

***ESTABLISHING COMMUNITY  
NETWORKS  
FOR MICHIGAN  
AGRISCIENCE EDUCATORS***

*Designed for early career AFNR Educators*



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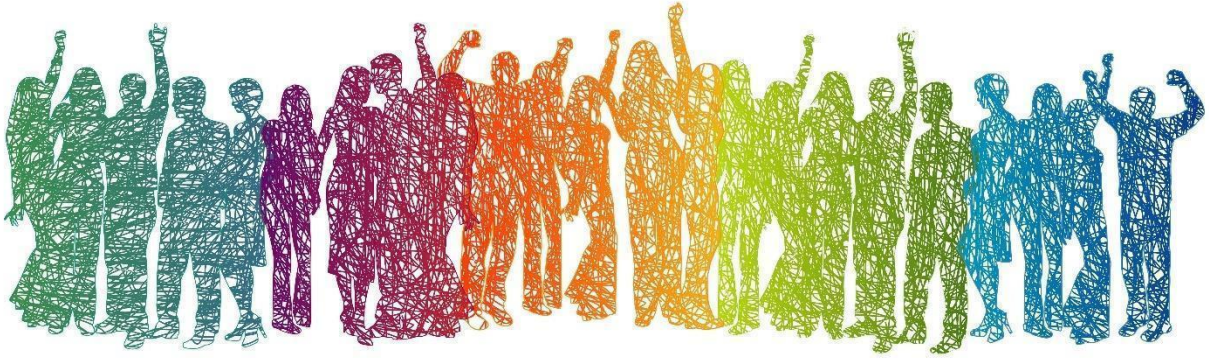
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# ***Abstract & Purpose***

This resource was designed with the sole purpose to help early career AFNR educators establish a strong community network to better their school, curriculum, FFA chapter, community relationships, work life balance and overall educator longevity. With educator longevity being an issue, it is crucial that early career educators take advantage of resources and community networks to help establish themselves, both in curriculum and in a growth mindset. By having a community of support around you, AFNR educators can rest assured that they are not alone. This guide will help ease your mind at tackling some of the behind the scenes jobs that you are faced with every day as an AFNR Educator. It is broken down into three main sections; Purpose of community, next steps, and alumni. Each section gives inside perspectives and teacher testimonies from both early career and veteran teachers in Michigan.

# ***SECTION 1***

## ***Why You Need Community Support***



- A. Importance of community
- B. Agriculture Educator Community
- C. Advisory Board
- D. AFNR Educator Testimony

## ***1a. Importance of Community***

Community is a crucial component of your program, chapter, and longevity of your career. Community looks different to every educator. But why does your community look different? Well, this is the result of different geographical locations. For instance, is your program urban or rural? Are you at a career center or a comprehensive high school? What kind of funding does your district receive? What is the surrounding agriculture like? All of these things, and much more are part of what makes the community of your program. but the main components of a program's community involve alumni, advisory boards, ag teachers and business partners. As a new teacher, it is crucial to involve yourself in the community. Ideas on how to establish this support can be found in section 2a. Community will help guide you as a new educator and support you and your ideas to better the program.

As a new agricultural educator, you will be very busy writing curriculum and creating work life balance. Community serves several purposes, many of which will make your life easier, and help guide your program in the direction that fits your demographic area. As you know, alumni members will be there to assist with coaching leadership and career development events, serve as guest speakers, hire students for Supervised Agriculture Experience placements, help with fundraising and much more.

Your advisory board (Section 1c.) will be there to help guide your curriculum and your visions for your program. It is crucial that you create an advisory board that not only represents the community and its ideas, but your ideas as the educator as well. This group will help you advocate for your program to administration and school boards. They will help you guide your AFNR curriculum. Advisory boards are a required component of a CTE curriculum in the State of Michigan. With their help, you will be in the right direction to create a very successful curriculum that is relevant to the current AFNR industry.

When you graduated college, you most likely graduated with a cohort that you are still in touch with. This group of individuals will be a great backbone of support as a new educator. If you took the non-traditional route into agriculture education, there is still a great group of people ready to

support you. Section 1b. will talk about the educator community that will support, listen, and guide you as an early career educator.

The last component that is seen as crucial is the people that make up your alumni and advisory boards. The families and businesses of your district's community. In Section 2a and b, you will be directed on how to contact community members to be a part of these groups, and who to contact.

## ***1b. Agricultural Educator Community***

It is no secret that human beings find support amongst similarities. As a new educator, I have found it very helpful to be a part of a community of both early career educators and veteran educators. This is the point where someone should shamelessly plug associations, and I will. But first, let me give you my testimony.

Being a part of our two Michigan associations has opened my eyes and resources to completing daily tasks as an ag teacher. You can have all the schooling in the world, but learning from other experienced educators is truly the only way to survive and thrive in this profession. I encourage each and every one of you to be involved and be a part of a community that learns and grows together. In my experience, that is exactly what happens within these associations.

### ***Associations:***

The first association that every Michigan agriscience educator should be a part of is the Michigan Association of Agriscience Educators (MAAE). As an early career educator, I can't encourage you enough to join this association. For new teachers, talk to your administration about joining and attending both Fall and Summer PDI's. This not only shows initiative for you as the educator as a forever learner, but opens a larger network of individuals to communicate and share with. If your administration will approve the dues and conference package for both Fall and Summer PD, I encourage you to do so. This was advised to me by my mentor and would pass the same advice to anyone else. If you need more information, regarding membership, you should contact the current Treasurer for dues and packages for professional development opportunities. This can be found on their website. For more information on MAAE, please refer to their website at [teachanr.com](http://teachanr.com). A bonus of your membership through MAAE, you will become a member of the National Association of Agricultural Educators (NAAE). Stay current and up to date on



NAAE conferences and award applications by watching for emails through the ListServe and checking the [NAAE website](#).

Secondly, another association that will give you a great community to network, and expand your plant science and horticulture knowledge, is the Michigan Horticulture Teachers Association (MHTA). This association has tremendous opportunities for you to explore and navigate the realms of Horticulture and related fields. The biggest opportunity for joining this association is the winter professional development conference. Here you will be taught by industry professionals, given hands-on experiences and collect resources to expand your curriculum. If you are interested in joining the MHTA, please contact Jennifer Glombowski via email at [jglombowski@muskegonisd.org](mailto:jglombowski@muskegonisd.org). A newly refurbished MHTA Facebook page can be found by clicking the MHTA logo above. You can also search, *Michigan Horticulture Teachers Association - MHTA* on Facebook to find out more.



Both of these organizations will give you hands-on experiences and resources to better yourself both in the classroom and at home. The diagram below offers some of the opportunities available from these associations.



Figure 1B1. MAAE & MHTA Opportunities



## ***Online Community:***

Staying connected with cohorts is an important part of agricultural education. MAAE 0-9 chairs created a Snapchat group titled *The Kids* for the 0-9 years of service Agricultural Educators. These groups were created for both professional and networking communication. Here are some early career educators' testimonies regarding the importance of this Snapchat group.

*“When I was added to the snapchat group, I was a first year teacher from out of state. It connected me with a network of new teachers who support each other both professionally and personally. I’ve found support through challenges unique to our profession which helps us not feel alone. Teachers answer each other’s technical questions and provide resources and lesson plans for each other. Through this platform we are able to share everything from tips and tricks to help each other with logistics, things that make us laugh and helpful reminders why we love what we do.”*

*- Sara Holderbaum, 2 years service.*

*“As an early career teacher there are often times where I feel that I am misunderstood, alone, and overwhelmed. The role of Agriculture, Food, and Natural Resources (AFNR) Educator is such a unique position, that other educators in the building often can not relate to the struggles we see. Reaching out to other AFNR educators is the best hope for finding someone who relates. More experienced educators are a great place to seek advice from however, that only partially fills the need....*

*From a professional standpoint, this group is a saving grace. We are able to bounce ideas off of each other, share successes and failures, discuss upcoming events, and help each other as professionals. There have been many times where conversations in the group have reminded me of deadlines that were approaching, and helped me keep things moving forward. Additionally, seeing what others are doing in their classroom is extremely motivating and inspiring.*

*From a personal perspective, this group is a place where I feel heard, understood, and respected. This has been a blessing on my mental health, having a place to vent about frustrations and be listened to and not told to suck it up and move on. I know that no matter what problem I approach the group with, someone is going to reach out with helpful advice, or just a listening ear.”*

*- Matthew Bernia, 3 years of service.*

To be added to the MAAE 0-9 Snapchat, *The Kids*, please contact the current MAAE 0-9 years of service president. You can find the current President by checking the MAAE website under [Board of Directors & Officers](#) or simply start by communicating with a 0-9 educator in your region if one exists. Your region assigned mentor teacher should also be able to direct you to the correct person within the association.

Facebook brings many opportunities for you as an early career educator. MAAE and MHTA both have Facebook pages where you can stay connected. Below is a list of Facebook pages that you will want to follow and Facebook groups that you will want join:

<b>MAAE Members Discussion Group</b>	•This group is designed for FFA updates, Networking opportunities Resources, and advice for all agricultural educators in the state of Michigan.
<b>Ag Education Discussion Lab Group</b>	•This group is similar to the MAAE members Discussion group, however, it is for Agricultural Educators across the Nation. This is an excellent place for teaching resources and ideas.
<b>Michigan Horticulture Teachers Association</b>	•This facebook page is a great place for updates in all things MHTA. Check this page closer to MHTA's Winter PD for updates.

Figure 1B2. Must add Facebook Groups & Pages for Agricultural Educators

There are many other resources out there for you as an early career educator, many of which were developed by Agricultural Educators for use in the classroom. As a new educator, you will beat yourself up if you try to reinvent the wheel. Take your time and slowly update curriculum and utilize the resources around you. It is not a race and will help your mental health in the

long run! Below is a list of internet resources that will help you navigate developing a curriculum.

- Soil Science Society of America - [Soils 4 Teachers](#)
- Purdue University - [Gearing up for Safety](#)
- National FFA Organization - [Educator Resources](#) (Found in your FFA.org Teacher Dashboard)
- American Farm Bureau - [National Agriculture in the Classroom](#)
- Michigan Farm Bureau - [Michigan Ag in the Classroom](#)
- The Incredible Egg - [Eggs in the Classroom](#)
- Poultry Hub Australia - [Poultry Resources](#)
- NAAE - [Communities of Practice](#)
- NAAE - [Connect Podcast](#)
- Pod Bean - [Owl Pellets: Tips for Ag Teachers](#)

By utilizing resources such as these, you will find that you have more time for yourself, and more time to connect with other educators who are in the same position as and career experience as you. Your ability to communicate and time availability to talk to others about your lessons, will ultimately increase the longevity of your career.

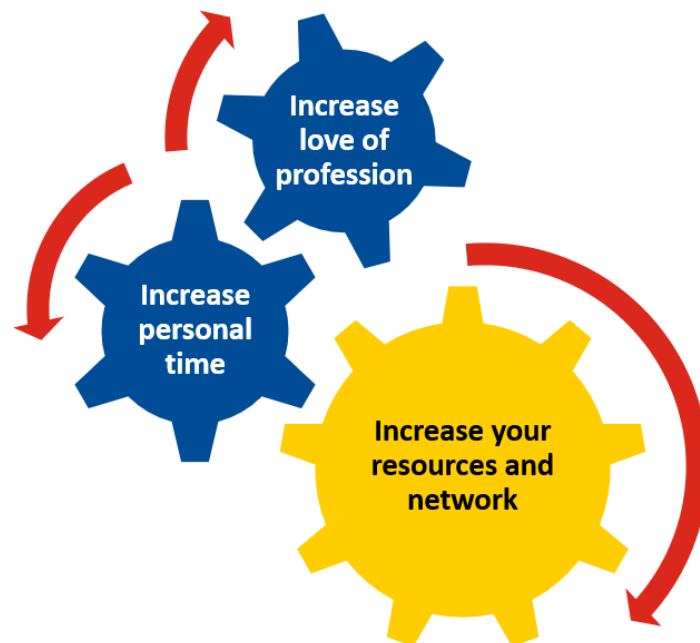


Figure 1B3. Resources and Time Diagram

## ***1c. Advisory Board***

Many are familiar with the purpose of an advisory board, but for those who are unaware, simply put the advisory board advises you and your program curriculum. The advisory board will assist you with making key and important decisions when updating curriculum, budgeting, approval of purchasing larger resources, identifying work based learning opportunities for students, helping you meet the needs for the program and supporting you when needed with administration. A full list of roles for a program advisory Committee member can be found on page 10 of the [MDE - Program Advisory Committee Toolkit](#).

**So who actually needs to be a part of your advisory board?**

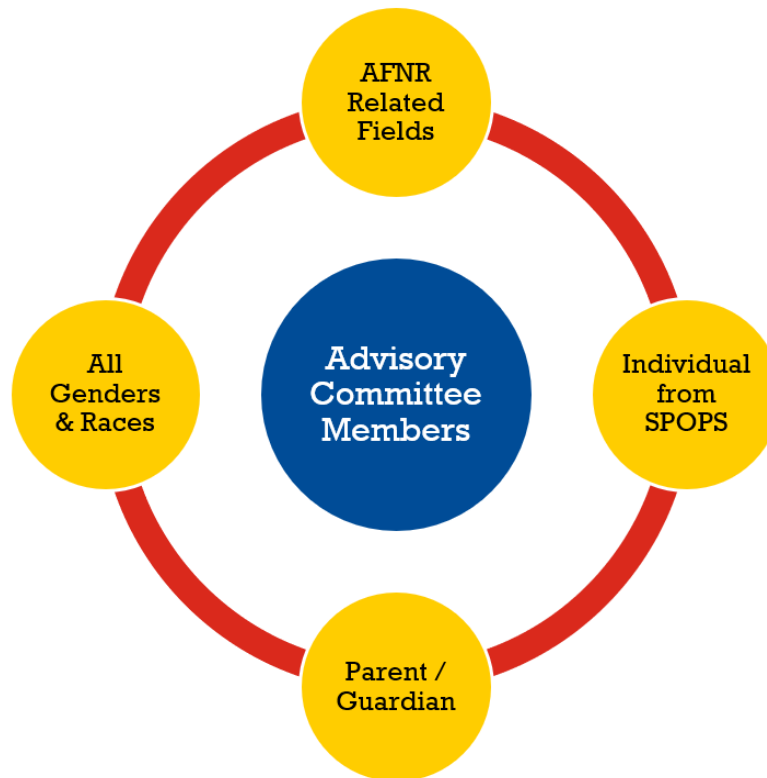


Figure 1c1. Advisory Board Committee Members

### **Clarifiers:**

- Individual from Special Populations Students (SPOPS)
- Individuals of all Genders and racial and ethnic minorities (as represented within the community of your district)

Section 2 will give you tips for choosing and contacting supporters that will fit into your advisory board. It is no secret that ag teachers want to pull resources from each other. The Michigan Department of Education has done an excellent job of creating the Program Advisory Committee Toolkit. In this toolkit, you will find a template letter for contacting potential committee members. A simple google search for *MDE Program advisory Committee toolkit* will bring you to the PDF, the link was also provided above.

Something to consider when choosing your advisory board committee members, is how these individuals can play a role in the work-based learning continuum. By having committee members play a role in this, you will find it much easier to complete your CIP Self Review, as the areas of career awareness, career exploration, career preparation, and career training are a part of the evidence for work-based learning that need to be provided for the State of Michigan. [\*Work Based Learning State Approved CTE programs Booklet\*](#)



Figure 1c2. Interpretation of MDE, CTE Work Based Learning Continuum.

## ***1d. AFNR Educator Testimony on Community***

The community... “helped me understand what is expected from the program, what the area of agriculture is, where I can get things and who to get them from. They also serve as judges, helpers, money finders and more. They are supportive and want the program to succeed. They provide meals, rides, buy jackets and more.” – Kate Feuerstein, 18 years

“... community support is important since your program should reflect the community. It is a win-win when community members can see how your program can benefit them and then they will want to support the program. Hiring students, tours, and donations are all ways community members have supported the program.” – Kevin Nugent, 22 years

“Volunteers, finances and advocacy - these 3 factors help a program survive, grow or thrive depending on what stage the program is in... [community] help divide the work and achieve greater results” – John Schut,

## ***SECTION 2***

***So how do you do it?***

# ***Here's How!***

- A. The *how to* flow chart of community support!
- B. How do I know who to contact?
- C. The Internet is all the rage, but don't forget the newspaper!
- D. I know someone, but how do I get them involved?
- E. I hate asking for help... But I need support!
- F. AFNR Educator Testimony



## *2a. How to Flow Chart of Community Support*

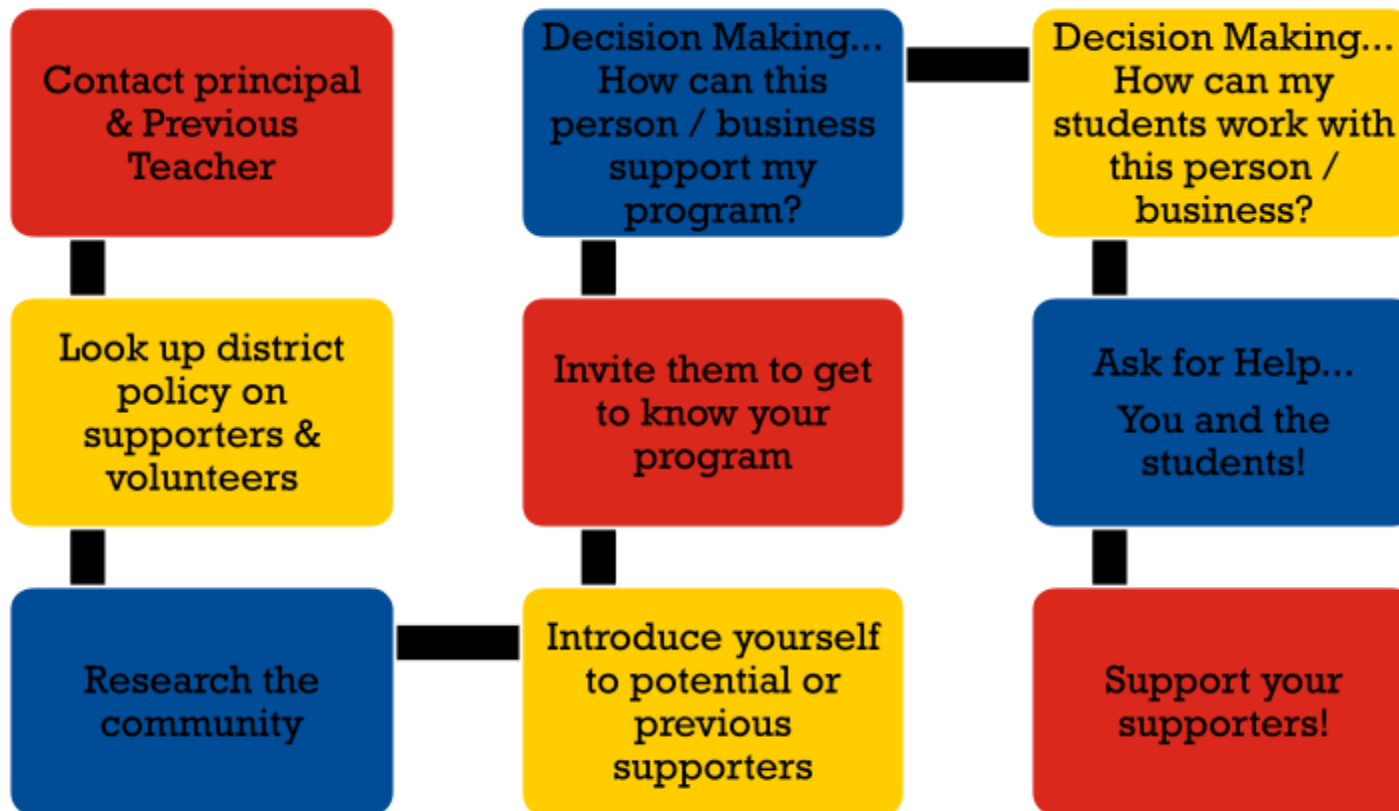


Figure 2A1. How to flowchart of Community Support

## Simple steps to support your supporters!



Figure 2A2. Steps to supporting your supporters

## ***2b. How do I know who to contact?***

So, you are new, and you have no idea where to start. Consider the following questions that might help you narrow down who you could talk to, to start developing support for your program. Some of these community supporters might become potential advisory board or alumni members.

- What businesses in town might fall under AFNR?
- Is there a community center in your town?
- Do you know who runs your local newspaper?
- Are there any agritourism locations in your area?
- Is there a restaurant where many community members gather too? Is this the hot spot in town?

The questions above will help you narrow down areas in which might help you identify supporters in your community. It is wise to always wear your FFA advisor gear, such as a jacket or polo to local businesses and restaurants so these people begin to associate your face with FFA. Remember to be human and carry on a conversation, however, you are a school employee and represent FFA, never wear school or FFA gear in an inappropriate setting.

Something else to consider is the Michigan [Work Based Learning Continuum](#). Can the individual you are thinking of help with career awareness, exploration, preparation, or training? If they can, then they might be a good person to contact to be a part of your agriculture community.

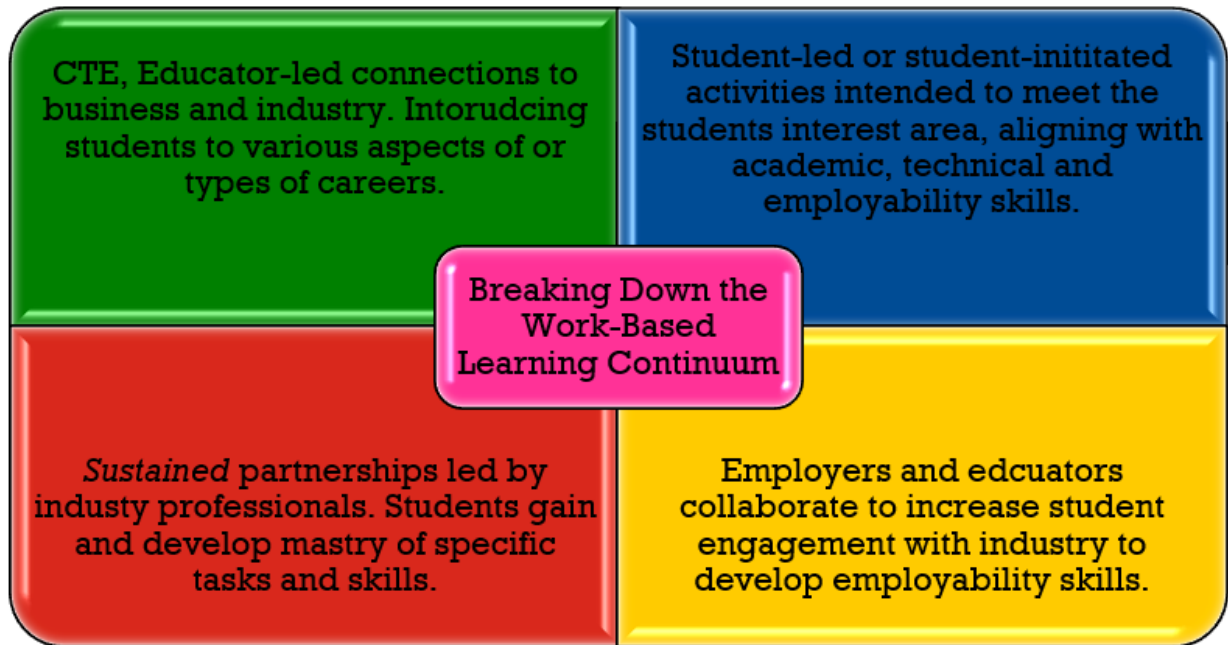


Figure 2b1. Further interpretation of MDE, CTE Work-Based Learning Continuum.

Still need a place to start? Utilize the link below to bring you to the National FFA Sponsors and Donors site. These businesses are already supporting your program Nationally. Contact a local owner or manager to benefit your program locally.

- [National FFA Sponsors & Donors](#)

*HINT: It is recommended that you call and stop into the store at a scheduled time.*

However, the art of cold calling can be very beneficial and shows commitment to your program and students. For those who are wondering what cold calling is, it is a process by which a salesman calls or shows up unannounced to an establishment and tries to make a sale. You are not trying to sell a product, but rather your program and how they would be benefiting the program and themselves or their business. So how do you do it? The Sales Optimisation Company lists the following steps for salespeople, which can be related to your task for selling the program. A detailed explanation of each of these can be found on their website, [here](#).

## Things to consider when cold calling:

- Avoid the robot voice
- Words and actions matter
- Relax, don't jump right into the brass tax
- Create a relationship
- Show how others have helped, and explain why you need their help
- Don't overload them with information at first
- Open ended questions work well

*7 Steps to Successful Cold Calling. Sales Optimisation Company (2021)*

One other thing to remember, your students need to be involved in this process. After you have made first contact, make your students do the rest of the work. Businesses and community members want to see kids benefiting, not just you.

*HINT: Don't forget the power of relationships and community.*

It may be wise to spend more money at your local feed mill than at a larger, national store. This does not mean, do not spend money elsewhere. Figuring out a way to purchase items at multiple stores within your district might be applicable. This will ultimately come down to how your district as well as the businesses, handle purchase orders and accounts. This keeps everyone happy, for when you do reach out for support. This creates good public relations and gives back to the community.

## ***2c. The internet is all the rage, but don't forget the newspaper!***

Your chapter most likely has a Facebook and/or Instagram page that you should use regularly. However, this is a place for a moment of reflection. You need to be able to read your audience and who your supporters are. Many of your supporters will not be businesses, rather families or local donors. These people will get no benefit, other than self satisfaction from a donation and resource they are providing to you. For example, say a student's grandparent becomes very involved while their student is a member. They might give your program a \$500 donation every year, which is great! But you need to get to know these types of donors before you blast their names all over social media. Someone like this, will most likely appreciate just a simple thank you letter. You can find a template for thank you letters in the appendix.

If we focus back to the section title, How do you do it? Focusing some of our time and energy into social media can be rewarding for your program. This is a great place for you and your Reporter to share daily, weekly or monthly information to your community. People and businesses do want to see what you are doing in the classroom, especially your classroom, you are the gateway to hands-on learning. People love to see it, so share it!

### **Helpful Hints:**

- *Do not give your students free range on running your social media platforms. Have your reporter draft posts in an email, and send them to you to post.*
- *If social media is too busy for you, limit your posting to once a week.*
- *Always reply to facebook users' comments on your posts in a positive manner, even when they are negative. It will happen!*
- *Don't associate your personal cell phone number with your program on the internet.*
- *ALWAYS check to see if your Facebook is operating as your personal account or your Chapters Page. (You will be surprised to find out that depending on the post you are looking at, Facebook changes your status as "interacting as \_\_\_\_\_ FFA." You will see this in the comments of a post.)*

## Ground rules for Social Media that you might not think about:

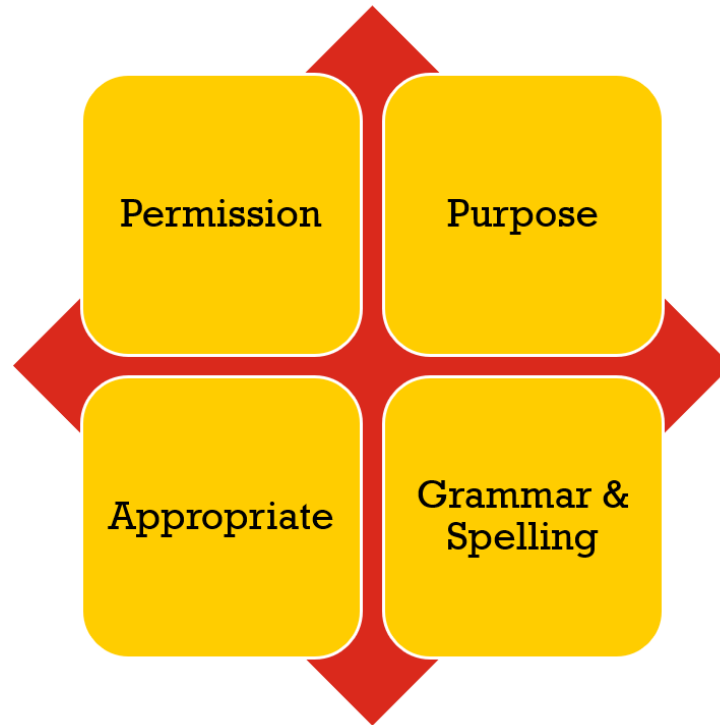


Figure 2C1. Social Media Ground Rule Reminders

Remember GAPP. Grammar and Spelling, Appropriate content, Student/family Permission and Purpose.

**Grammar and Spelling:** Always double check your post before posting.

**Appropriate:** Is what you are posting fit within your content? Are you posting things you are doing in class? Is it just FFA things? Create a list for yourself and your Reporter to decide what is appropriate for your chapters social media pages.

**Permission:** You must have permission to post pictures of your students on social media. Your district might have a policy about this already, which gives you permission to post pictures on school clubs and organization pages. However, it is a good idea to create your own. You will find a template of this in the appendix.

**Purpose:** Always have a purpose behind your posts. Never lose sight of the purpose of your chapters' social media platforms.

Lastly, don't forget the newspaper! Above I mentioned the family and grandparent donors. Many of your supporters and donors will be retired. Many of which don't have social media. Make sure your Reporter is actively engaged in writing articles monthly for your local newspaper. It would be a great idea for you and your Reporter to meet your local newspaper editor to create a working relationship. This would be a good time to meet and discuss fees associated, if any, when putting something in the newspaper. Most likely they will let you put something in for free, unless it is advertising a fundraiser.

You will be surprised at how many people appreciate seeing articles written by students in your local newspaper.



## ***2d. I know someone, how do I get them involved?***

We all have a friend, relative or acquaintance that we know would make a great addition to your support group, alumni, advisory board or fund contributions. So how do you nudge them into the right direction to get them involved? Referencing the *How to flow chart of community support* would be a great place to start. But are there gaps? Yes. Consider the following scenario.

### **Scenario:**

You have a friend who works for an agronomic supply service and supply company. You have asked them to come speak to your class about agronomy, but speaking in front of large groups of kids really isn't their thing. You know they will be a great teaching resource for your program, but you just can't get them to budge.

### **So what can you do?**

1. Know the individual's likes and dislikes.
  - a. You know they like their job and you know they don't like large groups.
2. Make a connection with their *likes*.
  - a. Bring them to a contest that might fit into their likes.
3. Help their dislike, by introducing them to something FFA that fits into their likes.
  - a. This individual doesn't like large groups, but a CDE team is small.
4. Have your students ask this individual to be an assistant coach.
  - a. Hopefully, they say yes, and this becomes a lasting relationship for them.
5. After the first year, ask them to coach in your place.
  - a. This frees up your time to help other CDE's.
6. Ask this person to speak to your class about Agronomy.
  - a. Now that this person has some encouragement working with students, they might feel less uneasy about the large group presentation.

## ***2e. I hate asking for help... But I need support!***

As a new AFNR teacher you will come into a new career anxious, but excited with your head held high. This career is very rewarding, but it gets busy and overwhelming, especially depending on community involvement, alumni groups, and whose position you have just stepped into. If you are starting a program, you will still have these same issues at some point, so don't skip this section.

It is no secret that teachers, especially ag teachers are pretty headstrong about their subject area. After all, you are the expert in your building on all things AFNR. You will be asked to overwinter other teachers' plants, asked to give advice about someone's garden or small animal projects. This is great, but remember, everytime you say yes to something, you are taking away from something else. Whether that is your classes, FFA or family life, something has to be dropped. Your plate can only get so full.

Another thing to remember is that you will be assigned two different mentor teachers. You will have one in your building and one AFNR teacher in your region. Utilize both of them! A piece of advice I was given is don't forget about your teacher community in your district. They are there to help as well. Don't always have lunch in your room, go have lunch with other teachers once a week, because remember, you're an ag teacher, you'll most likely be using your lunch time as an extra prep early on if you don't want to bring work home.

The short story here is simple. Carve out time for yourself to actually take lunch once a week, keep in touch with teachers within your district, communicate with your AFNR mentor and stop and think, is my plate getting too full, should I be seeking help?

You will need help, slow down, and face it, you can't do it all alone.

## ***2f. AFNR Educator Testimony on building community support***

You start by meeting with the previous teacher if you can. This person knows the big players in the area-who to call, etc. If the program has an established Alumni you also meet with that person. Basically, do research. You have to make yourself visible in the community and make the effort to meet people. Attend community events and wear an FFA shirt or jacket. – Kate Feuerstein, 19 years

“... members' parents were a benefit. There is usually someone that is willing to help the advisor out and they will have recommendations on who to ask until you can learn the community on your own. – Kevin Nugent, 22 years

“I would start with a sound advisory committee and then work to build an alumni network. The advisory committee should be a cross-section of industry, parent and school leaders. The alumni group is a booster group that can help the program with volunteers and assist financially.” – John Schut,

## **SECTION 3**

***Do not forget your alumni!***



- A. Purpose of the Alumni
- B. Establishing your Alumni
- C. AFNR Educator Testimony

## ***3a. Purpose of Alumni***

We have set the grounds that you are going to need help as an early career teacher. So you now know how to get people. But how do you keep them a part of your program and coming back? An alumni program is a great way to keep people involved, and also create a platform of community support in one group.

This group will help you with many things and should be made up of all kinds of people, young and old. This group does not necessarily need to fit any requirements like your advisory board. Your alumni are there to help you and your program. It can be made up of businesses and individuals, as long as they have the same mindset, helping your AFNR Program succeed.

It is very important to recognize that this group is not your advisory group. The alumni group does not control your program. Please remember this. They can assist the advisory board when community support is needed for administrative purposes, but never direct your program.

It is recommended that your chapter become a 501c3 non-profit. This will benefit your program in many ways, including using funding sources like Amazon Smile and Facebook Donations. This will create a continuous funding source for your alumni chapter outside of normal fundraising. In section 3b, there will be a link to these steps for you.

*“Alumni members are volunteers smade up of parents, family members, community members, supporters, former members and anyone interested in supporting agricultural education and FFA. FFA Alumniand supporters chapters help FFA achieve its vision of growing leaders, building communities and strengthening agriculture.” - National FFA Alumni & Supporters*

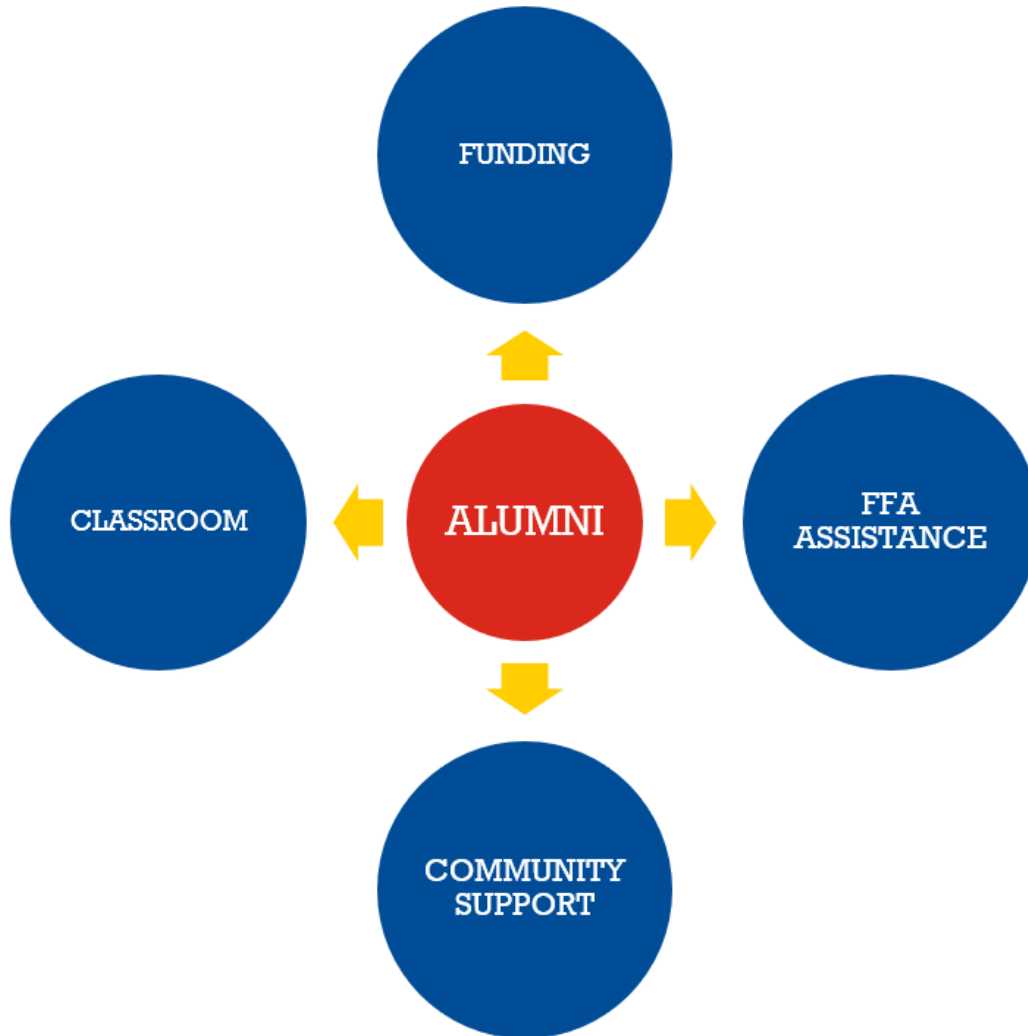


Figure 3A1. Guiding features to help establish your alumni's purpose

## ***3b. Charter or Reactivate your Alumni Chapter***



Establishing your Forever Blue Network is very straightforward. Follow these simple steps to get started.

1. Find trusted members and constant supporters of your program to be your officially elected officers to start the program.
2. You will need to find 10 supporters willing to pay dues to start your chapter.
3. Meet to discuss your plans and purpose of the chapter.
4. Read over and complete all forms necessary. (Links are provided below to resources you will need.)

### **Chartering Resources:**

- [FFA Box Resources for Starting an Alumni Chapter](#)
- [Starting a Local Alumni & Supporters Chapter Handbook](#)
- [How to Charter an Alumni Chapter](#)
- [Obtaining Tax Exempt Status](#)
- [Chartering/Reactivating Form](#)

**To get started on your chartering application forms, you will need to contact the National FFA Alumni. It is recommended that you as the instructor get started with this process. Ask for the *FFA Alumni and Supporters Chartering/Reactivating Form* and the *Application for National FFA's 501c3 Status*.**

Email: [alumni@ffa.org](mailto:alumni@ffa.org)

Phone: 317-802-6060

## ***3d. AFNR Educator Testimony on Alumni Support***

“Alumni has helped by providing resources for contests - both with prepping teams and by serving as judges. More help would be nice at times, but I think there is a balance to - are they helping to benefit you and your program or to benefit the alumni?” – Kevin Nugent, 22 years

“My alumni have definitely helped in getting me connected to different people and experiences that I am looking for, for my students. I have challenged them with different tasks each year, and they do accomplish them but often require my help. My goal is for them to be completely self-sufficient and run events/programs without me being involved in them. The biggest thing to remember is to give them tasks of things to do and tell them that you are not able to help them. – Kera Howell, 2 years



## ***Appendix***

- Generic Thank you Letter Template
- Photo Release Form Template

# Generic Thank You Letter Template



**Your chapter Name Here**

*Address Here*

Phone / email Here

Date Here

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Dear Valued Supporter,

Thank you for all you have done to support the ***Chapter name here***. Without the guidance and help from you, we would not be able to operate a successful hands on experience for our students.

Your contribution and support will help students in the following ways:

- ***Create a small list or specifics of how & what their contribution / support / help is impacting.***

Thank you again for contributing to the future leaders of Agriculture, Food and Natural Resources in our town, state and nation. The future looks better because of your support.

Sincerely,

Chapter President

Chapter Secretary

Chapter Advisor

# *Photo Release Form Template*

## **Agriculture, Food & Natural Resources Education program Photo/Video Release Form**

My child \_\_\_\_\_, has permission to be used for publicity and educational purposes of the **Your school here** Agriscience and Life Sciences programs. PLEASE CROSS OFF ANY OF THE FOLLOWING THAT YOU DO NOT GRANT PERMISSION TO:

- My child's photograph may appear in the local newspapers, including the **your town here** Post.
- My child's photograph may appear in FFA publications.
- My child's photograph may appear on the **your school here** FFA social media page. **Please note: we never identify students in photographs by last names - only first names and last initial, unless told otherwise by parents/guardians. Students may tag themselves in photos if they desire.**
- My child may be videotaped in class, for the purpose of watching themselves on video to learn from class presentations and FFA presentations to improve in the future. I understand these videos will never be posted without a child's direct consent.
- My child's photograph may appear on Teacher Social Media Accounts (Instagram, non-personal account) for the use of class promotion and student engagement.

I understand that pictures or videos of my child will NEVER be sold or posted publicly without written consent that is granted below.

Student Name (Please Print): \_\_\_\_\_

Parent Name (Please Print): \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please feel free to call or email me with any questions,  
**Teacher contact information here (School Phone / Email)**

Please follow our **Insert your Facebook / instagram handles here**

# Resources

Michigan Association of Agriscience Educators Website <http://www.teachanr.com/>

Michigan Department of Education . (2020, October 29). Work-Based Learning Continuum.

Michigan Department of Education. Office of Career and Technical Education. (2020, June). Program Advisory Toolkit. (2020, June).  
[https://www.michigan.gov/documents/mde/Program\\_Advisory\\_Committee\\_Tool\\_Kit\\_698717\\_7.pdf](https://www.michigan.gov/documents/mde/Program_Advisory_Committee_Tool_Kit_698717_7.pdf)

National Association of Agricultural Educators Website <https://www.naae.org/>

National FFA Alumni & Supporters (2018, March 30). Starting a Local FFA Alumni & Supporters Chapter Handbook.  
<https://ffa.app.box.com/v/start-an-alumni-chapter/file/295017267348>

National FFA Organization. (2020, December 18). *Media & Brand Center*. Retrieved December 30, 2020, from <https://www.ffa.org/media-center/>

SOCO Sales Training; (2021, July 26). How to Master the Art of Cold Calling. 7 Keys to a Successful Cold Call. SOCO Sales Training.  
<https://www.socoselling.com/how-to-master-the-art-of-cold-calling/>.