The rising sun signifies progress and holds a promise that tomorrow will bring a new day, glowing with opportunity.

The plow signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of our country’s strength.

Emblem
The national FFA emblem, consisting of five symbols, is representative of the history, goals and future of the organization. As a whole, the emblem covers the broad spectrum of FFA and agriculture. Each element within the emblem has unique significance.

The cross section of the ear of corn provides the foundation of the emblem, just as corn has historically served as the foundation crop of American agriculture. It is also a symbol of unity, as corn is grown in every state of the nation.

The eagle is a national symbol which serves as a reminder of our freedom and ability to explore new horizons for the future of agriculture.

The owl, long recognized for its wisdom, symbolizes the knowledge required to be successful in the industry of agriculture.

Motto
The FFA motto gives members twelve short words to live by as they discover the opportunities available in the organization:

Learning to Do, Doing to Learn, Earning to Live, Living to Serve.

MISSION:
FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.
DEAR FRIENDS,

2014 has been a year of undeniable growth. From my seat in the State FFA Office, I witness the success achieved by students, by teachers and by our agricultural education family as a whole. FFA and agricultural education have continued to work in the lives of individual students, developing them into passionate and directed young adults. Our teachers pursued opportunities for improvement, bringing and creating rigorous curriculum and intracurricular activities for the students in their programs. It seems we learned, almost weekly, of another New York school that wanted to introduce agricultural education and FFA as a part of their school district’s plan for success. Financially, NY agricultural education grew its partnerships and grant opportunities to significantly fund student experiences and to provide the groundwork for several new initiatives.

The past year has been an incredibly rewarding time to be a part of agricultural education in New York State.

As part of the team that provides support and programming for agriculture teachers and students, I’m proud of many of the highlights of this year’s work. We chartered new programs in New York high schools and supported agriculture teachers in new and long-standing programs. Students filled 2,131 seats at leadership conferences or workshops held throughout the year. Every student competing at the National FFA Convention received a check for at least $300 to support the cost of their trip. These achievements on a state level continue to support what is being done every day by FFA advisors and agriculture teachers in classrooms across New York.

Throughout this report you’ll find examples of the impact and achievements of New York agricultural education in 2014. Thank you for the part you played in this success. Whether you are a school administrator who supports their local FFA advisor, an agriculturalist who volunteers to judge a speaking contest in your county, or the parent of a State FFA Officer who provides endless support to a teenager learning to lead on the road; you have made FFA possible in the lives of our students.

Always,

Juleah Tolosky
New York FFA Executive Director
New York Agricultural Outreach & Education
**AGRICULTURAL EDUCATION**

The foundation for FFA is school based agricultural education. Agricultural education classes prepare students for academic success and to meet the needs of a dynamic and broad industry. These programs prepare well-rounded students as consumers, contributors and citizens through high quality classroom instruction by some of New York’s most devoted teachers.

**STRONG CURRICULUM – STRONG STUDENTS**

<table>
<thead>
<tr>
<th>NATIONALLY CERTIFIED</th>
<th>PROFESSIONAL DEVELOPMENT</th>
<th>VETERINARY SCIENCE CURRICULUM</th>
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</thead>
<tbody>
<tr>
<td>The Curriculum for Agriscience Education, or CASE, is a nationally developed curriculum focused on inquiry-based learning. CASE infuses science, math and language arts into technical and career-relevant content. According to some of NY’s best teachers, it simply works.</td>
<td>AOE planned and offered professional development programs year round to support local agriculture teachers and courses. 2014 offerings were diverse: teachers attended sessions including welding, forestry hunger and food insecurity. In addition to content specific courses, these services helped teachers certify their program with the State Education Department.</td>
<td>Veterinary Science interests both rural and urban students. In 2003, NY Agricultural Education, Cornell University and the National Council for Agricultural Education developed a high school veterinary science curriculum. This year, Julia Rotman-Smith, a NY agricultural educator at Cayuga Onondaga BOCES, is part of a team reexamining the curriculum with support from a USDA grant.</td>
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<td>Mel Phelps, the agriculture teacher and FFA advisor at Lowville Academy Central School, is certified in the Agriculture, Food and Natural Resources CASE curriculum. “I use CASE because it not only teaches students about agriculture but also how to be critical thinkers and problem solvers, both of which are skills that they will use throughout their lives.”</td>
<td>Tina Miner-James, the agriculture teacher at Walton Central School and the 2013 New York Association of Agricultural Educators’ Teacher Mentor of the Year, spoke about the need for teachers to continually improve their curriculum. “Professional development gives you an opportunity to keep up to date with advancements in industry, to work with other teachers and to meet industry representatives that can help you with your everyday needs in the classroom.”</td>
<td>“A Veterinary Science course is an ideal vehicle to entice students to participate in agricultural education courses and to seamlessly teach the real life application of science, technology and math to students,” said Rotman-Smith. “Agriculture teachers have a unique skill set and training to properly understand and teach STEM integrated coursework.”</td>
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<tr>
<td>The Agricultural Outreach and Education (AOE) project at Cornell University has invested in teachers by providing grants to make the curriculum and training affordable to more teachers each year. In the summer of 2015, AOE will host a new class of teachers at Phelps’ program for a new CASE training – bringing CASE to even more schools and students.</td>
<td>Agricultural Educators pursued and earned 5,159 hours of professional development credit outside of their local school districts in 2014.</td>
<td>Julia led the charge to update the curriculum because she believes in the course. There is evidence that students see the value, too. Agriculture students can apply the skills learned in the classroom in state level, career-focused competitions through the FFA. In New York, more students participated in the Veterinary Science competition than any other in 2014.</td>
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TEACHER PROFILE: BETSY FOOTE

Former FFA member, agriculture teacher, FFA advisor, dairy farmer and AP instructor: Betsy Foote leads her students by example and with great expectations. She is one of two teachers at Greenwich Central School and has been educating students there for more than a decade. In that time, Foote has worked to engage every student who has walked through her classroom door.

“I’m a real farmer, and I teach ag – that makes me a better teacher,” said Foote. “I try to bring in a lot of real world agricultural knowledge into my classes.”

If she is meeting with a veterinarian for her cows, she will bring that information back to her veterinary science class instead of just getting information from a textbook. She brings animals into the classroom to reinforce the lessons being taught. Foote’s credentials include acting as the school’s AP Environmental Science instructor. Not only do her students gain career and technical skills but they earn collegiate advantages because of her courses. At Greenwich, 61 percent of high school students are enrolled in agriculture classes. Of those 222 students, nearly half of them are FFA members.

Foote is determined to prepare students for lifelong success. She invests her time and her talent into her students. Each year, she can be found watching at least one of her students show her personal animals at state and county fairs. She gives up time to bring students to conferences and on field trips she knows have value. On a regular basis, Foote will take students to SUNY Cobleskill, Morrisville State College and Cornell University to expose them to various college campuses.

“Some of my former students said they wouldn’t have gone onto college if it weren’t for those trips,” said Foote. Foote is just one of more than 150 agricultural educators across New York State developing students on a daily basis. Her challenging courses, year-round ambition and dedication to her students make her a role model for hundreds of teenagers each year and an incredible example of the value of an agricultural educator.

FFA GROWTH

Between 2013 and 2014, 40 New York school districts reached out about introducing FFA and agricultural education within their schools. That’s a 38% increase in program interest. By the end of 2014, 10 programs are in the process of being rekindled or newly established in schools throughout New York.
EXPERIENTIAL LEARNING

Through FFA opportunities, agriculture class and work-based learning, students developed powerful arsenals of personal experience in 2014.

<table>
<thead>
<tr>
<th>CAREER DEVELOPMENT EVENTS</th>
<th>CLASSROOM &amp; LABORATORY EXPERIENCES</th>
<th>SUPERVISED AGRICULTURAL EXPERIENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stacie, a Pioneer FFA member, sat at a café table with her FFA advisor waiting for the results of her round of the National Prepared Public Speaking competition. She leaned her crutches against the wall next to them when she walked in with a pair of crutches leaning against the wall next to them—they had fractured her ankle the week before. “She leaned her crutches against the wall when she walked in to speak,” her advisor stated, proudly, “took a deep breath and stepped to the middle of the room. She did the whole thing without them.”</td>
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<td>The agriculture classroom at Albion Central School includes a traditional classroom, a small shop—and 65 acres of land behind the football field. In 2013, Albion Central School received a grant to establish a “land lab” for the agriculture program. Without leaving the school, students gain hands-on experience as they plant, reap, manage and market the land and its harvest. Students proudly articulate their role in the success of the corn, squash and pumpkins they planted—ranging from the plant science to agribusiness applications. They help negotiate partnerships for low-cost seed for their corn plot and choose to plant pink pumpkins they sell as a fundraiser for breast cancer research. In 2014, students designed, grew and created a corn maze for all of the elementary students in their school district. As communities evolve, fewer and fewer students have “home grown” work-based learning experiences. Experiential learning in the classroom is a long-standing component of agriculture programs. Whether or not a school has an extensive facility like Albion’s, students in NY agriculture classes of all types learn by doing through labs and hands-on activities.</td>
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| Throughout New York, students gain hands-on experience in a personalized way. Sammy is a DeRuyter FFA member whose work collecting and processing maple sap into syrup—and teaching others about it—earned her a gold-ranked award at the State FFA Convention in May. In 2014, more than 250 students were recognized on the state or national level for the projects they had developed. Supervised Agricultural Experiences connect students with work-based learning opportunities they seek out on their own. Some projects allow students to continue work the family farm while many others involve students seeking entirely new employment or volunteer opportunities. Students are encouraged to earn and invest money; to develop technical and soft skills; and to apply what they are learning in their agriculture and traditional classes. 

Sammy earned a pin, a check and a certificate in May—but the experience she gained is something she'll get to keep forever. She says: “My experience has given me opportunities to gain lifelong skills and connections with individuals in the industry. I'm proud of my award because it is something I had to earn and it recognizes my efforts over the last few years and not just one single moment.” |

Stacie, a Pioneer FFA member, sat at a café table with her FFA advisor waiting for the results of her round of the National Prepared Public Speaking competition. A pair of crutches leaned against the wall next to them—she had fractured her ankle the week before. “She leaned her crutches against the wall when she walked in to speak,” her advisor stated, proudly, “took a deep breath and stepped to the middle of the room. She did the whole thing without them.” |
APPLIED LEARNING
New York FFA chapters applied classroom knowledge with a public purpose through community service activities like the National FFA Living to Serve projects.

WORK ETHIC & 21ST CENTURY SKILLS
Students gain experience and enthusiasm for collaboration, teamwork and problem solving.

INCENTIVIZED
FFA incentivized work ethic, follow through and growth through awards and degree programs.
The Heartbeat of Agricultural Education is on the Local Level

FFA makes education, young people, agriculture and communities stronger through the influence of local teachers and activities. New York FFA members begin journeys and fulfill potential on the chapter level. These featured chapters are excellent examples of how programs made a positive difference this year.

Improving Education

Chapter: Genesee Valley Educational Partnership

The Batavia Career and Technical Education Center pairs its animal science class with its culinary arts class. Students work and learn together to gain mutual understanding of the total food system – from farm to plate. FFA members raise animals that are later used by culinary students in daily menus and even state level competitions. Agriculture students learn to understand what consumers are looking for as well as how animals are used in a kitchen setting. Culinary students learn to respect the producer and the ingredients they use. Together, students raise ingredients and prepare recipes for a state level culinary competition. The school repeatedly places as one of the top programs in a category that includes both secondary and post-secondary competitors.

The Batavia Career and Technical Education Center is a program of the Genesee Valley Educational Partnership formerly GV BOCES.

Developing People

Chapter: John Bowne

Most FFA Career Development Event teams include four team members but at John Bowne, there are more. There is a strong tradition of student mentoring in this 200+ member chapter, ranging from the role of chapter officers to the presence of team captains for each of their CDE teams. Student captains recruit others for their teams and take responsibility for training the new team members. These captains may not actually compete in the event, instead they work with the team and celebrate their successes. This culture of mentoring results in successful teams and, just as importantly, young people who see the value in helping and learning from one another.
**ENGAGING AGRICULTURE**

**CHAPTER: SOUTHERN CAYUGA**

The social event of the year in Cayuga County is the Farmer’s Challenge – a night of dinner, trivia and connection held in the transformed equipment barn of one of the county’s dairy farms. In 2014, over 400 community members came together for this event – a fundraiser for the Southern Cayuga FFA chapter. This event, hosted by the Booster Club for the chapter, connects the agriculture community with FFA members and showcases the opportunities that community support have made possible for these students. The Farmers’ Challenge has become so popular that other FFA programs across the state have begun hosting their own events to engage the agriculture community in a way that celebrates the connection they all share.

**CONNECTING COMMUNITIES**

**CHAPTER: GRANVILLE**

Each December, Granville FFA members host a Battle of the Bands competition. Students advertise and recruit performers; work with vendors and work backstage to manage and execute a high-tech, high energy musical event. The event is unique and attracts a wide audience. By reaching out beyond the agricultural community, Granville FFA increases the visibility of FFA and connects with consumers and citizens who may have less exposure to agriculture. The event is intended for entertainment but succeeds also at building relationships between the agricultural and non-agricultural community.
ENGAGED LEADERSHIP

Throughout the year, New York FFA students took advantage of leadership opportunities within and beyond their communities.

“Convention isn’t just a get-together... It’s everyone as a group talking, laughing, learning and leading. I love that we get to interact with and learn from other kids just like us.”

-Theresa, Southern Cayuga FFA

“Always felt accomplished when I left, not only because of all the fun activities I did but because the staff and my friends there pushed me to challenge myself. I had a great time and made long lasting memories.”

-Casey, Madison FFA

“When I joined FFA I was certainly not confident in myself. An officer pushed me to compete at the district contest and I did the Job Interview CDE. It was because of this that I was able to break out of my shell and gain confidence. The day I competed was the day I discovered my ability to believe in myself. I can now take challenges and turn them into lessons, so that in the future I can be successful.”

-Vigyaan, John Bowne FFA
STATE LEADERSHIP OPPORTUNITIES:

“Serving as a state and district nominating committee member, I was able to gain knowledge about the state leadership roles and see behind-the-scenes for preparing and running these huge events.”

- Emma Rose, Schoharie Valley FFA

212/360 LEADERSHIP CONFERENCE:

“The conference was really fun! The leadership building exposed me to new ways of putting myself out there and how to come out of my shell.”

- Kalei, South Jefferson FFA

GOVERNMENTAL AWARENESS INSTITUTE

“Governmental Awareness gave me an inside look into politics that I would not have been able to get in the classroom.”

- Marley, Tully FFA
STATE OFFICERS

Beginning in May of each year, six students lead FFA as members of the State Officer Team. Officers represent over 4000 students and spend a year traveling, speaking, teaching and acting on behalf of the organization. With opportunities ranging from serving as delegates at the National FFA convention to planning a three day convention; state officers become flexible, ambitious and multi-talented young professionals. Throughout 2014, NY FFA was served by 12 incredible students on two separate teams.

Each year, officers maintain traditions and establish team priorities. 2014 successes included:

GLOBAL AGRICULTURE

Last year, Kait volunteered in Haiti with FFA. Jake traveled to South Africa with FFA’s International Leadership Seminar for State Officers. This January, Ashley, Brady and Kait will make the trip themselves. 2014 State Officers showcased the fact that the economy, the agriculture industry and our daily lives are more global than ever before.

FOOD INSECURITY

State Officers are constantly involved in the conversation about food insecurity and agriculture’s role in hunger solutions. 2014 State Officers launched a video challenge for all chapters in the state, urging them to collect donations and to take part in a meal packing event at a leadership conference where over 10,000 meals were packaged to aid families in need. They also partnered with the Syracuse Rescue Mission food pantry and were even involved outside of New York State - Ashley participated in the national Hunger Free Communities Summit as a panelist speaking about how to engage youth in hunger solutions.

INVESTMENT

Officers made decisions to increase the value of the student awards and even made financial investments into the future of the organization with personal donations to the New York FFA Foundation to sponsor student activities. The officers continue to show their commitment to investment even after their year of service expired – serving as student liaisons to the FFA Foundation to help identify new opportunities for funding.

QUOTABLE QUOTES:

At the 2014 State FFA Convention, retiring State Officers delivered retiring addresses with a final message for FFA members. Excerpts from each of their speeches is below.

ASHLEY – “We’ve got to realize the single most important material we have at our fingertips when building our lives is feedback. The futures we envision for ourselves will be built out of our own humble application of the lessons we have learned.”

JAKE – “It is important to know, beyond a doubt, that while opportunity abounds for us – it doesn’t exist like this everywhere. And all that opportunity we do have means nothing until we take advantage of it.”

IVY – “We’ve got to figure out where we feel like we’re thriving, and we have to realize that while other things may be important, nothing can ever replace the feeling of truly succeeding.”

BRADY – “Whatever it takes, seek out the people and places where you work to keep each other from settling for less. Your environment is created by who you surround yourself with.”

CATIE – “If we cherish the little moments and the people that are involved in them all of our moments, big or small, bright and shiny or quiet and private, will mean so much more later.”

DAN – “This year I was asked what the best advice I could give anyone was. It boils down to three words: Start a 401(k).”
Kaylie did not grow up on a farm and was introduced to agriculture because of her FFA advisor. A 2012 Cornell University graduate, Kaylie is now an agriculture teacher in her own right — she teaches grades 7-12 at Southern Cayuga Central School and is the FFA advisor for 52 students. She discovered her talent and passion for teaching while she served as a State Officer. “It was during that year that I began to feel confident in my ability to communicate with others. Realizing that I had that influence and that I could make a difference, I actually decided to switch majors and become an agricultural educator. Looking back, I’m confident that without my year of service, I’d be in a very different career than I am now.” With a critical shortage of agriculture teachers nationwide, Kaylie’s strong influence in the classroom is necessary and refreshing. This year, she is even the advisor to one of New York FFA’s 10 district presidents. She credits her FFA advisor as being a phenomenal role model and mentor who taught her the skills and values she now works to develop in others. “I am a true product of the New York agricultural education and FFA family and I am proud that I get to pass the tradition on to each and every one of my students.” Kaylie was recently honored as a Teacher Turn the Key Award recipient for the National Association of Agricultural Educators.

Corey, the youngest brother from a family dairy farm, grew up fixing and operating equipment before he was legally allowed to drive a car. He graduated from Cornell University in 2013 and immediately began working with his tractor color of choice — red. At Case IH, Corey combines his farm experience and agricultural education degree to help educate consumers and dealers salespersons about the features, benefits and values of Case IH products. Positively communicating a message is a skill Corey has been using since high school. “FFA instilled in me two very important characteristics that I use on a day-to-day basis: Drive, and Passion. The constant challenges to continually improve myself within FFA make me thirsty for ways to improve projects in my career. This means that FFA leads me to drive for success through the quality of my work. FFA taught me how to be passionate as I facilitated workshops. In my career, the same rules apply. As I facilitate, the passion for our products and for what I do comes out, leading to career success.” Through his job, Corey has the opportunity to work at the National FFA Convention & Expo each fall in the Career Show. There, he finds himself reconnecting with many of the NY agriculture teachers he worked with as a student—but now he is the expert teaching them.

Anna grew up on a pig farm in western NY as the youngest of four siblings. She was a 2012 graduate of Purdue University and was immediately employed by John Deere as a Marketing Representative. In the first two years of her career she has traveled the country working with trade shows and working in different territories. She’s made presentations at industry events, through one-on-one interactions on farms and even to John Deere’s CEO, Sam Allen. Anna credits her experience as a state officer and as an FFA member in her high school with giving her confidence and credibility to do her job well. Customers believe her because she has lived and worked on the farm and strangers respect her because of her ability to communicate with confidence and influence. “Each day one of the skills that I learned from my time as a state officer is used in the office and in my career. Being able to speak well to leadership, groups of dealers and various teams has helped me to progress in my career with John Deere. FFA was the most valuable and applicable organization that I have ever been a part of in terms of life skill preparation.” Anna continues to give back to FFA. She has volunteered at State and National conventions as a judge, a sponsor and a program coordinator.
OUR YEAR AT A GLANCE

212/360
Our winter leadership conference hosted 400+ FFA members.

TEACHERS CONFERENCE
Agricultural Educators committed to continuous growth and professional development.

LEGALISATIVE DEVELOPMENT
Chapter leaders learned to tell their story to NY’s most powerful audience.

LEADERSHIP CDEs
Students communicated, cooperated and problem solved – competively.

OFFICER DEVELOPMENT
Teen leaders interviewed candidates and prepared a team to serve 4000 of their peers.
STATE FFA CONVENTION
1300 FFA members and guests gathered for competition, inspiration and celebration.

NATIONAL OFFICER TOUR
State & National Officers toured the state to kick off the school year with as many members as possible.

CAMP OSWEGATCHIE
FFA’s summer camp engaged 460 FFA members (and 223 other teens) in leadership, relationships and environmental programs.

NATIONAL CONVENTION
60,000 agriculture students traveleed to Kentucky to learn and connect on a national level.

TECHNICAL CDEs
FFA members evaluated, classified and demonstrated agricultural skills under pressure.

CHAPTER VISITS
State Officers shared in local successes and traditions while visiting FFA members in their schools.

PARTNERSHIPS
Officers connected with NY’s strongest agricultural leaders at conferences and meetings.
Making It Possible

In 2014, a strategic combination of member dues, sponsorships, individual donations and grants funded agricultural education in New York State.

Income Sources

- Member Dues: 9%
- Individuals: 35%
- Sponsors: 23%
- Grants: 55%

Expenditures

- Special Projects: 18%
- Teacher Services: 20%
- Student Services: 62%

Special Projects

- 2015 Convention AV Seed Money: 11%
- Camp Investment: 6%
- Endowment Investment: 16%
- Foster Lodge: 67%

Teacher Services

- Program Administration: 14%
- Grant Supervision: 5%
- Professional Development: 39%

Student Services

- Program Management: 8%
- Membership: 9%
- Local & State Program Assistance: 42%
- Partnerships/Local Events: 7%
- Leadership Development: 23%
- State FFA Convention: 24%
- Career Experiences: 23%
- Supervised Ag Experiences: 6%

In addition to financial donations, NY FFA was made possible by the donation of time and expertise. 715 volunteers donated 9754 hours in 2014.
LOOKING FORWARD

In 2015, NY Agricultural Education will deliver current programs more sustainably and introduce new initiatives due to increases in partnerships and funding. We are proud to preview three of these improvements here:

1. NEW STAFF
Adding an additional staff member will assure strong, continued delivery of student and teacher programs in a sustainable way. In 2015, the New York Agricultural Outreach and Education project at Cornell will welcome another member to the State Staff team thanks to increased funding from the Department of Agriculture and Markets. This position will support agriculture teachers and school districts in order to make the FFA experience available to more students.

2. INTENSE — AN AGRICULTURAL CAREER CONFERENCE
inTENsE will take high school sophomores on the road and expose them to agricultural college and career opportunities within New York. Students will learn about college admissions and a variety of career options through hands-on experiences. The goal is that every participant will clearly understand that no matter what sort of career they envision for themselves they can do it in agriculture – and that we need them to do it in New York agriculture.

3. STATE FFA CONVENTION
State FFA Officers will host the 90th New York State FFA Convention at Morrisville State College on May 14-16, 2015. Last year, the convention provided workshops, tours, career development and leadership programming for more than 1300 members and guests and that number is expected to grow with the convention’s return to central NY. FFA alumni, partners or sponsors interested in supporting or attending the convention should contact their local FFA chapter or email heystateofficers@gmail.com for more information.
NEW YORK FFA FOUNDATION DONORS

DONATIONS RECEIVED JANUARY 2013-JUNE 2014

4 STAR DONORS

Daryle & Sharon Foster
In Memory of Bob Fritz
Jamie Aloi
Margery Secrest
Northeast Ag Enhancement
NY Agricultural Outreach and Education

3 STAR DONORS

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2 STAR DONORS

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Tri-Valley High School
Wegmans

1 STAR DONORS

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E. Kenneth James
Empire State Oliver Collectors Association
Erie & Niagara Insurance Association Farm Family Insurance
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Gary Roberts
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Ideal Dairy Farms, Inc.
Ivy Reynolds
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James Beiler
James Lewis
Jane Martin
Jeanne Johnson
Jeff Perry
Jeff Toussaint
Jeffrey Rubenstein
Jerry & Shirley Witter
Jim Simon
Jim Southard
Joan Hilton
John & Mariann Fessenden
John & Nancy Sterling
John B. Martin & Sons Farms, Inc.
John Bates, Jr.
John Hirschey
John Sackett
Kait Isaac
Kasts Farms
Kaylie Ackerley
Kehls Maple Syrup
Ken & Tonya VanSlyke
Kenneth & Jane Olcott
Kim Zuber
Kreher’s Eggs
Kyle Thygesen
Lake Ontario Fruit Inc.
Lamb’s Farm
Lamont Fruit Farm
Lena Young
Linda Lyndaker
Linda Parrow
Lynnoaken Farms
Mackenzie Murphy

“Seeing the officers in their blue and gold official dress is truly something that hits you deep and says, ‘I am one of them.’”

– Megan,
Schoharie Valley FFA on the impact of the National Officer Tour
Roger Lamont
Ronald Beck
Root Brothers Farm
Rural Schools Foundation
Russell Turner, Jr.
Ryan Sanok
Sam & Son Company
Poverty Hill Farm
Sam Shapiro
Sidney FFA Alumni
Smith Brothers Farm
South Lewis Jr/Sr High School
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Stephen M. Hawley & Associates
Steve & Lorrie Paul
Steven Nesbitt
Sunnyside Farms, Inc.
Takeform
Tammy Williams-Owens
Than Mehlenbacher
The Medicine Shop
The Willis E. Kilborne Agency
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John Deasy
John Mann
Jonathan English
Judy Ernenwein
Karen Lynch
Karl Rome
Laura Knights
Lee Traver
Little Lake Farm
Lynette Chase
Lynn Telaak
Mabie Brothers
Margaret Ellsworth
Margaret Tubbert
Mark Renner
Melvin & Jennifer Phelps
Mia Haaland
Naas Farms
Oppenheim Ephrata St. Johnsville Central School
Ortel Supply, Inc
Oxford Central School
Pioneer High School
R. Wayne Arnold
Richard Kapral
Rita Klastorin
Ross Farms, Inc
Ruth Borger
Salem Central School
Sprague and Killeen, Inc.
Steven & Jennifer Smith
Terry Ramsey
Timothy Shields
Wayne Youngs
William & Agnes Carr
William & Mary Ann Ransom
William Jones
Z & M Turf

“I learned about new ways to work with others that I wouldn’t have thought of before. The best part was seeing the younger members get excited about working together and becoming better leaders. I’m grateful that my chapter was able to have a chapter visit from the state officers!”

– Ethan, Sharon Springs FFA