

INDIANA FFA
ASSOCIATION
Strategic Plan





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Strategic Plan

I. Introduction

It is an exciting time for the Indiana FFA Association and agriculture as a whole. Numerous other entities, including; the National FFA Organization, the Indiana FFA Foundation, Indiana FFA Leadership Center, Purdue College of Agriculture, Purdue Department of Youth Development and Agricultural Education, and Indiana Agriculture as a whole; have taken a very reflective look of their activities and goals to generate overall visions and goals. This has manifested in various strategic plans being developed for each group. The Indiana FFA Association staff believe now is the time for our organization to also be reflective and develop a strategic plan to guide our decisions and programs in the coming years. Over the past few months, with input from numerous stakeholders, association staff have identified the strengths of the organization and opportunities for growth. This strategic plan, along with its' primary themes and goals, will be a guiding light for staff, advisors, and members as they work with and experience the programs of the Indiana FFA Association.

Thank you to everyone that provided input for the creation of this plan. While this information is nice to know, it is not valuable unless it can be used. Further assistance will be needed as each individual program of the Indiana FFA Association is reviewed and for that assistance we are grateful.

Indiana FFA Association Staff
Tami Neighbors, Rob Hays, and Joe Martin

II. Purpose

This strategic plan has been developed for the following reasons:

- Direction
- Focus
- Consistency
- Vision
- Structure for Programming
- Forward Thinking
- Evaluation Tools
- A Common Story
- Public Relations
- Manageable Overall Program

III. Outcome

The strategic plan will provide the Indiana FFA Association the ability to evaluate programming in order to develop a consistent plan of action giving direction toward our common story and overall vision.

IV. Key Stakeholders

Input was sought and received from the following groups of individuals that have direct buy-in for the programs of the Indiana FFA Association.

- Current Members
- Student Leaders
- Advisors
- Alumni
- Past State Officers
- Board of Trustees
- IAAE Board of Control
- Team AgEd



V. Mission & Vision

Mission		Vision
WHAT WE DO!	HOW WE DO IT!	WHY WE DO IT!
Premier Leadership Personal Growth Career Success	Membership Opportunities Student Leaders Volunteer Network Public Relations Advisor Support Association Staff	Grow Leaders Build Communities Strengthen Agriculture

VI. Timeline

- a. 2016
 - i. December – Initial Brainstorming and SWOT Analysis
 - ii. January/February – Initial Stakeholder Surveys
 - iii. March – Initial Results Summarized & Themes Identified
 - iv. April – Advanced Stakeholder Surveys
 - v. May – Themes and Goals Solidified
 - vi. June – Initial Strategic Plan Rollout
- b. 2016-2021
 - i. Review individual programs.
 - ii. Implement necessary changes and strengthen overall organization.
 - iii. Evaluate results and theme objectives.

VII. Next Steps

This document, the 6 themes outlined on the next page and their individual goals/priorities, is simply the first steps. These themes will establish the directives as each program of the association is reviewed. These reviews will be meant to strengthen the programs, ensuring the activities and services provided to members, advisors, and their communities are absolutely top notch. FFA is often described as being one of the premier leadership and student development organizations and the Indiana FFA strives to maintain that definition.

Advisors and other stakeholders will be asked to serve on various committees to assist with the review process. Each program will be evaluated to: determine if it meets the needs of those involved, define rules/expectation, generate timelines and supplies required, and guarantee alignment with the mission and vision of the Indiana FFA Association.

Upon identifying the strengths, weaknesses, and opportunities for growth of the entire association, the following six themes were selected as guiding principles. All activities of the association should utilize one or more of the following themes in order to be a successful and worthwhile investment for the Indiana FFA Association.



Indiana FFA Association Strategic Plan

Themes and Priorities

Theme 1: Membership Opportunities

Goal: Support the enrichment of premier leadership, personal growth, and career success by strengthening and aligning opportunities to best meet the needs of a growing and diverse membership.

Priority 1. Update and review all CDE rules and policies.

Priority 2. Develop direct lines of communication to both advisors and members about various opportunities.

Priority 3. Enhance training resources related to activities and applications.

Priority 4. Evaluate industry and standard relevance of all programming.

Theme 2: Student Leaders

Goal: Develop leadership abilities through training and resources at multiple levels of leadership opportunities/ offices.

Priority 1. Evaluate definition of officer roles and expectations on all levels.

Priority 2. Provide more tools for student leaders on all levels to increase success in their roles.

Priority 3. Provide enhanced training opportunities for student leaders.

Theme 3: Volunteer Network

Goal: Engage volunteers in meaningful ways at local, district, and state levels to enhance programming.

Priority 1. Increase the number of volunteers statewide and implement volunteer training procedures.

Priority 2. Strengthen communication of opportunities available for volunteers.

Priority 3. Generate a volunteer network, including engagement of Alumni and Collegiate FFA programs.

Priority 4. Provide training and support to local chapters in relation to alumni affiliates.

Theme 4: Public Relations

Goal: Share the common FFA story and successes to supporters and the public through recognition, print and web media, and large events.

Priority 1. Continue to enhance the materials and information available on the Indiana FFA website.

Priority 2. Engage government/local officials and the general public to better understand the vision and viewpoints of the FFA organization.

Priority 3. Provide regular opportunities throughout the year for individuals and members to learn about Indiana FFA through a variety of media outlets.

Theme 5: Advisor Support

Goal: Provide resources and training to assist advisors in order for them to be as successful and effective as possible in running their FFA/AgEd program.

Priority 1. Better equip teachers with information and tools that will increase efficiency and the quality of programs offered at the local level.

Priority 2. Establishment of professional development created and presented by Indiana FFA.

Priority 3. Generate tip guides/frequently asked questions for various programs.

Priority 4. Define a network of experts within all Indiana FFA program areas.

Theme 6: Association Staff

Goal: Generate program structure and policies to aid staff members with the implementation of all programs, activities, and behind the scenes tasks of the association.

Priority 1. Evaluate policies and procedures related to Indiana FFA programs establishing better definition and clarity.

Priority 2. Continue to develop partnerships and educate key stakeholders about the mission and vision of the Indiana FFA.

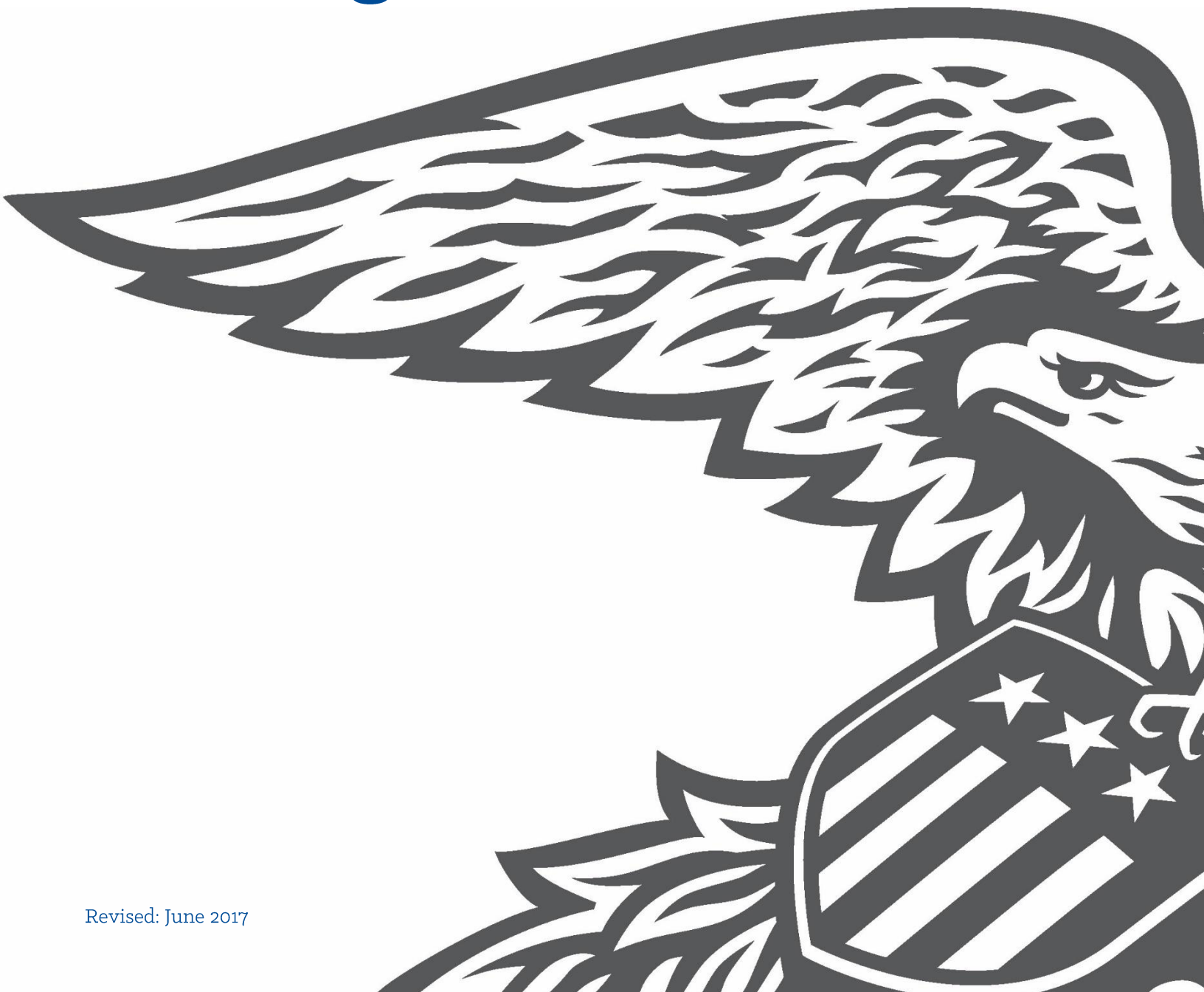
Priority 3. Reduce liability concerns and aligning insurance coverage with association needs.

Priority 4. Increase the amount of professional development for state staff to better meet the needs of a growing membership.

Priority 5. Reduce association staff turnover.

INDIANA FFA
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Strategic Initiatives





Strategic Initiatives

I. Introduction

During the 2016-2017 school year, 12 committees were organized to investigate all Indiana FFA programming with the objective to identify key initiatives for review, improvement and implementation moving forward in the next four years, wrapping up at the end of the 2021 school year. These committees met numerous times to identify their key initiatives and timelines, relating everything back to the themes and priorities identified in the first portion of the strategic plan. It is ultimately believed that programs will be strongest when they meet multiple themes and/or accomplish specific priorities.

II. Direction Moving Forward

The following document outlines the work of the various committees and the initiatives identified, while providing recognition for those individuals that initially completed these tasks.

Over the course of the next four years, Indiana FFA staff, members, and stakeholders will attempt to complete each of the initiatives outlined. At the beginning of each year, the prospective initiatives for the year will be reviewed and a specific plan/timeline for that year will be developed. Indiana FFA is equipped to undertake these initiatives through various means such as staff/student efforts and outside contractors and vendors; as well as volunteers and other stakeholders.

III. Committee Organization and Structure

Indiana FFA programming was divided into 12 different committees, each with a diverse representation of stakeholders. All committees were comprised of current FFA members, advisors, outside stakeholders/volunteers, content specialists, an Association Board of Trustees representative (committee chairman), and an Indiana FFA State Staff member.

Each of the committees met at least 3 times to develop initiatives and action plans related to their assigned programs and completed a final report that was sent to the Board of Trustees. The final reports were compiled by staff and the board to generate the following complete document of all initiatives and suggested action items. A complete list of committees and individuals participating in the development of initiative can be found on the next two pages.



IV. Committee List

1. Committee: Student Leadership Training and Development
 - a. Student Officers Roles and Training
 - b. Executive Committee
 - c. Camps and Conferences
 - d. District Kickoff
 - e. Chapter Visits (Kickoffs, Banquets, Extra)
2. Committee: Intra-curricular Education
 - a. Qualifications for Membership
 - b. Advisor Training
 - c. SAE's
 - d. Qualifications for Advisors
3. Committee: Stakeholders
 - a. CTSO's
 - b. Foundation
 - c. Businesses
 - d. Leadership Center
 - e. Advisors
4. Committee: Conventions
 - a. National
 - b. State
 - c. District
 - d. Timing
5. Committee: District Business Function
 - a. Redistricting
 - b. District Business Alignment
 - c. Constitution and Bylaws
 - d. Board of Trustees and District Advisors
6. Committee: Administration
 - a. Intern Program
 - b. Contracts
 - c. State Staff Roles
 - d. HR/ISDA
 - e. Records
7. Committee: Association Business Function (Primarily BoT)
 - a. Handbook/Guidebooks
 - b. BOT Functions and Roles
 - c. Strategic Plan Committees Summary
 - d. Liability
8. Committee: State Officer Program
 - a. Operations and Management
 - b. State Officer Candidates/Application
 - c. National Officer Candidate
 - d. Nominating Committees
 - e. Professional Development
9. Committee: Volunteer Network
 - a. Alumni/ Collegiate
 - b. Judges
 - c. PSO Program
 - d. Honorary/ Distinguished/VIP Membership
10. Committee: Applications
 - a. Living to Serve
 - b. Degrees
 - c. Star Program
 - d. Agriscience Fair
 - e. National Chapter Award
 - f. Proficiencies
11. Committee: Development Events
 - a. CDE's
 - b. LDE's
 - c. 4-H/FFA CDE's
 - d. Judging Committees
 - e. Timing
12. Committee: Telling Our Story
 - a. Public Relations/Branding
 - b. Magazine
 - c. Social Media/ Website
 - d. State Fair
 - e. Page Day



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V. Committee Members

Thank you to everyone that volunteered to help assist with the Indiana FFA's strategic planning process. This was a large undertaking that will continue for years into the future, generating a lasting impact on the association.

Allie Abney, *Past State Officer*
Allie Ellis, *National FFA Organization*
Allison Dragstrem, *FFA Member*
*Amanda King, *South Putnam*
*Amanda Mullins, *Benton Central*
Amir Faghieh, *Dow AgroSciences*
Amy Remsburg, *Hoosier Hills*
Annette Applegate, *Forest Park*
Ashley Steuer, *Tri-County*
Ashley Wehner, *Switzerland County*
Ben Leu, *Prairie Heights*
Blair Orme, *Rushville*
*Brad Briggs, *Jennings County*
Brett Roberts, *Past State Officer*
Cameron Frazier, *Past State Officer*
Cameron Mann, *Past State Officer*
Cari Butcher, *Carroll @ Flora*
Carlee Dittmore, *Liberty*
Cassie Fleming, *FFA Member*
Celya Glowacki, *Indiana State Department of Education*
Chaela Minor, *State Officer*
Chris Hall, *Heritage*
Claire Baney, *FFA Member*
Craig Rebich, *Vivayic*
*Cyndy Keeling, *Elkhart Area Career Center*
Dakota Deibel, *FFA Member*
*David Taylor, *South Spencer*
Derek Berkshire, *Past State Officer*
Don Sheldon, *Martinsville*
*Doug Walker, *Delphi*
Dr. Allen Talbert, *Purdue University – YDAE*
Dr. Jerry Peters, *Purdue University – YDAE*
Drake Babcock, *AgVenture D&M*
Elisha Buchanan, *Dow AgroSciences*
Emily Carson, *Hamilton Heights*

Emily Dougherty, *State Officer*
Emily Kilmer, *FFA Member*
*Gabe Nobbe, *Connersville*
Geoffery Miller, *National FFA Organization*
Glen Jones, *Retired Ag Teacher*
Grant Sanchez, *FFA Member*
Heather Barrett, *Lewis Cass*
Jacob Mattox, *South Decatur*
Jamie Earnhart, *Central Noble*
Janna Oxford, *North Putnam*
*Jason Shuck, *South Adams*
*Jeanna Epply, *Seymour*
Jenna Genson, *National FFA Organization*
Jennifer Livesay, *500 Festival*
Jennifer Maruszewski, *FMC Corporation*
Jessica Mars, *State Officer*
Jim Wildermuth, *North Miami*
JoBeth Cox-Zimmerman, *Cox Zimmerman Public Relations*
*Joe Dunn, *Indian Creek*
Joe Martin, *Indiana FFA*
John Demerly, *Dow AgroSciences*
John Nagle, *Indiana Farm Bureau*
Kaitlyn Lacey, *Western Wayne*
Karen Nelson-Heavin, *Past State Officer*
Karrin Koontz, *Whitko*
Katie Lyons, *FFA Member*
Katie Pitts, *Frontier*
Katie Schneider, *Franklin County*
Kim Lawson, *Elanco*
Lauren Jacobs, *FFA Member*
Leah Jacobs, *State Officer*
Lisa Chaudion, *Indiana FFA Foundation*
Logan Glassburn, *State Officer*
Lynnette Markley, *John Glenn*
Makayla Williams, *FFA Member*
Mallarie Stookey, *Argos*

*Matthew Armbruster, *South Newton*
Megan McGrady, *Clinton Central*
Melissa Rekeweg, *Indiana State Department of Agriculture*
Micah Wallace, *Seymour*
Nancy Bell, *North Montgomery*
Nathan Blume, *State Officer*
Nathan DeYoung, *Indiana FFA Alumni*
Paul Baker, *Westview*
Regina Fitzpatrick, *South Carolina FFA Association*
Robert Hays, *Indiana FFA – Indiana State Department of Agriculture*
Roger Carr, *Clinton Central*
*Ron Noll, *Prairie Heights*
Ross Newton, *Past State Officer*
Sarah Furthmiller, *Columbia City*
Savannah Bordner, *FFA Member*
Scott Jacobs, *Greenfield Central*
Scott Johnson, *North Decatur*
Scott Wheeler, *Purdue University – Elliott Hall of Music*
Sean Harrington, *Past State Officer*
Shane Jacques, *National FFA Organization*
Shelby Kolb, *FFA Member*
Sidney Steele, *FFA Member*
Skylar Campbell, *Columbia City*
Sneha Jogi, *State Officer*
Steve Keown, *Carroll @ Flora*
Steve Stauffer, *Southern Wells*
Tamara Neighbors, *Indiana FFA – Indiana State Department of Agriculture*
Travis Scherer, *Tri-County*
Victoria Keasling, *FFA Member*
Wyatt Law, *FFA Member*

*Committee Chair



VI. Reports

Committee 1: Student Leadership Training and Development

Overall Goal: Develop a plan to investigate and review programs FFA members attend developing their leadership skills and potential. These programs include: All conferences presented by the state association, the student portion of the district kickoff events, and all visits to chapters (during kickoffs, FFA week, banquets, and 'special requests'). Additionally, this committee is to focus on roles, responsibilities, and training for all student officers (chapter, district, and executive committee).

Timeline Definitions: Year 1 = 2016-17, Yr. 2 = 2017-18, Yr. 3 = 2018-19, Yr. 4 = 2019-20, Yr. 5 = 2020-21

Program/Activity: District Kickoffs		
Initiatives	Timeline	Rationale
Review current District Kickoff objectives	Year 2	<ul style="list-style-type: none"> Currently the state officers and staff work to facilitate fun, energetic activities that have key messages and promote FFA. In order to stay relevant, the association needs to continue to develop effective messaging and exciting activities and therefore it is important to evaluate the current objectives.
Evaluate and develop safety procedures	Year 3	<ul style="list-style-type: none"> Currently the association's plan for student accidents is to get an advisor and/or state staff and proceed from there. It does not make mention of many other details such as what to do if the advisor or state staff is unreachable. Developing a more comprehensive safety plan in case of an emergency would prove to be very beneficial.
Evaluate District Executive Committee Meeting during Kickoff	Year 4	<ul style="list-style-type: none"> The District Executive Committees were formed in 2016 by the State Executive Committee to function as the state committee does at the local level. They bring representation from the whole district together to disseminate information and advise the district officers. In order to keep the committee working as intended, the association needs to make sure meeting is effective and remains worthwhile. Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> Evaluate purpose and agenda
Develop a more effective onsite registration process	Year 4	<ul style="list-style-type: none"> Currently the chapters that attend District Kickoff must register onsite when they arrive to report number of members attending and donation pledges to the Indiana FFA Foundations. Given new technology and change in the needs of the association a thorough review and development of a streamline registration process is needed to make it easier and quicker for advisors, members and state officers. This will allow the association to acquire correct information and find ways to effectively use the data.



Program/Activity: Executive Committee		
Initiatives	Timeline	Rationale
Review the roles and responsibilities of the executive committee.	Year 2	<ul style="list-style-type: none"> The executive committee is the guiding membership body put in place by elections each year. Many members of the committee are uncertain going into the position how much dedication it takes. Given this, it is import to first evaluate the roles and responsibilities of the committee to ensure they are still relevant for the membership at this time. Secondly, it is believed that the executive committee could be more involved in the implementation of ideas.
Review the timing of the executive committee meetings.	Year 2	<ul style="list-style-type: none"> The executive committee meetings 4 times during the year and once at state convention. The ones throughout the year are held on Saturdays or Sundays in congruence with another FFA event such as a conference or CDE. The schedule of committee meetings was put in place years ago, so it is time to evaluate the timing again to decide if it is the most adventitious for the association and committee members. Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> A particular interest is given to the meeting of the spring CDE/SOC Open House weekend Sunday meetings need to be reconsidered as well
Develop additional materials to brief the executive committee on proper conduct.	Year 3	<ul style="list-style-type: none"> Currently the executive committee signs expectation sheets for conduct and is verbally reminded of proper conduct throughout the year. The committee members are finding it difficult to remember proper conduct throughout the year so a review of currently materials as well as a development of additional materials is needed.

Program/Activity: Officer Retreats		
Initiatives	Timeline	Rationale
Continue implementation of new Officer Retreat's objectives and review their impact.	Year 1	<ul style="list-style-type: none"> With the new state officer request form, officer retreat objectives were created. Now, we need to see the implementation of these objectives and review their impact and usefulness.
Evaluate success of the objectives, state officer performance of the facilitation of the objectives and future needs of the chapters.	Year 4	<ul style="list-style-type: none"> After year 1, it is critical that we evaluate the objectives of the Office Retreats to ensure they are successful in reaching the key messages.



Program/Activity: Chapter Visits - Other		
Initiatives	Timeline	Rationale
Develop a Chapter Visit state officer request form	Year 1	<ul style="list-style-type: none"> With the new request form, officer retreat objectives were created. Now, we need to see the implementation of these objectives and review their impact and usefulness.
Evaluate success of the objectives, state officer performance of the facilitation of the objectives and future needs of the chapters.	Year 3	<ul style="list-style-type: none"> After year 1, it is critical that we evaluate the objectives of the Chapter Visits to ensure they are successful in reaching the key messages.

Program/Activity: Conferences		
Initiatives	Timeline	Rationale
Review current conference objectives and goals.	Year 2	<ul style="list-style-type: none"> Currently we have a rotation of objectives and a perspective of current needs of our chapters. This is something we need to reevaluate to better serve our members. Make sure it is relevant to our membership. Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> Review every 3 years Possibly pilot new objects for LDW at Winter LDW year 2
Reevaluate the needs of our members and objectives after implementing previous year's changes	Year 3	<ul style="list-style-type: none"> Consistent evaluations of conferences is need to ensure the association is moving the curriculum in the right direction to meet the members' needs. Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> As online forums change we will constantly need to provide NEW opportunities for our officers.
PLT Only: Develop procedures to continue to grow and engage all district, band, chorus officers and section directors past PLT.	Year 3	<ul style="list-style-type: none"> Currently, presidents and section directors remain updated, but the rest of the officer team lack communication from the state. Looking to year 3, it is important to find ways to keep the entire team involved and engaged in communication of association business in order to increase the effectiveness and efficiency of the officer teams.
SOAR and FIRE Only: Evaluate counselor selection process and training	Year 3	<ul style="list-style-type: none"> Currently the association has an application and selection process. It is important to reconfirm that we are evaluating for correct skills needed for members to be success counselors Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> Streamline the application and selection process by using Google Forms
Evaluate the need of the chapters for adding a spring conference	Year 5	<ul style="list-style-type: none"> Another opportunity could be available for our members to experience the State FFA Officers and the Indiana FFA Leadership Center in the spring of the year in which currently the only conference that occurs during this time is Jr High Day.



Committee 2: Intra-Curricular Education

Overall Goal: FFA is an integral part of the Agricultural Education three component model and as such, this committee shall focus on how the Indiana FFA incorporates and works with the classroom and supervised agricultural experiences (SAEs) components. A plan will be developed by this committee to review and generates qualifications to be an FFA member and to be an FFA advisor, possible advisor training programs, and SAE integration.

Timeline Definitions: Year 1 = 2016-17, Yr. 2 = 2017-18, Yr. 3 = 2018-19, Yr. 4 = 2019-20, Yr. 5 = 2020-21

Program/Activity: Qualifications for Membership		
Initiatives	Timeline	Rationale
Clarify and create a policy on identifying the courses that are available to fulfill FFA membership qualifications.	Year 3	<ul style="list-style-type: none"> • Currently there is a great deal of confusion of which classes count to meet the requirement of FFA membership. • Given this, the association will need to construct a list and make that list public to the advisors. Surveys may be conducted to acquire feedback as needed. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ SAE as a Course option for membership. ○ 8th Grade Introduction to Agriculture ○ Independent Study questions <ul style="list-style-type: none"> ▪ Can online courses count ○ Online classes? AALAS? (American Association of Laboratory Animal Science) ○ Plan needs to consider ways for Academic and Technical honors students to meeting degree needs while still meeting membership qualifications. ○ Membership start year needs to be established for records and to make sure courses will count for which membership year.
Investigate alternative chapter structures	Year 5	<ul style="list-style-type: none"> • Currently the association allows for homeschool students to join the local chapters as long as they take an agriculture course at a local high school and that course grade is on the student's official transcript. The decision of whether to accept the student is the administration and teacher of the local program. • The current policy needs to be evaluated and additional alternative chapter structure options need to be evaluated to ensure we are meeting the needs of the students and communities across the state. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Virtual Chapter ○ Home Schooling ○ Summer Only Ag Programs ○ Industry Courses with Alumni Advisors
Investigate the need of an accountability system for FFA membership.	Year 6-10	<ul style="list-style-type: none"> • At this time, membership qualifications are managed at the local program level. • Given this, membership qualifications are not always consistently implemented across Indiana FFA programs. • Potential Action Items (list is not all inclusive)



- Need to keep in mind that local programs are diverse and may have special circumstances.

Program/Activity: Qualifications for Advisors

Initiatives	Timeline	Rationale
Identify the prerequisites need to be a qualified FFA Advisor	Year 3	<ul style="list-style-type: none"> • Currently there are qualifications a person must have to be the FFA advisor. These are not written so it is difficult to help new and transition teachers understand what needs to be in place to be an FFA Advisor. • The association will need to work with the Department of Education as well as key individuals from Team Ag. Ed. to review the known qualifications and update and document to be utilized in the future. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Create an checklist to distribute to the advisors and to be used by the state ○ Address the following: Volunteer vs Advisor, Alternative licenses, out of state
Evaluating ways to address the preparation needs of new and transitioning teachers.	Year 4	<ul style="list-style-type: none"> • At the present time, the teacher preparation programs in the state are doing a great job getting new teachers ready for the agricultural education industry. However it is important to continuously review and update to meet the needs of the students and FFA members. • A collaborative effort among members of the Team Ag. Ed. which includes the association to evaluate the current systems and the support given by all entities of Team Ag. Ed. needs to ensure we are meeting the changing climate of the agricultural education industry. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Monthly webinars targeted at various types of licenses and various points in careers ○ Resource pdf for new teachers

Program/Activity: Supervised Agricultural Experience (SAE)

Initiatives	Timeline	Rationale
Investigate and implement key parts of the SAE Renewal	Year 4	<ul style="list-style-type: none"> • The National Council for Agricultural Education is currently working on an SAE Renewal program. • This program focuses on the following areas: <ul style="list-style-type: none"> ○ Engaging all students in agricultural education ○ Safe environments with safety training ○ Cross walked and tied to standards ○ Provide time saving resources ○ Increase professional development ○ Individual student career plan ○ Provide a consistent format ○ Reflective documented evaluation



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		<ul style="list-style-type: none"> ○ Promising Practices for supervision ○ Increased Educational Partnerships ● This program addresses many of the concerns we face with SAE programs across the state. For this reason and once the SAE Renewal program is released, the association should investigate and implement as many parts of the program as they can.
<p>Advisor training and resources to incorporate SAE into the local program ensure all students have access</p>	<p>Year 5</p>	<ul style="list-style-type: none"> ● SAE is implemented well in a lot of programs in the state. But most of our educators are looking for more resources and ideas of implementation to better incorporated SAE into their programs. They are looking to get more involvement and a greater demographic of students. They are looking at SAE as a year around program not just a summer activity. It is the intent of the agricultural education three component model that all Ag Ed students are recommended to have a SAE and keeping records. To that end, we need to develop training and resources for our teachers to help them meet there goals and the needs of the members. ● Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Employability skills are hot topic, how can you use the framework in relation to your SAE ○ Work-based learning skills and resources



Committee 3: Stakeholders

Overall Goal: *The Indiana FFA Association works with numerous partners or stakeholders for various programs. This committee will focus on determining what effective partnerships look like and how to best foster those ensuring that both groups needs are met. Initial stakeholder groups to be reviewed include: other CTSOs, Indiana FFA Foundations, Indiana FFA Leadership Center, Sponsors/Business, and advisors.*

Timeline Definitions: Year 1 = 2016-17, Yr. 2 = 2017-18, Yr. 3 = 2018-19, Yr. 4 = 2019-20, Yr. 5 = 2020-21

Program/Activity: Foundation/Business Industry		
Initiatives	Timeline	Rationale
Collect data at the chapter level pertaining to current funding and support	Year 2	<ul style="list-style-type: none"> • At this time, very little communication occurs between the Indiana FFA Foundation and the local chapters about contributions made to the chapters at the local level. If there was greater communication the Foundation could help chapters leverage more dollars with joint asks as well as keep our messaging consistent to donors that often times do not distinguish between different levels of FFA they only see FFA as one entity. • Before a solid partnership between the chapters and Foundation can function we must first get a better idea of what is happening at the local level so an extensive survey needs to be conducted. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Collect data- Survey the local business and industry <ul style="list-style-type: none"> ▪ how do you provide support to your local chapters (local chamber of commerce; ▪ Student representatives) ▪ are contributions financial and/or in-kind ▪ other (donate time to speak to local chapters) ▪ Does the chapter donate to the state level- <ul style="list-style-type: none"> • Foundation <ul style="list-style-type: none"> ○ Large corporations (joint ask) • Leadership Center • State Officers • Donate at the national level
Analyze and finalize data results with action steps	Year 3	<ul style="list-style-type: none"> • At the conclusion of the chapter level donor survey results, an evaluation of the data will be conducted and action items will be constructed with potential new timeline and goals instituted.
Assist the Indiana FFA Foundation in promoting chapter giving in the hopes that every chapter donate to the Foundation.	Year 4	<ul style="list-style-type: none"> • Currently many chapters exceed the \$100 donation to the Foundation. These donations contribute to making a strong Foundation and Association. • Given this, it would be immensely beneficial to have all chapters contribute \$100 to the Foundation. • The Association and Foundation want to ensure that the level of funding the chapters are getting from local sponsors remain at the current level or are increased. Throughout the process of growing the Foundation and chapter partnership and into future years this will be a consistent deliverable.



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		<ul style="list-style-type: none"> • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Increasing the vendors that chapters can access for a wider variety of product with portions of the sales going to the Foundation ○ Written informational piece about the Foundation with approved fruit list, conference scholarships, what chapter donations are used for, and any other relevant information that would help chapters understand that Foundation. ○ Educational components to provide to advisors to express where funds are distributed and the importance of giving to the foundation and the ultimate return on their investment.
Review previous 3 years of initiatives and evaluate results	Year 5	<ul style="list-style-type: none"> • Evaluating the results of the initiatives taken in the first three years of the program with a report to the Board of Trustees to decide further actions steps and initiatives.

Program/Activity: Career and Technical Student Organizations (CTSOs)		
Initiatives	Timeline	Rationale
Collect program information from other CTSOs.	Year 2	<ul style="list-style-type: none"> • The association doesn't know the amount of interaction of the CTSOs at the local level. • In order to strengthen our ties to the other CTSOs it is necessary to acquire information about current programs at the local level. The association will reach out the CTSO state leaders to gather this initial information. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Identifying all CTSO programs in the state ○ Collecting the CTSO organizational charts <ul style="list-style-type: none"> ▪ Maps of regional lines
Collect data on FFA interactions with CTSOs at the local level.	Year 5	<ul style="list-style-type: none"> • The association doesn't know the amount of interaction of the CTSOs at the local level. • In order to strengthen our ties to the other CTSOs it is necessary to acquire information about current programs at the local level. The association will reach out the local FFA chapters to gather this second tier of information. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ What activities do they do with other CTSOs ○ End of the year survey
Evaluate how to leverage partnerships of all CTSOs at the local and state level.	Year 6-10	<ul style="list-style-type: none"> • Using the information collected in previous years, the association can work with local chapters and the state CTSO leadership to increase ways to interact and leverage our current partnerships to increase student opportunities. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ State and other state CTSO could work together to avoid scheduling contest conflicts.



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Program/Activity: Indiana FFA Leadership Center (IFLC)		
Initiatives	Timeline	Rationale
Clarify and/or establish policies, procedures, and information for the use of the IFLC	Year 2-3	<ul style="list-style-type: none"> • Currently the Association and the IFLC work together to run conferences and events. Most of the understandings are not written which leads to miscommunication. • The Association and IFLC need to work together to define and implement policies and procedures. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Liability (including Teachers in cabins) ○ Conference Rules and policies of tobacco and alcohol ○ Damage policies ○ Deposits ○ Booking ○ Chapter discounts
Assist the IFLC in making promotional videos	Year 6-10	<ul style="list-style-type: none"> • The IFLC and Foundation would like to help the advisors and students better understand the Center and ways they can utilize it. • Given this the Association will be working with the IFLC to help make promotional videos • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Video could include information on: <ul style="list-style-type: none"> ▪ Chapter retreat ▪ Camps ▪ Conferences ▪ Teacher Training ▪ CDE's host at the IFLC ▪ Other Events ▪ Chapter Discounts ▪ 2 Thumbs Up



Committee 4: Conventions

Overall Goal: Each year the FFA members participate in district, state, and national FFA conventions. This committee is tasked with developing a plan to evaluate and improve all of these conventions that are within the state association's control. Items may include timing, location programming, awards, community service opportunities, etc.

Timeline Definitions: Year 1 = 2016-17, Yr. 2 = 2017-18, Yr. 3 = 2018-19, Yr. 4 = 2019-20, Yr. 5 = 2020-21

Program/Activity: State Convention – Headquarters/General		
Initiatives	Timeline	Rationale
Review registration fees and CDE/LDE entry fees.	Year 2-3	<ul style="list-style-type: none"> Review fees related to state convention on a three year rotation. (Example internet availability for LDEs)
Evaluate banquets including the need and organization.	Year 3	<ul style="list-style-type: none"> Evaluate the need and effectiveness of all banquets based on attendance. Make a clear expectation for the State Officers, SOC, Courtesy Corps and others planning the event.
Investigate the timing of state convention and location.	Year 3	<ul style="list-style-type: none"> Is it feasible to move convention into the school year, like other states? Is Purdue the best location and provide the most resources to the membership and advisors?
Evaluate the registration process.	Year 4	<ul style="list-style-type: none"> Relieve the stakeholders that have commitments elsewhere Smooth the process of registration for advisors.
Evaluate Monday Fun Night timing and a permanent location.	Year 5	<ul style="list-style-type: none"> Increase attendance for Monday Fun Night Is the location appropriate for MFN?
Expanding headquarters into a larger space.	Year 5	<ul style="list-style-type: none"> State officers, state staff, CDE tabulation, press corp, storage, etc. is used and it is very tight.
Move CDE top 4 results to another location in the registration area.	Year 6-10	<ul style="list-style-type: none"> It is very tight for members and advisors to fit to see when results are posted. Suggestion: <ul style="list-style-type: none"> Move the board downstairs somewhere (registration area?)

Program/Activity: State Convention - CDEs		
Initiatives	Timeline	Rationale
Allow students to write thank you cards to judges immediately after leaving the contest room.	Year 1	<ul style="list-style-type: none"> Students need to commit to showing their appreciation for the work others do to improve their leadership skills. Show judges that we appreciate the work they do for the organization.
Investigate additional internet capabilities for contestants to	Year 2	<ul style="list-style-type: none"> More students are using online platforms for materials.



utilize for their career development events.		
Provide staff or courtesy corps for a loading/unloading location next to Stewart Center for contest materials and guidance.	Year 3	<ul style="list-style-type: none"> • Ensure students are supervised as much as possible while at convention. • Keep a steady flow of buses moving for unloading to prevent traffic jam on Memorial Mall.
Have each individual state contest follow a schedule that can be completed on time for their schedule whether it is at Ivy Tech or Purdue.	Year 3	<ul style="list-style-type: none"> • Schedules tend to underestimate the amount of time it takes between contests which causes delays in final contest times.
Create a survey for judges, advisors, and participants to complete with feedback on the contest and how it was run.	Year 3	<ul style="list-style-type: none"> • Opportunity to increase feedback from all participants to improve the contests. • Modeling after National FFA
Ensure all events are within a 3-building radius.	Year 6-10	<ul style="list-style-type: none"> • To allow advisors ample opportunity to supervise students.

Program/Activity: State Convention – Sessions/ On Stage		
Initiatives	Timeline	Rationale
Evaluate sessions to determine importance of items presented	Year 2	<ul style="list-style-type: none"> • Many advisors feel as though sessions are too long and need to be shortened. • Determine if items in each session are where they need to be, if they could be moved to better fit time/purpose.
Explore more opportunities for engaging audio and visuals during sessions.	Year 5	<ul style="list-style-type: none"> • Make more use of the big screen make use of side screens. • Not all sessions are as engaging as others.
Determine the use of live streaming sessions, convention app, and other technology for those not in attendance.	Year 5	<ul style="list-style-type: none"> • Are people who don't attend utilizing current technology? • Is there other technology that we are not currently using that could increase engagement of those not in attendance?



Program/Activity: District Conventions		
Initiatives	Timeline	Rationale
Communicate the timeline and guide for planning with all district officers and advisors.	Year 2	<ul style="list-style-type: none"> Ensure that there are sufficient judges for each contest. Ease the planning process for the district officer team and advisor.
Evaluate the need to have a consistent location for each district contest within their district.	Year 4	<ul style="list-style-type: none"> Provide a central location for the chapters at the far ends of a district to reduce driving. Add consistency to the district convention format.
Create a more uniform district convention format for all 12 districts.	Year 5	<ul style="list-style-type: none"> Ease the burden of planning district conventions for the district officer teams and advisors. Ensure the state officers that are attending are clear on expectations of them at all the contests. Ensure consistent evaluation of students across the state in LDE's.

Program/Activity: Indiana Presence at National Convention		
Initiatives	Timeline	Rationale
Create a system to more easily promote success of Indiana chapters and members.	Year 2	<ul style="list-style-type: none"> State staff aren't aware of top 4 results until after convention. Students deserve to be recognized for their hard work and success.
Investigate the need of an Indiana social activity.	Year 4	<ul style="list-style-type: none"> Other states have statewide events for their students during national convention.
Evaluate the benefit of having the suite at Bankers Life Fieldhouse.	Year 4	<ul style="list-style-type: none"> Do chapters benefit from having the suite? Does Indiana FFA benefit from having stakeholders present at the sessions?
Create a display for the hall of states.	Year 4	<ul style="list-style-type: none"> Indiana should be represented in the hall of states since we are the host state for convention. It could be a way to promote the IN FFA Leadership Center to chapters outside of the state. Provide chapter members to run the station by signing up for days/times for the booth.
Investigate the desire of Indiana students to do a community service project during convention.	Year 5	<ul style="list-style-type: none"> The national community service activities fill up quickly.



Committee 5: District Business Function

Overall Goal: This committee shall evaluate and review the structure and tasks of the districts including: possible best practices/business alignment, constitution and bylaws, and redistricting. Additionally, this committee will review the roles and responsibility of the District Advisor.

Timeline Definitions: Year 1 = 2016-17, Yr. 2 = 2017-18, Yr. 3 = 2018-19, Yr. 4 = 2019-20, Yr. 5 = 2020-21

Program/Activity: Constitution and Bylaws		
Initiatives	Timeline	Rationale
Review, modify, and alignment of District, State and National Bylaws	Year 2	<ul style="list-style-type: none"> • At this time bylaws are not aligned which results in dysfunction of our organization. • Some districts don't have complete bylaws and/or it is unclear what version is the most updated. • Potential Action Steps (not all inclusive) <ul style="list-style-type: none"> ○ Have a parliamentary review all bylaws to align district, state, and national levels. ○ Common area on the inffa.org website to find all bylaws
Review and modify procedures for amending, district and state bylaws	Year 5	<ul style="list-style-type: none"> • There is no document of reference besides the bylaws that assists the districts in running business associated with bylaw amendments. • Potential Action Steps (not all inclusive) <ul style="list-style-type: none"> ○ Have a parliamentary review all bylaws and procedures for amending bylaws ○ Common area on the inffa.org website for all amendment processes

Program/Activity: Redistricting		
Initiatives	Timeline	Rationale
Construct a state map of all Agriculture programs, FFA Districts, 4-H Areas	Year 3	<ul style="list-style-type: none"> • Currently information about locations of Agricultural Education programs, FFA chapters, FFA districts, and 4-H areas are disseminated in several documents and in different formats. This creates inefficiency when making state wide decisions. Given this information, it is in the best interest of the association to compile a comprehensive organization document. • A combined map would help determine if redistricting is necessary and if so where is best to put the new district lines • Potential Action Steps (not all inclusive) <ul style="list-style-type: none"> ○ Collect information needed to construct map ○ Investigate best ways to construct and format map/information for distribution
Create Taskforce to Investigate redistricting for Indiana FFA	Year 5	<ul style="list-style-type: none"> • A review of district lines has not been conducted in over 25 years despite the vast amount of disproportional growth of membership across the districts. • It is the responsibility of the state association to ensure that all members have equal access to membership opportunities. Given this, an extensive evaluation of chapter distribution in districts



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		<p>needs to be conducted.</p> <ul style="list-style-type: none"> ● Potential Action Steps (not all inclusive) <ul style="list-style-type: none"> ○ Collection and review data to determine where new district lines should be or new districts created- number of chapters, number of member, number of schools, maps, travel time, etc. ○ If changes are made, allow a year to transition to new districts due to district officers and contest.
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Program/Activity: District Business Alignment		
Initiatives	Timeline	Rationale
Collecting data – Bylaws, Calendars, District Business Best Practices	Year 2	<ul style="list-style-type: none"> ● Currently the association acquires and publishes certain pieces of district information but is lacking information on district business practices. ● In order to work more efficiently in the districts and at the state level, a fuller picture of our districts business practices is necessary. ● Potential Action Steps (not all inclusive) <ul style="list-style-type: none"> ○ May 2017-Have each district advisor and board of trustee representative to send bylaws to the director ○ May 2017-Create a questionnaire to gather best practices from each district. ○ June 2017-Collecting data of best practices from each district via online form ○ September 2017-Collect all dates/calendars from each district by having each district advisor and board of trustee representative to send them to committee via Tami. ○ September 2017-Relaunch the Best Practices survey to collect more data and then have state staff resend survey to collect new ideas every year the week of PLT.
Create an online submission system for all district events through the inffa.org website.	Year 3	<ul style="list-style-type: none"> ● Each district handles the means of collecting registration for district events. The district doesn't have access to membership rosters to ensure that qualified members are being registered. That state association has an online registration system for registration for state events that could be modified for use by the districts. ● Potential Action Steps (not all inclusive) <ul style="list-style-type: none"> ○ September 2017-Have an online system available for one district to pilot before PLT 2017 ○ September 2018-Have an online system available for all district to pilot before PLT 2018 ○ September 2019- Require all district to use the online system on ffa.org for all district events. (Registrations, judges, proficiency grading, etc.)



Program/Activity: Board of Trustees and District Advisors		
Initiatives	Timeline	Rationale
Clearly Define Roles of Board of Trustee Members and District Advisors	Year 2-4	<ul style="list-style-type: none"> Limited information is documented on the responsibilities and roles of Board of Trustee members and district advisors. This creates confusion between the two district represented roles as well as inconsistency in how they are conducted from year to year. To become more efficient, it is important to get clear definitions documented and disseminated. Potential Action Steps (not all inclusive) <ul style="list-style-type: none"> Fall 2017-Create training manuals specifically for Board of Trustees Members Fall 2018-Create training manuals specifically for District Advisors Fall 2019-Create a training WebEx for District Advisors and Board of Trustees
Develop training for District Advisors	Year 2	<ul style="list-style-type: none"> Currently, only training exist for District Officers. District Advisors have many responsibilities as well. There is a large opportunity to develop training and information so that they can have a successful year as well. This could easily be added into PLT as well as an opportunity for District Officers to meet their District Advisor.
Investigate the distribution of district event responsibilities between the District Advisor and all other advisors within the district	Year 3	<ul style="list-style-type: none"> At this time, most districts rely on the district advisor to plan and execute all district events. The district advisor is assigned to the position based on whether their student becomes the district president for the year. This is a great deal of responsibility for one advisor to manage. Given this, it is recommended that the association investigate the possibility of distributing the responsibilities across multiple advisors in the district. Potential Action Steps (not all inclusive) <ul style="list-style-type: none"> Spring/Summer 2017-Send out a survey to all advisors asking for input. Fall 2017-Determine if this is something that should be mandated by the State Association. Fall 2018-Assign new roles to Advisors in District, if deemed necessary.
Investigate resources needed by the District Advisor and Officers for District Leadership Events.	Year 3	<ul style="list-style-type: none"> Some resources exist for running district convention but other events and resources have not be identified or created. This limited amount of information and supporting resources creates inconsistency in program delivery across districts, inefficiency, and lack of continuity from year to year in the district. Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> Webinars for major rule changes and clarifications
Develop a plan of action for advisors to look at indicating how to manage the operations of a district.	Year 4	<ul style="list-style-type: none"> At the present time, advisors have little training on how to handle the district business and how to work with and support the executive committee. A formal plan of action on how to more effectively and efficiently manage to operations of the district is needed.



Committee 6: Administration

Overall Goal: *The Indiana FFA Association has many responsibilities that occur 'behind the scenes' and the administration committee is charged with reviewing and developing a plan to improve these practices. Items to review include: state staff roles/responsibilities, bookkeeping/financial practices, contracts with vendors and program coordinators, and the relationship with ISDA and human resources. The summer internship program and opportunities within are also tasked to this committee.*

Timeline Definitions: Year 1 = 2016-17, Yr. 2 = 2017-18, Yr. 3 = 2018-19, Yr. 4 = 2019-20, Yr. 5 = 2020-21

Program/Activity: Intern Program		
Initiatives	Timeline	Rationale
Develop more structure to the overall intern program.	Year 2	<ul style="list-style-type: none"> • More structure will provide a stronger experience for the intern, state staff, and members while delivery better products. • Shall prevent confusion on behalf of the intern or state staff related to projects and/or expectations. • Suggestions: <ul style="list-style-type: none"> ○ Establish a calendar/schedule for the overall internship. ○ Develop a more detailed job description. ○ Develop clear, written goals and objectives for the intern for the overall program. ○ Develop/update roles & responsibilities for all parties – intern, manager, mentor, state officers, other staff, etc. ○ Enhance/schedule onboarding, training, midsummer evaluation/feedback, final evaluation/feedback.
Develop and define high value projects the intern can take ownership on throughout the program.	Year 2	<ul style="list-style-type: none"> • Provides more value to the individual intern. • Gets the intern excited about the impact they are leaving on the association, in addition to helping get 'day-to-day' tasks completed. • Reduces the ratio of clerical vs project based work. • Suggestions: <ul style="list-style-type: none"> ○ Identify 1-3 big, value-added projects for the intern that add significant value/contributions to the FFA. ○ Develop well-written/detailed project charters to provide clear guidance and guidelines for completing the individual projects and identifies what success looks like.
Develop a final presentation as a capstone to the intern experience.	Year 2	<ul style="list-style-type: none"> • Allows the intern to show off the high value work/impact they had during their internship with FFA. • Provides a capstone moment for the experience. • AgCareers.com survey of 16 major ag company internships (over 800 respondents during 2016) showed that 92% had some form of a final presentation of projects completed.
Investigate the concept of non-traditional internships.	Year 3	<ul style="list-style-type: none"> • Potential for individual project/special project work during the school year. • Potential to reach into different skill sets of students at surrounding universities. • Opportunity to complete high value projects in the Fall and



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		<p>Spring.</p> <ul style="list-style-type: none"> • Opportunity to ‘contract’ work out via an internship (maybe for school credit instead of money).
Connect interns with opportunities outside the scope of the internship, connected to their interests.	Year 4	<ul style="list-style-type: none"> • Adds value to the overall program for the intern. • Develops a stronger network for the intern. • FFA Association is very well connected, allows the intern to be a benefactor of that network. • Connects intern with opportunities that might be career or ‘hobby’ interests outside of the traditional scope of FFA programming.

Program/Activity: Contracts		
Initiatives	Timeline	Rationale
Develop and review list of all possible Indiana FFA contracts current and potential and generate a timeline for evaluation of contracted needs.	Year 2	<ul style="list-style-type: none"> • Need to identify current list of contract work and vendors that are already contracted with. • Evaluate current contracts and value to the association. • Identify true contract area needs to best suite/assist association staff and their time. • Identify what programs would be enhanced for teachers and members by being contracted out. • Continual review (every X years) of time constraints of state staff and what additional contract work would be needed.
Develop template language for all contracts.	Year 2	<ul style="list-style-type: none"> • Ensure legal contract is prepared to protect the association and the individual/group contracted. • Generates consistency among the contracts.
Generate a list of individuals who count enter and fulfill contracts.	Year 2	<ul style="list-style-type: none"> • Make sure that we have candidates who can complete the contracted work. • Identifies areas that need to be expanded into/researched for individuals. • Provides backup individuals/groups for future opportunities.
Develop processes for generating and completing contracts.	Year 2	<ul style="list-style-type: none"> • Helps identify the specifics and logistics behind the contract and how they are managed internally. • Need to identify: <ul style="list-style-type: none"> ○ Contract Renewal Timeline ○ Background Checks (if needed) ○ Contract Manager ○ Documentation & Storage ○ Deliverable Procedures ○ Breach of Contract Procedures
Determine funding levels for each contract/type of contracted work and ensure funding is available through the association.	Year 3	<ul style="list-style-type: none"> • Determine requirements – time involved, expertise needed, additional aspects that could be added (training, gathering materials, conducting registration, etc.). • Ensures funds are available and match budget to meet the need. • Work with Foundation to develop sponsorship package (monthly support) that includes contract work. • Included in the annual review before reentering contracts.



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Develop an annual evaluation process for contracts.	Year 3	<ul style="list-style-type: none"> • Ensures the validity of the contract and value to the membership. • Ensures the right person/group is completing the work (allows for an 'out' if personnel changes are required). • Avenue to obtain feedback from the contractor related to the work, program, and contract 'agreements'.
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Program/Activity: Historical Records		
Initiatives	Timeline	Rationale
Gather historical records and collect information into a database.	Year 2-5	<ul style="list-style-type: none"> • A major portion of this action plan related to historical records shall be the actual gathering of information.
Research and Identify the best database options for housing information and sharing options.	Year 2-3	<ul style="list-style-type: none"> • Data/records need to be stored in a secure and safe place that is sustainable for the future. • Information is only valuable if it can be used and accessed. It must be determine how the association, chapters, and general public can access information and which information each group will have access to. • If additional funding is needed – identify source of potential funding for either database management and/or compiling of historical information.
Identify what historical records need to be organized.	Year 3	<ul style="list-style-type: none"> • Need to determine what records we believe to exist and which records hold value enough for us to 'hunt down' and gather. • List can act as a guide during the search and compiling process.
Evaluation timeline of the historical records database and usage.	Year 5	<ul style="list-style-type: none"> • Determine if the established program work is meeting the needs of the association and chapters. • Identify in what ways programs have been lifted up/promoted due to the historical record program. • Reviews funding and time spent on records program and validity to the association/foundation.
Generate procedures and train advisors for chapters to be able to automatically add historical information to the database.	Year 6-10	<ul style="list-style-type: none"> • Most historical information is in the hands of the local chapters (in yearbooks, scrapbooks, filing cabinets, etc.) and it needs to be combined into one location. • Often historical information is 'living' with certain individual/supporters of the local chapter that the advisor may not even know – it is important to gather those records before they are 'lost'. • Suggestion: <ul style="list-style-type: none"> ○ Pilot with 2-3 chapters that have good records to determine how the whole process would actually work.



Program/Activity: Bookkeeping/ Financial Practices		
Initiatives	Timeline	Rationale
Evaluate bookkeeping procedures on a yearly basis.	Year 1-5	<ul style="list-style-type: none"> • Ensure practices match industry standards. • Protect individual staff of the association that works with the bookkeeping and finances. • Maintains system of checks and balances.
Evaluate budget categories and amounts compared to return on investment/member impact on a yearly basis.	Year 1-5	<ul style="list-style-type: none"> • Ensure that we are meeting the needs of our diverse membership. • Ensure we are being good stewards of the funds provided to the association. • Keeps programs in check with the funds that have been allocated to them.

Program/Activity: Staff Roles/Responsibilities and ISDA Relationship		
Initiatives	Timeline	Rationale
Review state staff roles/responsibility divisions on a yearly basis.	Year 1-5	<ul style="list-style-type: none"> • Ensure staff work load is distributed appropriately. • Ensure staff skills are being capitalized upon. • Increase staff moral and fulfillment related to job activities. • Suggestion: • Identify some kind of evaluation form (possibly on a monthly basis) to utilize during a yearly review to capture what things were actually like during that time period. • Goal sharing among staff members – identifying what others are working towards, clean up responsibilities, identify potential gaps, and generate larger transparency. • Increase opportunities for training/develop of individual staff members.
Continuously maintain levels of support to other departments within ISDA/Lt. Governor's Office while providing opportunities for others to connect with the association.	Year 1-5	<ul style="list-style-type: none"> • Currently great relationship between FFA and the ISDA/Lt. Governor's Office. • Maintain levels of FFA assisting with other ISDA responsibilities and being part of other departments' functions. • Continue to provide opportunities for ISDA employees to engage with the FFA association and members throughout the year.



Committee 7: Association Business Function

Overall Goal: The association business committee is tasked with reviewing the association’s liability coverage, as well as the function and roles of the Board of Trustees. Additionally, identifying streamlined and common guidelines and policies for various career development events and other programs shall be the responsibility of the group. Ultimately, the association business committee will summarize all results/plans of action from each of the 12 committees, generating the overall strategic plan.

Timeline Definitions: Year 1 = 2016-17, Yr. 2 = 2017-18, Yr. 3 = 2018-19, Yr. 4 = 2019-20, Yr. 5 = 2020-21

Program/Activity: Liability		
Initiatives	Timeline	Rationale
Research the possibility of an all-inclusive waiver form for students.	Year 2	<ul style="list-style-type: none"> At this time, students must complete a waiver for each event they participate in. It is requested that one single waiver be signed for all events participated in. Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> Online Membership submission possibilities.
Employ a lawyer/firm for legal consultation.	Year 2	<ul style="list-style-type: none"> Currently the association does not have consistent legal representative. This hinders effective decision making on behalf of the association. Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> Need to evaluate all policies and procedures.
Complete a total association risk assessment.	Year 3	<ul style="list-style-type: none"> With the business climate nonprofits operate within, it is essential that we locate risks to our organization and create plans to mitigate those risks. An all-inclusive risk assessment has not been completed in at least the last five years which means it is time to reassess.
Create comprehensive policies and procedures for the association.	Year 3-4	<ul style="list-style-type: none"> The association operates with policies and procedures that are located in varies documents for individual programs with most overarching policies and procedures not documented There is a need to review and create written policies and procedures.
Create comprehensive crisis management.	Year 4	<ul style="list-style-type: none"> Current operating procedures for crisis management is to follow event venues’ plans. Specific plans for our own organization does not exist. Environmental and Safety standards need to be utilized when addressing the creation of a plan
Implement Trainings for liability and crisis management.	Year 5	<ul style="list-style-type: none"> No training exists for FFA members, advisors, volunteers, state officers, state staff, and Indiana FFA Center staff. In order to reduce liability to our organization and ensure the safety of everyone participating/working for events hosted by the association, it is imperative that we train all involved properly in crisis management.



Program/Activity: Guidebooks/Handbooks		
Initiatives	Timeline	Rationale
Have a program that clearly outlines the steps of the Strategic Plan for all to see as well as its future.	Year 1-2	<ul style="list-style-type: none"> The Strategic Plan is something new to the Indiana FFA Association and it can be assumed that many don't understand. By utilizing a handbook/ guidelines it can be outlined the main role of the strategic plan, the committees and their purpose, as well as the future. Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> Dashboard that shows initiatives and progress made.
Design a consistent look and function of the guidebooks/handbooks.	Year 2-3	<ul style="list-style-type: none"> The current guidebook/handbooks are non-uniform and don't offer similar information across programs. This makes it hard to fully understand and successfully participate in programs especially if you are new to the agricultural education profession. Given that we need guidebook/handbook is needed to contain the proper policies, procedures, and statements of the Indiana FFA Association. Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> Evaluate the needs of the association and establish who the needs are for. What is the general audience being addressed? Membership, advisors, sponsorship, partners, administrators, legal professionals, insurance agencies. Make sure the agricultural industry is a part of guidebook/handbook development. Investigate the NFFA industry alignment procedures for potential implementation
Create procedures to ensure alignment to agricultural education programming.	Year 4	<ul style="list-style-type: none"> Curriculum and ideas taught within Agricultural Education are constantly changing. It is necessary to update CDE's, Proficiency Rubrics, LDE's, essay topics, and other items to remain aligned with current Agricultural Education. Given this it is necessary to establish a system to make sure that the procedures and functions of the Association remain aligned with current agricultural education programs. Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> Make it be well known in the guidelines that Indiana FFA is an Intra- Curricular organization that works by applying what is learned in Agricultural Education classes.
Investigate the value of and develop a Guidebook/ handbook mobile app	Year 4	<ul style="list-style-type: none"> Currently the association does not have a mobile app for cellular devices while other states do, which has proven to be useful and convenient. Need to utilize more technology in a way that can become interactive to the membership, but in a way, that can also provide information regarding dates, sponsorship, awards, deadlines, the handbook/ guidelines. Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> Investigate cost associated with mobile app Investigate other state associations' mobile app



Program/Activity: Board of Trustees Functions and Roles		
Initiatives	Timeline	Rationale
Define the board of trustees roles and functions	Year 2	<ul style="list-style-type: none"> • The board is defined in the INFFA state bylaws however this definition is not descriptive enough and in some ways not aligned to how the board is currently functioning. Given all of this it is imperative that we evaluate the boards function and roles and a give clear and current definition. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Investigate board functions of varying organizations ○ Who votes on what? ○ What powers to act do state staff? ○ Is there a definition of executive function?
Implement training for BOT	Year 2	<ul style="list-style-type: none"> • There is no current training for new board members. They learn as they attend meetings and functions. This means it takes an entire year at least to get a board member up to full productivity in a three year term. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ AgrInstitute board training ○ Outside INFFA board trainer
Develop a handbook for BOT	Year 2	<ul style="list-style-type: none"> • There is no current handbook for the board for policies and procedures. Knowledge on the board is handed down verbally from other board members and state staff. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ A collection of other state FFA association board handbooks are being sourced



Committee 8: State Officer Program

Overall Goal: Indiana FFA has one of the premier state officer program through the country. Due to the intricate and unique nature of the program, review and development of the operations/management and professional development of the officers is vital. Additionally, generating a continuum through state officer candidate, nominating committee, state officer, and national officer candidate and their processes/programs is necessary.

Timeline Definitions: Year 1 = 2016-17, Yr. 2 = 2017-18, Yr. 3 = 2018-19, Yr. 4 = 2019-20, Yr. 5 = 2020-21

Program/Activity: Nominating Committee		
Initiatives	Timeline	Rationale
Nominating Committee Member Advisor Communication.	Year 2	<ul style="list-style-type: none"> Upon completion of student training program being developed the objectives of the training program need to be communicated with the advisors and the potential Nom Com candidates.
Nominating Committee Member Prep Resources.	Year 2	<ul style="list-style-type: none"> Resources: Prequalification checklist for students and advisors to complete. It should be encouraged that the teacher and potential Nom Com member go through all training materials together for a more thorough understanding. Teacher should do some pre-training before students are trained by state staff and stakeholders. This would be more along the thought of general interviewing skills. (Interview Dos and Don'ts)
Student Training Program for Nominating Committee Members.	Year 3	<ul style="list-style-type: none"> Evaluate the current curriculum and training to be sure it is suitable for successful selection of state officers. It is our thought that the student members should be trained to increase their ability to write, ask and conduct the interview process more professionally. To evaluate the students' qualities, skills, and attributes we desire in the seven members of the state FFA officer team.

Program/Activity: State Officer Professional Development		
Initiatives	Timeline	Rationale
The association should evaluate the process by which Foundation board members are engaged in mentoring relationships with state officers.	Year 2	<ul style="list-style-type: none"> Mentoring relationships are essential to the growth and development of state officers as they provide diversity of thought and perspective, as well as build the officers' personal and professional network. These relationships also allow stakeholders of Indiana FFA to lend their time and talent in addition to their treasure. Due to the inconsistent results of these relationships, the association should conduct interviews to determine the strengths and weaknesses of this process. Both officers and mentors should be interviewed to gain a variety of perspective. As this is current practice, this evaluation should happen in Year 1 as the current team retires.



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		<ul style="list-style-type: none"> We feel that a personal mentor with parameters should be added to the area of mentors for state officers.
The association shall clearly communicate professional development opportunities and expectations to state officer candidates and their advisors.	Year 2	<ul style="list-style-type: none"> Candidates and advisors do not necessarily expect nor understand the level of professional development expected of state officers until after their election has taken place. This recommendation is useful for candidates who will run for state office this year and, as such, should be implemented in Year 1. Make it mandatory or semi-mandatory that advisors attend SOC open house.
The association should implement a formal, systematic evaluation process that includes opportunities for all stakeholders to assess the proficiency of state FFA officers.	Year 2	<ul style="list-style-type: none"> Having officers self-reflect and rate their own performance grows their self-awareness (a key aspect of emotional intelligence). Students and teachers are key stakeholders in the Ag Ed community and are often the drivers behind state officer requests. Summative feedback from evaluations provides an opportunity for state officers to adopt a mindset of continuous improvement. Waiting until Year 2 for implementation allows clear expectations to be set at the start of the officers' service.
The association should align their programming to the new State Officer Leadership Continuum offered by National FFA.	Year 3	<ul style="list-style-type: none"> Indiana FFA has desired to implement a transition process for retiring state officers which aligns with National FFA's new "Capstone Experience" for state officers. As the new model will not be implemented by the national organization until 2018, this recommendation should not be implemented in Indiana until Year 3.
The association should annually evaluate the state officer program's professional development activities via an exit interview with the state FFA officers	Year 3	<ul style="list-style-type: none"> As the officers retire, they are in an ideal place to comment on the strengths and weaknesses of the association's approach to their professional development. This would be an interview that asks general questions about professional development they received throughout the year. "What worked?" "What didn't work?" Given the minimal workload and resources needed to complete this recommendation, implementation should begin in Year 1 with the retirement of the current team.

Program/Activity: State Officer Scheduling		
Initiatives	Timeline	Rationale
Revise State Officer Request	Year 1	<ul style="list-style-type: none"> Update to more modern technology that allows multiple platforms to be able to edit request form. Give state officers more of the needed information about the event.
Create a State Officer Request Guidebook.	Year 1	<ul style="list-style-type: none"> Give advisors more information about the types of events they can request the state officers for. Give state officers a consistent curriculum to develop their facilitation/presentations.



Evaluate the effectiveness of Google Calendar for the State Officer Schedule of Events.	Year 2	<ul style="list-style-type: none"> Learn if Google Calendar is the most effective way to schedule events for the state officers or if there is another scheduling tool available to better suit the needs of the state officers.
Research Google Classroom, Blackboard, Schoology, etc. as a better way to manage state officer curriculum and other duties.	Year 3	<ul style="list-style-type: none"> State Officers do not currently have a resource to gain feedback for curriculum/presentations other than walking over to Program Specialist office.

Program/Activity: State Officer Candidate (SOC) and Application		
Initiatives	Timeline	Rationale
Focus on developing each candidate by utilizing a strengths-based personality training and explaining the results at the SOC Open House.	Year 2	<ul style="list-style-type: none"> One of the main benefits of being an SOC is that no matter if they are elected into office or not, the SOC learns about themselves and gains experience unlike any other. Having candidates complete this training helps them discover who they are and highlights some of their key strengths to help propel them through rounds. It also adds another level of purpose to the SOC open house for the student rather than the parent. This could be easily implemented using National FFA resources of the Gallup system. Completing this training online prior to the SOC open house gives the student ample time to read and utilize the results of the training.
Improve communication with advisors, especially new advisors, during the application time.	Year 2	<ul style="list-style-type: none"> With many new advisors across Indiana, and some with no FFA background, it is vital that they understand what the SOC process is, who qualifies, and how to support them. This could be in the format of informational videos, or even more clear instruction that advisors are invited to the SOC open house. These materials need to be released to the advisors when the application is released, or just after. Waiting too long would not give the students ample time to correctly complete their application.
Compile a list of key people who can act as a resource or a mentor to help SOC's prepare if they identify that they lack resources from their advisor.	Year 2	<ul style="list-style-type: none"> SOC's need support from mentors in order to be successful, and in order to truly benefit from the experience no matter the outcome. There are many students whose advisors are completely supportive, but many others who go into rounds with little preparation. This database would have to be available to all SOC's in order for it to be fair, and those on the list could come from judge's bank, etc. There is no possible way to compile this list before the 2017-18 SOC's are chosen, but it could be compiled before the 2018-2019 SOC's are chosen. All on the list would have to be contacted and approved.



Program/Activity: National Officer Candidate (NOC)		
Initiatives	Timeline	Rationale
Review and streamline current NOC process	Year 1	<ul style="list-style-type: none"> Process varies each year. Look at past several years and find gems and opportunities to use to streamline and improve moving forward.
Establish a lead contact for the NOC with IN FFA	Year 1	<ul style="list-style-type: none"> Have one main FFA staffer in charge of NOC candidate and process
Create a formal NOC process for IN candidates	Year 2	<ul style="list-style-type: none"> Take the gems from the review and establish a set process for NOC to follow to insure consistency and maximum use of available resources.
Establish key stakeholders that are willing to serve as mentors for NOC. Create a database of these people for the NOC to contact during their candidacy.	Year 3	<ul style="list-style-type: none"> NOC can sort through database and interview the list of potential mentors to find a good match for them. This person can then help the NOC throughout their year.



Committee 9: Volunteer Network

Overall Goal: All the various programs organized by the Indiana FFA Association utilize/need volunteers to be successful and Indiana has multiple bases of volunteers available. This committee shall review the relationships and needs related to our alumni/collegiate programs, judges, and Past State Officer program. Additionally, review of the volunteer based awards (Honorary membership, VIP, and Distinguished Service) will be part of this committee.

Timeline Definitions: Year 1 = 2016-17, Yr. 2 = 2017-18, Yr. 3 = 2018-19, Yr. 4 = 2019-20, Yr. 5 = 2020-21

Program/Activity: Alumni		
Initiatives	Timeline	Rationale
Engage collegiate FFA alumni chapters and those members that are not on a campus with a local chapter.	Year 2-3	<ul style="list-style-type: none"> Transition from collegiate membership to alumni chapters is happening. Associate membership is already taking place for all graduates from the state. Connect local collegiate alumni's to local FFA chapters in their community. Communication of how collegiate alumni members can connect with their home chapter as well.
Increase the number of volunteers statewide and increase training for those volunteers.	Year 3	<ul style="list-style-type: none"> More people/alumni involved and on the roster, the more we can communicate with them on all levels (state and local). If they are connected via alumni programming we can actually provide some training and resources for their development. National FFA is redesigning their volunteer management program/handbook that could be utilized on the state level. (Role out to states within ~1 year.)
Provide additional training and support to local alumni chapters.	Year 4	<ul style="list-style-type: none"> In Indiana – we have been super weak in this area. New resources from National FFA. Indiana revamp or increase their resources. Council getting out to visit with schools/local chapters. The state host some training opportunities. Attend nationally hosted events – get to RDC or National Convention. States can apply for one of the legacy grants.
Engage the PSO members of the council to facilitate various workshops/trainings throughout the year.	Year 4	<ul style="list-style-type: none"> Could be life after school, alumni, collegiate, general programming.



Program/Activity: Judges		
Initiatives	Timeline	Rationale
Communicate judging opportunities to our alumni groups and sponsors and previous winners/participants and student teachers/preservice teachers.	Year 2 – Alumni, Sponsors Year 3 – previous complete	<ul style="list-style-type: none"> • New/additional group of volunteers that have some skill in the areas to be evaluated. • Better communicate the message on how they could be impactful in the judging process – even if they don't know the application itself.
Review our training programs for various judging events.	Year 2-3	<ul style="list-style-type: none"> • How do we deliver that training? • What is included in the training? • When do we train? • Review training programs every 3 years.
Develop a database of judges that could be shared down to districts.	Year 3	<ul style="list-style-type: none"> • Electronic signup. • Beefing up our list of people to send the signup up to each year. • Combine various databases. (Past judges, alumni, PSO, retired ag teachers, sponsors, collegiate, etc.) Collecting the databased from the districts. • “social media sharing”?? closed groups. - - could have special questions related to the connection to FFA – have a pre-screen.
Investigate online judging opportunities.	Year 5	<ul style="list-style-type: none"> • Could certain things be judged via distance? • Programs for sharing that information.

Program/Activity: Volunteer Awards – Honorary, Distinguished Service, and VIP		
Initiatives	Timeline	Rationale
Communicating the nomination process/call for applications.	Year 2	<ul style="list-style-type: none"> • Better communicate how to nominate, when to nominate, why to nominate.
More PR for recipients and historical documentation.	Year 3	<ul style="list-style-type: none"> • NFFA profiles. • Need to boost them up for their service to the organization. • Press releases to the Indiana Ag Community • Website record, lookup
Define the requirements for each of the awards.	Year 3	<ul style="list-style-type: none"> • Basically have the description in the manual for honorary and say the other 2 are for people who just keep doing that stuff for longer.



Program/Activity: Past State Officer (PSO) Program		
Initiatives	Timeline	Rationale
Develop database of resources resources/contact info of the past state officers for volunteering.	Year 2	<ul style="list-style-type: none"> • Opt in to the list. • Share out to local, district, and state level. • Allows Past State Officers to connect with their local community to get things going and connected. • Utilize the volunteer resources sheet and share about how to get things connected. • Help connect “transplant” officers with the local community as they move in, esp from other states.
More structured mentor program for the current state officers.	Year 4	<ul style="list-style-type: none"> • Provide an outlet for the officers with someone that has experienced similar things. • Might be similar to something in the state officer committee. • Could be more about a mentoring during the transition/post office, compared to a mentoring deal during office.
Develop a more comprehensive transition plan out of state office, back to college and the “real world”.	Year 4	<ul style="list-style-type: none"> • New state officer curriculum and the state officer capstone. • Tap into Farm Credit MidAmerica – training. • Help connect to alumni and other volunteer opportunities and still communicating with officers. – no pressure zone – what are the opportunities that you don’t have to maybe fully commit or ‘dedicate’ to. • NFFA State Officer Continuum is changing so we might need to wait until we identify what the ‘capstone’ experience looks like as part of that continue.
Develop a “network” of past officers.	Year 4	<ul style="list-style-type: none"> • Help engage and educate on opportunities. • Risk of over, but zero communication on opps is also bad.



Committee 10: Applications

Overall Goal: Numerous application programs exist within Indiana FFA and review of their value, timing, requirements, and regulations shall be the responsibility of this committee. These programs include: Living to Serve, Degree programs, the Star Program, Agriscience Fair, National Chapter Award, and Proficiencies.

Timeline Definitions: Year 1 = 2016-17, Yr. 2 = 2017-18, Yr. 3 = 2018-19, Yr. 4 = 2019-20, Yr. 5 = 2020-21

Program/Activity: Degree Programs		
Initiatives	Timeline	Rationale
Develop a 'quick reference' sheet on the specific requirements for the Hoosier Degree and post in an easily accessible location.	Year 2	<ul style="list-style-type: none"> While the definition of the degree requirements can be found in multiple locations, it can often be difficult for students and parents to sift through all the information. A quick, one page reference sheet with the requirements, definitions, and commonly asked questions would allow students and parents to know exactly what must be completed in order to earn the degree. This reference sheet should also be included in the Hoosier Degree Handbook as an appendix.
Develop a list of leadership activities that meet the requirements for 'leadership contest' within the application.	Year 2	<ul style="list-style-type: none"> Potentially drives increased participation in those events. Avoids confusion and questioning on what qualifies as a leadership activity. The list should also be included in the Hoosier Degree Handbook as an appendix.
Evaluate the degree content and requirements on a regular basis.	Year 3	<ul style="list-style-type: none"> Establishes a consistent timeline of review. Ensures the degree is meeting the current demands and needs of the industry and members. Helps maintain the prestige the award holds. Currently updated every 3 years in accordance with Cost of Living increases – review timeline could be consistent with that same 3 year period.
Review the current Indiana Hoosier Degree Handbook content.	Year 3	<ul style="list-style-type: none"> Ensures the content and directions are up-to-date and as comprehensive as possible. Addition of common errors/problems. Assist in avoiding improperly completed applications. Make sure it is easy to understand for members, advisors, and parents – ensuring everyone is on the same page.

Program/Activity: Agriscience Fair		
Initiatives	Timeline	Rationale
Develop a targeted marketing plan to promote the agriscience fair.	Year 4	<ul style="list-style-type: none"> Many students and advisors do not know much about the program or the general requirements. Being a relatively new program (compared to other competitive award applications) it has been 'hidden' away in a contest room with few people actually observing the projects. Being an agriscience based organization in the AgBioscience realm, it is important to promote and highlight those that are making innovative advancements for the future of the industry.



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Develop a structured curriculum, in conjunction with the DOE and IAAE, aligning to standards that could easily be implemented into classrooms.	Year 4	<ul style="list-style-type: none"> • Suggestion – Should occur in conjunction with DOE Standards and Pathway Review. • Many instructors/advisors are unsure how to implement the program into their current curriculum. • Providing a more structure guide or map for implementation would provide guidance to instructors to use in class – potentially increasing overall participation in the state competition. • Projects are already meeting curriculum standard requirements for agriculture, science, English, and math – compiling that information and promotion through curriculum prevents instructors from having to identify that information individually.
Investigate possible funding to provide monetary awards for state winning agriscience projects.	Year 5	<ul style="list-style-type: none"> • Students with agriscience research projects often contribute personal funds to projects. • Monetary awards could funnel back into future projects and/or assist with research SAE and degree opportunities. • Financial incentives could cause an increase in overall participation from individual students and FFA chapters. • Suggestion – if it can happen early great, if it needs to be with curriculum or related to that it might be valuable as well.

Program/Activity: National Chapter Award		
Initiatives	Timeline	Rationale
Develop a stronger promotion/marketing plan of the whole program.	Year 2	<ul style="list-style-type: none"> • New/enhanced program starting in 2017 from NFFA. • Many chapters look at the application as being too lengthy and hard – how can we break it down to seem less ‘scary’? • Promotion of NFFA materials on completing the application (Indiana has very few differences from National, so no need to develop our own materials). • Promotion of how 1 application generates numerous awards (superior chapter, ‘star’ chapters, Models of Innovation, ect.)
Evaluate the awards distributed for various programs.	Year 3	<ul style="list-style-type: none"> • Ensure that awards presented match the prestige of what was completed and earned. (Huge trophies, certificates, rankings?)
Evaluate selection rubric of models of innovation winners.	Year 3	<ul style="list-style-type: none"> • Establish a more consistent form of selection criteria for these awards. • Ensure that programs awarded truly meet the concept of innovation to which the program was designed for.
Increase judges training and scoring requirements.	Year 5	<ul style="list-style-type: none"> • Ensure a consistent and fair scoring process from year-to-year. • Ensures that various areas are scored to the same standard no matter the judge evaluating.

Program/Activity: Proficiency Awards		
Initiatives	Timeline	Rationale
Establish and publish clearly defined disqualification process.	Year 2	<ul style="list-style-type: none"> • Clearly establishes what grounds for disqualification of a proficiency application is. • Develops a step-by-step process for the disqualification of a proficiency.



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		<ul style="list-style-type: none"> • Develops a checks and balance system for the disqualification – prevents DQs from being the viewpoint of a single person. • Allows for districts to ‘start’ the process. Materials should be shared to their level to prevent too much advancement of unqualified applications to higher levels.
Review the Indiana handbook compared to the National handbook, incorporate additional materials as needed.	Year 2-3	<ul style="list-style-type: none"> • Prevents ‘reinventing the wheel’ while providing additional information and resources. • Suggestions: <ul style="list-style-type: none"> ○ Incorporate additional information related to – common mistakes, general qualifications, and details of the DQ process. ○ Generate an expanded check sheet advisors can use to double check an application beyond the specific required components (back the common errors). ○ Goes hand in hand with initiative one – increased training materials for students, parents, and advisors.
Improve training materials for students, parents, and advisors on completion of the proficiency application.	Year 3	<ul style="list-style-type: none"> • Avoid improperly completed applications. • Everyone would have better knowledge of the requirements of each section of the application. • Better completed proficiencies at the district and state level will increase competitiveness at the national level of competition. • Training considerations: <ul style="list-style-type: none"> ○ Materials in various media - video, handouts, webcast, etc. ○ Possibility of regional workshops (maybe in Nov/Dec) ○ Possibility of WebEx workshops/sessions.
Investigate implementing state only award areas based on Indiana needs.	Year 3	<ul style="list-style-type: none"> • Many great SAEs/Work-based experiences that don’t fit award area. • Fill the gap in proficiencies. • Prevent applications from being in the ‘wrong’ category because people are trying to make it ‘fit’.
Improved training for judges scoring the proficiencies during grading opportunities at the district and state level.	Year 3-4	<ul style="list-style-type: none"> • Provides more consistent scoring of applications. • Generates stronger applications as members receive strong and appropriate feedback. • Suggestions: <ul style="list-style-type: none"> ○ Provide training materials prior to the scoring event. ○ Encourage/demonstrate constructive comments.
Develop increased promotion of SAE programs and award opportunities.	Year 4-5	<ul style="list-style-type: none"> • Many students do not always know what to do for an SAE, seeing more examples of successful programs in a wide range of award areas could help with that. <p>Knowing about the opportunities available for completing a proficiency application could generate additional participation.</p> <ul style="list-style-type: none"> • Provides a greater highlight/spotlight for one of the 3 main components of AgEd that is sometime pushed to the side and/or minimized. • Suggestion – possible ‘press ready’ releases that teachers can grab off the website and just change simple ideas.



Program/Activity: Star Program		
Initiatives	Timeline	Rationale
Evaluate and redefine the structure of the star program.	Year 2	<ul style="list-style-type: none"> • Current participation is low, often leading to certain award areas not being completely filled. • Regional requirements has the potential of limiting the 'best' programs from moving forward and being highlighted. • Suggestions/Questions: <ul style="list-style-type: none"> ○ Do we have a different preliminary grading process? Similar to proficiencies (Gold, Silver, Bronze). ○ Are section stars necessary? Instead choose the top applicants for an interview & selection of a final 4. ○ Singular interview process at the final stages of selection.
Establish increased training for judges.	Year 3-4	<ul style="list-style-type: none"> • Judges are requested to score applications and conduct an interview with limited established rubrics and standards. (There is a rubric from NFFA for the application). • Standards for the interview process should be established. • This needs to include the State Officers if they will be included still as part of the judging group.
Develop educational resources for advisors for completing the application and participating in the entire program.	Year 4	<ul style="list-style-type: none"> • Advisors and members are often confused on the requirement of the star application. • Additional definitions/checklists, will ensure a more appropriately completed application and stronger application. • Provides guidance on the rest of the application program once the paper portion is complete. • Should include information about what the grading process is and what the interview process is if so selected. • Currently many advisors do not know what to expect during the interview, unless they have had a section star before (plus it varies greatly from year to year depending on judge preference.)
Encourage increased community involvement/praise/promotion of the program and winners.	Year 5	<ul style="list-style-type: none"> • Current awards are good, but could increase promotion of the individual programs increase participation. • Providing materials for the local community to praise the winning programs would increase community involvement. • The individuals completing these programs are strong, contributing members of their local community and that community should have a better understanding and appreciation of what is going on by their 'young people' and local agricultural education program. • Start – 'press ready' documents; engage social media – connect winners and their community groups; list of ideas on how schools can recognize their winners; identify how to connect these with chamber of commerce, local organization, etc.



Program/Activity: Living to Serve		
Initiatives	Timeline	Rationale
Evaluate the application award categories to determine if they meet the needs of chapters.	Year 4	<ul style="list-style-type: none"> Some areas might overlap some, generating confusion as to which category a chapter should apply with a program or allowing the same program to be utilized in more than one category.
Review scoring rubrics and grading qualifications.	Year 4	<ul style="list-style-type: none"> Ensures a fair and consistent process from year-to-year. Generates additional standards for individuals to understand what should be included in each section of the application.
Generate a Living to Serve Handbook.	Year 5	<ul style="list-style-type: none"> Instructions are really only included in the application itself. Clarification of the overall awards, purpose of the program, how to fill them out, what can/cannot be included in the application. Will help educate and train advisors on the program. Potentially increase participation.
Evaluate the awards and amounts.	Year 6-10	<ul style="list-style-type: none"> Review the award dollar amounts to ensure they meet the needs of the program. Potentially level the playing field for comparing community service projects. How do we appropriately compare/value programs that are drastically different from each other within the same category, yet have profound impacts in their local community?
Review the overall program purpose and timing to determine if it is meeting a need of local chapters.	Year 6-10	<ul style="list-style-type: none"> Current participation is fairly low for this program – is it filling a need put forth by chapters across the state? The application is due at the same time as numerous other applications – if this were changed to another time of year, would participation increase?



Committee 11: Development Events

Overall Goal: This committee is charged with developing a plan to review the requirements and implementation of career development events offer through FFA/AgEd programs, including timing and qualifications. This includes the 4H/FFA CDEs, FFA only CDEs/LDEs, and the judging committees.

Timeline Definitions: Year 1 = 2016-17, Yr. 2 = 2017-18, Yr. 3 = 2018-19, Yr. 4 = 2019-20, Yr. 5 = 2020-21

Program/Activity: Accommodations		
Initiatives	Timeline	Rationale
Develop a state association process for those who need accommodations.	Year 2	<ul style="list-style-type: none"> • There is currently not a process in place on the state level but there are times when accommodations are needed and provided. A formal and documented process needs to be constructed to make sure all students have what they need to be able to participate in events. It also ensure that the state staff is prepared and ready at the time of the event. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Identify an expert to review accommodations and decide what modifications need to be provided. ○ Communicate the process and deadlines to Agriculture teachers.
Investigate providing an online system for accommodations	Year 3	<ul style="list-style-type: none"> • There is currently no online accommodation submission process. • The ideal online system could allow you to submit the form one time, and then have a check box system to say if the student needs modifications or not for the particular contest.

Program/Activity: Judging Committee		
Initiatives	Timeline	Rationale
Create and Implement FFA CDE/LDE Subcommittees	Year 1	<ul style="list-style-type: none"> • Currently the Board of Trustees serves as review committee for all changes. The committee may or may not have the specific content knowledge to address all CDE/LDEs. Given this, it is advised that committees are formed with individuals who are experts in the CDE/LDE area and content. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Including a training element might be necessary
Evaluate and Clarify Policies, Procedures, Guidelines	Year 3	<ul style="list-style-type: none"> • Documents related to CDEs and LDEs are ununiformed, missing key information, and not meeting the needs of our members, coaches, judges, and state staff. Therefore, it is important to evaluate and clarify policies, procedures, and guidelines to ensure that all advisors, members, volunteers, and state staff know how to prepare to compete and to conduct the events. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Need to look into how best to disseminate information to coaches and judges



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Implement a Rotation and Structure of CDE/LDE Evaluation	Year 3	<ul style="list-style-type: none"> • There is no rotation or structure of review of CDEs and LDEs which makes it hard to keep up with a changing industry or make corrections consistently across all events. • Developing a detailed plan as to when, how, and why an update is needed • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Agricultural Education Standards Needed ○ Industry Input for relevance ○ The committee could include: FFA member, Ag Teacher, Purdue Ag Ed rep, State Staff, Insurance/ Legal rep, sponsor, member of the Ag community
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Program/Activity: Leadership Development Events (LDE)		
Initiatives	Timeline	Rationale
Determine the events that belong on the LDE list	Year 2	<ul style="list-style-type: none"> • Recently the National FFA and Indiana FFA adopted a clearer separation between development events that were more leadership skill oriented and those of career skills. We now use Leadership Development Events (LDE) and Career Development Events (CDE). It is necessary to review the list of development and determine they are in the correct category. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Alignment with NFFA development events as much as possible. ○ A 2 year grace period of change for the members applying for their state degrees as it relates to the LDEs.
Investigate ways to provide feedback to members	Year 3	<ul style="list-style-type: none"> • Development events are meant to be learning events so feedback is critical for growth. Currently feedback is given to the members through scores and comments. Scores can be confusing as different judges evaluate and allocate points differently. Comments are given but are not focused on and are hard for judges to give at times given the fast paced nature of the events. Given all of this, it is important to review the common practices and modify as need to make sure we are adequately support members' progress. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Possible feedback via comment card; scores of other contestants; averages



Program/Activity: Career Development Events (CDE) and Leadership Development Events(LDE)		
Initiatives	Timeline	Rationale
Investigate eligibility of grade levels for participation in events	Year 2	<ul style="list-style-type: none"> • At this time there is an inconsistent structure of participate of members of different grade levels. Certain CDE/LDEs have junior division, others allow for all students to participate, and still others restrict based on grades. National FFA has modified their policies to allow for all members to participate in any CDE/LDE regardless of grade level. • A full review of the policies is in order to ensure that the association is meeting the membership's needs. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Investigate adding divisions based on grades and/or skills. Add gateways/stair steps to contest like welding. ○ Work with intra-curricular committee to decided qualification factors for members (example: what counts as a class to qualify them as a member to compete)
Evaluate Judge Expectation, Role Clarifications, and Training.	Year 3	<ul style="list-style-type: none"> • Currently training for judges include a brief orientation by staff and/or coordinators at the beginning of the event • Inconsistent judging practices and lack of knowledge of an event create errors in judging that can be solved but implementing more consistent training. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Webinars are extremely beneficial after rule changes and clarifications are made ○ Webinar would help ensure that ALL RULES are mentioned and that human error does not affect instructions. ○ Need to clarify that judges do not disqualify students without a discussion with state staff
Evaluate Potential Training Options for Coaches	Year 4	<ul style="list-style-type: none"> • The need to create and offer multiple forms of training to our coaches has been a consistent request. • Currently IAAE facilitates 45-75 minute workshops as requested during summer or winter workshops
Investigate timing of CDE/LDE	Year 4	<ul style="list-style-type: none"> • Given the every changing nature of our industry and technologies it is imperative that we continually evaluate our events and programs which includes the time of year they are offered in order to optimize members' access to programs.
Investigate Judges Database with Qualifications Component	Year 5	<ul style="list-style-type: none"> • Currently the association and each district house their own databases for judges with minimal qualification factors instituted. The lack of connectivity between lists at both levels creates inefficiency as well as liability issues (if a judge is removed from a list because of inappropriate behavior they could still be on other lists and have access to students). Pooling data and resources allows for more to be done with our judges list such as marking areas of expertise and qualifications for the judges. More qualified judges means a better learning experience for our students.



Committee 12: Telling Our Story

Overall Goal: *The Indiana FFA Association is doing great things for members across the state, but promotion and public relations plans must be developed and reviewed. In addition to general public relations and branding for all programs, this committee will also focus on the following independent programs: magazine insert, social media pages, website (www.inffa.org), and the FFA Pavilion at the Indiana State Fair.*

Timeline Definitions: Year 1 = 2016-17, Yr. 2 = 2017-18, Yr. 3 = 2018-19, Yr. 4 = 2019-20, Yr. 5 = 2020-21

Program/Activity: Branding/PR/Social Media		
Initiatives	Timeline	Rationale
Assess the current branding and public relations conducted by the association	Year 3	<ul style="list-style-type: none"> • At this time, the association has started to adopt and alter the National FFA branding model. They are also very active through the state FFA officers on several social media platforms. Even with all the great improvements and updating, the association is not entirely sure the effectiveness of the work or if they are hitting all the correct audiences in the proper manner. • Given this, it is important for the association to investigate and assess the current systems that address the branding, public relations, and social media in a deliberate and comprehensive manner. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Look into professional company to conduct ○ Determine a budget to work on assessment
Develop a comprehensive branding and public relations plan	Year 4	<ul style="list-style-type: none"> • After the assessment of the current state of the branding and public relation efforts of the association, a comprehensive plan needs to be constructed. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Look into professional company to conduct ○ Determine a budget to work on assessment ○ Determine top 2-3 target audiences <ul style="list-style-type: none"> ▪ Request opinions of focus group on what priority audience(s) will be for the plan ○ Determine key messages and positioning <ul style="list-style-type: none"> ▪ Based on target audience, align key message and positioning with FFA objectives/goals ○ Determine the objectives of the plan based on the needs of the association. <ul style="list-style-type: none"> ▪ Objective examples: <ul style="list-style-type: none"> • More teachers • More members • More funding • More chapters • More member participation
Enact the branding and public relations plan	Year 5	<ul style="list-style-type: none"> • Develop tactics (including social media) to execute the plan. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Look into professional company to conduct ○ Determine a budget to work on assessment



Program/Activity: Magazine		
Initiatives	Timeline	Rationale
Assess the current format of Impact	Year 4	<ul style="list-style-type: none"> • The National FFA conducted a study that included the relevance and desire of the members and stakeholders to retain the magazine. It came back as an overwhelming yes. Based on that the association is electing to retain the insert of the national magazine that is constructed by the association, the Impact. • Even though it is a large engagement piece to our members and our stakeholders, the association still sees the need to evaluate the functionality and effectiveness of the magazine. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Use information from the branding assessment ○ Surveys to members and stakeholders ○ Evaluate how the Impact is used by teachers in the classroom
Develop and execute a plan to update and change the Impact	Year 5	<ul style="list-style-type: none"> • After an assessment of the effectiveness of the magazine the association should construct a plan to update and change the Impact. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Include actions to create curriculum and/or resources for teachers to use the Impact in the classroom. ○ Determine what our objectives and goals are so we can alter our articles ○ Develop the vision moving <ul style="list-style-type: none"> ▪ Create stories that can be used year round ▪ Develop content that appeals to all audiences

Program/Activity: Website		
Initiatives	Timeline	Rationale
Increase Sponsor Recognition on Website	Year 2	<ul style="list-style-type: none"> • The Association and Foundation have a large presence of sponsor recognition on social media via the state FFA officers. In update and more strategic approach to utilizing the website for our sponsor partnership needs to be initiated. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Banners ○ Highlighted sponsor of events and programs
Assess the ease of navigation and functionality	Year 4	<ul style="list-style-type: none"> • The new version of the website has been in operation for three years which means it is time to take a look at the functionality and ease of navigation to make sure we are maximizing our investment. • Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> ○ Having pictures/icons to draw attention to the most widely used ○ Organization to find the hidden treasures click to drop down menus



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		<ul style="list-style-type: none"> ○ Additional hyperlinks to the most often used (hot links) ○ Investigate layering calendars ○ Increase Appeal and Visual Markers <ul style="list-style-type: none"> ▪ Decrease wordiness ▪ Additional pictures
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Program/Activity: Page Day		
Initiatives	Timeline	Rationale
Review and streamline registration processes.	Year 2	<ul style="list-style-type: none"> ● Current process is cumbersome and difficult to compile. ● Items/information does not always directly match with requirements from page offices. ● Ultimately requires extra staff time/ reconstruction of information.
Develop and distribute safety procedures/action plans.	Year 2	<ul style="list-style-type: none"> ● Currently operate based on Senate and House Page office procedures. ● Need a more formalized plan that is for Indiana FFA during this time. ● Should work with the page offices to determine their procedures and how to work them into a defined and comprehensive plan.
Review parking options for advisors (especially with mini buses).	Year 4	<ul style="list-style-type: none"> ● Large vehicle/mini bus parking is not easily accessible or is quite a distance away. ● Advisors often must drop off students and then go park and walk back – possibly leaving students unsupervised for periods of time.
Develop activities for advisors and/or parents to engage is professional development, potentially including their own opportunities to engage with legislators/government leadership.	Year 4	<ul style="list-style-type: none"> ● Advisors and/or parents have no activities to complete during the day. ● Currently they either do not come or ‘hang out’ most of the day due to a lack of formalized activities. ● Missed opportunity for professional development. ● Missed opportunity for PR and engagement with government leadership on behalf of Indiana FFA. Members do a great job of ‘selling’ our programs, but advisors and parents are equally great advocates.



Program/Activity: State Fair		
Initiatives	Timeline	Rationale
Increase awareness how the funds collected throughout the pavilion will be utilized by the association and foundation	Year 2	<ul style="list-style-type: none"> At this time, there are several areas in the pavilion in which the visitors in our building can donate or purchase items. The money is collected to impact state officer programming and association projects through the foundation. There is limited signage discussing where the funds are allocated so a more strategic approach to advertising is needed.
Determine the audience and their needs for the pavilion	Year 2	<ul style="list-style-type: none"> It is critical before significant changes are made to the pavilion that the association and foundation determine the core audience of the building and what they are looking for and need from us to maximize their experience and our exposure to them.
Investigate Sponsor Recognition	Year 2	<ul style="list-style-type: none"> Discuss with state fair and the foundation the possibility of increasing sponsor recognition with into the pavilion and make adjustments as allowed.
Assess the current signage, activities, and events in the pavilion	Year 3	<ul style="list-style-type: none"> Once the association has determined the audience of the pavilion and their needs, they will need to do an extensive evaluation of the current signage, activities, and events in the pavilion to ensure that they are meeting their needs. Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> Utilization of FFA facts and demographics Providing educational programming Recognize members for National competitive events and applications. Make videos about Indiana FFA to play on the big screen Use language that the general public would understand instead of our FFA world.
Create plans to change and update the pavilion based on the audience needs and assessment of the building conducted	Year 3	<ul style="list-style-type: none"> After the assessment is completed, the association and foundation need to make a plan to create the change and updates in the pavilion that will meet the needs of the audience.
Investigate volunteer opportunities	Year 5	<ul style="list-style-type: none"> The association and foundation utilizes a great number of members, parents, advisors, and alumni to help run our pavilion. The association and foundation need to make sure they are maximizing the skills of the volunteers to meet the needs of our audience while also offering valuable learning experiences for our members. Potential Action Items (list is not all inclusive) <ul style="list-style-type: none"> How do we acquire, identify and incentives volunteers to help with Country Market Training, getting them there, reward them for help



VII. Appendix – Strategic Initiatives by Year

Year 1: 2016- 2017 School Year

Program	Action Group	Initiative
Strategic Planning	<i>State Staff</i>	Construction of Strategic Initiatives
Chapter Visits-Other	<i>State Staff</i>	Develop a Chapter Visit state officer request form
State Convention - CDEs	<i>State Staff</i>	Allow students to write thank you cards to judges immediately after leaving the contest room.
State Officer Scheduling	<i>State Staff</i>	Revise State Officer Request
State Officer Scheduling	<i>State Staff</i>	Create a State Officer Request Guidebook.
National Officer Candidate (NOC)	<i>State Staff</i>	Review and streamline current NOC process
National Officer Candidate (NOC)	<i>State Staff</i>	Establish a lead contact for the NOC with IN FFA
Judging Committee	<i>State Staff</i>	Create and Implement FFA CDE/LDE Subcommittees
Officer Retreats	<i>State Staff</i>	Continue implementation of new Officer Retreat's objectives and review their impact.
Guidebooks/Handbooks	<i>State Staff</i>	Have a program that clearly outlines the steps of the Strategic Plan for all to see as well as its future.
Bookkeeping/ Financial Practices	<i>State Staff</i>	Evaluate bookkeeping procedures on a yearly basis.
Bookkeeping/ Financial Practices	<i>State Staff</i>	Evaluate budget categories and amounts compared to return on investment/member impact on a yearly basis.
Staff Roles/Responsibilities and ISDA Relationship	<i>State Staff</i>	Review state staff roles/responsibility divisions on a yearly basis.
Staff Roles/Responsibilities and ISDA Relationship	<i>State Staff</i>	Continuously maintain levels of support to other departments within ISDA/Lt. Governor's Office while providing opportunities for others to connect with the association.



Year 2: 2017 – 2018 School Year

Program	Action Group	Initiative
Guidebooks/Handbooks	<i>State Staff</i>	Have a program that clearly outlines the steps of the Strategic Plan for all to see as well as its future.
Bookkeeping/ Financial Practices	<i>State Staff</i>	Evaluate bookkeeping procedures on a yearly basis.
Bookkeeping/ Financial Practices	<i>State Staff</i>	Evaluate budget categories and amounts compared to return on investment/member impact on a yearly basis.
Staff Roles/Responsibilities and ISDA Relationship	<i>State Staff</i>	Review state staff roles/responsibility divisions on a yearly basis.
Staff Roles/Responsibilities and ISDA Relationship	<i>State Staff</i>	Continuously maintain levels of support to other departments within ISDA/Lt. Governor's Office while providing opportunities for others to connect with the association.
District Kickoffs	<i>Taskforce (Students, Teachers, and State Staff)</i>	Review current District Kickoff objectives
Executive Committee	<i>Taskforce (Students, Teachers, and State Staff)</i>	Review the roles and responsibilities of the executive committee.
Executive Committee	<i>Taskforce (Students, Teachers, and State Staff)</i>	Review the timing of the executive committee meetings.
Conferences	<i>Taskforce (Students, Teachers, and State Staff)</i>	Review current conference objectives and goals.
Foundation/Business Industry	<i>State Staff</i>	Collect data at the chapter level pertaining to current funding and support
Career and Technical Student Organizations (CTSOs)	<i>State Staff</i>	Collect program information from other CTSOs.
State Convention - CDEs	<i>State Staff and Purdue Staff</i>	Investigate additional internet capabilities for contestants to utilize for their career development events.
State Convention – Sessions/ On Stage	<i>Taskforce (Students, Teachers, and State Staff)</i>	Evaluate sessions to determine importance of items presented
Indiana Presence at National Convention	<i>Taskforce (State Staff and Alumni)</i>	Create a system to more easily promote success of Indiana chapters and members.
Constitution and Bylaws	<i>Taskforce (Teachers, State Staff, and State Parliamentarian)</i>	Review, modify, and alignment of District, State and National Bylaws
District Business Alignment	<i>Taskforce (Students, Teachers, and State Staff)</i>	Collecting data – Bylaws, Calendars, District Business Best Practices
Intern Program	<i>State Staff and Interns</i>	Develop more structure to the overall intern program.



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Program	Action Group	Initiative
Intern Program	<i>State Staff and Interns</i>	Develop and define high value projects the intern can take ownership on throughout the program.
Intern Program	<i>State Staff and Interns</i>	Develop a final presentation as a capstone to the intern experience.
Contracts	<i>Taskforce (State Staff, ISDA, Stakeholders)</i>	Develop and review list of all possible Indiana FFA contracts current and potential and generate a timeline for evaluation of contracted needs.
Contracts	<i>Taskforce (State Staff, ISDA, Stakeholders)</i>	Develop template language for all contracts.
Contracts	<i>Taskforce (State Staff, ISDA, Stakeholders)</i>	Generate a list of individuals who count enter and fulfill contracts.
Contracts	<i>Taskforce (State Staff, ISDA, Stakeholders)</i>	Develop processes for generating and completing contracts.
Liability	<i>State Staff and Attorney</i>	Research the possibility of an all-inclusive waiver form for students.
Liability	<i>State Staff and Attorney</i>	Employ a lawyer/firm for legal consultation.
Board of Trustees Functions and Roles	<i>State Staff and Board of Trustees</i>	Define the board of trustees roles and functions
Board of Trustees Functions and Roles	<i>State Staff and Board of Trustees</i>	Implement training for BOT
Board of Trustees Functions and Roles	<i>State Staff and Board of Trustees</i>	Develop a handbook for BOT
Nominating Committee	<i>Taskforce (State Staff and Past Members)</i>	Nominating Committee Member Advisor Communication.
Nominating Committee	<i>Taskforce (State Staff, Stakeholders, Current Committee)</i>	Nominating Committee Member Prep Resources.
State Officer Professional Development	<i>State Staff</i>	The association should evaluate the process by which Foundation board members are engaged in mentoring relationships with state officers.
State Officer Professional Development	<i>State Staff</i>	The association shall clearly communicate professional development opportunities and expectations to state officer candidates and their advisors.
State Officer Professional Development	<i>Taskforce (State Staff, Past State Officers, Current State Officers)</i>	The association should implement a formal, systematic evaluation process that includes opportunities for all stakeholders to assess the proficiency of state FFA officers.
State Officer Scheduling	<i>State Staff and Officers</i>	Evaluate the effectiveness of Google Calendar for the State Officer Schedule of Events.
State Officer Candidate (SOC) and Application	<i>Taskforce (State Staff, Past State Officers, Current State Officers)</i>	Focus on developing each candidate by utilizing a strengths-based personality training and explaining the results at the SOC Open House.



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Program	Action Group	Initiative
State Officer Candidate (SOC) and Application	<i>Taskforce (State Staff, Past State Officers, Current State Officers)</i>	Improve communication with advisors, especially new advisors, during the application time.
State Officer Candidate (SOC) and Application	<i>Taskforce (State Staff, Past State Officers, Current State Officers)</i>	Compile a list of key people who can act as a resource or a mentor to help SOC's prepare if they identify that they lack resources from their advisor.
National Officer Candidate (NOC)	<i>Taskforce (State Staff and Past NOC)</i>	Create a formal NOC process for IN candidates
Past State Officer (PSO) Program	<i>Taskforce (State Staff, State Officers, and Past State Officers)</i>	Develop database of resources resources/contact info of the past state officers for volunteering.
Volunteer Awards – Honorary, Distinguished Service, and VIP	<i>State Staff</i>	Communicating the nomination process/call for applications.
Degree Programs	<i>Taskforce (Teachers)</i>	Develop a 'quick reference' sheet on the specific requirements for the Hoosier Degree and post in an easily accessible location.
Degree Programs	<i>Taskforce (Teachers and State Staff)</i>	Develop a list of leadership activities that meet the requirements for 'leadership contest' within the application.
National Chapter Award	<i>Taskforce (Teachers and State Staff)</i>	Develop a stronger promotion/marketing plan of the whole program.
Proficiency Awards	<i>State Staff</i>	Establish and publish clearly defined disqualification process.
Star Program	<i>Taskforce (State Staff, Teachers, and Judges)</i>	Evaluate and redefine the structure of the star program.
Accommodations	<i>State Staff</i>	Develop a state association process for those who need accommodations.
CDE and LDE	<i>Board of Trustees</i>	Investigate eligibility of grade levels for participation in events
LDE	<i>Taskforce (Teachers and State Staff)</i>	Determine the events that belong on the LDE list
Website	<i>State Staff</i>	Increase Sponsor Recognition on Website
State Fair	<i>State Staff</i>	Increase awareness how the funds collected throughout the pavilion will be utilized by the association and foundation
State Fair	<i>Taskforce (Students, Teachers, and State Staff)</i>	Determine the audience and their needs for the pavilion
State Fair	<i>Taskforce (State Staff and Stakeholders)</i>	Investigate Sponsor Recognition
Page Day	<i>Taskforce (Students, Teachers, and State Staff)</i>	Review and streamline registration processes.
Page Day	<i>Taskforce (State Staff and Stakeholders)</i>	Develop and distribute safety procedures/action plans.
District Conventions	<i>State Staff and District Advisors and Officers</i>	Communicate the timeline and guide for planning with all district officers and advisors.



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Program	Action Group	Initiative
Board of Trustees and District Advisors	<i>State Staff</i>	Develop training for District Advisors
Judges	<i>State Staff, Teachers, and District Officer Teams</i>	Communicate judging opportunities to our alumni groups and sponsors and previous winners/participants and student teachers/preservice teachers.
Indiana FFA Leadership Center (IFLC)	<i>Taskforce (State Staff, IFLC Staff, and Teachers)</i>	Clarify and/or establish policies, procedures, and information for the use of the IFLC
State Convention – Headquarters/General	<i>State Staff</i>	Review registration fees and CDE/LDE entry fees.
Historical Records	<i>State Staff and Interns</i>	Research and Identify the best database options for housing information and sharing options.
Guidebooks/Handbooks	<i>State Staff</i>	Design a consistent look and function of the guidebooks/handbooks.
Alumni	<i>State Staff and Alumni</i>	Engage collegiate FFA alumni chapters and those members that are not on a campus with a local chapter.
Judges	<i>State Staff</i>	Review our training programs for various judging events.
Proficiency Awards	<i>Taskforce (State Staff and Teachers)</i>	Review the Indiana handbook compared to the National handbook, incorporate additional materials as needed.
Board of Trustees and District Advisors	<i>State Staff and Board of Trustees</i>	Clearly Define Roles of Board of Trustee Members and District Advisors
Historical Records	<i>State Staff and Interns</i>	Gather historical records and collect information into a database.



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Year 3: 2018 – 2019 School Year

Program	Action Group	Initiative
Bookkeeping/ Financial Practices	<i>State Staff</i>	Evaluate bookkeeping procedures on a yearly basis.
Bookkeeping/ Financial Practices	<i>State Staff</i>	Evaluate budget categories and amounts compared to return on investment/member impact on a yearly basis.
Staff Roles/Responsibilities and ISDA Relationship	<i>State Staff</i>	Review state staff roles/responsibility divisions on a yearly basis.
Staff Roles/Responsibilities and ISDA Relationship	<i>State Staff</i>	Continuously maintain levels of support to other departments within ISDA/Lt. Governor's Office while providing opportunities for others to connect with the association.
Indiana FFA Leadership Center (IFLC)	<i>Taskforce (State Staff, IFLC Staff, and Teachers)</i>	Clarify and/or establish policies, procedures, and information for the use of the IFLC
State Convention – Headquarters/General	<i>State Staff</i>	Review registration fees and CDE/LDE entry fees.
Historical Records	<i>State Staff and Interns</i>	Research and Identify the best database options for housing information and sharing options.
Guidebooks/Handbooks	<i>State Staff</i>	Design a consistent look and function of the guidebooks/handbooks.
Alumni	<i>State Staff and Alumni</i>	Engage collegiate FFA alumni chapters and those members that are not on a campus with a local chapter.
Judges	<i>State Staff</i>	Review our training programs for various judging events.
Proficiency Awards	<i>Taskforce (State Staff and Teachers)</i>	Review the Indiana handbook compared to the National handbook, incorporate additional materials as needed.
Board of Trustees and District Advisors	<i>State Staff and Board of Trustees</i>	Clearly Define Roles of Board of Trustee Members and District Advisors
Historical Records	<i>State Staff and Interns</i>	Gather historical records and collect information into a database.
Board of Trustees and District Advisors	<i>Taskforce (State Staff, District Advisors and Officers)</i>	Investigate resources needed by the District Advisor and Officers for District Leadership Events.
District Kickoffs	<i>State Staff and Attorney</i>	Evaluate and develop safety procedures
Executive Committee	<i>State Staff</i>	Develop additional materials to brief the executive committee on proper conduct.
Chapter Visits-Other	<i>State Staff and Officers</i>	Evaluate success of the objectives, state officer performance of the facilitation of the objectives and future needs of the chapters.
Conferences	<i>Taskforce (Students, Teachers, and State Staff)</i>	Reevaluate the needs of our members and objectives after implementing previous year's changes
Conferences	<i>Taskforce (Students, Teachers, and State Staff)</i>	SOAR and FIRE Only: Evaluate counselor selection process and training
Qualifications for Membership	<i>State Staff</i>	Clarify and create a policy on identifying the courses that are available to fulfill FFA membership qualifications.



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Program	Action Group	Initiative
Qualifications for Advisors	<i>State Staff</i>	Identify the prerequisites need to be a qualified FFA Advisor
Foundation/Business Industry	<i>State Staff</i>	Analyze and finalize data results with action steps
State Convention – Headquarters/General	<i>Taskforce (Students, Teachers, and State Staff)</i>	Evaluate banquets including the need and organization.
State Convention – Headquarters/General	<i>Taskforce (State Staff and Teachers)</i>	Investigate the timing of state convention and location.
State Convention - CDEs	<i>State Staff</i>	Provide staff or courtesy corps for a loading/unloading location next to Stewart Center for contest materials and guidance.
State Convention - CDEs	<i>State Staff</i>	Have each individual state contest follow a schedule that can be completed on time for their schedule whether it is at Ivy Tech or Purdue.
State Convention - CDEs	<i>State Staff and Officers</i>	Create a survey for judges, advisors, and participants to complete with feedback on the contest and how it was run.
Redistricting	<i>State Staff and Intern</i>	Construct a state map of all Agriculture programs, FFA Districts, 4-H Areas
District Business Alignment	<i>State Staff and Contract</i>	Create an online submission system for all district events through the inffa.org website.
Board of Trustees and District Advisors	<i>Taskforce (State Staff, Board of Trustees, and District Advisors)</i>	Investigate the distribution of district event responsibilities between the District Advisor and all other advisors within the district
Intern Program	<i>Taskforce (State Staff, Stakeholders, YDAE)</i>	Investigate the concept of non-traditional internships.
Contracts	<i>Taskforce (State Staff, ISDA, Stakeholders)</i>	Determine funding levels for each contract/type of contracted work and ensure funding is available through the association.
Contracts	<i>Taskforce (State Staff, ISDA, Stakeholders)</i>	Develop an annual evaluation process for contracts.
Historical Records	<i>State Staff and Intern</i>	Identify what historical records need to be organized.
Liability	<i>State Staff, Insurance Company, and Attorney</i>	Complete a total association risk assessment.
Nominating Committee	<i>Taskforce (State Staff and Past members)</i>	Student Training Program for Nominating Committee Members.
State Officer Professional Development	<i>State Staff</i>	The association should align their programming to the new State Officer Leadership Continuum offered by National FFA.
State Officer Professional Development	<i>Taskforce (State Staff, State Officers, and Past State Officers)</i>	The association should annually evaluate the state officer program's professional development activities via an exit interview with the state FFA officers
State Officer Scheduling	<i>State Staff</i>	Research Google Classroom, Blackboard, Schoology, etc. as a better way to manage state officer curriculum and other duties.



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Program	Action Group	Initiative
National Officer Candidate (NOC)	<i>Intern</i>	Establish key stakeholders that are willing to serve as mentors for NOC. Create a database of these people for the NOC to contact during their candidacy.
Alumni	<i>Current Alumni Officers</i>	Increase the number of volunteers statewide and increase training for those volunteers.
Volunteer Awards – Honorary, Distinguished Service, and VIP	<i>State Staff and Officers</i>	More PR for recipients and historical documentation.
Volunteer Awards – Honorary, Distinguished Service, and VIP	<i>State Staff</i>	Define the requirements for each of the awards.
Degree Programs	<i>Taskforce (State Staff and Teachers)</i>	Evaluate the degree content and requirements on a regular basis.
Degree Programs	<i>Taskforce (State Staff and Teachers)</i>	Review the current Indiana Hoosier Degree Handbook content.
National Chapter Award	<i>Taskforce (State Staff and Teachers)</i>	Evaluate the awards distributed for various programs.
National Chapter Award	<i>Taskforce (State Staff and Teachers)</i>	Evaluate selection rubric of models of innovation winners.
Proficiency Awards	<i>Taskforce (Teachers)</i>	Improve training materials for students, parents, and advisors on completion of the proficiency application.
Proficiency Awards	<i>State Staff and Board of Trustees</i>	Investigate implementing state only award areas based on Indiana needs.
Accommodations	<i>State Staff and Contract</i>	Investigate providing an online system for accommodations
Judging Committee	<i>Taskforce (State Staff and Teachers)</i>	Evaluate and Clarify Policies, Procedures, Guidelines
Judging Committee	<i>State Staff and Board of Trustees</i>	Implement a Rotation and Structure of CDE/LDE Evaluation
CDE and LDE	<i>Taskforce (State Staff, Judges, and Teachers)</i>	Evaluate Judge Expectation, Role Clarifications, and Training.
LDE	<i>Taskforce (State Staff, Judges, and Teachers)</i>	Investigate ways to provide feedback to members
Branding/PR/Social Media	<i>Taskforce (State Staff, Students, Teachers, Stakeholders, Contract)</i>	Assess the current branding and public relations conducted by the association
State Fair	<i>Taskforce (State Staff, Stakeholders, and Teachers)</i>	Assess the current signage, activities, and events in the pavilion
State Fair	<i>Taskforce (State Staff, Stakeholders, and Teachers)</i>	Create plans to change and update the pavilion based on the audience needs and assessment of the building conducted



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Program	Action Group	Initiative
Conferences	<i>Taskforce (State Staff, Students, and Teachers)</i>	PLT Only: Develop procedures to continue to grow and engage all district, band, chorus officers and section directors past PLT.
Judges	<i>Intern and District Officers</i>	Develop a database of judges that could be shared down to districts.
Liability	<i>State Staff and Board of Trustees</i>	Create comprehensive policies and procedures for the association.
Proficiency Awards	<i>State Staff</i>	Improved training for judges scoring the proficiencies during grading opportunities at the district and state level.
Star Program	<i>State Staff</i>	Establish increased training for judges.



Year 4: 2019 – 2020 School Year

Program	Action Group	Initiative
Bookkeeping/ Financial Practices	<i>State Staff</i>	Evaluate bookkeeping procedures on a yearly basis.
Bookkeeping/ Financial Practices	<i>State Staff</i>	Evaluate budget categories and amounts compared to return on investment/member impact on a yearly basis.
Staff Roles/Responsibilities and ISDA Relationship	<i>State Staff</i>	Review state staff roles/responsibility divisions on a yearly basis.
Staff Roles/Responsibilities and ISDA Relationship	<i>State Staff</i>	Continuously maintain levels of support to other departments within ISDA/Lt. Governor's Office while providing opportunities for others to connect with the association.
Board of Trustees and District Advisors	<i>State Staff and Board of Trustees</i>	Clearly Define Roles of Board of Trustee Members and District Advisors
Liability	<i>State Staff and Board of Trustees</i>	Create comprehensive policies and procedures for the association.
Proficiency Awards	<i>State Staff</i>	Improved training for judges scoring the proficiencies during grading opportunities at the district and state level.
Star Program	<i>State Staff</i>	Establish increased training for judges.
District Kickoffs	<i>State Staff</i>	Develop a more effective onsite registration process
Officer Retreats	<i>Taskforce (State Staff and Teachers)</i>	Evaluate success of the objectives, state officer performance of the facilitation of the objectives and future needs of the chapters.
Qualifications for Advisors	<i>Taskforce (State Staff, YDAE, and Teachers)</i>	Evaluating ways to address the preparation needs of new and transitioning teachers.
Supervised Agricultural Experience (SAE)	<i>Taskforce (State Staff and Teachers)</i>	Investigate and implement key parts of the SAE Renewal
Foundation/Business Industry	<i>Taskforce (State Staff and Teachers)</i>	Assist the Indiana FFA Foundation in promoting chapter giving in the hopes that every chapter donate to the Foundation.
State Convention – Headquarters/General	<i>Taskforce (State Staff and Teachers)</i>	Evaluate the registration process.
District Conventions	<i>Taskforce (State Staff and Teachers)</i>	Evaluate the need to have a consistent location for each district contest within their district.
Indiana Presence at National Convention	<i>State Staff and Officers</i>	Investigate the need of an Indiana social activity.
Indiana Presence at National Convention	<i>State Staff</i>	Evaluate the benefit of having the suite at Bankers Life Fieldhouse.
Indiana Presence at National Convention	<i>Executive Committee</i>	Create a display for the hall of states.
Board of Trustees and District Advisors	<i>Taskforce (State Staff and Teachers)</i>	Develop a plan of action for advisors to look at indicating how to manage the operations of a district.



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Program	Action Group	Initiative
Intern Program	<i>State Staff and Interns</i>	Connect interns with opportunities outside the scope of the internship, connected to their interests.
Liability	<i>State Staff, Insurance Company, and Attorney</i>	Create comprehensive crisis management.
Guidebooks/Handbooks	<i>Taskforce (State Staff and Teachers)</i>	Create procedures to ensure alignment to agricultural education programming.
Guidebooks/Handbooks	<i>Taskforce (State Staff, Students, Teachers, Contract)</i>	Investigate the value of and Develop a Guidebook/ handbook mobile app
Alumni	<i>Taskforce (State Staff and Alumni)</i>	Provide additional training and support to local alumni chapters.
Alumni	<i>State Staff</i>	Engage the PSO members of the council to facilitate various workshops/trainings throughout the year.
Past State Officer (PSO) Program	<i>Taskforce (State Staff and Past State Officers)</i>	More structured mentor program for the current state officers.
Past State Officer (PSO) Program	<i>Taskforce (State Staff and Past State Officers)</i>	Develop a more comprehensive transition plan out of state office, back to college and the “real world”.
Past State Officer (PSO) Program	<i>State Staff</i>	Develop a “network” of past officers.
Agriscience Fair	<i>State and District Officers</i>	Develop a targeted marketing plan to promote the agriscience fair.
Agriscience Fair	<i>Taskforce (State Staff and Teachers)</i>	Develop a structured curriculum, in conjunction with the DOE and IAAE, aligning to standards that could easily be implemented into classrooms.
Star Program	<i>Taskforce (Teachers)</i>	Develop educational resources for advisors for completing the application and participating in the entire program.
Living To Serve	<i>Taskforce (State Staff, NFFA Stakeholders, and Teachers)</i>	Evaluate the application award categories to determine if they meet the needs of chapters.
Living To Serve	<i>Taskforce (State Staff, Judges, Teachers)</i>	Review scoring rubrics and grading qualifications.
CDE and LDE	<i>Taskforce (Coordinators and Teachers)</i>	Evaluate Potential Training Options for Coaches
CDE and LDE	<i>State Staff and Board of Trustees</i>	Investigate timing of CDE/LDE
Branding/PR/Social Media	<i>Taskforce (State Staff, Students, Teachers, Stakeholders, and Contract)</i>	Develop a comprehensive branding and public relations plan
Magazine	<i>Taskforce (State Staff and Officers, Teachers, and Stakeholders)</i>	Assess the current format of Impact



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Program	Action Group	Initiative
Website	<i>State Staff and Contract</i>	Assess the ease of navigation and functionality
Page Day	<i>State Staff</i>	Review parking options for advisors (especially with mini buses).
Page Day	<i>Taskforce (State Staff and Teachers)</i>	Develop activities for advisors and/or parents to engage is professional development, potentially including their own opportunities to engage with legislators/government leadership.
District Kickoffs	<i>State Staff</i>	Evaluate District Executive Committee Meeting during Kickoff
Proficiency Awards	<i>State and District Officers</i>	Develop increased promotion of SAE programs and award opportunities.



Year 5: 2020 – 2021 School Year

Program	Action Group	Initiative
Bookkeeping/ Financial Practices	<i>State Staff</i>	Evaluate bookkeeping procedures on a yearly basis.
Bookkeeping/ Financial Practices	<i>State Staff</i>	Evaluate budget categories and amounts compared to return on investment/member impact on a yearly basis.
Staff Roles/Responsibilities and ISDA Relationship	<i>State Staff</i>	Review state staff roles/responsibility divisions on a yearly basis.
Staff Roles/Responsibilities and ISDA Relationship	<i>State Staff</i>	Continuously maintain levels of support to other departments within ISDA/Lt. Governor's Office while providing opportunities for others to connect with the association.
Historical Records	<i>State Staff and Interns</i>	Gather historical records and collect information into a database.
Proficiency Awards	<i>State and District Officers</i>	Develop increased promotion of SAE programs and award opportunities.
Conferences	<i>Taskforce (State Staff and Teachers)</i>	Evaluate the need of the chapters for adding a spring conference
Qualifications for Membership	<i>Taskforce (State Staff, Stakeholders, and Teachers)</i>	Investigate alternative chapter structures
Supervised Agricultural Experience (SAE)	<i>Taskforce (Teachers)</i>	Advisor training and resources to incorporate SAE into the local program ensure all students have access
Foundation/Business Industry	<i>State Staff</i>	Review previous 3 years of initiatives and evaluate results
Career and Technical Student Organizations (CTSOs)	<i>State Staff</i>	Collect data on FFA interactions with CTSOs at the local level.
State Convention – Headquarters/General	<i>State Staff</i>	Evaluate Monday Fun Night timing and a permanent location.
State Convention – Headquarters/General	<i>State Staff</i>	Expanding headquarters into a larger space.
State Convention – Sessions/ On Stage	<i>State Staff</i>	Explore more opportunities for engaging audio and visuals during sessions.
State Convention – Sessions/ On Stage	<i>State Staff</i>	Determine the use of live streaming sessions, convention app, and other technology for those not in attendance.
District Conventions	<i>Taskforce (State Staff and Officers, District Officers, and Teachers)</i>	Create a more uniform district convention format for all 12 districts.



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Program	Action Group	Initiative
Indiana Presence at National Convention	<i>Taskforce (State Staff, District Officers, and Executive Committee)</i>	Investigate the desire of Indiana students to do a community service project during convention.
Constitution and Bylaws	<i>Taskforce (Teachers and State Parliamentarian)</i>	Review and modify procedures for amending, district and state bylaws
Redistricting	<i>Taskforce (State Staff, Students, and Teachers)</i>	Create Taskforce to Investigate redistricting for Indiana FFA
Historical Records	<i>State Staff and Officers and Interns</i>	Evaluation timeline of the historical records database and usage.
Liability	<i>State Staff</i>	Implement Trainings for liability and crisis management.
Judges	<i>Taskforce (State Staff, Judges, and Teachers)</i>	Investigate online judging opportunities.
Agriscience Fair	<i>Taskforce (State Staff and Teachers)</i>	Investigate possible funding to provide monetary awards for state winning agriscience projects.
Star Program	<i>State and District Officers</i>	Encourage increased community involvement/praise/promotion of the program and winners.
Living To Serve	<i>State Staff</i>	Generate a Living to Serve Handbook.
CDE and LDE	<i>Taskforce (State Staff, Judges, and Teachers)</i>	Investigate Judges Database with Qualifications Component
Branding/PR/Social Media	<i>State Staff and Contract</i>	Enact the branding and public relations plan
Magazine	<i>Taskforce (State Staff and Officers, Stakeholders, and Teachers)</i>	Develop and execute a plan to update and change the Impact
State Fair	<i>State Staff</i>	Investigate volunteer opportunities
National Chapter Award	<i>Taskforce (State Staff, NFFA Stakeholders, and Teachers)</i>	Increase judges training and scoring requirements.



Additional Initiatives Beyond Year 5: 2021+

Program	Action Group	Initiative
Qualifications for Membership	<i>Taskforce (State Staff and Teachers)</i>	Investigate the need of an accountability system for FFA membership.
Career and Technical Student Organizations (CTSOs)	<i>Taskforce (State Staff, CTSO Directors, and Teachers)</i>	Evaluate how to leverage partnerships of all CTSOs at the local and state level.
Indiana FFA Leadership Center (IFLC)	<i>State Staff and Contract</i>	Assist the IFLC in making promotional videos
State Convention – Headquarters/General	<i>State Staff</i>	Move CDE top 4 results to another location in the registration area.
State Convention - CDEs	<i>Taskforce (State Staff and Purdue Staff)</i>	Ensure all events are within a 3-building radius.
Historical Records	<i>Taskforce (State Staff and Teachers)</i>	Generate procedures and train advisors for chapters to be able to automatically add historical information to the database.
Living To Serve	<i>State Staff</i>	Evaluate the awards and amounts.
Living To Serve	<i>Taskforce (State Staff and Teachers)</i>	Review the overall program purpose and timing to determine if it is meeting a need of local chapters.