

# Example Advocacy Plan

## 1. Advocacy challenge.

To convince the local school board that agricultural education is an integral part of core content curriculum through the application of classroom content through hands on, experiential learning. Also, it is essential to the development of 21<sup>st</sup> century skills for students.

## 2. Determine key audiences.

### A. *Who are the primary and secondary audiences?*

#### *Primary Audience*

- School board members (primary)
- Site based council (primary)

#### *Secondary Audience*

- School administration (secondary)
- Community groups including Farm Bureau, Fair Board (secondary)
- Elected leaders in the community (secondary)
- State legislature (secondary)
- Media (secondary)

### B. *Who influences these groups (be specific)?*

- Students that have parents on the school board (Example: Iris Boggs, Libby Hanover)
- Teachers in the same departments as teachers on site based council (English & Science)
- Other teachers in the school that may influence the school administration
- Local community leaders and farmers that are on the Farm Bureau board or are engaged in the Farm Bureau or Fair Board activities
- The local Farm Bureau and Fair Board influences the state legislators therefore, they are identified as champions in legislation
- The media can serve a role in educating and communicating the message to each audience so that it is consistent and provides background knowledge to the groups

## 3. Determine what they know

- Review past School Board meeting minutes
- Review past election materials to see if there is any information regarding agricultural education and 21<sup>st</sup> century skills
- Read newspaper coverage of Board meetings
- Interview board members to gain feedback on their perceptions of agricultural education

#### **4. Determine how they receive their information**

- Interviews (based on what is determined, new audiences may be added. For example, if members of the board indicate that they only listen to recommendations from the superintendant then he/she is added to your audience list).
- E-mail or regular mail

#### **5. Develop measurable objectives**

- Each board member will be sent a copy of our school agricultural curricula maps and examples lesson plans where specific content areas are incorporated and highlighted before the October 5 board meeting.
- An article will be published in the local newspaper featuring the impact that agricultural education can make on a student's success by incorporating student testimonies and research findings. This will be published in the week following the October board meeting.
- Invite the school board to attend a regular agricultural education classroom. Attain a 50 percent attendance rate by the December school board meeting.
- Invite the school board to attend the local supervised agricultural experience program showcase. Attain a 50 percent attendance rate by December school board meeting.

#### **6. Develop message points**

- Agricultural education is more important than ever as an integrated part of core content curriculum and to enhance the development of student learning.
- Agricultural education creates effective citizens and promotes hard work ethic.
- Agriculture is essential to society and is directly linked to each part of our everyday life.

#### **7. Communication materials and promotion**

- Incorporate a unit on advocacy and agricultural policy into course content for all courses.
- Integrate classroom assignments requiring students to take part in developing an advocacy plan based off an important issue of interest to the students and relating to the course.
- Submit an article to the local newspaper including photographs of the students in the classroom. This article should be focused on student learning not FFA.
- Deliver an invitation to local school board members, legislators and community officials to attend an agricultural education class.
- Deliver an invitation to local school board members to attend a supervised agricultural experience showcase with the students in the local agricultural program.

- Send personalized letters from students indicating their success in the agricultural education classroom and highlighting their experiences and if they were able to take part in high level learning.

## 8. Resources

- Classroom instruction
- Students
- FFA members, officers and chairman
- Postage for letters
- Time to design e-mail invitations

## 9. Timeline

- **September 15, 2013-** *Have finalized examples of curricula maps to send to school board members.*
- **September 29, 2013-** *Send each board member a copy of school agricultural curricula maps and examples lesson plans where specific content areas are incorporated.*
- **September 20, 2013-November 2, 2013** *Integrate classroom assignments requiring students to take part in developing an advocacy plan based off an important issue of interest to the students and relating to the course.*
- **October 1, 2013-** *Deliver an invitation to local school board members, legislators and community officials to attend an agricultural education class.*
- **October 1, 2013-** *Send invitations to local school board members to attend a supervised agricultural experience showcase with the students in the local agricultural program.*
- **October 5, 2013-** *Attend school board meeting.*
- **October 20, 2013-** *Submit an article to the local newspaper including photographs of the students in the classroom.*
- **November 4, 2013-** *Host supervised agricultural experience program student showcase.*
- **December 16, 2013- Last week of school before winter break.** - *Send personalized letters from students indicating their success in the agricultural education classroom and highlighting their experiences and if they were able to take part in high level learning.*
- **January 2014 School Board Meeting-** *Attend school board meeting to address important agenda item: Determine future of high school agriculture program. Is there a need for the program to continue and if so what should be the future of the program in the next two years.*

## **10. Evaluation**

### **Objective 1:**

Send each board member a copy of school agricultural curricula maps and examples lesson plans where specific content areas are incorporated and highlighted before the October 5 board meeting.

### **Evaluation Questions:**

1. Were these school curricula maps sent to the school board members?
2. Were these sent to the school board members by the October 5 board meeting?

### **Objective 2:**

An article will be published in the local newspaper featuring the impact that agricultural education can make on a student's success by incorporating student testimonies and research findings. This will be published in the week following the board meeting.

### **Evaluation Questions:**

1. Was an article published in the local newspaper in the week following the school board meeting?
2. Is the newspaper article archived if printed?
3. Was there any feedback on the article presented in the newspaper?

### **Objective 3:**

Invite the school board to attend a regular agricultural education classroom. Attain a 50 percent attendance rate by the December school board meeting.

### **Evaluation Questions:**

1. Were invitations sent to the board members in a timely manner?
2. Did school board members respond with interest to the classroom visit invitations?
3. How many school board members attended the course?

### **Objective 4:**

Invite the school board to attend the local supervised agricultural experience program (SAEP) showcase with the agriculture teacher and one agriculture student. Attain a 50 percent attendance rate by December school board meeting.

### **Evaluation Questions:**

1. Were invitations sent to the board members in a timely manner?
2. Did school board members respond with interest to the SAEP invitations?
3. How many school board members attended the SAEP showcase?