i>		
Agriscience Interest Survey		20-4
<i>Sample:</i>		
Course Description Flyer		20-6

TIPS

PROGRAM MARKETING SUCCESS

Potential students, parents, administrators, industry supporters and others can only know what's going on in your program if you tell them. That's where marketing comes in.

Marketing empowers agriculture teachers to—

- make a positive difference in the lives of young people;
- ensure program survival;
- maximize the limited resources available to their agricultural education program and FFA chapter.

MARKETING STRATEGIES

Experienced agriculture instructors recommend the following activities for spreading the word about your program.

- Use business cards as the agriculture instructor.
- Have business cards for FFA officers.
- Have an open house in the agriculture department.
- Invite the press early and often.
- Work closely with your FFA reporter.
- Send out newsletters on the agriculture program.
- Use slides and/or videos at your chapter banquet.
- Announce results of contests and other activities the morning after they occur.
- Promote your program with signs, posters, T-shirts and hats, FFA calendars and handouts during National FFA Week.

CAN YOU ANSWER YES TO THE FOLLOWING QUESTIONS?

- Would someone traveling through town know there is an FFA chapter in the local school?
- Would someone walking into the school for the first time know where the agriculture department is?
- Do all of the FFA members and their parents know when the next FFA meeting is?
- Is there an active FFA Alumni affiliate?
- Does the FFA chapter send mailings of FFA activities to parents, alumni members, school board members and local businesses?
- Does the guidance counselor know the curriculum and content I am teaching students?
- Have I worked with another teacher in the high school?
- Have I worked with another teacher in the middle/junior high school?
- Is my program using the agriculture concepts and content I think it should?
- Have I, or any of my FFA members, participated in a radio program this school year?

KEY RESOURCES

For detailed how-to information about program marketing, consult the *FFA Advisor's Public Relations Guide* and other resources available from the National FFA Organization. For more information, see this manual's Section 25, Resources, or the current *Agricultural Education Resources* catalog. Request a free copy by calling 1-888-332-2668.

STUDENT RECRUITMENT SUCCESS

Like a sports team, your agricultural education program and FFA chapter constantly need new recruits to replace those who graduate and move on. Recruitment efforts can be exciting opportunities to expand student learning, involve the community and build your program's size, prestige and support.

TARGET POTENTIAL MEMBERS

Focus on the “next generation” of agriculture students with—

- PALS (Partners in Active Learning Support) and Food For America programs;
- agricultural safety events for children and families;
- invitations to the chapter banquet for students who might enroll next year;
- demonstrations and hands-on activities at school orientations;
- brochures and displays;
- ninth grade “ambassadors” to seventh and eighth graders;
- sponsorship of a junior chapter and a junior officer team.

START WHERE PROSPECTS' INTERESTS LIE

FFA members eventually appreciate the solid learning and serious training the organization provides.

Chances are, though, that fun, hands-on activities get them involved in the first place. Try—

- course topics and learning activities that appeal to students' existing interests in plants, animals and the environment;
- student-directed recreational activities, like open gym, bowling, volleyball tournaments, lock-ins and dances;

- team-building workshops or challenges;
- trips;
- big brother/big sister pairings between older and younger FFA members based on common agricultural interests.

EDUCATE COUNSELORS AND ADMINISTRATORS

These key educational “gatekeepers” don't automatically know about agricultural education and the FFA—you have to tell them. (See Section 14, Working with Administrators, for additional ideas.) Try—

- establishing an agricultural careers corner in the guidance office;
- providing brochures, magazines, calendars and copies of the annual Program of Activities;
- identifying opportunities for students to fit agricultural education into their course schedules;
- involving counselors and administrators as judges for leadership events and scholarship selections;
- providing placement information about recent and past graduates.

KEY RESOURCES

The National FFA Organization's “Leadership for a New Millennium” initiative provides information, resources and support for agricultural education and FFA recruitment efforts. For information, contact the FFA Teacher Services Team at 317/802-6060.

FORM

AGRISCIENCE INTEREST SURVEY

We are conducting a survey of students to determine interest and attitudes about agriscience, natural resources and environmental education. Your answers will help us decide what to teach. Please help by filling in the information below.

Name: _____ Home phone: _____

Parent(s)/Guardian(s) name(s): _____

Address: _____ Town/City: _____ Zip: _____

Age: ____ Grade: 7th 8th 9th 10th 11th 12th E-mail address: _____

I live: in the city in a town in the country/not on a farm on a farm

I have (or) have not taken agriscience, natural resources or environmental courses.

ACTIVITIES AND HOBBIES

Check which of the following activities interest you (check all the apply):

- | | | |
|---|--|---|
| <input type="checkbox"/> sports | <input type="checkbox"/> music | <input type="checkbox"/> travel |
| <input type="checkbox"/> reading | <input type="checkbox"/> hunting/fishing | <input type="checkbox"/> camping |
| <input type="checkbox"/> motorcycles | <input type="checkbox"/> public speaking | <input type="checkbox"/> mechanics |
| <input type="checkbox"/> hiking | <input type="checkbox"/> photography | <input type="checkbox"/> horseback riding |
| <input type="checkbox"/> raising animals | <input type="checkbox"/> computers | <input type="checkbox"/> science |
| <input type="checkbox"/> art | <input type="checkbox"/> gardening | <input type="checkbox"/> drama |
| <input type="checkbox"/> clothes/fashions | <input type="checkbox"/> crafts | <input type="checkbox"/> boating |

CAREER INTERESTS

Check which of the following career areas interest you (check all that apply):

- | | | |
|---|--|--|
| <input type="checkbox"/> broadcasting | <input type="checkbox"/> newspaper/magazine editor | <input type="checkbox"/> marketing/sales |
| <input type="checkbox"/> forestry | <input type="checkbox"/> computer programming | <input type="checkbox"/> engineering |
| <input type="checkbox"/> mechanics | <input type="checkbox"/> raising crops | <input type="checkbox"/> raising animals |
| <input type="checkbox"/> public relations | <input type="checkbox"/> ranching | <input type="checkbox"/> genetics |
| <input type="checkbox"/> landscaping | <input type="checkbox"/> government service | <input type="checkbox"/> scientific research |
| <input type="checkbox"/> raising plants | <input type="checkbox"/> flower arranging | <input type="checkbox"/> health services |
| <input type="checkbox"/> chemistry | <input type="checkbox"/> teaching | <input type="checkbox"/> banking |
| <input type="checkbox"/> accounting | <input type="checkbox"/> natural resource management | <input type="checkbox"/> military |
| <input type="checkbox"/> travel/tourism | <input type="checkbox"/> performing arts | <input type="checkbox"/> soil conservation |
| <input type="checkbox"/> law | <input type="checkbox"/> golf course management | <input type="checkbox"/> horse training |

continued

AGRISCIENCE, NATURAL RESOURCES AND ENVIRONMENTAL EDUCATION

Check which of the following subjects interest you (check all that apply):

- | | | |
|--|--|---|
| <input type="checkbox"/> mechanics | <input type="checkbox"/> horticulture | <input type="checkbox"/> animal science |
| <input type="checkbox"/> water quality | <input type="checkbox"/> crop science | <input type="checkbox"/> drafting |
| <input type="checkbox"/> business management | <input type="checkbox"/> marketing | <input type="checkbox"/> floriculture |
| <input type="checkbox"/> computers | <input type="checkbox"/> electrification | <input type="checkbox"/> outdoor recreation |
| <input type="checkbox"/> soil science | <input type="checkbox"/> communications | <input type="checkbox"/> sales and service |
| <input type="checkbox"/> forestry | <input type="checkbox"/> natural resource management | <input type="checkbox"/> nutrition |
| <input type="checkbox"/> landscaping | <input type="checkbox"/> biotechnology | <input type="checkbox"/> turf management |

CHECK WHICH OF THE FOLLOWING LEADERSHIP SKILLS INTEREST YOU (CHECK ALL THAT APPLY):

- | | | |
|--|---|---|
| <input type="checkbox"/> public speaking | <input type="checkbox"/> parliamentary procedure | <input type="checkbox"/> job interview |
| <input type="checkbox"/> teamwork | <input type="checkbox"/> personal development/success | <input type="checkbox"/> being part of a group |
| <input type="checkbox"/> making decisions | <input type="checkbox"/> planning and organizing | <input type="checkbox"/> public relations/marketing |
| <input type="checkbox"/> new and different opportunities | <input type="checkbox"/> motivations | <input type="checkbox"/> time management |
| <input type="checkbox"/> interpersonal communications | | |

COURSE DESCRIPTION FLYER

A FUTURE IN AGRISCIENCE?

Yes, there is a future in agriscience, and a bright one at that! Today's career choices include: biotechnology, international marketing, genetics, engineering, food science, computers, horticulture, communications, veterinary science and many more! Currently, agriculture is our nation's largest employer. Its future depends on having the best and brightest young people to fill employment opportunities.

The 21st century promises exciting challenges! To prepare for these opportunities, enroll in agriscience.

WHY AGRISCIENCE?

Agriscience classes will provide you with the needed knowledge to be successful in college or on the job. Besides, agriscience is FUN! Students who enroll in agriscience not only learn from textbooks, but "learn by doing," through hands-on experiments in and out of the classroom. Also, you will have the opportunity to travel around the state and, yes, maybe even the country and the world.

AGRISCIENCE COURSES

Horticulture (for 9th – 12th graders)

This course is divided into three major areas:

- greenhouse management
- landscape design
- floriculture

The Horticulture course will provide you with skills in bedding plant production, floral design, landscape architecture and many other exciting topics.

Horticulture provides a practical approach to learning about plants through hands-on experiences.

Plant and Animal Science (for 10th graders)

This course is designed to provide you with an understanding of how plants and animals grow and function. You will have the opportunity to work with plants in the greenhouse and animals in the lab area.

Plant and Animal Science satisfies the 10th grade biology requirement and can serve as a prerequisite for Biology II.

Agriscience and Natural Resources (for 10th – 12th graders)

This course will cover four areas of study in a two-hour block program. Topic areas are:

- greenhouse management
- landscape design
- plant science
- animal science

Agriscience and Natural Resources will provide you with skills necessary to be successful in entry-level jobs or in college.

For more information about these courses, look in your course description handbook or contact your counselor.