

Annie's Project

National Educator Professional
Development Conference

September 22-24, 2015

Ames, Iowa



ANNIE'S PROJECT

EMPOWERING WOMEN IN AGRICULTURE

Introduction to Annie's Project (Ruth Hambleton)

- Program Design
- Proven Methodology
- Development Process

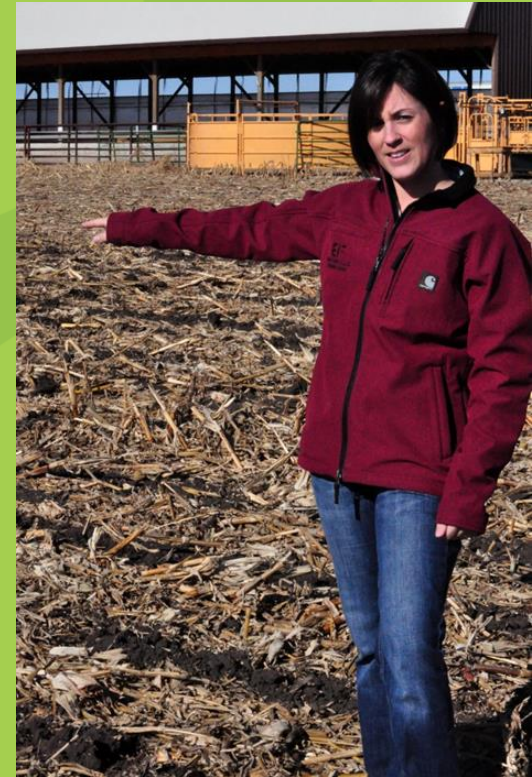


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Why Target Education to Women?

Women:

- Want to be better farm business managers
- Influence family decision making
- Contribute to rural communities
- Are interested in conservation
- Enhance agricultural sustainability



Kelly Blair, 2010 Iowa Participant



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Designed with Experience

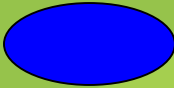


- Annie's Project grew out of the educational and life experiences of program founder, Ruth Hambleton
 - Farm woman
 - 30 year University of Illinois Extension Educator
 - Farm Business Marketing & Management Specialist



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Dedicated to Annie

- Annie's Project is based on the life experiences of Annette (Kohlhagen) Fleck. (1922-1997)
 - 3 generations under 1 roof
 - Annie was blue 
 - She made tough decisions
 - Sent husband to work off-farm (1967)
 - Sold dairy cows (1971)



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Annie's Project Mission



Amy and Lorilee Schultz,
sisters-in-law, 2008, Illinois participants

- To empower farm women to be better business partners through networks and by managing and organizing critical information.



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Unique and Proven Methodology

- Annie's Project creates a comfortable and supportive learning environment focused on the best farm business management practices.



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Meeting Structure

- Six meetings/sessions during six weeks
- Three hours per session
- Classroom and computer lab
- Extension staff as facilitators and instructors
- Agricultural professionals as guest instructors
- Target class size is minimum of 10, maximum of 25



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Annie's Project Key Principles

1. Teach all five areas of agricultural risk: financial, human resources, legal, marketing and production.
2. Invite local women service providers to serve as guest instructors where possible.
3. Allocate half of class time to discussion and hands-on activities.
4. Provide un-biased, research-based information.
5. Create a learning environment where mentoring is spontaneous.



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Annie's Project Core Values

- Safe Harbor - All questions or situations are welcome for sharing and open discussion.
- Connection - Facilitators help women connect with each other and to professionals introduced in class.
- Shared Intelligence - There is often a woman in the audience who knows more about the subject being presented than the instructor and is willing to share her experience.
- Discovery - Skills practice and discussion lead to moments when things begin to make sense.



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Familiar Development Process



1. Assessing Needs and Resources
2. Designing Curricula
3. Developing Program
4. Implementing Courses
5. Evaluating and Sharing Impacts



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1. Assessing Needs and Resources

- Audience Needs, Goals and Capabilities
- Program Resources
- Budgets and Funding



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Audience Needs, Goals and Capabilities (Jason)

- Audience needs assessment is mutually beneficial
- Annie's Project goals address five broad major risk management areas
 - Participant's goals will be much more specific
 - SOLICIT THESE at each step in the program
- Capabilities will vary from class to class and among locations



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Challenge and Inspire

- Primary goal is to challenge and inspire participants to pursue the level of detail they want without intimidating anyone by the complexities involved in an exhaustive investigation.



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Engage a Steering Committee

- Amazing opportunity to:
 - Foster “Buy In”
 - Identify Specific Topics
 - Identify Speakers
 - Identify Sponsors
 - Recruit Participants
 - Taylor a Program to Local Interests



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Steering Committee Ideas

- 12 – 14 local women invited
 - mix of farmers and ag professionals
 - facilitator leads and local county director takes notes
- 1 hour start to finish over noon hour
 - provide simple lunch
- Well-defined agenda in invitation letter
 - adhered to in meeting
- Be fully prepared to walk out with guest instructor names and 4-6 participant registrations



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Program Resources (Karisha)

- Local Resources
 - Extension teams
 - Extension research and information
 - Extension facilities
 - USDA, FSA, NRCS
 - Agribusinesses
 - Organizations
 - Local farm/ranch women



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Annie's Project - Education for Farm Women Website

<http://www.anniesproject.org>



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APEFW Website – Facilitator Resources

- Budget Explanation
- FAQ
- Steering Committee
- Vetting Instructors
- Advertising
- Evaluations
- Reporting
- Newsletters



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Annie's Project Public Website

www.extension.iastate.edu/annie



The header image features the 'Annie's Project' logo in a green oval, with the tagline 'Risk Management Education for Farm and Ranch Women' below it. The background includes a hand writing on a document, a decision tree with 'RISK?' and 'NO' branches, and 3D blocks labeled 'GROWTH', 'PLANNING', 'SOLUTION', 'SUCCESS', 'BUSINESS', and 'MARKETING'.

Upcoming Classes	<p>Annie's Project is an educational program dedicated to strengthening women's roles in the modern farm enterprise. Currently, classes are being taught in 27 states. Through six educational sessions, Annie's Project fosters problem solving, record keeping, and decision-making skills in farm women. Hear what some 2011 class participants have to say.</p> <p><i>Managing for Today and Tomorrow</i>, a second level Annie's Project course, teaches business, estate, retirement and succession planning. Farm women will develop networks and skills key to making successful farm transitions.</p> <p>If there is not a site near you, ask the contact person for your state to add you to their list of interested clients.</p> 
State Contacts	
Mission Statement	
Annie's Story	
Leadership Team	
In the News	
Newsletters	
Resources	
Videos	
Contact Us	





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Annie's Project Educator Website

www.extension.iastate.edu/feci/annie



Annie's Project Teaching Resources

[Home](#)

[Risk Areas](#)

[Curriculum Examples](#)

[Promotional Materials](#)

[How to Begin](#)

[Class Checklist](#)

[Supplies/Ordering](#)

[Grant Writing](#)

[Resources](#)

[Newsletters](#)

Welcome to Annie's Project, an educational program dedicated to strengthening women's roles in the modern farm enterprise. Whether you are looking to start Annie's Project in your area or already have the Annie's Project program established, we hope you find the teaching resources linked here helpful to accomplishing your goals.

As members of the Annie's Project Leadership Team, our aim is to provide the resources and deliverables you need to secure financial assistance for as well as teach a successful Annie's Project class.

Please contact us if you are interested in becoming a part of our team.

Overview

- [Annie's Story](#)



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Other State Resources



- Presentations
- Tools/decision aids
- Speaker suggestions/recommendations
- Activities
- Newsletters
- Conferences/reunion meetings



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Budgets and Funding (Madeline)

- Determine:
 - True “cost of production” of this educational service
 - Fixed costs
 - Variable costs
 - Participant ability to pay
 - Amount of sponsorship needed



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Fixed Cost/Course	Quantity	Rate	Budget
Personnel			
Field Specialist, Prep&Teach/hrs.	30	\$ 40.00	\$ 1,200
County Assistant, Prep&Guide/hrs.	30	\$ 30.00	\$ 900
<i>Subtotal Personnel</i>			\$ 2,100
Travel			\$ -
Field Specialist, Mileage	895	\$ 0.57	\$ 510
County Assistant, Mileage	305	\$ 0.57	\$ 174
<i>Subtotal Travel</i>			\$ 684
Marketing			
Printing Color Brochures	100	\$ 1.00	\$ 100
Printing Other			\$ 102
Postage	50	\$ 0.48	\$ 24
Advertising			\$ 300
<i>Subtotal Marketing</i>			\$ 526
Other Fixed Cost			
Real Colors Presenter			\$ 200
Other Guest Speakers			\$ 150
Facility/Computer Rental			\$ 150
<i>Subtotal Other Fixed Cost</i>			\$ 500
Total Fixed Cost			\$ 3,810

Example of Fixed Costs



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Example of Variable Costs

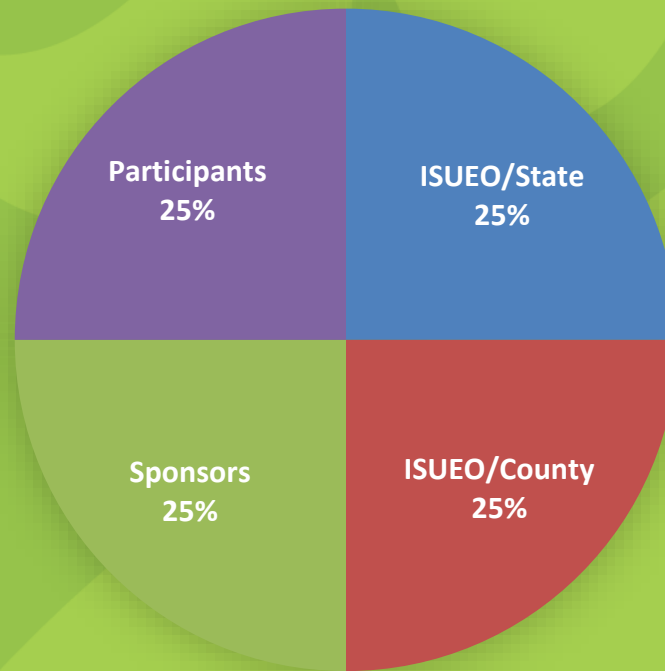
Variable Cost/Participant			
Learning Materials			
Real Colors Booklets	20	\$ 7.00	\$ 140
Notebooks/Curricula/Printing	20	\$ 35.00	\$ 700
USB Flash Drive/Pens	20	\$ 8.00	\$ 160
FeedbackCard,NameTent,ThankYou	20	\$ 3.00	\$ 60
Materials Shipping	20	\$ 4.00	\$ 80
<i>Subtotal Learning Materials</i>			\$ 1,140
Light Meals			
Food/Beverages/Refreshments	120	\$ 7.00	\$ 840
<i>Subtotal Light Meals</i>			\$ 840
Other Variable Cost			
On-line Registration	20	\$ 4.50	\$ 90
Completion Certificate/Recognition	20	\$ 6.00	\$ 120
<i>Subtotal Other Variable Cost</i>			\$ 210
Total Variable Cost			\$ 2,190



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Cost Per Participant = \$300

Percent of Cost Paid by Partners



■ ISUEO/State ■ ISUEO/County ■ Sponsors ■ Participants



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Local Sponsorship

- What – Dollars from local sponsors
- Who – Ag Lenders, Cooperatives, Agribusiness
- How – 5 minute summary, use video if desired
- When – Part of site selection, do well before any committee work or publicity
- Why – Decreased federal and state funding of land grant extension efforts



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USDA Grant Sponsorship



- Risk Management Agency
 - <http://www.rma.usda.gov/>
- Extension Risk Management Education
 - <http://extensionrme.org/>



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Farm Credit Sponsorship

- Farm Credit has a desire to educate and serve small, beginning, socially disadvantaged, and underserved audiences.
- Many Farm Credit Associations support programming on a statewide level.



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Gift Sponsorship

- Foundation and private gifts can help diversify funding for programs
- Librarians can help you search for opportunities



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2. Designing Curricula

- Learning Objectives and Curricula Planning
- Research-Based Information
- Activities and Exercises



Sandy Felchle, North Dakota
Annie's Project Participant, 2011



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Learning Objectives (Mary)

- ***Objectives*** - articulate the knowledge and skills we want students to acquire by the end of the course.
- ***Assessments/Evaluations*** - check the degree to which the students are meeting the *learning objectives*.
- ***Teaching Strategies*** - foster student *learning* towards meeting the *objectives*.



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Learning Objectives

- Match to participant needs
- Make sure guest speakers know the objectives YOU set.
- After completing this lesson, participants will be able to...



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Curricula Selection



- Every Annie's Project covers all five areas of risk
- Heavy on finance
- Flexible within guidelines
- Adaptable to local needs identified by steering committee



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Curricula Topics

<http://www.extension.iastate.edu/feci/annie/curriculum.html>

- The overall goal is to empower women to make good decisions
- Every decision on the farm falls into one of these risk categories:
 - Financial
 - Human Resources
 - Legal
 - Marketing
 - Production



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Financial Learning Objectives



Minnesota participants working through a balance sheet activity, 2012

- Classify assets and liabilities on a balance sheet
- Calculate farm family living costs
- Consider ways to balance family and farm needs
- Calculate key financial ratios
- Estimate cost of production
- Determine a fair cash rental rate



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Financial Lessons

- Women and Money
- Financial Statements
- Financial Analysis
- Enterprise Analysis
- Farmland Leasing



Mississippi class graduation picture, 2012



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Financial Training Results



Lynn with Joy and Julia, Boone, IA 2012

“The financial part of this class was so important for me. We started this business on a whim... didn’t think about it. Just did it. There was no format for a business plan in classes before. It’s nice to have a template now.”

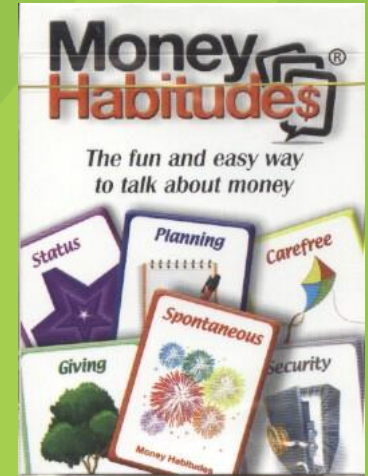
— Lynn Pfantz, Dusty Hill Farm



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Financial Risk Teaching Example

- Vivian Mason, Feb. 1
 - Women & Money (Money Habitudes)
- Mary Sobba, Feb. 1
 - Farm Records
 - Introduction to Financial Statements (Cash Flow, Income Statement and Balance Sheet)
 - Using Spreadsheets – FAST tools , AgEBB examples
- Mary Sobba, Feb. 15
 - Financial Records and Interpreting Data
 - Using Benchmarks



Human Resource Risk Teaching Example

- Kathy Dothage, Jan. 18
 - True Colors
- Mary Sobba, Jan. 18
 - Management of the Farm
- Beth Schnitker, Jan. 25
 - Life and Health and Disability Insurance



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Legal Risk Teaching Example

- Mary Sobba – Jan. 18
 - How Property is Titled
- Mary Sobba – Jan. 25
 - Business Plans (Ag Plan)
- Parman Green, Jan. 25
 - Estate Planning
 - Business Structure
 - Retirement Planning



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Market Risk Teaching Example

- Beverly Henke, February 8
 - Terminology
 - Futures Markets
 - Cash Markets & Elevator Contracts
 - Technical Analysis
- Annie's Project II - Women Marketing Grain & Livestock
 - Separate 12-hour program covering advanced grain marketing (options), livestock marketing and crop insurance.



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Production Risk Teaching Example

- Mary Sobba, Jan. 25
 - Cash & Crop Share Leases
 - Livestock Leases
- Dan Rhoades, Feb. 15
 - Crop Insurance



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Research-Based Information (Karisha)

- Why the concern?
 - Basis for teaching and content
 - Improving skills
 - Method to evaluate
- Use of outside speakers
 - Bring biases (including myself)
 - Sell products
 - Limited experience



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Research-Based Information

- Challenges –
 - Facts are facts, right?
 - Food safety
 - Water quality
 - GMO's
 - Organic production
 - Properly identify appropriate sources for your clients



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Financial: Research-Based Info.

- Family living costs
 - http://www.farmdoc.illinois.edu/manage/enterprise_cost/FBM-0190familyliving.pdf
- Financial documents, leasing, FSA programs
 - <http://www.extension.iastate.edu/agdm/wdfinancial.html>
- Retirement planning
 - <http://www.dallasfed.org/microsites/cd/wealth/>
- Business planning
 - www.agplan.umn.edu



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Human Resources: Research-Based

- Insurance
 - <http://www.lifehappens.org/>
 - <http://longtermcare.gov/>
 - <http://investor.gov/>
- Real Colors
 - <http://realcolors.org/>
- Personnel Management
 - <http://www.agrisk.umn.edu/Library/Topics.aspx?LIB=AR&ID=61000>



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Marketing: Research-Based Info.

- Breakeven Selling Price = Cost of Production
 - http://www.farmdoc.illinois.edu/manage/enterprise_cost/crop_budgets_estimation.html
- Market Information and Planning
 - <http://agebb.missouri.edu/mkt/index.htm>
- Commodity Markets
 - <http://www.extension.iastate.edu/agdm/cdmarkets.html>



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Production: Research-Based Info.

- Crop Insurance
 - <http://www.farmdoc.illinois.edu/cropins/index.asp>
- NRCS
 - <http://www.nrcs.usda.gov/wps/portal/nrcs/site/national/home/>
- Web Soil Survey
 - <http://websoilsurvey.sc.egov.usda.gov/App/HomePage.htm>



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Legal: Research-Based Info.

- Managing for Today and Tomorrow Curricula
 - <http://www.extension.iastate.edu/feci/annie/bfrdp/index.html>
- Property ownership, estate planning, power of attorney, transition planning.
 - <http://www.extension.iastate.edu/agdm/wdbusiness.html>
 - <http://www.extension.umn.edu/agriculture/business/farm-transfer-estate-planning/>



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Using Research-Based Information

- National Agricultural Risk Library
 - <http://www.agrisk.umn.edu/>
- Work with presenters to utilize as much research-based information as possible
- Update the materials for your region and your topics
- Provide participants with “hotlinks” to the resources



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Activities and Exercises (Kelvin)

- **Activities:**
 - an educational procedure designed to stimulate learning by firsthand experience
- **Exercises:**
 - a maneuver, operation or drill carried out for training and discipline



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Purposes of Activities and Exercises

- To engage the audience
- To facilitate group interaction
- To teach a skill
- To generate “new ideas”
- To illustrate a concept or fact
- To assimilate information
- To motivate
- To measure understanding
- Others -



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Examples of Activities / Exercises

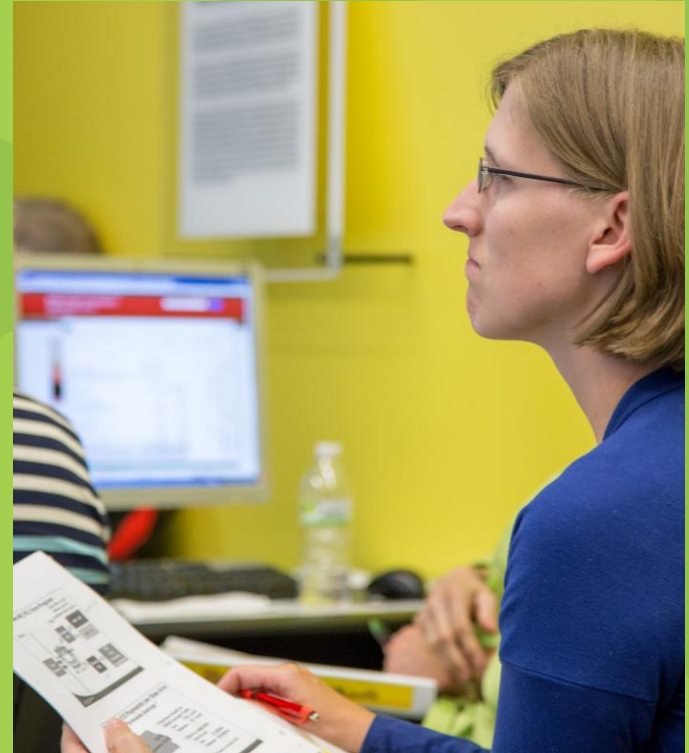
- Goal setting activity
- Vocabulary activity
- Probate worksheet exercise
- Balance sheet activity
- SWOT analysis activity
- My Retirement Fantasy



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Challenges of Activities / Exercises

- Takes time to develop
- Takes time to perform
 - People work at different speeds
 - Some are more detailed oriented
 - Some people's issues are more complex
- Takes time to review



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Designing Activities and Exercises

- What is the objective for the activity?
- What is needed to complete the activity?
- Is the activity relevant to what you are trying to teach?
- Is the activity clearly defined?
- Can you, or do you want to, evaluate the outcome?



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Group Activity



- Share two activities that you have used with Annie's Project Classic
- Share two activities that you have used with other programs for farm/ranch women



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3. Developing Courses

- Teamwork, Location and Dates
- Speaker Selection



Delissa Geisler discussing her business plan; Boone, Iowa 2012



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Teamwork, Location and Dates (Mary)

- Demand
 - Participant desire
- Funding
 - Ability to cover costs
- Support
 - Ability to deliver



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Course Planning Checklist - 6 months prior

- Identify partners
- Hold planning meeting
- Determine program or focus
- Identify technology needs
- Choose dates and location
- Secure meeting site
- Create marketing plan
- Create a course budget
- Submit course info. to state coordinator



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Course Planning Checklist - 4 months prior

- Hold steering committee meeting
- Develop speaker matrix
- Visit with and select speakers
- Seek sponsors
- Plan registration methods
- Submit course info. to national coordinator to post on website
- Prepare marketing materials



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Course Planning Checklist - 2 months prior

- Meet with local course assistants
- Finalize program agenda
- Finalize speakers
- Make evaluation plans
- Prepare curricula
- Order supplies
- Market course
 - Letters, calls and visits to potential participants
 - Cross-promotion
 - Calendars
 - Press releases
 - Social media
 - Websites
 - Banners



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Course Planning Checklist -

- First Session Tasks
 - Send email to everyone prior to the course to welcome them
 - Pass out course agenda
 - Collect pre-course surveys
- Weekly/Mid-Session Tasks
 - Collect all presentations and handouts to share with state coordinator
 - Confirm spelling of names for completion certificates
 - Send emails weekly with brief session summary and homework reminders



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Course Planning Checklist -

- Last Session Tasks
 - Hold graduation activities
 - Collect post-course surveys
 - Identify participants for possible success stories
- End of Course Tasks
 - Prepare post-course news story for local paper
 - Write success stories for bosses, sponsors, grantors...
 - Complete all financial accounting
 - Analyze evaluation surveys



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Speaker Selection (Jason)



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Speaker Vetting

- As the facilitator, you gathered the financial resources necessary for your class
- You've committed a day a week for 6 weeks to prepare for and deliver the program
- You will be preparing and coordinating as many as 16 speakers
- You will provide a supportive learning environment
- You are presenting the guest instructor as a trusted local person



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Recruitment Process

- Face-to-face visit
- Share Annie's Project mission, scope, and *method*
- Share registration process
- Offer material support
- Follow-up call and letter
- Thank you letter after presentation
- Qualifications:
 - Agricultural professional
 - Excellent service and/or communication skills



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Prepare for Your Visit with Speakers

- Bring
 - Brochures for the class
 - Speaker vetting guide sheet for the topic
 - Example handouts for the topic
 - Information on the course and Annie's Project
 - Speaker/agenda matrix
 - Example of evaluation results



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Topics of Discussion with Speakers

- Steering committee recommendation
- Sponsors of your program
- Annie's Project is a national program
- Participants have paid a registration fee
- Tell how many have pre-registered or about the kinds of farm women who will participate
- This is a new program for you and there is excitement around this program



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Decide if the Potential Speaker has the Capacity to Present the Topic

- Discuss the topic, ask about speaker's thoughts on a current issue in that topic
- Ask about decision tools she or her organization uses with farmers
- If you decide she/he is not the right person, guide the conversation to communicate respectfully that she/he is not suited as a presenter



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Discuss Parameters with Speaker

- Most sessions are 50 minutes, that is 25 minutes in presentation, 25 in activities and discussion
- PPT is not required, but may be used
- Guest instructor will speak, then answer questions or lead the group in an activity
- Discuss handouts
- Use the speaker matrix to schedule the time for the speaker's presentation
- Offer to set up a time to listen to the presentation or review materials



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Speaker Selection Resources

<http://www.extension.iastate.edu/feci/annie/Grants/Vetting.pdf>

Vetting Presenters for an Annie's Project Course

Table of Contents

Instructions for Vetting Presenters – Keep these pages in the office	3-6
Read the Topic Paragraphs Before Scheduling Appointments – Keep these pages in the office	
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4. Implementing Programs

- Marketing and Recruitment
- Program Delivery and Classroom Management
- Observation, Interaction and Follow-up



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Marketing and Recruitment (Madeline)

- New Branding Guidelines
- Templates and Tools



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Messages

- Excitement in being part of a national program
- Farm management class designed for women
- Hands-on activities and discussion with other women
- Lessons on how to make good decisions and where to find information
- Whole farm understanding of farm or ranch business



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Personal Recruiting

- Tell your extension clients about Annie's Project as you present other programs
- Ask other extension educators to tell their clients about your Annie's Project class
- Ask extension clients to share this opportunity with family and friends
- Make personal telephone calls or face-to-face visits
- When mailing brochures, include a personal note of invitation



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Use Your Network



- Ask FSA and NRCS to display flyers and to include a message in newsletters
- Ask sponsors to help you market your class
- Get on Annie's Project national, Extension, and community calendars
- Inform your state SARE Coordinator



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Radio and Newspaper Publicity

- News Releases
 - Month prior, or as soon as committee meets
 - Two weeks prior, reminder of meeting start date and last minute registrations
 - Two weeks into program, pictures of presenters and participants
 - Post program, pictures of presenters and participants
- Paid Advertising
 - Small percentage of course costs
 - Helps bring in new clientele
 - Surveys show messages often result in additional participants
 - Combine with free services



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Program Delivery and Classroom Management (Mary)

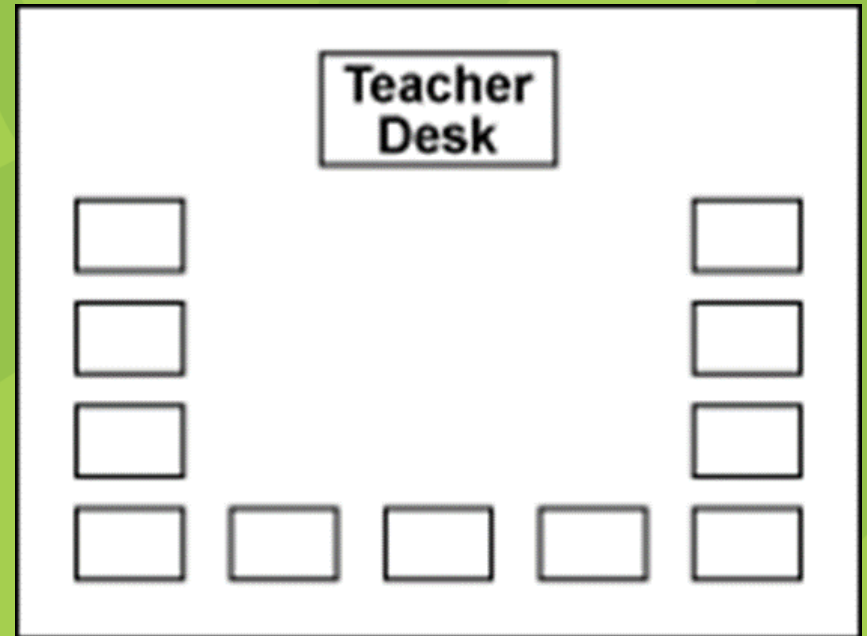
- Create:
 - An environment conducive to learning
 - A safe, comfortable place
 - A sense of fun
- Provide:
 - Good directions
 - Snacks in Missouri.....



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Setting up the Classroom

- Table space – What style?
 - U-shape
 - Rounds (or small squares)
- Supplies on tables
- Equipment
- Consider disability/ADA



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Managing the Time

- Have a plan
- Keep to schedule as best as possible
- Allow for breaks



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Dealing with Difficult People

- Specifically ask people questions
- Move people in the room
- Try to be proactive
- Listen
- Humor may be helpful
- Ask them to write questions on cards
- Ask for solutions to questions

I am thankful for all those difficult people in my life, they have shown me exactly who I do not want to be.



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Dealing with Difficult People

IF ONLY
CLOSED MINDS
CAME WITH
CLOSED MOUTHS



I asked life,
"Why are you so difficult?"
Life smiled and said,
"You people never
appreciate easy things."



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Observation, Interaction and Follow-up (Kelvin)

- Observe participants
 - Look for concerns
 - Reflect on participant responses to information
- Connect with email or social media
- Follow up when class is over
 - Weekly
 - End of program
 - In the future



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Paying Attention in Class

- Try to keep speakers on time.
- Ask questions to deal with missed critical points.
- Ask questions to slow speaker down!
- Ask questions to clarify points or jargon.
- Monitor discussion – listen for topics of interest that aren't part of the agenda.
- Keep someone from dominating the discussion.
- What are things you do?



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Connecting with Email

- Great way to correspond before the program starts.
- Send reminders – do your homework!
- Follow up with additional information
 - Probably the best tool to use.
 - Can send “hotlinks”
- What are things you do?



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Following-up When Class is Over

- Might have follow up emails on topics relating to the class or on topics of interest
- Annual reunions
- Start a new class
- One time event – government program
- Videos
- Farm/ranch/business calls
- What are things you do?



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5. Evaluating and Sharing Impacts

- Survey Instruments and Uses
- Analyzing and Sharing Results



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Survey Instruments and Uses (Mandi)

- Methods
 - Pre-Class Survey
 - Post-Class Survey
 - Follow-up Survey
- Credibility
 - Research Institute for Studies in Education
 - Third party
 - National data



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Evaluate to Communicate

- Instrument communicates to participants
 - Objectives
 - Content
 - Values
- Respondents communicate to educators/leaders
 - Knowledge, Perceptions, Behaviors
 - Needs
 - Suggestions
- Results used to communicate with
 - Participants
 - Educators, Project Leadership
 - Partners, Funding Agency



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Prepared by the Research

Ways to Collect Evaluation Data



- Pre- and Post-course Survey Instruments
- Feedback Cards
- Follow-up Surveys
- Focus groups
- Steering Committee
- Community Feedback



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Institute for Studies in

What's in the survey instruments?

- Pre-course
 - Content: What you can learn
 - Practices: Expectation of change
 - Participants: We want to know about you
- Post-course
 - Content: You should have learned
 - Practices: You should set goals
 - Opinions: We want to know how we did
 - Suggestions: We want to do better



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What will respondents tell us?

- Pre-course
 - Content: What content will need more emphasis
 - Practices: Where participants are in the process
 - Participants: What individual needs they have
- Post-course
 - Content: What areas showed the most/least gains
 - Practices: What they plan to change as a result
 - Opinions: Alignment with values / principles
 - Suggestions: How to make this even better



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Lessons learned about Instruments

- In order to compare pre and post, the questions must be the same.
- In order to compare pre and post, the scales must be the same.
- Sometimes participants don't know what they know or what they don't know.
- Ask one question at a time.
- "I don't know" does not go in the middle.



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Lessons learned about Instruments

- Align evaluation with goals and objectives.
- Respondent fatigue = the point of diminishing returns.
- Edit, revise, pilot, repeat as necessary!
- Build in class time for evaluation.
- On-line completion offers many advantages.
- It's easy to put together a bad survey, but it's also easy to get help and examples.
- Accuracy and consistency are paramount!



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Lessons Learned about Curriculum

- No amount of planning can account for all situations, so 'script' must be adaptable without losing integrity.
- Some over-planning in each area is good, but know the line between 'necessary' and 'nice' to know.
- Taking time to build connections is not wasting time.
- Expect to learn a lot the first few times and to learn something every time.
- When in doubt, go back and look at long-term goals.

Prepared by the Research Institute for Studies
in Education (RISE) Iowa State University



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Lessons Learned about Reporting

- First, do no harm: protect participant identities.
- Aggregate results: small samples have low value.
- Don't report comparisons unless tested statistically.
- Think 'security clearance' level: share only what is appropriate for the intended audience.
 - Raw results for class instructor, project leaders
 - Summarized results for participants, funding agency
 - Key findings for partners, public



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Lessons Learned about Reporting

- Knowledgeable, experienced , caring group of educators
- Committed to helping farm families survive and thrive
- Willing to share, train, and mentor
- Providing a valuable service
- “Doing the best they can with the tools they’ve got.”
- “W E P”



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Survey Tools

<http://www.extension.iastate.edu/feci/annie/grants/EvaluationDirections.pdf>



- Instructions
- On-line instruments
- Printable instruments



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Analyzing and Sharing Results (Madeline)



Graduation for Nicole Jonas with
Madeline Schultz, Boone, IA 2012

“I always meant to start a business plan, but never started it. It was good to get it done. In past classes I took, we were strongly encouraged to write one, but never ‘forced’ (said with a laugh.)”

– Nicole Jonas,
Red Granite Farm



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Long Term Impacts



- Participants:
 - Expand network of peers and professional service providers.
 - Increase confidence in decision making.
 - Become better farm managers and business partners.



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Making the Most of Evaluation

- Start with a logic model
- Prepare evaluation instruments
- Collect and analyze data
- Share your results widely
 - Partners
 - Sponsors
 - Public
- Use data to:
 - Adapt your course as you go
 - Identify additional needs
 - Document your impact
 - Improve your programs over time



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Annie's Project

Public Value Statement

- Women who participate in Annie's Project are empowered to become better business owners and partners by managing agricultural risks and bringing greater financial security and well-being to their families. Farms, ranches and communities are sustained through more vibrant rural economies, improved natural resource conservation and enhanced food security.



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Annie's Project Future Vision (Ruth Hambleton)

Ruth F. Hambleton
Founder of Annie's
Project-Education for
Farm Women



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Training

Facilitators

State Coordinators

Supporting with
resources for a
quality program

Program Integrity



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Streamline, Efficient, Intuitive

- Same Purpose
 - Empower farm and ranch women through education effectively designed for women
- Served through one website

Anniesproject.org



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APEFW Board

Ruth Hambleton

Kelvin Leibold

Lynn Heins

Jason Johnson

Karen Westbrook

Annette Sweeney

Tim Eggers

Doris Mold

Angela Kazekavicius

Karisha Devlin

Willie Huot



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Partnerships

- **Land Grants**
- **State Colleges**
- **Community Colleges**
- **NGOs**
- **Governmental Institutions**



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Recognition

Bob Wells Women in Agriculture Educator Award



Tammie Jensen--Wyoming



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Challenges

Funding and In-kind Contributions

Coordinating:

Calendars so the public can find meetings

Grants

Reports to stakeholders and funders

Social media and state websites

Quickly responding to issues

Monitoring to maintain program integrity



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Here's to a Bright Future



Thanks Everyone!



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On behalf of all
the Annie's,
and for every
one of the
women who've
completed, or
will go through
this program. . .

Thank you!



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