



# VOLUNTEER PROGRAM

## *Handbook*

[ ALUMNI AND  
SUPPORTERS ] **FFA**

# FFA Alumni Volunteer Management Program

National FFA Alumni and Supporters is part of the National FFA Organization and supports its overall mission and vision. This resource is designed to help mobilize volunteers in support of local agricultural education teachers and their programs.

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**All materials found in this manual may be reproduced  
for FFA Alumni and Supporters purposes.**



# What Is a Volunteer Management Program?

A volunteer management program involves the selection, supervision and engagement of volunteers. Organizations must have adequate funds to run their volunteer programs and qualified people to manage them. An effective volunteer management program helps recruit and retain volunteers who can make a meaningful impact on organizations and communities.

## BACKGROUND

Today's agriculture teachers are tasked with developing and delivering agricultural-related curriculum, achieving school and career technical education-based objectives, executing a successful FFA Program of Activities, fulfilling the expectations of the local community, and managing their personal and professional goals. The need for help is more important now than ever. This help can come from the development of successful volunteer management programs across the country.

## WHAT ARE VOLUNTEERS?

Volunteers are those who do unpaid work (except for expenses). Volunteers are not free labor. They offer advantages to an organization, including knowledge and perspective from a variety of backgrounds. They can also be objective participants when an organization is developing programs and policies. Many programs would not be possible without the leadership, knowledge and time donated by volunteers.

## WHY ARE VOLUNTEERS IMPORTANT?

- Volunteers advocate for and build the agricultural education program, the FFA chapter and the FFA Alumni and Supporters chapter.
- Volunteers prevent teachers from becoming overwhelmed.
- Volunteers help new teachers feel comfortable with their roles in the school and community.
- Volunteers give students more individualized attention, materials and encouragement.
- Volunteers help fulfil the FFA mission and vision.

### *Volunteers Can Help in Each of the Seven Keys to Local Program Success*

- Program design and instruction
- FFA
- Supervised agricultural experience (SAE)
- School and community partnerships
- Marketing
- Certified agriculture teachers and professional growth
- Program planning and evaluation

### *Volunteers Can be Utilized for:*

- Fundraising and/or community service events.
- Advocacy.
- Article and/or grant writing.
- Career Development Event (CDE) or Leadership Development Event (LDE) coaching.
- CDE, LDE, agriscience fair, scholarship or application help and/or judging.
- Providing CDE/LDE practice locations or SAE sites.
- Recruitment events.
- Encouraging student involvement in FFA, SAE, classroom and alumni and supporter activities.
- Guest speakers.
- Chaperones and/or drivers.
- Babysitters.
- Security or ushering.
- Photography.
- Fine arts.
- Cooks and/or food providers.
- Material/supply providers.
- Construction and/or maintenance.
- Clerical work.
- Attending training or informational sessions to bring information back to the program.

### **NEEDS ASSESSMENT**

#### *What Is Your Vision?*

Teachers must determine exactly what needs to be done before recruiting volunteers. While volunteers can perform repetitive, less-exciting tasks, consider also more challenging and interesting work to keep them feeling refreshed and useful. Projects could be for individuals or groups and be short-term or long-term. Volunteers should also consider how they envision the experience.

#### *Things to Consider*

- Where are volunteers needed?
- What tasks will the volunteers do? (Rank these tasks by importance.)
- What training is needed to accomplish these tasks? Who will conduct the training?
- Will there be additional costs to budget for volunteers?
- What are the future goals of volunteer work?
- What paperwork is needed to ensure volunteers can participate?

## FFA CHAPTER REQUEST FORM

LOCAL ALUMNI AND SUPPORTERS CHAPTER \_\_\_\_\_  
SCHOOL YEAR \_\_\_\_\_  
MONTH \_\_\_\_\_  
EVENT \_\_\_\_\_

*Funding Needed*

*Number of Volunteers Needed*

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**EVENT**

*Funding Needed*

*Number of Volunteers Needed*

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# Volunteer Resource Inventory

Your talents, skills, time, and resources will help OUR FFA program go from great to OUTSTANDING!

|            |  |                  |  |      |
|------------|--|------------------|--|------|
| NAME:      |  |                  |  |      |
| ADDRESS:   |  |                  |  |      |
| CITY:      |  | STATE:           |  | ZIP: |
| PHONE:     |  | EMAIL:           |  |      |
| Birthdate: |  | Graduation Year: |  |      |

Areas of Expertise/Experience:

## Agribusiness Systems

|                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | Farm Business Accounting |
| <input type="checkbox"/> | Farm Business Management |
| <input type="checkbox"/> | Fundraising              |
| <input type="checkbox"/> | Job Interviewing         |
| <input type="checkbox"/> | Marketing/Advertising    |
| <input type="checkbox"/> | Parliamentary Procedure  |
| <input type="checkbox"/> | Public Speaking          |
| <input type="checkbox"/> | Resumes & Applications   |
| <input type="checkbox"/> |                          |
| <input type="checkbox"/> |                          |
| <input type="checkbox"/> |                          |
| <input type="checkbox"/> |                          |

## Environmental Service Systems

|                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | Forestry/Christmas Trees |
| <input type="checkbox"/> | Logging                  |
| <input type="checkbox"/> |                          |
| <input type="checkbox"/> |                          |

## Natural Resources Systems

|                          |          |
|--------------------------|----------|
| <input type="checkbox"/> | Fishing  |
| <input type="checkbox"/> | Hunting  |
| <input type="checkbox"/> | Wildlife |
| <input type="checkbox"/> |          |
| <input type="checkbox"/> |          |
| <input type="checkbox"/> |          |

## Power Structural and Technical Systems

|                          |                                   |
|--------------------------|-----------------------------------|
| <input type="checkbox"/> | Welding                           |
| <input type="checkbox"/> |                                   |
| <input type="checkbox"/> | Tractor/Heavy Equipment Operation |
| <input type="checkbox"/> |                                   |
| <input type="checkbox"/> | Tractor/Heavy Equipment Repair    |
| <input type="checkbox"/> | Irrigation & Plumbing             |

## Animal Systems

|                          |                     |
|--------------------------|---------------------|
| <input type="checkbox"/> | Aquaculture         |
| <input type="checkbox"/> | Beef Cattle         |
| <input type="checkbox"/> | Dairy Cattle        |
| <input type="checkbox"/> | Dairy or Meat Goats |
| <input type="checkbox"/> | Guinea Pig/Cavies   |
| <input type="checkbox"/> | Horses              |
| <input type="checkbox"/> | Poultry             |
| <input type="checkbox"/> | Rabbits             |
| <input type="checkbox"/> | Sheep               |
| <input type="checkbox"/> | Swine               |
| <input type="checkbox"/> | Veal Calves         |
| <input type="checkbox"/> |                     |
| <input type="checkbox"/> |                     |
| <input type="checkbox"/> |                     |
| <input type="checkbox"/> |                     |

## Food Products & Processing Systems

|                          |                  |
|--------------------------|------------------|
| <input type="checkbox"/> | Meats Processing |
| <input type="checkbox"/> | Dairy Processing |
| <input type="checkbox"/> |                  |
| <input type="checkbox"/> |                  |

## Plant Systems

|                          |                            |
|--------------------------|----------------------------|
| <input type="checkbox"/> | Floral Design              |
| <input type="checkbox"/> | Greenhouse Management      |
| <input type="checkbox"/> | Hydroponics                |
| <input type="checkbox"/> | Landscaping                |
| <input type="checkbox"/> | Nursery Management         |
| <input type="checkbox"/> | Plant Propagation/Grafting |
| <input type="checkbox"/> | Soils                      |
| <input type="checkbox"/> |                            |
| <input type="checkbox"/> |                            |

## Skills/Services

*I would enjoy helping with...*

- ☐ Carpentry Woodworking
- ☐ Clerical/Office Work (mailings, email, newsletters)
- ☐ Coaching
- ☐ Cooking
- ☐ Creating/Updating Websites

### Driving

- ☐ CDL (Commercial Driving License)
- ☐ School District Approved Driver
- ☐ Local Trips only
- ☐ Overnight/Multi-day trips

- ☐ Electrical
- ☐ Fencing
- ☐ Financial Services/Non-Profit Organization Management
- ☐ Fundraising/Soliciting Corporate Donations & Partnerships
- ☐ History (tracking down FFA Alumni, Awards won, etc.)
- ☐ Irrigation
- ☐ Judge
- ☐ Maintaining Databases of Contact Information
- ☐ Multimedia/Video Production
- ☐ Planning/Coordinating Events and Volunteers
- ☐ Proof Reading/Helping with Award Applications
- ☐ Sewing
- ☐ Translating Spanish to English

### Others:

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## Resources/Supplies

*I have the following available for students and instructors to use:*

- ☐ Dump Trailer
- ☐ Flatbed Trailer
- Length: \_\_\_\_\_

### Land for:

- ☐ Crops
- ☐ Animals
- ☐ Greenhouse Space

### Livestock/Horse Trailer:

Size: \_\_\_\_\_

- ☐ Gooseneck
- ☐ Bumper Pull
- ☐ Nursery/Greenhouse Supplies
- ☐ Portable PA System
- ☐ RV/Camper
- ☐ Shop/Welding Equipment
- ☐ Tractors or Heavy Equipment (Types)

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- ☐ Van/Suburban
- ☐ # of passengers (including driver)

- ☐ Video Camera

### Others:

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# Who Can Volunteer?

Parents, friends, supporters, past FFA members and anyone wanting to support FFA, agricultural education and agriculture are welcome to volunteer. However, it is important to think about where and how volunteers are recruited and used.

## EXAMPLES OF VOLUNTEERS

- Community groups (especially service-related)
- Community individuals/leaders
- School/district employees
- Parents
- Students
- Former members
- Families
- Local farmers and ranchers
- Local implement dealers and other agribusiness representatives
- College, university and technical school faculty and students
- Sororities and fraternities
- Alumni and Supporters chapter members



## *Why People Might Volunteer*

- Achievement — a sense of accomplishment.
- Affiliation — being part of a good cause.
- Power — making an impact on others.
- Continuing a previous FFA experience.
- Learning more about the agricultural education program, FFA chapter and FFA Alumni and Supporters chapter.
- A way to be involved as an adult member.
- Helping teachers, agricultural education programs, FFA chapters, FFA Alumni and Supporters chapters and the community.
- Promoting change and development by identifying and responding to community needs.
- Staying active in the community.
- A chance to advocate.
- Learning and/or teaching career and soft skills.

- Gaining additional work experience.
- Enhancing self-esteem for themselves and others.
- Potential travel and/or educational opportunities.
- Networking.
- Meeting new people.
- Time with friends and family.

Unfortunately, people may also choose to volunteer who do not have the best intentions for student members. This is why it is important to screen potential volunteers with thorough criminal background checks, national sex offender registry checks, and conduct interviews using behaviourally based interview questions to identify potential high-risk indicators.

#### Definitions:

- High-access volunteers are participants who interact with students directly, often or over an extended period. They may be readily known to students under their supervision and to other volunteers and employees in the program. They may also supervise students with or without an FFA employee present. High-access volunteers may have opportunities to develop relationships with students over time. High-access volunteers may have physical access to students or their contact information, including social media handles.
- Low-access volunteers typically interact with students infrequently and only in the line of site of an FFA employee. Low-access volunteers should not have access to student contact information unless that student is known to them personally outside of FFA activities and events.

All volunteers at FFA-sponsored events are required to adhere to the FFA Safety and Response policy and are subject to the following background screening process:

- All High Access Volunteers must:
  - Allow National FFA to complete a comprehensive background check, including the SOR check, when first volunteering. An SOR check will be conducted biannually thereafter for returning volunteers.
  - Complete required safety training.
  - Complete the FFA Health, Safety and Event Participation Release, Waiver and Code of Conduct Agreement.
- All Low Access Volunteers will:
  - Allow National FFA to complete an SOR check at the time of first volunteering. An SOR check will be conducted biannually thereafter for returning volunteers.
  - Complete required safety training.
  - Complete the FFA Health, Safety and Event Participation Release, Waiver and Code of Conduct Agreement.

## RECRUITMENT

### *Where to Recruit*

- FFA Alumni and Supporters meetings
- Community events
- Parent information nights, open houses and/or parent/teacher nights
- Social media
- Websites (school, chapter or sites like [www.volunteermatch.org](http://www.volunteermatch.org))



### *Tips*

- Personally ask volunteers to help.
- Include online volunteer options.
- Use social media to promote involvement and/or events.
- Engage with all generations.
- Make everyone feel welcome and useful.
- Do not wait until the last minute.
- Strategically place fliers or brochures in the community and/or school.
- The goal is to look good, neat and appealing in letters or ads.
- Avoid “volunteer” in headlines. Try phrases like, “get involved” or “become a part of.”
- Write invitation letters at an eighth grade reading level. Too high can be intimidating, and too low could be insulting.
- Use pictures with diverse individuals in promotional materials.
- Collaborate with volunteers from other school groups, nonprofits, businesses, community centers or faith-based groups.
- Use free local media (newspaper, radio, etc.).
- Consider marketing at family-friendly events.
- Remember, millennials volunteer more than any other generation.
- Prepare volunteers for their tasks and for time requirements.
- Offer training resources to volunteers to prepare them for their role and for how to respond to emergencies and concerns of boundary or policy violations, red flag behaviours, abuse, harassment, bias, and discrimination. Knowing they are appropriately prepared to respond to concerns can help relieve stress or anxiety about not knowing what to do if an unexpected situation arises.
- Make clear that you appreciate your volunteers.
- Ask for ideas from volunteers and try to implement them.
- Promote volunteer opportunities on [www.volunteermatch.org](http://www.volunteermatch.org).

## SELECTING VOLUNTEERS

Volunteers have unique skills and interests

- Volunteers should be matched with roles compatible with their skills and interests. Make sure they are supported in these roles.
- Consider volunteer time availability.
- Screen for high-risk indicators
  - Application includes conflicting, incorrect or incomplete information.
  - Applicant moves frequently or has short stints at many jobs.
  - Applicant describes patterns or themes of problems with authority.
  - Applicant describes minors as helpless, vulnerable or perfect.
  - Applicant describes patterns or themes of gaining access to working with minors or describes preferences for working with particular groups of minors with no reasonable explanation.
  - Applicant gives defensive/angry or evasive responses to questions about work history or previous experiences with minors.
- Vet volunteers.
  - Conduct background checks.
    - Comprehensive background checks, including the SOR check, are conducted biannually for all high-access volunteers prior to participating in any National FFA-sponsored event. All low-access volunteers will have a biannual SOR check.
  - All volunteers should complete a volunteer safety training module.
    - RedwoodsInstitute.com provides modules on child sexual abuse prevention for Volunteers, Defensive Driving, Risk Management 101, and social media and digital Communications, among others.
    - Require volunteers to provide proof of completion of assigned safety training as part of the recruitment process.



## ORIENTATION

### *Methods*

- Online learning modules
- Printed materials
- Videos
- Extension training
- Face-to-face meetings
- RedwoodsInstitute.com

### *Resources*

- [FFA.org](http://FFA.org)
- [FFA.org/alumni](http://FFA.org/alumni)
- [FFA.org/livingtoserve](http://FFA.org/livingtoserve)
- [www.theaet.com](http://www.theaet.com)
- [www.volunteermatch.org](http://www.volunteermatch.org)
- RedwoodsInstitute.com



### *Time Management Book Recommendations*

- “Juggling Elephants”
  - Jones Loflin and Todd Musig
- “Eat That Frog”
  - Brian Tracy
- “The One Minute Manager Meets the Monkey”
  - Ken Blanchard, William Oncken, Hal Burrows

### *Tips*

- Be sure that the volunteers understand they are there to support the teacher and/or program — not direct or guide — even if there is a new teacher in the program.
- Volunteers can answer general questions about projects and the agricultural education and FFA program but may need to direct some questions back to the teacher.
- Volunteer groups can use the organization’s parliamentary authority, “Robert’s Rules of Order, Newly Revised.”

## **POSITION DESCRIPTIONS/SERVICE COMMITMENTS**

Creating a position description and/or service commitment form can help establish expectations and accountability. Volunteers have responsibilities and rights, and they affect the entire organization. They must respect the organization's goals and be willing to give the time and commitment to get the job done.

### *Items to Consider*

- General responsibilities/purpose.
- Number of volunteers needed to accomplish different tasks.
- Special skills or prerequisites.
  - This could include education, training, interests, experience, desire to work with youth, organizational skills, marketing/communication experience and computer skills. It could also include access to transportation, livestock or other equipment.
- Location.
  - Identify locations of training, volunteer sites, travel, etc.
- Amount of time and travel required.
  - Estimate the total time required for preparation, meetings, orientations and actual volunteer efforts.
- Classify by the amount of time required per day, week, month or year.
  - Include the length of the commitment.
- Training opportunities (list any training available and correlated websites).
- Compensation (for supplies, travel, etc., if available. This could also include any free meals, T-shirts, etc., that are part of the experience).
- Reviewing and signing an agreement to volunteer expectations and Code of Conduct.
- Safety requirements
  - Background checks
  - Volunteer Safety Training Modules
    - RedwoodsInstitute.com
    - Require volunteers to provide training certificates
- Contact person with contact information.

## AVAILABILITY

General volunteer availability can help decide the best time for events and/or shifts to be scheduled.

- Give volunteers shift options.
- Be sure volunteers know how much time they need to commit.
- Schedule events with availability at different times of day and different days of the week.
- Leave time for set up and clean up. (Volunteers can help with this, too!)
- Coordinate volunteers so that everyone has something to do. (Underutilization is one of the biggest threats to retention.)

| Time    | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|---------|--------|--------|---------|-----------|----------|--------|----------|
| 6 a.m.  |        |        |         |           |          |        |          |
| 7 a.m.  |        |        |         |           |          |        |          |
| 8 a.m.  |        |        |         |           |          |        |          |
| 9 a.m.  |        |        |         |           |          |        |          |
| 10 a.m. |        |        |         |           |          |        |          |
| 11 a.m. |        |        |         |           |          |        |          |
| Noon    |        |        |         |           |          |        |          |
| 1 p.m.  |        |        |         |           |          |        |          |
| 2 p.m.  |        |        |         |           |          |        |          |
| 3 p.m.  |        |        |         |           |          |        |          |
| 4 p.m.  |        |        |         |           |          |        |          |
| 5 p.m.  |        |        |         |           |          |        |          |
| 6 p.m.  |        |        |         |           |          |        |          |
| 7 p.m.  |        |        |         |           |          |        |          |
| 8 p.m.  |        |        |         |           |          |        |          |
| 9 p.m.  |        |        |         |           |          |        |          |
| 10 p.m. |        |        |         |           |          |        |          |

**<Insert Volunteer Title>**  
**Volunteer Service Description and Statement of Service Commitment**  
**<Insert FFA Chapter Name>**

• **Volunteer Role:** <Insert Volunteer Title>

**1. Position Description**

- a. <Insert Position Description text>
- b. <Insert Additional Position Description text>
- c. <Insert Additional Position Description text>
- d. <Insert Additional Position Description text>

**2. Qualifications and Skills**

- a. <Insert Volunteer Qualifications and Skills Required for This Service Engagement>
- b. <Insert Additional Qualifications and Skills>
- c. <Insert Additional Qualifications and Skills>

**3. Time and Travel Commitment**

- a. <Insert Time and Travel Commitment>
- b. <Insert Additional Time and Travel Commitment>

**4. Benefits of Your Service**

- a. <Insert Description of the Value of This Volunteer Service Commitment to Members of FFA>
- b. <Insert Additional Description of the Value of This Volunteer Service Commitment to Members of FFA>

**5. In Recognition of Your Service**

- a. Reasonable travel expenses, hotels and meals will be provided or reimbursed. All expenses must be approved with national staff prior to expenditure and will be reimbursed according to the NFFA-700 Volunteer Policy.
- b. Letter of appreciation to employer/administrator upon request.

**6. Volunteer Expectations and Code of Conduct**

- a. <Insert volunteer expectations>
- b. <Insert Volunteer Code of Conduct>

**Statement of Service Commitment**

I have read and understand the expectations, deliverables, and time commitment necessary for a successful volunteer service engagement. I am confident that I can provide the necessary expertise, time and travel commitment to achieve successfully all requested outcomes and deliverables. I understand and will comply with all required expense reimbursement policies, processes and documentation tools. I have read, understood, and agree to abide by the FFA Code of Ethics and Volunteer Code of Behaviour. I understand and will comply with the Code of Conduct.

Signed: \_\_\_\_\_

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

Print Name: \_\_\_\_\_

# Why is Managing Risk Important?

With any volunteer situation, it is important to remember volunteer risks and the safety and security of students and volunteers. When planning volunteer events, remember to consider if the location and event are accessible, suitable for people with disabilities, comfortable, well-equipped, and safe. It is also important to understand that volunteers will need to be vetted through the local school system. Each school system has its own process. Local/state parameters, guidelines and/or laws that are already established by the school corporation and/or state in which you serve should always be followed first. Be sure to ask about existing policies in your area. A volunteer manager may want volunteers to complete expectation and/or release forms and a volunteer training/orientation, if there are none currently required.

## WORKING WITH MINORS

Volunteers can support the positive development of youth, but it is important to ensure that volunteers follow all school/state policies and applicable laws regarding working with minors.

- The National FFA Organization has adopted a [Safety and Response Policy](#) to protect its members and stakeholders. All volunteers at FFA-sponsored events are required to adhere to the [Safety and Response Policy](#).
- Volunteers understand that FFA has a zero-tolerance policy when it comes to harassment, bullying, intimidation, abuse, and neglect, including sexual misconduct in any form whatsoever.
- Volunteers understand that they have an obligation to immediately report any boundary or policy violations and suspected or confirmed instances of harassment, bullying, intimidation, abuse, and neglect, including sexual misconduct in any form whatsoever, to the agricultural education teacher and/or school administration.
- Volunteers also understand that they may have an obligation to report suspected or confirmed abuse and/or neglect to local law enforcement or other child protection authorities in accordance with applicable law or other child protection authorities in accordance with applicable law or other safety reporting standards. Volunteers understand and acknowledge that FFA encourages its volunteers to comply with reporting obligations established under state, local or federal law or other safety reporting standards.
- Volunteers should also report any suspected child abuse concerns to National FFA through the *See Something, Say Something* portal on the FFA website.
- Volunteers must maintain the strictest confidentiality about the students, staff, parents and schools, except in suspected or confirmed instances where reporting of harassment, bullying, intimidation, abuse and neglect is required.
- Volunteers must uphold the same duties and responsibilities as regular employees in relation to mandated reporting and privacy issues. Under no circumstances is a volunteer participating in an FFA event permitted to film, take pictures, or otherwise personally create or distribute electronic, online, or other materials depicting a student or other minor, other than the volunteer's own minor child, without the written consent of the minor's parents or legal guardian unless the student is at least 18 years of age.
- Volunteers should never leave students unattended or spend one-on-one time alone with students. They should follow the rule of three and make sure that, whenever possible,

there are at least two adults present. They should work with volunteer managers to develop contingency plans if an emergency or unexpected situation arises, for example, if a parent doesn't arrive and a student needs a ride home.

- Volunteers should only help students at public locations where other adults are present. They should schedule meetings with students in advance and inform other volunteers or volunteer managers of the meeting.
- Volunteers should avoid physical interactions with students and ask permission before touching students if it is necessary to demonstrate a movement as part of educational instruction.
- All FFA events require a file of emergency contacts and health and permission forms for students.

## **TRANSPORTATION**

Always follow travel procedures set by the local school system.

- If there is no additional school system policy, a volunteer should be at least 21 years old and hold a valid driver's license to transport youth to and from events and activities.
- Ensure that volunteers practice safe driving and use and require seatbelts.
- Understand that personal auto insurance is always primary, even if involved in an automobile incident on school grounds.
- Volunteers should never be alone in a vehicle with a minor.
- Each student should have a permission slip or signed health form on file.
- If a minor is traveling on a school day and does not have a permission slip or signed health form, and a parent/guardian cannot be contacted, the student should be left behind under the supervision of school staff and notified to the office as to why the student is being left behind.

## **FUNDS**

- Keep volunteer funds in a separate account from the FFA chapter and/or school.
- Do not keep volunteer funds in a personal bank account.
- Never use volunteer or personal funds to purchase gifts or give to students.
- All funds brought in through the volunteer program should be in a financial institution that provides monthly financial statements.
- To ensure the safety of funds, ensure the two required signatures on checks are not related.
- Update signatures when a new treasurer is elected or when a volunteer leader on the account changes.
- Obtain an EIN from the Internal Revenue Service.
- Alumni and Supporters chapters can apply to be a part of the National FFA Organization's 501c3 status.
- Alumni and Supporters chapters with gross receipts of \$25,000 or less should complete tax form 990-N. Those grossing more than \$20,000 should complete tax form 990.

## HOW THE NATIONAL FFA ORGANIZATION MANAGES RISK

The FFA Organization has adopted a Safety and Response Policy to protect its members and stakeholders. All volunteers at FFA-sponsored events are required to adhere to the Safety and Response Policy and are subject to the following background screening process:

- All High Access Volunteers must:
  - Allow National FFA to complete a comprehensive background check, including the SOR check, when first volunteering. An SOR check will be conducted biannually thereafter for returning volunteers.
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- All Low Access Volunteers will:
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  - Complete required safety training.
  - Complete the FFA Health, Safety and Event Participation Release, Waiver and Code of Conduct Agreement
- Examples of the National FFA Service Description and Statement of Service Commitment and the Volunteer Release Form are included in this handbook. If you need other examples or further clarification, email [alumni@ffa.org](mailto:alumni@ffa.org).

## GENERAL HIGH-RISK INDICATORS IN VOLUNTEERS

- Social isolation or difficulty interacting with adults.
- Uses excessive physical affection, particularly tickling or wrestling.
- Difficulty working as a team player or working with authority figures.
- Allows minors to get away with things their parents/guardians would not approve of.
- Fails to set limits with minors.
- Held numerous positions that relate to the same type of minors.
- Overqualified for positions held.
- Poor judgment with minors.
- Difficulty handling stress or managing stressful situations.
- Presents a poor role model for minors.
- Uses harsh forms of discipline.
- Excessively involved with individual consumers.
- Gives gifts to minors.
- Social media “friendships” or “following” large numbers of minors or posting inappropriate content or photos.

## **VOLUNTEER EXPECTATIONS**

In my role as a volunteer, I will:

- Complete volunteer training.
- Understand and support the mission and vision of FFA.
- Respect students, school staff, other volunteers, and community members.
- Never abuse, mistreat, sexually harass, or bully a student, volunteer or staff member.
- Inform the agricultural education department in advance of activities and events.
- Keep accurate financial records.
- Follow a Program of Activities.
- Attend necessary meetings and activities.
- Involve parents and students in programming.
- Be timely with meetings and activities and follow through with commitments.
- Involve community members.
- Demonstrate patience and listening skills.
- Report concerns of boundary or policy violations and suspicion of abuse.
- Maintain confidentiality.
- Deal with conflicts or difficulties in an appropriate manner and inform volunteer managers and National FFA when necessary.
- Not accept valuable gifts or money for volunteer efforts.
- Not provide gifts or money to students or their families.
- Offer constructive feedback.



## **STANDARD OF APPEARANCE**

In my role as a volunteer, I will:

- Wear a nametag when available.
- Dress appropriately for the work being performed.
- Avoid wearing hats while indoors, unless necessary for religious or medical reasons.
- Not wear attire with drug, alcohol or sexual or offensive language references.
- Avoid torn, frayed, dirty or revealing clothing.
- Minimize expensive jewellery.

## VOLUNTEER CODE OF CONDUCT

In my role as a volunteer, I will:

- Respect, adhere to, and enforce the rules, policies, and guidelines established by the school and organization.
- Exhibit the highest ethical best practices and personal integrity and conduct myself in a courteous, respectful manner, exhibit sportsmanship and demonstrate reasonable conflict management skills.
- Treat all students fairly and with respect, regardless of race, sex, sexual orientation, age, gender, immigration status, or religious preference.
- Be truthful and forthright when representing the agricultural education program.
- Under no circumstances allow, consume, or be under the influence of alcohol or illegal drugs (including prescription medications used improperly) at agricultural education program events or activities.
- Contribute to a professional work environment that is free from physical, psychological, written, or verbal intimidation or harassment,
- Adhere to appropriate verbal and physical interactions.
- Never date, "flirt" or become romantically involved with a student.
- Recognize that there is zero tolerance in this organization for verbal, physical or emotional abuse, sexual harassment, bullying, failure to comply with equal opportunity and anti-discrimination laws or committing criminal acts.
- Not keep secrets or give money to students.
- Not engage in private electronic communication (such as direct text messages) or follow/friend students on social media.
- Not spend one-on-one private time alone with students, including transporting students alone in vehicles.
- Report any suspected abuse or neglect to the appropriate local authorities, school staff, and National FFA.
- Accept personal responsibility to protect students from all forms of abuse.
- Accept my responsibility to represent agricultural education with dignity and pride as a positive role model for youth.
- Accept supervision and support from school staff or designated management volunteers.
- Participate in any necessary training.
- Operate machinery, vehicles, and other equipment in a safe and responsible manner when working with youth participating in agricultural education programs.
- Treat animals in a humane manner and teach program participants appropriate animal care and management.
- Use technology in a manner that reflects best practices in youth development, and will not have sexually oriented materials, including printed or online pornography, in any FFA-associated activity, event or location, or show students any sexually oriented materials.
- Accept my responsibility to promote and support the agricultural education program to develop an effective program.
- Adhere to the [FFA Safety and Response Policy](#).

---

Volunteer Signature

---

Date

## **HEALTH, SAFETY AND EVENT PARTICIPATION RELEASE, WAIVER AND CODE OF CONDUCT AGREEMENT**

TO THE PARTICIPANT: THIS DOCUMENT IS A RELEASE, WAIVER AND INDEMNITY THAT AFFECTS YOUR LEGAL RIGHTS. READ THOROUGHLY BEFORE SIGNING. IF YOU DO NOT UNDERSTAND YOUR LEGAL RIGHTS OR HAVE ANY QUESTIONS OR CONCERNS ABOUT THIS DOCUMENT, OBTAIN INDEPENDENT LEGAL ADVICE BEFORE YOU SIGN IT.

National FFA Organization ("FFA") wants to ensure it develops opportunities and platforms that open doors and remove barriers for every individual in agricultural education to experience premier leadership, personal growth and career success through FFA.

### **The FFA Value Statements:**

- We respect and embrace every individual's culture and experiences.
- We welcome every individual's contribution to advance our communities and the industry of agriculture.
- We cultivate an environment that allows every individual to recognize and explore their differences.
- We create leadership opportunities for every individual to enhance their personal and professional endeavors.

### **Acknowledgement and Acceptance of Participation Risks.**

By attending an event or events hosted by the FFA, including, but not limited to, its annual Convention and Expo (the "Event"),

a. You voluntarily assume all risks, hazards and dangers arising from or relating in any way to the Event, including, without limitation, the risk of contracting a communicable disease or illness (including exposure to a bacteria, virus, or other pathogens capable of causing a communicable disease or illness). You acknowledge an inherent risk of exposure to communicable diseases including, but not limited to, COVID-19, which can exist in any public place where people are present, including those with or without masks and additional personal protective equipment ("PPE") or improperly using masks or PPE. By attending the Event, you voluntarily assume all risks related to exposure to any communicable disease including, but not limited to, COVID-19. While particular protective steps may reduce this risk, the risk of exposure, serious illness and death does exist.

b. You voluntarily assume the risk of lost, stolen, or damaged property, the risk of personal injury of any kind, and the risk of death, whether occurring before, during, or after any event, including the Event. You understand and acknowledge that FFA adult leaders and representatives may not be present during the Event and, whether present

or not, cannot guarantee your safety or mitigate the risks involved in your participation in the Event or in your activities before or after the Event. You should avoid traveling alone, avoid dark places, and take all reasonable precautions to protect yourself. Always make sure that you inform an adult of your location and how to reach you in the event of an emergency.

**Release of Liability, Waiver and Indemnity.** You RELEASE, DISCHARGE, INDEMNIFY, AND HOLD HARMLESS FFA and its Representatives from any and all liability, claims, losses, suits, damages and demands of any kind or nature, including without limitation, costs, reasonable attorney's and expert's fees, any other expenses of any kind, that may be claimed, due, incurred or paid in connection with or arising out of any property damage, bodily or personal injury, death or other loss, injury or damage that were suffered by or associated with your participation in the Event or traveling to or from the Event, and whether caused by the negligent, gross negligent, or intentional acts of any person or entity, including but not limited to FFA's own negligence.

**Scope of Release, Waiver, and Indemnity.**

The Release, Waiver, and Indemnity is in favor of, and shall inure to the benefit of, FFA and each of its directors, officers, employees, (paid or volunteer) representatives, agents, insurers, successors, assigns and any and all other persons or entities on FFA's behalf who may be liable (collectively "Representatives") and shall be binding upon you, your parents or legal guardian (if under age 18), heirs, personal representatives, agents, and assigns and any other person claiming by, through, or on behalf of you.

**Consent to Publication, Promotional Release, and Use of Images and Materials.** You understand and acknowledge that, in conjunction with your participation in the Event, FFA, its Representatives, or authorized third parties may capture photos, video, and other recordings of participants before, during, and after activities at the Event. You expressly consent to FFA receiving and retaining such photos, video, and other recordings, and you expressly authorize FFA and grant to FFA an irrevocable limited license to use, without any compensation to you, any and all photos, video and/or other recordings of you captured before, during, and after activities at the Event.. FFA may, but is not required to use such photos, video, and other recordings of you in future print materials, online materials (including the FFA website and its official social media accounts) signage, slideshows, podcasts, videos, and other uses in physical and digital forms.

**Voluntary Participation:** You understand and confirm that your participation in this or any FFA Event is completely voluntary and that you are not mandated by FFA to participate in any Event.

**Code of Behavior:**

As a Participant, you must promise the following:

- I promise that my attitude, conduct and appearance will be such to reflect credit on my local chapter, state FFA association and the National FFA Organization.
- I promise to abide by the National FFA Code of Ethics and FFA Values Statements
- I understand that FFA has a zero-tolerance policy toward harassment, bullying, intimidation, abuse, and neglect, including sexual misconduct in any form whatsoever . I will conduct myself in accordance with FFA's zero-tolerance policy at all times. The policy is available at [Safety and Response Policy link](#)
- I understand that I have an obligation to immediately report to FFA any suspected or confirmed instance of harassment, bullying, intimidation, abuse, and/or neglect, including sexual misconduct in any form whatsoever. I understand that I may also have an obligation to report suspected or confirmed abuse and/or neglect to local law enforcement or other child protection authorities in accordance with applicable law or other safety reporting standards. I further understand and acknowledge that FFA encourages its volunteers to comply with reporting obligations established under state, local, or federal law or other safety reporting standards.
- I will use the hotel room assigned to me during the Event only for my personal activities (sleeping, resting, studying, personal hygiene, etc.). I will abide by hotel policies and will not disturb other guests of the hotel or participate in any inappropriate conduct before, during, or after the Event.
- I will not possess or use drugs of any kind (except medications prescribed for my personal use by a medical professional), alcohol or tobacco at any time before, during, and after the Event. This includes, but is not limited to, smoking cigarettes, e-cigarettes, chewing tobacco, vaping, edibles, and other substances.
- I will not have in my possession at any time before, during or after the Event, any firearms, knives, dangerous weapons, explosive compound, or any object that can reasonably be considered and/or used as a weapon.
- I will not engage in bullying, which includes hazing; menacing; taunting; or intimidating; the use of lewd, profane or vulgar language; verbal or physical abuse of others; or other threatening behavior toward others in person or through acts of cyberbullying including, but not limited to, all social media platforms.
- I will not engage in any behavior that could be perceived by others as sexual harassment which includes but is not limited to, express or implied verbal, visual, written, or physical conduct, such as name-calling or labeling, inappropriate touching, gesturing, commenting, sharing intimate photographs, depictions, or written material, etc.

- I am not listed on a sex offender registry.
- I will at all times respect all public and private property, including but not limited to all event venues and the lodging accommodations in which I am housed.
- I will pay for all personal costs and any damage caused by me of public or private property, event venues, and the lodging accommodations before I depart. My assigned sleeping room will be kept neat and clean.
- I acknowledge that failure to abide by any of these rules could result in immediate dismissal (travel costs incurred will be at my own expense) from the conference and/or convention and my advisor, state staff and parent(s)/guardians(s) will be notified.

## **Conduct of External Participants**

As an Event participant or volunteer, you are expected to obey all local, state and federal policies and applicable laws regarding working with minors and/or other vulnerable individuals. You represent, warrant, and certify that you will adhere to the following standards while working with FFA members, including FFA minor members, as an alumni participant, sponsor, vendor, parent, guardian, teacher, chaperone, or other volunteer or participant ("External Participant").

As an External Participant, you shall abstain from all abusive, disruptive, offensive, or inappropriate behavior before, during or after the Event in all forms, including in-person, via digital or social media and any other form of communication.

You also have an obligation to report suspected or confirmed abuse and/or neglect to local law enforcement or other child protection authorities in accordance with applicable law or other safety reporting standards. You understand and acknowledge that FFA encourages all individuals, including External Participants, to comply with reporting obligations established under state, local, or federal law or other safety reporting standards. (<https://www.ffa.org/see-something-say-something/>). The client code is FFAevent.

As an External Participant participating in an FFA event, except with the prior written permission of the minor's parent/guardian and the FFA, when requested, you understand and affirm that you are not permitted to (a) be alone in a private setting (behind closed doors) with a minor FFA member or other minor FFA attendee; or (b) to film, take private/inappropriate pictures, or otherwise personally capture images, create or distribute private/inappropriate electronic, online, or other materials depicting a minor FFA member or other minor FFA attendee. Written permission when requested will be granted when appropriate for instances when no other adult can be present and other precautions are taken, and only if the parent/guardian of the FFA member or attendee provides informed consent. This standard does not apply to the External Participant's own minor child.

As an External Participant, you should never leave minor FFA members or other minor FFA attendees in your charge unattended and should make every attempt to have at least two adults present for all adult-minor interactions. You understand and affirm that, except with the prior written permission of the parent/guardian of the minor and of FFA, when requested, or in exigent circumstances, interactions between External Participants and minor FFA members or other minor FFA attendees should occur only in public locations, such as in common areas of event venues or hotel lobbies, or where at least one other adult is present. Under no circumstances as an External Participant are you ever permitted to enter - any minor FFA member's hotel room or other private space without at least one other adult present, unless you are the parent/guardian of the minor.

You acknowledge and agree that FFA may take any and all appropriate action, in its sole and absolute discretion, to address any attendee(s), group(s), participant(s) or volunteer(s) who fails to uphold the criteria of the FFA Code of Behavior or violates this HEALTH, SAFETY AND EVENT PARTICIPATION RELEASE, WAIVER AND CODE OF CONDUCT AGREEMENT, including but not limited to revoking Event access without refund or reduction of any fees paid or payable, removal from participation in awards and recognition programs, revocation of awards and recognition earned, and reporting to authorities.

**Severability.** If any provision of this HEALTH, SAFETY AND EVENT PARTICIPATION RELEASE, WAIVER AND CODE OF CONDUCT AGREEMENT becomes unlawful or unenforceable in any jurisdiction, such provision shall be ineffective only to the extent of such invalidity or unenforceability without invalidating the remaining provisions of this HEALTH, SAFETY AND EVENT PARTICIPATION RELEASE, WAIVER AND CODE OF CONDUCT AGREEMENT and any such invalidity or unenforceability in any jurisdiction shall not invalidate such provision or render it unenforceable in any other jurisdiction.

**Governing Law and Jurisdiction.** Any issue involving the creation, interpretation, performance, or enforcement of this HEALTH, SAFETY AND EVENT PARTICIPATION RELEASE, WAIVER AND CODE OF CONDUCT AGREEMENT shall be governed by the applicable the laws of the United States of America and the State of Indiana, notwithstanding any conflict of laws principles. You consent to the exclusive jurisdiction of any state or federal court located within the County of Marion, State of Indiana and irrevocably agree that all actions or proceedings arising out of or relating to this HEALTH, SAFETY AND EVENT PARTICIPATION RELEASE, WAIVER AND CODE OF CONDUCT AGREEMENT shall be litigated exclusively in such courts.

THIS IS A RELEASE OF LIABILITY AND WAIVER. THE UNDERSIGNED ADULT INDIVIDUAL (IF 18 OR OLDER) OR AUTHORIZED PARENT OR LEGAL GUARDIAN (IF PARTICIPANT IS UNDER 18), HAS READ AND UNDERSTANDS HEALTH, SAFETY AND EVENT PARTICIPATION RELEASE, WAIVER AND CODE OF CONDUCT AGREEMENT. THE UNDERSIGNED UNDERSTANDS THAT THIS SUBSTANTIALLY IMPACTS THE PARTICIPANT'S LEGAL RIGHTS. THE UNDERSIGNED IS SIGNING THIS HEALTH, SAFETY AND EVENT PARTICIPATION

RELEASE, WAIVER AND CODE OF CONDUCT AGREEMENT VOLUNTARILY AND WITHOUT ANY COERCION OR UNDUE INFLUENCE AND WITHOUT ANY EXPECTATION OR PROMISE BY FFA OR ITS REPRESENTATIVES. YOU UNDERSTAND THAT IF ANY CHANGES ARE MADE TO THIS HEALTH, SAFETY AND EVENT PARTICIPATION RELEASE, WAIVER AND CODE OF CONDUCT AGREEMENT, PARTICIPANT WILL NOT BE ALLOWED TO PARTICIPATE IN CONVENTION.

Health, Safety and Event Participant Release, Waiver and Code of Conduct Agreement  
agreed to and signed by: \*

Electronic Signature  
Consent



By checking here, I am agreeing as the Parent/Guardian of the attendee under the legal age of 18, that I have reviewed and shared the contents of the Health, Safety and Event Participation Release, Waiver and Code of Conduct with the individual attending the event. If I am over the legal age of 18 and representing myself, I am agreeing that I have reviewed the contents of the Health, Safety and Event Participation Release Waiver and Code of Conduct. I am consenting to the use of my electronic signature in lieu of an original signature on paper. I acknowledge that my electronic signature is the legal equivalent of my manual/handwritten signature and I consent to be legally bound to this agreement. I further agree my signature on this document is as valid as if I signed the document in writing.

If you wish to retain a copy of this document, you should print it now.

| Section 1: Vendor Information – Substitute Form W-9                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 | Vendor #                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
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| <b>Name</b> (as shown on your income tax return):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
| <b>Business Name</b> , if different from above (d/b/a):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
| <b>Street Address</b> :                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
| <b>Mailing Address</b> (if diff. from above):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
| <b>Contact Name:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 | <b>Email:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
| <b>Phone number</b> (include extension if applicable):                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 | <b>Fax Number:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
| <b>Part I Taxpayer Identification Number (TIN)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 | <b>Social Security Number</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
| Enter your TIN in the appropriate box. The TIN provided must match the name given on Line 1 to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions of a standard W9 form. For other entities, it is your employer identification number (EIN).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 | ____-____-____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
| <b>Part II Certification</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 | <b>Employer Identification Number</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
| Under penalties of perjury, I certify that:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 | ____-____-____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
| <ol style="list-style-type: none"> <li>1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and</li> <li>2. I am not subject to backup withholding because: (a) I am exempt from back withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and</li> <li>3. I am a U.S. citizen or other U.S. person.</li> </ol> <p><b>Certification Instructions.</b> You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN.</p> |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 | <b>Are you subject to 1099 reporting?</b><br><input type="checkbox"/> Yes <input type="checkbox"/> No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 | <table border="1" style="width:100%; border-collapse: collapse;"> <tr> <th colspan="2" style="text-align: left; padding: 2px;">TAX STATUS / 1099 CODE</th> </tr> <tr> <td style="width: 30%; padding: 2px; vertical-align: top;"><b>Tax Status Classification</b></td> <td style="padding: 2px;"> <input type="checkbox"/> Individual/Sole Proprietorship<br/> <input type="checkbox"/> Partnership<br/> <input type="checkbox"/> Corporation<br/> <input type="checkbox"/> Limited Liability Company<br/> <input type="checkbox"/> Exempt Charity<br/> <input type="checkbox"/> Government Agency<br/> <input type="checkbox"/> Foreign Company           </td> </tr> </table> |                                 | TAX STATUS / 1099 CODE                    |                                         | <b>Tax Status Classification</b>        | <input type="checkbox"/> Individual/Sole Proprietorship<br><input type="checkbox"/> Partnership<br><input type="checkbox"/> Corporation<br><input type="checkbox"/> Limited Liability Company<br><input type="checkbox"/> Exempt Charity<br><input type="checkbox"/> Government Agency<br><input type="checkbox"/> Foreign Company |                                                                   |                                 |                                           |                                         |                                         |
| TAX STATUS / 1099 CODE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
| <b>Tax Status Classification</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <input type="checkbox"/> Individual/Sole Proprietorship<br><input type="checkbox"/> Partnership<br><input type="checkbox"/> Corporation<br><input type="checkbox"/> Limited Liability Company<br><input type="checkbox"/> Exempt Charity<br><input type="checkbox"/> Government Agency<br><input type="checkbox"/> Foreign Company |                                                                                                                                                                                                                    |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
| <b>What is backup withholding?</b> Persons making certain payments to you must under certain conditions withhold and pay to the IRS 28% of such payments. This is called "backup withholding." Payments that may be subject to backup withholding include interest, tax-exempt interest, dividends, broker and barter exchange transactions, rents, royalties, nonemployee pay, and certain payments from fishing boat operators. Real estate transactions are not subject to backup withholding.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 | <b>LLC Tax Classification</b><br><input type="checkbox"/> Disregarded<br><input type="checkbox"/> Corporation<br><input type="checkbox"/> Partnership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
| Section 2: Invoice Terms                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
| <table style="width:100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"><b>Please check One:</b></td> <td style="width: 10%;"><input type="checkbox"/> Net 7</td> <td style="width: 10%;"><input type="checkbox"/> Net 10</td> <td style="width: 10%;"><input type="checkbox"/> Net 15</td> <td style="width: 10%;"><input type="checkbox"/> Net 30</td> <td style="width: 10%;"><input type="checkbox"/> Net 60</td> <td style="width: 10%;"><input type="checkbox"/> Due Upon Receipt</td> <td style="width: 10%;"><input type="checkbox"/> Discount Terms</td> <td style="width: 10%;"><input type="checkbox"/> Other Specify:</td> </tr> </table>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 | <b>Please check One:</b>                  | <input type="checkbox"/> Net 7          | <input type="checkbox"/> Net 10         | <input type="checkbox"/> Net 15                                                                                                                                                                                                                                                                                                    | <input type="checkbox"/> Net 30                                   | <input type="checkbox"/> Net 60 | <input type="checkbox"/> Due Upon Receipt | <input type="checkbox"/> Discount Terms | <input type="checkbox"/> Other Specify: |
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| Section 3: Payment Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
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| <b>If method of payment is Direct Deposit, please provide the following information:</b><br><br><b>(US Bank Accounts Only)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                    | <b>Type of Account:</b> <input type="checkbox"/> Checking    or <input type="checkbox"/> Savings<br>Bank Name:<br>Bank Routing Number:<br>Bank Account Number:<br>Account Owner's name(s) if different from above: |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
| <b>A voided check is <u>required</u> and must be attached to this form for processing if payment method is <u>direct deposit</u>.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
| I hereby authorize National FFA Organization or National FFA Foundation to initiate deposits (credits) and/or corrections to the prior deposits (debits) to the financial institution indicated above. This authority is to remain in full force and effect until <b>Vendor</b> revokes it by submitting a written notice of change or cancellation. Any change or cancellation must be provided in a time and manner that affords National FFA Accounts Payable and bank a reasonable opportunity to act on it. (see address below)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                    |                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                                           |                                         |                                         |                                                                                                                                                                                                                                                                                                                                    |                                                                   |                                 |                                           |                                         |                                         |
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## EVALUATION

As volunteer expectations are developed, it is important to consider how they will be evaluated. Evaluation provides the volunteer with valuable feedback regarding their performance and that of other programs. Volunteers should strive for excellence in the categories below, which would also help manage their risk:

| Performance Element | Description of Excellence                                                             |
|---------------------|---------------------------------------------------------------------------------------|
| Quantity of Work    | Exceptional output; produces well above expected level; often ahead of schedule       |
| Quality of Work     | Exceptionally thorough and accurate work; superior judgment and valuable ideas        |
| Reliability         | Highly reliable; notifies teacher promptly or in advance; arranges to reschedule work |
| Attitude            | Exceptional desire to produce; enthusiastic, determined and success oriented          |
| Cooperation         | Exceptionally cooperative; effective interactions even under difficult circumstances  |
| Public Contact      | Public interaction is exceptionally enthusiastic, perceptive and articulate           |

### *Constructive Feedback*

Providing constructive feedback between volunteers and volunteer managers over performance and programs can help reduce risk and provide a means for programs to grow and improve. It is important to reflect on the planning and outcome of volunteer events. Consider the questions below after each volunteer activity:



1. What went well?
2. What struggles were experienced?
3. What additional information or training would volunteers need to be more effective?
4. What constructive comments do you have regarding the volunteers?
5. What constructive comments do you have regarding the program and/or the instructor?
6. What ideas do you have for the volunteer program in the future?

## GRIEVANCES

- In situations where differences arise between volunteers or between volunteers and staff, it is advised to first try to resolve these differences amongst the parties involved.
- Talk openly and professionally.
- Document details.
- If necessary, volunteers should contact the chapter advisor, alumni leader or volunteer coordinator. They should avoid involving other volunteers, students or the general public.
- If resignation from duties is necessary, volunteers should submit a written letter or email to the chapter advisor, alumni leader or volunteer coordinator in advance.
- Volunteers who resign or choose not to continue future service should complete an exit evaluation to help the overall mission of the volunteer program.
- Volunteers can be fired/dismissed.
- If a chapter advisor, alumni leader or volunteer coordinator sees reason to dismiss a volunteer, the matter should be discussed with other key leaders. It should occur in writing, not in front of a group of people.
- All core volunteers should sign expectation and release forms that could be referred to in case of dismissal.

*“In the business world and the volunteer world, each job has certain requirements that must be met in order for that job to be done properly and for that organization to survive and prosper.”*  
-Ron D. Burton

# When Is It Important to Communicate?

Communication is vital to the success of a volunteer program. Volunteer managers should communicate clearly and consistently with current and potential volunteers. It is also important to communicate outwardly and show the impact that the volunteer program is making on the school and community.

## *Tips*

- Communicate with volunteers regularly.
- Be prompt when responding to phone calls and emails.
- Be honest and sincere.
- Be clear on volunteer responsibilities.
- Communicate details of projects (addresses, directions, parking, suitable attire, necessary supplies) in advance.
- Use volunteering as a chance for education and advocacy.
- Use names often.
- Keep commitments.
- Be timely.
- Introduce volunteer managers.
- Remember that thank-yous are always appreciated.
- Have a designated person to welcome volunteers at events.
- Have a check-in and checkout table at volunteer events.
- Use nametags.
- Introduce volunteers to each other.
- Evaluate each volunteer event.
- Have volunteers send reminders to students about upcoming events or deadlines.
- Have volunteers inform parents or community members about upcoming events.
- Log all time and money donated.



## IMPACTS

Volunteers can have a significant economic impact on their community. Recording and reporting this information is important to help advocate for the program and retain volunteers who want to see the results of their work.

- Keep records of all volunteers, hours donated, and money raised.
- Multiply hours by IRS volunteer rate.
- Alumni and Supporters chapters and states can log volunteer activities through their chapter profile on [FFA.org](https://FFA.org).
- Document and publicize accomplishments of each project (meals served, applications reviewed, etc.).
- Share impact data with current and potential volunteers, agriculture teachers, school administrators, community members and leaders and legislators.



# NATIONAL FFA ALUMNI VOLUNTEER IMPACT: MEMBER LOG SHEET

MEMBER NAME \_\_\_\_\_

LOCAL ALUMNI CHAPTER \_\_\_\_\_

| EVENT | DATE | TOTAL HOURS |
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| Local Funds Raised   | Regional Funds Raised | State Funds Raised   | Total Hours          |
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# NATIONAL FFA ALUMNI VOLUNTEER IMPACT: ALUMNI CHAPTER TIME SHEET

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LOCAL ALUMNI CHAPTER

ACTIVITY \_\_\_\_\_ DATE \_\_\_\_\_

| VOLUNTEER | TIME IN | TIME OUT | TOTAL HOURS |
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## TIME OUT

TOTAL HOURS

**Local Funds  
Raised**

Regional Funds  
Raised

State Funds Raised

Total Hours

## **VOLUNTEER RECOGNITION**

Recognizing and thanking volunteers is a key part of communication in a volunteer management program. It helps retain quality volunteers and recruit those who realize that their time is valued.

### *When?*

- Throughout the year.
- End of the year banquet or program.
- In the presence of peers, family or other bonded groups.

### *How?*

- Respect and kindness.
- Phone calls.
- Hand-written notes.
- Email.
- Social media shout-out or message.
- Correctly spelled certificate.
- Recognition gift.
- Organizational goodies (T-shirts, hats, water bottles, etc.).
- Birthday or holiday cards.
- Free meal.
- Group outings are free or with a discount for volunteers.
- Gift cards.
- Promotion to leadership roles.
- Donations or scholarships in their name.

### *Tips*

- When recognizing a volunteer publicly, educate attendees about the scope, meaning and value of volunteer services to your program.
- Report outcomes of volunteer work to the school and public.
- When recognizing volunteers, challenge current and future volunteers to do more and/or recruit more volunteers.
- Be consistent. If two people did the same amount of work, make sure to recognize both equally.
- Individualize and be sincere in recognition.
- Recognize that events do not need to be formal; have fun.
- Invite volunteers to join alumni as life members.



---

*Volunteer*

*In appreciation of your support in  
developing premier leadership,  
personal growth and career success.*

---

*Agriculture Teacher*

*Date*

# [ ALUMNI AND SUPPORTERS FFA

National FFA Alumni and Supporters

6060 FFA Drive

Indianapolis, IN 46278

Phone: 317-802-6060

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

ForeverBlueNetwork.org

***Follow @NationalFFA on Social Media***

