

**CALIFORNIA
AGRICULTURAL EDUCATION**

Strategies Manual
for
Program
Improvement

Agricultural Education Unit
Secondary, Post-Secondary & Adult Education Leadership Division
California Department of Education
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Introduction

Agriculture and education face tremendous challenges during the twenty-first century. A diminishing natural resources base combined with a constantly growing world population will test the ability of U.S. agricultural science, technology and business to become more productive and more efficient. Education is challenged by an increasingly diverse student population, severe fiscal constraints, and the need to bring students to higher levels of education than ever before. The Agriculture Vocational Education Incentive Grant Review process supports this vision of education reform by recognizing those secondary agriculture education programs that strive to meet educational excellence. Every secondary agriculture education department participating in the Agriculture Vocational Education Incentive Program must be evaluated each year with a CDE Agriculture Education Program Review instrument. This review instrument is based on the 15 quality standards outlined in CDE the Blueprint for Excellence.

The purpose of this Agricultural Education Strategies Manual is to provide useful information, assistance and direction to those agriculture education departments that seek educational excellence as established by the California Department of Education. The manual defines the eleven criteria by which programs are evaluated. The eleven criteria are: (1) Curriculum and Instruction, (2) Leadership and Citizenship Development, (3) Supervised Agricultural Experience Program, (4) Qualified and Competent Personnel, (5) Facilities, Equipment, and Materials, (6) Community, Business, and Industry Involvement, (7) Career Guidance, (8) Program Promotion, (9) Program Accountability and Planning, (10) Student-Teacher Ratio, and (11) Extended Contract. In addition, the manual contains appendixes that contain working instruments that can help a program meet the criteria associated with the Vocational Agriculture Incentive Grant Program. While the Quality Indicators may be different than those in the AIG Agriculture Education Review instrument, they are intended for an agricultural education department to strive for program excellence.

The Agricultural Education Strategies Manual for Program Improvement features eleven Quality Criteria Sections. Each section is broken down into specific Quality Indicators. Listed below each Quality Indicator are recommended implementation strategies. For further information on how to utilize this manual, contact your Regional Supervisor or the Agricultural Education Unit of the California Department of Education.

RELATED INFORMATION, STRATEGIES, ACTIVITIES AND RESOURCES

1. CURRICULUM AND INSTRUCTION

Quality Criteria

The curriculum had been organized and sequenced around agricultural career paths with clear performance standards leading students to entry-level employment, job advancement, entrepreneurship, advanced education and training and personal use. Instruction is performance-based and integrates academic knowledge and skills which reflect current and emerging technologies and practices in business and industry.

- 1.1** *The content of the Agricultural Education Program has been assessed against, and where necessary, modified to satisfy the Agriculture Content Standards, Grades 9-12.*

Use the California Agriculture Curriculum for the Agriculture Core and Advanced Clusters when developing curriculum.

Compare curriculum to the Agriculture Content Standards to ensure that students receive comprehensive instruction to meet completion standards.

Include performance standards in curriculum documents and assessment instruments.

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- 1.2** *The curriculum is in written form and includes:*

- 1.2.1** Course description(s), goals, objectives, and outlines
- 1.2.2** Course/ program duration
- 1.2.3** Description of major instructional methodologies/strategies
- 1.2.4** Identification of instructional materials, texts, supplemental materials, software, equipment, and facilities
- 1.2.5** Performance standards for program completers
- 1.2.6** Student evaluation procedures

Develop goals and objectives for the Agricultural Education Program.

- a. The goal of all agriculture education in California as defined in the SB187 Report is: Agricultural Education is organized instruction which prepares individuals for employment in agriculture and may also prepare them for advanced training, leading to an agricultural career requiring education at a post secondary level.
- b. The purposes of Agricultural Education are:
 - To assist individuals in making an informed choice of an agricultural education.
 - To assist individuals for employment in agricultural occupation
 - To prepare individuals for advanced training or post-secondary education in agriculture.
 - To ensure an adequate supply of trained and skilled individuals for employment in the agricultural industry

Develop objectives to meet the agricultural education program goals. Objectives are more specific than goals and include what is to be learned, how it is to be learned, what behavior the student will exhibit after learning, at what level of expertise, and under what conditions.

Develop goals and objectives for each identified career path cluster that clearly state the expected student performance and outcomes.

Develop subject matter content outlines.

- a. Develop a list of targeted occupations.
- b. Develop a list of skills, knowledge and attitudes necessary for employment occupations within a career path cluster.
- c. Develop a list of goals and objectives for each career path cluster.
- d. Determine the number of courses to be offered to adequately train students for the targeted occupations in each career path cluster.
- e. Develop a description for each course along with a flow chart which identifies the course sequence for each career path cluster. The description should identify course title, course length, number of hours per day, prerequisites, activities, assignments, etc.
- f. Develop a teaching outline for each course using the “Agricultural Education Core Curriculum and Advanced Clusters”. The teaching outline for each course should include the identification of the unit of instruction, the major topics or lessons, materials, application, and supplemental resources.

Develop program completion standards.

- a. Program completion standards involve the listing of minimum standards a student must meet to complete the instructional program in a given career path cluster. The standards might include such items as:
 - number of class hours required to complete the program;
 - number of courses to successfully complete the program;
 - scope of SAE to complete the program, etc;
 - integral FFA activities, etc.

- b. Award certificates to program completers (Appendix G). A certificate might include the career path cluster completion standards written on the back. An appropriate time to present a certificate is at the FFA Awards Banquet.

Determine performance standards (Appendix H).

- a. Using course objectives and subject matter outlines, develop a list of performance standards that students must complete to demonstrate proficiency in each career path cluster.
- b. Have the advisory committee review, revise, and approve the list.
- c. Categorize identified performance standards into the cognitive (knowledge), psychomotor (skills) and affective (attitudes) domains.

Determine means evaluating each performance standard.

- a. Beside each performance standard indicate the evaluation technique to be used, i.e. oral examination, written examination, portfolio, scenario, laboratory performance, etc.
- b. Indicate the criteria that demonstrate proficiency for each standard; i.e. percentage, industry standard, amount of production, instructors satisfaction.

Develop a checklist of performance standards for each career path cluster, and/or course.

Develop student career files which contain up-to-date performance standard checklists appropriate to their career objectives.

Devise a plan to coordinate the completion of checklist by teachers involved in the various career paths clusters.

1.3 *Academic courses, technical preparation course sequences, and workplace learning sequences are structured in career path clusters.*

Develop a local agriculture job market description.

- a. Determine the service area of the agriculture education program Identify the area which encompasses the majority of persons graduating from the program who settle and find work.
- b. Determine the agricultural production and related industry in the area. Consider number of jobs provided, the stability of the industry and the industry's gross income when assigning values as to the degree of importance for each agricultural industry.

Target occupations when determining programs to be offered:

- a. Develop a list of all the possible jobs in agriculture in the already determined service area.

- b. Eliminate from the list those occupations which have insignificant employment opportunities for students and those which are inappropriate for high school level of training.
- c. Use the advisory committee, student interest surveys, graduate follow-up information, and financial and facility limitations to aid in the development and screening of the job list.

Develop materials to inform students of career path opportunities in agriculture available through the agriculture education department. In these materials include descriptions of agriculture courses, academic courses, leadership development activities and supervised occupational experiences that students can participate in to prepare them for a career in that cluster. Have students use this information to assist them in completing their individual student career plans (Appendix K).

Review the Agriculture Education Curriculum cluster areas for assistance in developing career path descriptions.

1.4 *Curriculum and instruction provide students with career path information and planning strategies. Career performance standards are interwoven and reinforced throughout the curriculum.*

Use the Agriculture Career lesson plans in the California Agriculture Education Core Curriculum and Advanced Clusters.

See Quality Indicator 7.1 for additional strategies.

1.5 *Integration across disciplines is evident in planning curriculum development, instruction, and assessment.*

Work closely with instructors from academic departments to develop agriculture course curriculum that meet graduation requirements.

Contact other agriculture education departments that have developed course curriculum that meet district graduation requirements. Obtain copies of the course description and curriculum.

Go to the University of California “Doorways” website: <http://www.ucop.edu/doorways/>. Work with your site administration and staff to prepare course descriptions and curriculum that meets the a-g requirements for entrance.

Contact other agriculture education departments that have developed course curriculum that meet the a-g requirements for University of California entrance.

Develop strategies for integrating academic and agricultural education.

- a. Team teach academic related agriculture courses with the academic instructor.
- b. Develop school-wide themes in agriculture that will be used in all classes.
- c. Work with academic teachers to develop curriculum that integrates academic principles into the agriculture curriculum and agriculture into the academic curriculum.
- d. Conduct laboratory sessions jointly with the Biology and / or Chemistry classes.

1.6 *The curriculum indicates that students in agricultural education courses/programs engage in specific activities designed to enhance academic skills in math, science, communication, and technology.*

Use the recordkeeping lesson plans in the Agriculture Education Core Curriculum. Distribute the California Agriculture Education Record Book to all students. Be sure all students have an SAE that can be recorded in their record book. Develop a class project for record keeping practice and / or those students who do not have individual SAE. Utilize the Record Book Problems for those students who have not started an SAE.

Set aside a regular each time week for students to update their record books and for teacher review.

Use the California Agriculture Curriculum for the Agriculture Core and Advanced Clusters as reference in developing lesson plans that include authentic use of math, science, communication and technology.

Review the Agriculture Content Standards for those standards and activities that incorporate authentic use of math, science, communication and technology as indicated by the academic framework references.

Obtain copies of laboratory manuals appropriate for agriculture instruction.

1.7 *Each course of study incorporates higher order thinking skills and includes the application of group, individual decision-making, and interpersonal skills.*

Conduct lessons that include cooperative learning activities and problem solving. Participation in many of the FFA career development events incorporates this type of learning. Adapt these activities to meet the needs of the classroom.

Review the Agriculture Content Standards for those standards and activities that incorporate higher order thinking skills, applications of group and individual decision-making skills and communication skills.

1.8 *Evidence exists that agricultural/academic courses are sequenced to support the occupational clusters identified in each career path.*

See 1.3 for strategies.

1.9 *Courses of study for each program indicate a planned, logical, and articulate sequence of learning experiences required to meet the identified instructional objectives.*

Develop course sequences along career paths as indicated in 1.3.

Review the Agriculture Core Curriculum for recommended career path clusters.

Have students keep records of career path sequences they are planning on taking on their Student Career Plan Data Sheets. Maintain records of the number of students taking classes in the recommended sequence.

Assist on-site administrator in scheduling agriculture classes to ensure classes do not conflict with required courses. This is particularly important in small schools with limited offerings.

At the end of the year prepare a report for your advisory committee, administration, and regional supervisor which includes the following:

- a. List of all program completers. A program completer is a student who has satisfactorily completed the equivalent of 540 hours of instruction.
- b. Calculate the percentage of all students who were program completers.

See 9.2 for Strategies

1.10 *Instructions in competency-based, sufficient in duration, current and relevant, and reflects the knowledge, attitudes, and skills currently required in the identified career path.*

Review performance standards developed to ensure that they are competency based and includes student evaluation procedures.

Have the advisory committee annually review curriculum being used to ensure it is relevant and up-to-date and meets the need of the local agricultural job market.

1.11 *Computer instruction is provided throughout the Agricultural Education program to assist students with career path objectives.*

Obtain computer equipment for the agriculture department through district or other funds. Utilize incentive grant funds to purchase computer equipment.

Research manufacturer's educational discounts or grant programs to schools.

When computer hardware is not available in the department, arrange to use other school-site computer lab facilities for offering computer instruction in agriculture.

Team teach a computers in agriculture course with the business education instructor or computer lab instructor.

1.12 *Program instruction, activities, and materials are consistent with the national goal of eliminating discrimination on the basis of gender, race, disabilities, or disadvantages.*

Complete R-2 report each year for every student enrollment data. Maintain records in department files.

Evaluate R-2 data for discrepancies in enrollment by gender or race.

Develop an action plan for increasing enrollments of underrepresented populations in the agriculture education program. Review this plan with the Advisory Committee and seek additional input and suggestions. Strategies could include:

- a. Work with the district special education teacher to recruit students with special needs into the program.
- b. Identify Community Based Organizations (CBO) that work with special populations. Use these CBO'S as a source of recruitment for students.

- Conduct special activities or programs with their clients to encourage enrollment in agriculture education.
- c. Review all printed recruitment material and instructional material for biased language. Be sure all artwork and photographs of students represent all members of the community.
 - d. Conduct an open house inviting the complete student body to attend. Have this activity be apart of a school orientation where all students are involved.
 - e. Make an effort to recruit special population students individually. Often the only reason they are not enrolling in the agriculture education program is that they don't feel they belong there. Making an individual effort by the teacher can often break down these barriers.

1.13 *The Agricultural Education curriculum has been designed to serve the needs of all students, especially those with special learning needs resulting from academic and economic disadvantages, and mental, emotional, and physical disabilities.*

Work closely with the special education teacher to develop modified instructional materials and strategies for working with mainstream students with learning disabilities.

Participate in the development of Individual Education Plans (IEP's) for special education students enrolled in the agriculture education program.

1.14 *Resources are available to assist with remediation for successful course completion.*

Contact the County Office of Education for resources available in your area.

1.15 *Documentation exists that validate course/program articulation and sequencing between and among feeder schools, high schools, ROC/P's, adult education, community colleges, and four-year institutions.*

See strategies 7.4.

When developing career path cluster course sequences be sure to include ROC/P course offerings that are applicable.

If the agriculture education program has an articulation agreement with a community college or other post secondary institution, include the articulated

courses for each career path cluster course sequence in the Comprehensive Program Plan.

1.16 *The program uses business and industry sponsored resources and support, such as guest speakers, equipment, demonstration, field trips, student scholarships, community learning sites, partnerships, and placement opportunities.*

Maintain a record of guest speakers, field trips, industry donated scholarships or equipment, and learning sites.

Continue to develop additional business and industry contacts that are willing to participate in agriculture education program.

Invite business and industry representatives to all agriculture education department functions. Ask business and industry representatives to serve on the department's advisory committee.

At the annual awards banquet, give recognition to business and industry representatives who have assisted the agriculture education program.

Develop partnerships with local agriculture business. These partnerships could include: equipment use, employees as guest speakers; sites for field trips; internships; work experience, and others.

RESOURCES

1. California Agriculture Curriculum for the Agriculture Core and Advanced Clusters available at the California Agricultural Education website: www.calaged.org or the CD-ROM "California Agricultural Education Materials" (available from the Ag. Education Unit of California Department of Education).
2. Agriculture Content Standards – Grades 9 - 12 available at the California Agricultural Education website: www.calaged.org or the CD-ROM "California Agricultural Education Materials" (available from the Ag. Education Unit of California Department of Education).
3. California Agriculture Education Record Book – The paper version is available from the State FFA Financial Office. An electronic version is available on the California Agricultural Education website: www.calaged.org or the CD-ROM "California Agricultural Education Materials" (available from the Ag. Education Unit of California Department of Education).

4. “California Agriculture Education Record Book Manual and Record Book Problems” available at the California Agricultural Education website: www.calaged.org or the CD-ROM “California Agricultural Education Materials” (available from the Ag. Education Unit of California Department of Education).
5. Competency Certificate (Appendix G).
6. University of California “Doorways” website: <http://www.ucop.edu/doorways/>.
7. CATA Curricular Code available the California Agricultural Education website: www.calaged.org or the CD-ROM “California Agricultural Education Materials” (available from the Ag. Education Unit of California Department of Education).
8. Education Code 52454 “Agricultural Vocational Education Components” (Appendix I).
9. Senate Bill 187 Committee Report (Appendix J).
10. Agriculture Education –Student Career Plan (Appendix K).

VALIDATION DOCUMENTS

- a. Agriculture Education Program Curriculum.
- b. Program Brochures.
- c. Completed Agriculture.
- d. High School’s Student Planning Handbook.
- e. Comprehensive Program Plan for Agriculture Education.
- f. Lesson Plans.
- g. School Master Schedule.
- h. Advisory Committee Minutes verifying review of curriculum.
- i. Completed Program Enrollment Data Form (R-2 Form).
- j. Sample instructional materials and strategies that have been modified for students with special needs.

- k. Sample modified assessment instrument for use with students with special needs.
- l. Description of services available in the district for students with special needs.
- m. Faculty Handbook or campus Administrative Manual.
- n. List of business and industry participation and their levels of involvement.

RELATED INFORMATION, STRATEGIES, ACTIVITIES AND RESOURCES

2. LEADERSHIP AND CITIZENSHIP

Quality Criteria

Students develop leadership, citizenship, interpersonal, and employment skills by participating in career technical student organizations.

- 2.1** *All Agriculture Education students have full access to FFA and/or alternative leadership activities corresponding to their selected career path.*

Contact the California Department of Education, Agriculture Education Unit, Assistant State FFA Advisor or your Regional Supervisor for information on starting an FFA chapter.

Assist students to develop a written plan concerning their FFA participation which corresponds to their stated career goal, SAE, and class work. This plan should be reviewed with student's parents and maintained in department records. Use the Agriculture Education Student Career Plan (Data Sheet) (Appendix K) and the FFA Activities sheet in the California Agriculture Education Record Book.

Alternative leadership activities for adults could include participation in local, state, and national agricultural organizations such as the California Cattleman's Association, Farm Bureau, California Young Farmers and Ranchers, Young Farmers Educational Association, California Association of Nurserymen, etc.

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- 2.2** *FFA or alternative leadership activities are integral to instruction, are conducted by the appropriate Agriculture Education instructors, and are supported by the administration of the local education agency.*

Review student's participation in FFA activities each year with the student.

- a. Activities should be balanced. A student should not over emphasize one aspect of program.

- b. A record of student participation in the FFA should be documented in the California Agriculture Education Record Book.

Participation in FFA activities will enhance the student's opportunity to learn skills necessary to a career in agriculture.

- a. A clear distinction must be made between instructional FFA activities in which students are required to participate and those which are social in nature and, therefore, optional.
- b. FFA participation must be part of every student's grade in agriculture education.

In a multi-teacher department keep a calendar of FFA activities identifying staff members responsible for each activity.

Include FFA supervision expenses in the agriculture department budget.

Provide instruction to every student concerning the FFA Organization. Include the following instructional techniques.

- c. Conduct organized instruction utilizing the Official FFA Manual and the State FFA Constitution in each class.
- d. Emphasize the purposes and activities of the organization and the opportunities available to each student.
- e. Have local chapter officers visit each class to discuss the local chapter's activities.
- f. Make available a local FFA Program of Work to each agriculture education student. Use the National Chapter Award Program in the Official FFA Manual and the National FFA Local Program Resource Guide CD-ROM as a guide in the development of the local chapter's Program of Work.
- g. Emphasize that FFA is an integral part of the agriculture education program and that all students shall participate. Utilize the FFA and SAE as Integral to Instructional Activities statement to develop this area of instruction (Appendix L).
- h. During discussions with parents, explain the student participation requirements in leadership development through chapter activities thoroughly. A packet of information concerning the local FFA chapter could be a useful tool.
- i. All students shall participate in the total agriculture education program, which includes citizenship, leadership, and interpersonal skill development activities (FFA).
- j. FFA participation should be clearly outlined in the course description/outline.

2.3 *Instruction intended to develop and/or enhance citizenship, leadership, and interpersonal skills, as defined in the Agriculture Content Standards, is clearly identified in courses and activities throughout the program.*

Conduct Agriculture Education program instructional activities that provide for leadership experiences. Instruction includes the following:

- a. Organized local FFA meetings which provide students with opportunity to serve as officers, committee chairpersons, and committee members.
- b. Attendance at sectional and regional FFA meetings and activities.
- c. Attendance at state and national annual FFA meetings and activities.
- d. Participation in leadership training activities sponsored on a local, sectional, regional, state or national level.
- e. Instruction and participation in Career Development Events such as Creed Speaking, Prepared Public Speaking, Extemporaneous Public Speaking, Parliamentary Procedure, Best Informed Greenhand Contest, Livestock, Forestry, Ornamental Horticulture, Ag. Marketing, etc.
- f. Development of a set of leadership goals for each student.
- g. Competitive SAE activities such as: project competition, agri-science fair exhibitions, exhibiting livestock, plants, agricultural mechanics projects, etc.
- h. Competitive skills demonstrations such as those found in organized agricultural Field Days.
- i. Field trips to agricultural industry and to educational institutions.

Utilize FFA performance recognition programs.

- a. Provide Proficiency Awards to the outstanding members of the local FFA chapter.
- b. Follow the FFA degree awards program as outlined in the State FFA Constitution.
- c. Encourage students to apply for local, sectional, regional, state and national FFA Proficiency Awards.
- d. Establish local award programs to suit the unique aspects of each Agriculture Education program.

RESOURCES

1. FFA Student Handbook.
2. FFA Advisor Handbook.
3. FFA Official Manual.
4. National FFA Local Program Resource Guide CD-ROM.
5. National FFA website: www.ffa.org.
6. California Agricultural Education website: www.calaged.org.
7. Vo-Ag Student Leadership Materials, FFA Financial Services Office:
Official FFA Manual (classroom set)

FFA Membership Cards (one per student)
California Agriculture Education Record Book (one per student).

8. CD-ROM “California Agricultural Education Materials” (available from the Ag. Education Unit of California Department of Education).
9. California Agriculture Education Record Book – The paper version is available from the State FFA Financial Office. An electronic version is available on the California Agricultural Education website: www.calaged.org or the CD-ROM “California Agricultural Education Materials” (available from the Ag. Education Unit of California Department of Education).
10. California Agriculture Education Record Book Manual available from www.calaged.org or CD-ROM “California Agricultural Education Materials”.
11. California FFA Program of Work available from www.calaged.org or CD-ROM “California Agricultural Education Materials”.
12. Agriculture Education-Student Career Plan (Data Sheet) (Appendix K).
13. FFA and SAE as Integral Instructional Activities (Appendix N).
14. California Agriculture Curriculum for the Agriculture Core and Advanced Clusters available from www.calaged.org or CD-ROM “California Agricultural Education Materials”.
15. Agriculture Content Standards available from www.calaged.org or CD-ROM “California Agricultural Education Materials”.
16. Extended Contract Plan, Items M-N (Appendix M).
17. Ed Code Section 52454 (Appendix I or available from www.leginfo.ca.gov/).
18. Agriculture Incentive Grant “Leadership Activity Checklist” available from www.calaged.org or CD-ROM “California Agricultural Education Materials”.

VALIDATION DOCUMENTS

1. FFA Chapter Program of Work.
2. Calendar of leadership activities and staff responsibilities.
3. Point Award System chart.

4. Grade Book indicating grade for leadership activities.
5. Course descriptions that include grading criteria for participation in leadership activities.
6. Complete Student Career Plans for each student.
7. Up-to-date California Agriculture Education Record Book for each student.
8. Curriculum for FFA and leadership instruction.

RELATED INFORMATION, STRATEGIES, ACTIVITIES AND RESOURCES

3. SUPERVISED AGRICULTURAL EXPERIENCE

Quality Criteria

Practical application of occupational skills is accomplished through work-site experiences and/or entrepreneurship. These practical experiences are combined, coordinated, and evaluated with the classroom instruction.

- 3.1** *The Agriculture Education program includes entrepreneurship or paid/unpaid job-site experiences. These experiences are directly related to, and coordinated and evaluated with regular classroom instruction.*

Assist/ advise students in the development of their Supervised Agricultural Experience (SAE) plans. Record these plans on their Student Career Plan Form (Appendix K). File the completed form in the student's Permanent Record Folder. Review and modify at least once a year.

Develop an SAE unit of instruction for each course or program to be conducted. The purpose of this unit is to instruct students about the local agriculture education program's SAE requirements; the purposes of having an SAE; the varieties of SAE's available; their characteristics, values, and opportunities.

Develop a SAE segment of an agriculture education student handbook. This should be written material summarizing the content of the instructional unit. An alternative to this is to develop a separate brochure describing the SAE program to students, parents, counselors, and other interested persons.

Develop an incentive program to encourage student participation in the SAE. Suggested components of a program might include: project competition, proficiency and achievement awards, fairs and shows, or publicity in the local media.

Plan group projects(s) for first-year students as an alternative to individually selected and conducted projects. This kind of "exploratory" project can be used for students trying to discover what specific agricultural experiences they want to pursue.

Schedule a regular time during class for student discussion and sharing of their individual SAE experiences.

Develop and implement a system for frequent, regular teacher instruction, correction and grading of student's California Agriculture Education Record Book(s).

Include participation in an SAE as a portion of each student's grade.

Develop a list of potential and filled placement sites for students with work experience SAE's.

3.2 *For all Supervised Agricultural Experiences student supervision is accomplished through the cooperation of the credentialed instructor(s) and when appropriate the on-site supervisor(s).*

Develop a school policy statement on SAE which addresses at least the following topics (Appendices Q & R):

- a. provisions for supervision by teacher (extended contract, supervision period, transportation);
- b. requirements for minimum student participation;
- c. grading (Appendix N);
- d. student eligibility to represent chapter and school at exhibitions-field days, fairs, etc.;
- e. use of school facilities;
- f. access to and use of school vehicle for Agriculture Education Program activities and SAE visitations;
- g. school and teacher liabilities.

Conduct home visits to discuss SAE possibilities with parents, thereby involving them in the planning process for their children. An alternative to this is to conduct a group meeting for parents to inform them of SAE and to encourage their support of their children's participation.

Visit each student and parent/guardian at the SAE site(s) at least once during each grading period that the SAE is in operation. Maintain records on visitation that reports at least the following components: date, time, observations and recommendations (Appendix N).

3.3 *For all SAEs, there is a specific training plan for each student that is used to guide and evaluate a student's progress.*

Assist students in developing complete and accurate ownership enterprise agreements that include date of agreement start and completion and contains statements concerning what each party is responsible to provide and/or benefits he/she will receive and signatures of parties involved. Items must be addressed are: equipment, land, buildings, capital (money), management, and profit or loss.

Assist students in developing complete and accurate placement enterprise agreements that include date of agreement start and completion, nature of business to be conducted or work experience site location and job description, any financial arrangements (i.e. wages etc.), skills to be learned, and signatures of parties involved.

3.4 *A variety of instructional strategies such as work exploration/experiences are available for all students.*

List and describe the types of SAE which are feasible in your community and for your students (Appendices O & P). This list should include both ownership and placement SAE's. It is essential that the advisory committee's input is used in the development of this list. Take into account such factors as, but not limited to:

- a. relevance to agriculture of area;
- b. availability of resources (livestock, land, jobs, funds, structures, supportive services for students with special needs, etc.);
- c. students' career goals;
- d. students' interest;
- e. students' abilities;
- f. cost;
- g. development and / or use of school facilities for SAE projects.

Supervise implementation of students individually planned SAE's. Help them to procure funding (i.e. bank loans), purchase animals, find jobs, start records, etc.

Provide school based laboratory facilities for those students who do not have access to facilities of their own. Work closely with the community through your Advisory Committee to locate community facilities if school based facilities are not available. Obtain needed equipment donations through your Advisory Committee and local agribusinesses.

3.5 *Services and /or resources are available to assist special populations with the practical application of skills.*

Be sure the list of SAE opportunities for students identified in 3.4 includes services and resources available for special population students.

Work closely with your District's Career Guidance Coordinator to assist in placing special needs students in worksite SAE's.

Assist students in making SAE choices without regard to stereotypes or bias. Identify nontraditional role models for students and encourage and support students who seek to conduct nontraditional SAE's. Attend regionally sponsored nontraditional career fairs. Invite nontraditional role models as guest speakers or to act as mentors for students. Place students with nontraditional employers. Contact your school districts sex equity coordinator for assistance and potential funding for special projects. Research for the possibility of grants that may be available.

RESOURCES

1. California Agriculture Education Record Book – The paper version is available from the State FFA Financial Office. An electronic version is available on the California Agricultural Education website: www.calaged.org or the CD-ROM "California Agricultural Education Materials" (available from the Ag. Education Unit of California Department of Education).
2. California Agriculture Education Record Book Manual available from www.calaged.org or CD-ROM "California Agricultural Education Materials".
3. SB 187 Committee Report (Appendix J).
4. SAEP: Definition, Types and Minimum Criteria and California Agricultural Teachers Association SAE Policy Statement (Appendices O & P).
5. Agriculture Education - Student Career Plan (Appendix K).
6. SAE Home Visit Reports (Appendix N).
7. Ed Code Section 52454 (Appendix I or available from the website www.leginfo.ca.gov/).
8. Student Training Plan Example (Appendix Q)
9. Student Training Agreement (Appendix R)

VALIDATION DOCUMENTS

1. Complete Student Career Plans for each student.

2. Up-to-date California Agriculture Education Record Book for each student.
3. List of active placement sites for students with work experience SAE's.
4. Grade Book indicating grade for SAE.
5. Department budget including line item for teacher reimbursement for supervising SAE's including mileage if a personal vehicle is used.
6. Department equipment inventory that include a school vehicle for use while supervising student projects.
7. Records of SAE visits including visit report forms and visitation dates for each student each quarter.
8. List of types of SAE's as indicated in 3.4.
9. School or district policy statement on SAE.

RELATED INFORMATION, STRATEGIES, ACTIVITIES AND RESOURCES

4. QUALIFIED AND COMPETENT

Quality Criteria

All Agricultural Education teachers are competent and qualified with the appropriate occupational proficiency. In addition, instructors, administrators, guidance/counseling staff, and instructional support staff are involved in an ongoing program for professional development designed to enhance the quality of instruction.

4.1 Each Agriculture Education instructor holds a valid California teaching credential authorizing the teaching of the assigned Agricultural Education courses.

New teachers should have the “Single Subject” and “Agriculture Specialist” credentials or a “Designated Subjects” credential with the appropriate agricultural subjects listed on it. Teachers credentialed prior to 1975 may have a “General Secondary” or “Special Secondary” credential (see Appendix S for examples of all credentials). Questions regarding the appropriateness of an applicants credential for teaching vocational agriculture should be directed to the Agriculture Education Department at CSU-Chico, CSU-Fresno, CSPU-Pomona, CPSU-San Luis Obispo, U.C.-Davis or to the Agriculture of Education Unit, California Department of Education. (Appendix S)

Keep an up-to-date Teacher Data Sheet (Appendix T) and copy of credentials in each teacher’s professional file.

Develop a Comprehensive Program Plan for Agriculture Education that includes a listing of courses taught by each instructor and a copy of the credentials they hold. See 9.3 for more information.

Be familiar with the responsibilities of an Agriculture Education Instructor (see job description Appendix U).

4.2 Each Agriculture Education instructor has the appropriate occupational proficiency and work experience and/or professional preparation in their area(s) of instruction.

In order to obtain an “Agriculture Specialist Credential” or a “Designated Subjects Credential” the applicant must verify at least 3000 hours of occupational experience in agriculture.

4.3 Each Agriculture Education instructor uses a variety of instructional strategies/materials and effective teaching techniques to enhance student learning and meet the individual needs of the learner, including special populations.

Maintain current curriculum that includes specific lesson plans using a variety of instructional strategies. These could include lessons taught using:

- a. demonstration followed by guided practice
- b. games or simulations
- c. audio visual presentation
- d. power point presentation
- e. cooperative group activity
- f. individual activity
- g. reading assignment
- h. written assignment

A combination of learning strategies used to teach a single skill will help ensure student success based on their individual learning styles.

Attend a variety of professional development activities that will help increase your knowledge of learning styles and improve your ability to vary your teaching techniques. Keep records of the professional development activities you attend in your professional file.

Purchase materials and resources for classroom instruction that enhance your ability to use a variety of teaching methodologies.

4.4 All Agriculture Education instructors annually participate in professional development activities that are designed to enhance or expand their knowledge of Agriculture Education skills, technology, instructional strategies, effective teaching techniques or integration of academic and career education instruction as indicated in their professional development plan.

Prepare an annual written professional development plan that includes CATA activities, CDE sponsored activities, industry sponsored technical training and other in-service training.

This professional development plan (Appendix V) should be shared with and approved by the advisory committee first, and then by the administration. This plan will be revised and updated each year for each teacher in the agriculture education department. When submitting the revised plan for advisory committee approval, include a summary of the previous year's activities with brief statement describing the actual in-service activity and its benefit to the agriculture education program.

Maintain communications with the regional supervisor and other agriculture teachers in your area so that you can be informed of meetings and other important events in your area. Sharing rides with other teachers is a good way to save expenses and develop camaraderie with these teachers.

Work closely with district administration to obtain staff development funds to support attendance at professional development activities. Maintain accurate financial records regarding expenses for attending professional development activities.

4.5 *Administrators, guidance/counseling staff and instructional support staff are involved in professional development designed to enhance the quality of Agricultural Education programs.*

Invite district and site administrators, guidance/counseling staff and instructional support staff to accompany staff when attending professional development activities.

Invite district and site administrators to the CATA Sectional Administrators night.

Invite district and site administrators to attend the CATA Summer Conference.

Invite district and site administrators to attend the State and/or National FFA Conventions.

4.6 *Each Agriculture Education instructor is actively involved in professional subject matter and vocational education associations.*

Develop a professional development plan each year that includes CATA activities, industry sponsored technical training and other in-service training.

Document attendance and maintain attendance records for professional development activities.

Become a member of the California Agriculture Teachers Association. For membership information contact California Agriculture Teachers Association, 1100 N St., Suite 1-D Sacramento, CA, 95814 (email address: cata@softcom.net) or go to the website www.calagteachers.org).

Attend sectional, regional and state California Agricultural Teacher's Association meetings.

4.7 *The department chairperson or program manager participates in the annual Leadership/Management Conference sponsored by the California Department of Education. Information and materials disseminated at the conference are shared with department staff members.*

Attend the California Agricultural Teacher's Association Annual Conference held the last full week in June at California Polytechnic State University, San Luis Obispo, CA.

4.8 *Where appropriate, Agriculture Education subject matter instructor has been designated chairperson/manager of the program area.*

An agriculture instructor within the department should be named and/or selected as the department's program manager.

Management task include:

- a. conducting graduate follow-up studies;
- b. developing, reviewing and revising the Comprehensive Program Plan;
- c. preparing program reports for school and district administrations, and for the California Department of Education;
- d. preparing and maintaining an inventory of facilities, equipment and supplies; direct maintenance of facilities and equipment; ordering equipment and supplies; preparing plan for facility and equipment acquisition and maintenance;
- e. planning and conducting program of public information;
- f. serving as secretary for the agriculture advisory committee;
- g. developing and presenting annual program budget;
- h. conducting annual program evaluation, and reporting outcomes to school administration and advisory committee;

- i. preparing annual program management plan to submit to advisory committee and school administration;
- j. preparing and submitting full-year employment plan to school administration;
- k. planning and conducting agriculture staff meetings twice a month;
- l. planning, coordinating, and supervising student participation in SAE and FFA activities.

Maintain an accurate log of time spent on program management to assist in developing rationale for a designated program manager and compensation.

Taking into account existing school policies regarding compensation for work beyond that required for the average teaching assignment, determine the kind (release time or extra pay) and amount (one period per day release time, 10% of base pay stipend, etc.) of compensation for being the program manager of the agriculture education department.

Conduct effective departmental staff meetings.

- a. Call meetings of the agriculture education staff at least twice a month at a time and place that is convenient to all. A schedule of meetings should be prepared and posted. It may be necessary to remind the staff of meeting times and places.
- b. Prepare an agenda for each meeting and distribute it to the staff in advance of the meeting. A copy of the agenda also should be sent to appropriate administrators in the school and district offices.
- c. Moderate the meeting and seek full participation from all the staff on all topics discussed. Other staff members should report at meetings on progress being made on their individual assignments. Prepare and review a staff assignment list of duties and activities.
- d. Keep accurate minutes of all staff meetings, duplicate them and distribute them to all agriculture education staff members and appropriate school administrators.

RESOURCES

- 1. Agricultural Education Teaching Credentials (Appendix S)
- 2. Teacher Data Sheet (Appendix T).
- 3. Agriculture Education Instructor Job Description (Appendix U).
- 4. California Agriculture Curriculum for the Agriculture Core and Advanced Clusters available at the California Agricultural Education website: www.calaged.org or the CD-ROM "California Agricultural Education

Materials” (available from the Ag. Education Unit of California Department of Education).

5. Agriculture Content Standards available at the California Agricultural Education website: www.calaged.org or the CD-ROM “California Agricultural Education Materials” (available from the Ag. Education Unit of California Department of Education).
6. Professional Development Plan (Appendix V).
7. Sample Outline for staff meeting minutes (Appendix W).
8. Monthly Program Status Report.
9. School District Personnel Manual, policy regarding compensation for extra duties.

VALIDATION DOCUMENTS

1. Copy of current valid credential for all instructors in the department.
2. Curriculum and lesson plans showing a variety of instructional strategies.
3. Complete Professional Development plan for each instructor.
4. Complete Teacher Data Sheet.
5. Department budget including line item for teacher reimbursement for attending staff development activities.
6. Copy of CATA Annual Conference registration to verify attendance.
7. Staff meeting minutes.

RELATED INFORMATION, STRATEGIES, ACTIVITIES AND RESOURCES

5. FACILITIES, EQUIPMENT, AND

Quality Criteria

Facilities, equipment, instructional materials and supplies comply with health and safety standards, reflect and/or simulate current and emerging technologies and applications, and are of sufficient quantity and quality to meet the instructional objectives and individual needs of all students.

- 5.1 *Facilities, equipment, and materials are comparable to and/or simulate those currently used by business and industry and are of a quantity and quality needed to accomplish stated instructional objectives, as verified by a program advisory committee.***

In the SB187 Report the following standards are outlined for facilities:

- a. The classroom, shop, greenhouse, and laboratory space shall be:
 - a minimum of 35 square feet of classroom space per student;
 - a minimum of 200 square feet of shop space per Agriculture Mechanics student;
 - a minimum of 200 square feet of laboratory space per Ornamental Horticulture student.
- c. Office space shall be at the rate of not less than 120 square feet for one instructor and not less than 60 square feet for each additional instructor.
- d. Storage space shall be at the rate of 10 square feet per student in shop, 5 square feet per student in classroom, and 10 square feet per student in greenhouse type facilities.
- e. Student lockers, restrooms, and clean-up facilities shall be provided.

Using the comprehensive program plan, compile a list of materials necessary to fulfill the goals and objectives of the vocational agriculture program. This list should include the following items:

- a. texts;
- b. reference manuals;
- c. visual aids;
- d. equipment and tools;
- e. computer equipment;
- f. scientific lab equipment;

- g. supplies and materials.

This should be done in consultation with the advisory committee, school administration, and manufacturers and suppliers (see Appendix X for a list of sources of equipment and supplies).

Develop a prioritized budget system, submit to the advisory committee for review, and then to the administration and the school board for approval.

5.2 *Where appropriate, provisions have been made for community or school-based laboratory facilities to enhance practical instruction.*

If the Agriculture Education Program does not have a school based lab facility or has a school based facility that needs updating, remodeling or needs to build a new facility, conduct the following steps:

- a. Develop a needs statement or rationale for the construction/ remodeling as part of the agriculture education program plan.
- b. Tour selected agriculture departments with administrators, school board members and the advisory committee in order to see what type of facility might best serve your own departments needs.
- c. Present the information concerning construction/ remodeling to the advisory committee for review, alteration, and additions.
- d. Compile the advisory committee's recommendations, and develop a plot plan of the agriculture facility on the school site with input from the district architect.
- e. Present a review of the rationale for the construction/ remodeling, the advisory committee's recommendations, and the plot plan to the administration/ school board for study, review, and approval.
- f. Work closely with the school administration and architect to develop structural plans for:
 - classroom requirements of square footage, storage, lockers, chalkboard, bulletin boards, library, electric outlets, lighting, windows, doors, lab facilities, provisions for visual aid use, and climate control.
 - office space- provision for expansion, file cabinets, desk(s), chairs, cabinets, phone; observation of shop and classroom, sound proofing, electrical outlets, climate control, computer equipment, and lighting.
 - shop- bench space, permanent power equipment space and power hook-up; storage of material; tool room and portable equipment storage; electrical outlets and lighting; desks; a large equipment access door; outside covered paved work area with power outlets; student clean-up facilities; and climate control system.
 - restrooms- facilities should be housed within the agriculture building with a shower for safety purpose and room to change clothes.

- g. Once the contract is approved by all agencies, monitor the construction carefully to see that all the requirements are met. Order equipment timed to arrive and be installed as scheduled.

Locate potential community sites for laboratory facilities such as fairgrounds, county facilities, public lands, private farms and ranches, local businesses, community college facilities, city property, etc. Be as creative as possible and don't overlook any potential resource.



5.3 *Facilities, equipment, and instructional materials are regularly maintained, replaced, repaired, and updated to meet the local, state, and federal health and safety rules and regulations.*

Obtain recommended maintenance and replacement schedules from the manufacturers of the equipment in the department. Develop and keep a maintenance and replacement schedule for all program facilities and equipment.



5.4 *Facilities and equipment are purchased and/or modified to accommodate the needs of special populations.*

Work closely with the Agriculture Education Advisory Committee and the District or County Office of Education Special Education specialists to ensure that the facilities are accessible by students with special needs. Make any appropriate changes to accommodate disabled students. Seek assistance from the school district in obtaining funds for remodeling.

Be sure restroom facilities are available for both male and female students in the facility.

Provide adequate protective clothing and equipment for students while working in the shop or lab facility. These could include coveralls, safety glasses, gloves, hair bands, etc.



5.5 *Instructional materials are adapted and/or supplemented to meet the specific needs of special populations.*

Have the Special Education teacher review curriculum and assist the Agriculture Education instructor develop alternative instructional methods for working with students with special needs.

Contact the district sex equity coordinator to develop activities to encourage students to enroll in nontraditional programs to ensure their retention and success.

5.6 Adequate and secure storage space is provided for materials, supplies, records, and equipment.

Obtain and read the SB187 Report which outlines standards for storage and office space (Appendix J). See strategy for 5.1 for more information.

Have the Agriculture Education Advisory Committee develop a set of recommendations for improvement. The committee can verify the adequacy of storage space based on industry standards.

Contact OSHA and the County Department of Agriculture for information regarding storage of hazardous and toxic materials.

RESOURCES

1. Equipment Inventory and Replacement Schedule form (Appendix Y).
2. Ed. Code 17287 - Agricultural Building Exemptions from Field Act (Appendix Z).
3. Sources of Equipment and Materials List (Appendix X).
4. New Construction/Remodeling Implementation Plan (Appendix AA).
5. Resources for curriculum and activities for students in nontraditional programs contact Sex Equity Coordinator; Secondary, Post-Secondary and Adult Education Division, California Department of Education, 1430 N Street, Sacramento, CA 95814.

VALIDATION DOCUMENTS

1. Equipment Inventory and Replacement Form with items valued over \$500 (Appendix Y).
2. Facilities inventory and map.
3. Advisory Committee minutes verifying committee review and recommendations regarding facilities, equipment and materials.
4. Comprehensive Program Plan.

RELATED INFORMATION, STRATEGIES, ACTIVITIES AND RESOURCES

6. COMMUNITY, BUSINESS, AND INDUSTRY INVOLVEMENT

Quality Criteria

Individuals who represent the community, business, industry, students, parents, districts, staff, post-secondary agencies, and labor, serve on a agricultural advisory committee to provide guidance. Staff uses the advice of the advisory committee in the design, development, operation, evaluation, and support of each program area.

- 6.1** The advisory committee membership includes, but is not limited to representatives from the community, special populations, business, industry, students, parents, community agencies, staff, post-secondary agencies, labor, and other individuals having skills in and knowledge of the occupation(s) for which instruction is provided.

Discuss the Advisory committee's structure and function with:

- a. Regional supervisor;
- b. Agriculture Teachers – contact teachers that are utilizing effective Advisory Committees (secure names from regional supervisor);
- c. Vocational Education Director;
- d. Principal.

Review examples of advisory committee purposes and operational guidelines.

- a. See Advisory Committee Manual in Appendix BB.
- b. Contact Regional Supervisor for additional examples.

Review scope and status of current advisory committees utilized by the school district.

Review the use of federal funds for Vocational Education as they apply to advisory committees.

Utilize the "Forming an Advisory Committee" unit of the Agriculture Education Advisory Committee Manual to structure your advisory committee.

Utilize the “Operation” unit of the manual (page 8) to address, at the minimum, the following topics:

- a. number of meetings;
- b. selection of officers;
- c. term of office;
- d. length and place of meetings;
- e. filling of vacancies;
- f. distribution of minutes;
- g. making decisions.

6.2 *The advisory committee assists in developing and implementing a long-range and short-range plan to ensure that the program remains current and relevant.*

Utilize the “The Advisory Committee Meeting Agenda” unit of the manual (page 12) to develop the agenda for the advisory committee meeting.

Utilize the “Functions and Duties of Advisory Committee” unit of the manual (pages 6-7).

Include short-range goals (within the next year) and long-range goals (within the next five years) for program development.

Distribute advisory committee meeting minutes to the following individuals:

- a. School Board members
- b. Administrators
- c. Advisory Committee members
- d. Regional Supervisor

Minutes should include, but not be limited to, the following topics:

- a. date, time, place;
- b. attendance;
- c. minutes of the previous meeting;
- d. unfinished business;
- e. committee reports;
- f. new business;
- g. next meeting date;
- h. update on prior recommendations.

6.3 *The advisory committee provides advice, support, counsel, written recommendations, and verification pertaining, but not limited to the following: instructional content, budget, program promotion, student recruitment, facilities, safety standards, equipment and materials, articulation, program planning, job placement, class size, supervised*

agricultural experience, FFA student organization, proficiency standards, new technology, and current industry practices.

See 6.2.

6.4 *Agriculture Education staff actively participates in the advisory committee meetings.*

The Agriculture Education Program Manager acts as the advisory committee secretary and is responsible for: preparing the meeting agenda with the committee chairperson; sending meeting announcements to committee members and guests; taking minutes at the meeting; and sending minutes out following the meeting.

Attend all advisory committee meetings.

6.5 *The advisory committee meets a minimum of twice a year.*

The advisory committee must meet a minimum of two times per year. Generally this is in the fall and in the spring. In many cases, advisory committees may need or want to meet more often to work on specific projects. It may be necessary for the committee to meet more often the first year if it is involved in conducting a self-assessment and assist in the development of the Comprehensive Program Plan. It is very important that the advisory committee be closely involved in this process.

6.6 *The advisory committee provides input on program decisions affecting special populations.*

Members of the advisory committee who represent specific special populations in the school district assist with this review. It may be necessary to invite specialists as guests to assist in conducting this needs assessment and developing recommendations. Involve the District Special Education teacher, Sex Equity Coordinator, Special Projects Coordinator and any community based organizations that work with special populations groups in the community. Document who was involved and the recommendations made in the advisory committee minutes.

- 6.7 A record of recommendations and/or actions taken during advisory committee meetings is maintained and is provided to school/district administrators.**

See strategies for 6.2 and 6.3 for information regarding advisory committee minutes.

RESOURCES

1. The Agricultural Education Advisory Committee Manual available from the Regional Supervisor (Appendix BB) or www.calaged.org.

VALIDATION DOCUMENTS

1. Advisory Committee Minutes.
2. School Board Minutes.
3. Comprehensive Program Plan.

RELATED INFORMATION, STRATEGIES, ACTIVITIES AND RESOURCES

7. CAREER GUIDANCE

Quality Criteria

Agriculture education staff, guidance counselors, and other resource personnel provide career guidance services to ensure that students enroll in Agriculture Education courses/programs that are consistent with their aptitudes, interests, abilities, and career path goals.

7.1 Ongoing individual assessments, counseling, career planning, and support services are initiated no later than the 9th grade for all students, including special populations (ROC/P's provide supportive services after grade 9).

Prepare a file for each student that includes a Student Career Plan and Program Planning form. Copy a supply of the Student Career Plan and Program Planning form which are found in Appendix K. Order a supply of 8 1/2 x 11 folders. If you develop your own Student Data Sheet, it must include a place for recording the student's occupational goal; and planning sections for agriculture education coursework, Supervised Agricultural Experience (SAE) and FFA activities.

Visit incoming freshmen and their parents to discuss careers and SAE.

Teach a unit on "Careers in Agriculture" in your Introduction to Agriculture class. Include units on SAE and leadership opportunities.

Emphasize careers in every course that you teach.

Conduct project tours for the new students.

Have a series of guest speakers describe the requirements of their occupation and why they chose it.

Introduce students to the Student Data Sheet and Program Planning Form early in their program and have them fill it out as completely as possible.

Discuss the Student Data Sheet and Program Planning form with the student and their parents during a home visit before the end of the first year.

By the end of the first year, the student will have made an informed career choice and will have recorded the appropriate SAE and FFA activities that relate to their career choice.

7.2 *Agriculture Education staff assists guidance counselor and other resource personnel to provide career guidance activities which include:*

7.2.1 *Recruitment, program information, and promotional activities for students, parent, and counselors;*

7.2.2 *Implementation of the national goal of eliminating discrimination on the basis of gender, race, disability, or disadvantage;*

7.2.3 *A systematic process to ensure student enrollment in programs is consistent with their aptitudes, abilities, and career path goals.*

Develop a recruitment brochure for the Agriculture Education Program. Include information about classes offered, SAE, FFA and careers (see Appendix CC for sample). Distribute to school board, administration, staff, counselors, parents and students.

Have students prepare monthly bulletin boards marketing the Agriculture Education Program in a variety of locations around the school campus away from the Agriculture Department.

Construct a Feature Exhibit to be displayed at the County Fair. This can often be a good fund-raiser when the booth receives premium money. It also provides and opportunity for the community to become more familiar with the Agriculture Education Department.

Take FFA Chapter Officers to a middle grade school to give a presentation to students regarding careers in agriculture and the program offered at the high school in agriculture education.

Have agriculture education students take a petting zoo to the elementary school.

Encourage elementary school teachers to incorporate agriculture materials in their curriculum.

Distribute the FFA Chapter Program of Work, which includes a Calendar of Activities for the year, to school board, administration, staff, counselors, parents and students.

Have all recruitment materials and guidance materials reviewed by the district sex equity coordinator and the advisory committee.

When developing materials keep in mind the need to show diverse ethnic representation as well as male and female representation in photographs.

Distribute recruitment materials to district personnel and community based organizations that work with diverse ethnic, socio-economic, and disadvantaged students.

Work closely with students to select agriculture education course work that assists them in developing skills toward their selected career goal as indicated on their Student Career Plan.

7.3 Agriculture Education instruction includes career planning, employability skills, articulation options and provides students with information relevant to their career path goals.

See Strategies for 7.1 for additional information.

7.4 Students are made aware of options for post-secondary education, advanced training, job specific requirements and employment opportunities consistent with their career path goals.

Develop articulation agreements and/or tech prep programs with the community college agriculture education program closest to the district or where a majority of the agriculture education students attend upon graduation from high school.

Visit with other agriculture teachers at the secondary and post-secondary level who have developed articulation agreements and/or tech prep programs. Ask for a copy of written materials.

Visit the currently funded Agriculture Education Tech Prep Resource Consortium or a local community college involved in a tech prep program.

Seek technical assistance from the California Department of Education Agriculture Education Unit Staff and the Agriculture Education Tech Prep Resource Consortium.

Invite representatives from agriculture departments from Community Colleges, California State University, and University of California campuses as well as trade and technical schools offering agriculture programs to come and speak to classes regarding educational opportunities at each institution.

Take students on field trips and to Agriculture Field Days at the local Community College, CSU and UC campus.

When instructing a program that includes careers requiring licensing, obtain written materials regarding licensing requirements for that occupation. Invite guest speakers to class who hold the licenses to discuss how to prepare for and obtain a license.

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- 7.5 *With the assistance of their Agriculture Education instructor, Agriculture Education students annually review their career development plan, refine their occupational choice, identify SB813 graduation requirement alternatives, and modify their plan as necessary.***

See Strategies for 7.1 for more information.

RESOURCES

1. Agricultural Education – Student Career Plan (Data Sheet) and Student Program Planning Form (Appendix K).
2. Tentative Four-Year Plan for Graduation (Appendix K).
3. Agriculture in the Classroom resource document available from Agriculture In the Classroom Foundation, California Farm Bureau Federation, 1601 Exposition Blvd., Sacramento, CA 95815 (<http://www.cfaitc.org/>).
4. Agriculture Education Program Recruitment Brochure available from Agriculture Education Department, California Polytechnic State University, San Luis Obispo, CA.

VALIDATION DOCUMENTS

1. Completed and updated Student Career Plan and Program Planning Form for each student.
2. Recruitment brochure.
3. FFA Chapter Program of Work.

4. Agriculture Education Program Annual Calendar.
5. Agriculture Education Program Handbook.
6. Bulletin board display.
7. Articulation Agreement or Tech Prep Program.
8. List of guest speakers presenting in agriculture classes and the topic of their presentation.
9. Written material regarding licensing requirements for agricultural occupations.

RELATED INFORMATION, STRATEGIES, ACTIVITIES AND RESOURCES

8. PROGRAM PROMOTION

Quality Criteria

There is a systematic plan of program promotion to inform students, parents, counselors, other subject-matter teachers, administrators, board members, community members, and business and industry representatives, of options, advantages, quality, accountability and availability of Agricultural Education programs.

8.1 *There is a plan for program promotion and recruitment throughout the school year.*

Develop a program promotion plan using the suggested strategies in the evidence of achievement.

Discuss program promotion strategies with the Regional Supervisor and other agriculture teachers for additional ideas.

8.2 *Program promotion activities are planned and conducted during the year to inform students, parents, counselors, other subject matter teachers, site/district administrators, board members, advisory committee members, business and industry representatives, and community members about the achievements of Agriculture Education students and merits of Agriculture Education programs.*

Invite all the individuals listed in the quality indicator to any agriculture education department activities.

Distribute all agriculture education department promotional materials to the individuals listed in the quality indicator.

Use students and past graduates to conduct program promotion activities. The effectiveness of a program is indicated in the results of its graduates.

Prepare chapter officers for public speaking engagements in the community. Offer their services to community service organizations.

8.3 Promotional materials including, but not limited to, a descriptive program brochure has been developed to publicize the Agriculture Education programs' organization, sequence, and benefits.

Develop an Agriculture Education program brochure that includes the components indicated in the evidence of achievement.

Gather sample program brochures from other agriculture education departments.

8.4 Equal access to Agriculture Education programs and services is available to all students, including those with special needs.

When developing promotional materials, be sure all photographs and drawings depict students that represent the diversity of the student population.

Indicate in promotional materials that Agriculture Education Department facilities are fully accessible for handicapped students.

Research financial and other resources available for special population students and assist students in accessing them. Seek these resources through local community based organizations, community service organizations and grantmanship resource centers.

8.5 *Promotional activities are conducted annually to improve articulation with feeder schools and advanced training/education agencies.*

Visit with the administrator of each of the feeder schools to the Agriculture Education Department. Suggest that teachers can incorporate agriculturally based lessons into the curriculum. Share Agriculture in the Classroom resources and the Performance Standards and Integrated Learning Activities Curriculum for grades K-8 with the administration and teachers.

Offer to conduct a teacher in-service on integrating agriculture into the elementary and middle school curriculum. Seek assistance from the Regional Supervisor.

Invite representatives from post secondary institutions to be guest speakers.

Take field trips to local post secondary institutions.

Attend FFA Field Days sponsored by community colleges and universities.

Invite an agriculture education instructor from a post secondary institution to serve on the Agriculture Education Department Advisory Committee.

Volunteer to serve on the local community college or university Agriculture Education Advisory Committee.

Use post secondary agriculture education instructors to serve as local project competition judges.

Ask post secondary agriculture education instructors to review curriculum for relevance and level of instruction appropriateness.

Develop articulation agreements with the local community college. See strategy 7.4 for more information.

RESOURCES

1. National FFA Local Program Resource Guide CD-ROM.
2. Agriculture in the Classroom Resource Document available from Agriculture in the Classroom Foundation, California Farm Bureau Federation, 1601 Exposition Blvd., Sacramento, CA 95815 (<http://www.cfaitc.org/>).

VALIDATION DOCUMENTS

1. FFA Program of Work.
2. Agriculture Education Department Calendar of Activities.
3. FFA Scrapbook.
4. Sample program promotional materials; brochure, video, etc.
5. Student Planning Handbook.
6. List of potential sources of scholarships, financial aid and special funding sources.
7. District policy regarding teaching agriculture in grades K-12.
8. Post secondary articulation agreements.
9. Advisory Committee minutes.

RELATED INFORMATION, STRATEGIES, ACTIVITIES, AND RESOURCES

9. PROGRAM ACCOUNTABILITY

Quality Criteria

There is an annual program assessment using input from instructors, administrators, students, other staff, and advisory committee members which ensures that the program scope, design, content, instruction, and administration is meeting the program objectives. The annual assessment process is used to develop a program improvement plan which contains strategies that will assist with the short and long-range administration and operation of career-vocational education programs.

- 9.1** *A performance-based assessment system is used to measure students' performance in the application of vocational and academic skills and knowledge of occupational tasks.*

Review the Agriculture Content Standards when developing a performance-based assessment system.

Develop performance certificates for students that include a checklist of performance standards achieved (See Appendix H).

See Quality Indicator 1.2 for additional strategies.

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- 9.2** *There is an annual program assessment using input from instructors, administrators, students, other staff, and advisory committee members based upon the Quality Criteria for Agricultural Education.*

Each year, during the last month of school, have all students completing an agriculture education program fill out a locator card indicating their address and phone number where they can be contacted the next year during the months of February and March. Provide space on the card for the name and permanent address of someone who will always know the location of the student. Include a question regarding their potential employment, military and/or schooling intentions for the next year (Appendix DD).

On February 1, mail a follow-up survey instrument to every student who has completed an agriculture education program within the past year. Impress upon the students the importance of returning the completed questionnaire. This instrument contains (Appendix EE).

- a. name, address, phone number
- b. employment status information;
- c. school status;
- d. subjective questions regarding the value and relevance of the agriculture education program to current status or activities; their reaction to specific components of the total program is critical; in addition, there should be space allowed for suggestions for improving the agriculture education program;
- e. a self-addressed, stamped envelope enclosed to encourage a prompt response.

Three weeks after the follow-up survey was mailed, telephone all of those graduates who have not yet responded and collect the information.

Summarize and analyze the information.

Report the summarized information to the advisory committee. Include your own interpretations and recommendations for action.

9.3 *Records and reports are maintained and submitted as required to comply with federal, state, and local regulations and policies.*

Develop a Comprehensive Program Plan as outlined in the "Program Plan Table of Contents" (Appendix LL)

See strategies for 1.2 and 1.3.

Complete Program Enrollment Data Report (R-2) annually (Appendix FF).

Complete FFA Affiliation (Appendix FF).

Conduct additional follow-up at three-, five-, and ten-year periods.

9.4 *The program improvement plan is based on the analysis of data collected for program accountability and is utilized in the application for the Carl D. Perkins Vocational and Applied Technology Act funds. Sources of data are*

collected, analyzed and interpreted, and utilized as required by local, state, and federal mandates, including, but not limited to: California Basic Education Data systems (CBEDS), Agricultural Education Student Follow-up, Coordinated Compliance Review, Accreditation, Program Quality Review, special populations enrollment, and job market analysis for each occupational cluster.

See strategies for 9.2.

See strategies for 1.2 and 1.3.

Volunteer to serve in the accreditation process when your school site is being accredited.

Complete Program Enrollment Data Report (R-2) annually (Appendix FF)

9.5 *Funding sources for programs/courses are clearly identified and guidelines for use of these funds are provided to the instructional staff for program budget development and for monitoring expenditures.*

Seek assistance from your Regional Supervisor when completing grant applications for special funds.

With the advisory committee and administration, review the comprehensive program plan and develop an overall budget for the coming year. This should be a list of proposed expenditures such as instructional supplies, field trips, equipment replacement, and new reference materials.

To organize the budget, develop a schedule for each course and also for the overall program operation. Consider the instructional needs of each course by line item (See Appendix GG and HH).

Use the program plan to identify special expenditures for equipment acquisition, school farm, and other improvement items. List the amounts to be spent with the items or services to be purchased. Refer to the equipment inventory and replacement schedule for projected expenditures in that area (Appendix Y).

The sum of the total proposed expenditures may be more than the money that is available. For this reason, a minimum and optimum amount for each item should be identified. Prioritize all expenditures.

Prepare a Budget Record form (Appendix HH) for all who will provide budget information. Copy the sample or design one to follow your district's format. Be sure the form has space for all sources of funding.

Work with your site administrator and district personnel to clearly identify the amount, source and usage of all funds used for instructional activities. Be sure to check about assistance from general school operating budgets such as library, transportation, textbooks, capital outlay, replacement, site improvement, handicapped and disadvantaged, and visual aids funds. Follow up on specific sources of money such as District Vocational Education Act or ROP/C funds, FFA, Booster Club, and School Farm Budgets.

Arrive at an agreement on the budget categories for which the funds are intended. The use of some funds may be restricted; for instance, district money may be used only for classroom supplies rather than be spent on equipment.

Record the budget information in the appropriate places on the Budget Record Form.

Be sure all those responsible for administering the funds agree with the budget. Get their dated signature to assure agreement.

Record a description of proposed expenditures to serve as a reminder of departmental plans on the Budget Explanation Form (Appendix II).

For each source of funding, prepare a Spending Record Form (Appendix JJ). List the source at the top. Assign a double column to each line item proposed. Record the amounts in the budgeted columns.

Be aware of the spending schedule for the district. It is advisable to purchase supplies well in advance to assure that budgeted funds are available. Districts have deadlines for planning and spending. Know when spending must be completed.

Become familiar with the reimbursement procedures for your school district before you incur any expenses. It may be necessary to submit reimbursement requests before the actual activity as well as after. Be sure to save receipts and record mileage.

Develop a form that will be used to record all of the monthly unique program activities and expenses. Use the form regularly and file it.

At the end of the year, compile all of the monthly reports into a year's summary. Include under each of the five categories a brief description of the activities, the hours spent, and the expenses incurred.

RESOURCES

1. Performance Standards for Ornamental Horticulture (Appendix H).
2. Performance Standards Checklist (Appendix h).
3. Competency Certificate (Appendix G).
4. Sample address card (Appendix DD).
5. Follow-up Survey Instrument Example (Appendix EE).
6. Professional Development Plan (Appendix V).
7. Budget Definitions (Appendix GG).
8. Budget Worksheets (Appendix HH).
9. Equipment Inventory and Replacement Schedule form (Appendix Y).
10. Budget Record Form (Appendix II).
11. Budget Explanation Form (Appendix II).
12. Spending Record Form (Appendix JJ).
13. Completed Spending Record Form (Appendix JJ).
14. School Farm Budget Example (Appendix KK).
15. California Agriculture Curriculum for the Agriculture Core and Advanced Clusters available at the California Agricultural Education website: www.calaged.org or the CD-ROM “California Agricultural Education Materials” (available from the Ag. Education Unit of California Department of Education).
16. Agriculture Content Standards – Grades 9 -12 available at the California Agricultural Education website: www.calaged.org or the CD-ROM “California Agricultural Education Materials” (available from the Ag. Education Unit of California Department of Education).
17. R-2 Report and FFA affiliation Instructions (Appendix FFA).

VALIDATION DOCUMENTS

1. Agriculture Education Program Curriculum.
2. Samples of performance-based assessment tools.
3. Student Portfolios.
4. Graduate follow-up survey instrument.
5. Summary of graduate follow-up results.
6. Comprehensive Agriculture Education Program Plan.
7. Complete SAE Report.
8. Complete R-2 Program Enrollment Data Report.
9. FFA Affiliation Materials.
10. Comprehensive Agriculture Education Department Budget and Expenditures Report.

RELATED INFORMATION, STRATEGIES, ACTIVITIES AND RESOURCES

10. STUDENT-TEACHER RATIO

Quality Criteria

High quality instruction in agriculture is dependent upon maintaining a student-teacher ratio that ensures effective instruction and safe working conditions. Agriculture education courses are action-oriented, applied learning activities. Under these conditions, lower class sizes must be maintained.

10.1 Minimum Compliance Criteria:

1. Maximum enrollment per teacher in the classroom is 25 students per class.
2. Maximum enrollment per teacher in a shop or laboratory class is 20 students per class.
3. Maximum number of individual students per full-time equivalent for instruction and supervision of students supervised agricultural experience programs and students actively engaged in FFA leadership activities is 75 students. For Agriculture Incentive Grant purposes, freshmen are counted as 1/2 when determining the 75-student limitation.

10.2 Community Awareness and Commitment

Provide the administration, school board and advisory committee members with copies of the SB 187 Report (Appendix J). Review all components of the SB 187 Report to create awareness of the uniqueness of an agriculture program and the need to maintain limitations on class size.

Invite your Regional Supervisor to speak to your site and district administration, and advisory committee on maintaining low class sizes.

Develop a student selection criteria policy that identifies those students who have an interest or should be placed in the agriculture program.

RELATED INFORMATION, STRATEGIES, ACTIVITIES AND RESOURCES

11. FULL YEAR EMPLOYMENT

Quality Criteria

Provisions are established by the school site which provide adequate teacher release time to conduct the necessary year round activities of the program.

- 11.1** *Effective instruction in Agriculture Education extends beyond the regular school day, school year and school environment. The basic component of instruction occurs as group instruction in the classroom, shop or field during regularly scheduled classes September through June.*
- 11.2** *There are two additional major components of instruction: activities conducted as part of the program of work of the FFA Chapter and individually conducted activities of students' supervised agricultural experience programs. These two components are integral to the total instructional program.*
- 11.3** **Minimum Compliance Criteria:**
1. A minimum of one full-time equivalent teacher shall be employed during the summer months for each 75 agriculture students engaged in FFA and supervised agricultural experience during that period.
 2. In addition to any preparation period otherwise provided to teachers at the program site, one project supervision period shall be provided in the agriculture teacher's assignment during the regular school year for each 75 agriculture students actively engaged in FFA and supervised agricultural experience out-of-class activities.



GLOSSARY

Advisory Committee

An advisory committee assists in curriculum review, verification of labor market needs, provides support and strengthens the relationship between business, industry, the community, and education. The advisory committee membership includes, but is not limited to representatives from the community, special populations, business, industry, students, parents, community agencies, staff, post-secondary agencies, labor, and other individuals having skills in and knowledge of the occupation(s) for which instruction is provided.

Applied Academics

The integration of academic principles and concepts through classroom and laboratory activities which connect to the theoretical knowledge to the workplace application.

Apprenticeship

A program registered with the Department of Labor or the state apprenticeship agency in accordance with the act of August 16, 1937 known as the national apprenticeship Act (29USC.50) that is conducted or sponsored by an employer, a group of employees, or a joint apprenticeship committee representing both employers and a union and that contains all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices.

Authentic Assessment

Evaluations are primarily based on student performance and may include examinations, assignments, portfolios, and qualitative evaluations of student performance.

Career Guidance

Programs that (1) pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, state, and national occupational, educational, and labor market needs, trends, and opportunities, and occupational choices. (2) assist those individuals in making and implementing informed educational and occupational choices.

Career Technical Student Organizations (formerly VSO)

Are those organizations for students enrolled in career-technical education programs and engage in students activities to develop leadership skill.

Course

A sequence of instructional units that includes a body of facts, understandings, processes, skills, values, and appreciations that constitute the substance of a

specific aspect of knowledge, activity, or experience. A course is offered for a prescribed length of time, such as a quarter, a semester, or a year. When the student successfully completes the course, he or she receives a prescribed number of units.

Course of Study

A course outline is usually a topical listing of all subject matter to be included in a course. However, for the purposes of the Curriculum Process Guide in this document, the course outline also contains other pertinent information, such as course title, course description, course goals and objectives, and instructional hours and grade level. Used in this context, course outline may also be referred to as a course of study.

Community Classroom

An instructional methodology which utilizes unpaid on-the-job training experience at business industry, and public agency sites to assist students in acquiring entry-level employment. The intent of the community classroom methodology is to provide additional experiences so concurrent, formalized classroom instruction can be extended and the acquisition of salable skills enhanced.

Continuum

A kindergarten through university continuum of well-planned, coordinated, articulated, integrated and sequential experiences. These experiences prepare students for successful transition to and participation in the home, community, workplace, and pursuit of lifelong learning.

Cooperative Vocational Education (CVE)

A method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employees, receive instruction including required “academic” courses and related vocational instruction by alternation of study in school with a job in any occupational field.

Curriculum

Instructional and related or supportive materials, including materials using advanced learning technology in any occupational field that is designed to strengthen the academic foundation and prepare individuals for reemployment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field and appropriate counseling and guidance materials.

Dictionary of Occupational Titles (DOT)

The DOT contains a comprehensive and standardized national occupational coding system. Occupational definitions are arranged by nine-digit code number is composed of three 3-digit parts indicating the occupational group, the relationship of the worker to data, people, and things, and a unique identifier. The definition

includes the major task elements of the job, task variables, alternative job titles, and industry designation.

Disadvantaged

Individuals (other than individuals with disabilities) who have economic or academic disadvantages and who require special services and assistance in order to enable those individuals to succeed in vocational education programs. Disadvantaged includes students who are member of economically disadvantaged families, migrants, limited English proficient and students who are dropouts from or who are identified as potential dropouts from secondary school.

Entry Level

Acquisition of skills, knowledge, and attitudes for those jobs that require the least amount of preparation.

Framework

The model program framework consists of well-planned, articulated and sequential educational experiences that prepare individuals for successful participation in work and the community. It encompasses awareness of career options, exploration of jobs, career guidance, establishment of career goals, development of work place skills, development of personal and leadership skills.

Gender Equity

A shift from historically gender-specific programs to equal opportunity programs. To eliminate bias as to language, character traits, social roles, occupational roles, physical appearance, vocational roles, patronization, racial stereotypes, numerical balance/omission/inconsistency and symbolic representation.

Handicapped

(See disadvantaged)

Integrated Curriculum

Integration among academic disciplines is a hallmark of the curriculum. This integration can take a variety of shapes—for instance, between math and science; history and English; or history, math, and the arts; and between academic and vocational disciplines, such as in agriculture and science or math and business.

Job Market Analysis

The biennial review requires certain job market information to validate program appropriateness. The implementation, continuance, or termination of a course depends, in part, upon labor market demand.

Leadership

These skills include being persuasive in a positive manner, good verbal and written communications skills, and the ability to organize people into a common effort.

Model Curriculum Standards and Framework

An outline of the components of a given course of study designed to provide state direction to school districts in the provision of instructional programs. In addition, the Framework sets minimum standards and guidelines for educational programs that reflect the philosophy, goals, and objectives of the State of California.

Performance Standard

An outcome-based program where the teacher and student work as partners to reach recognized levels of performance and that curriculum and instruction are organized to produce such results.

Portfolio

The student portfolio includes examples and records of what a student knows and can do. The portfolio is used in postsecondary job placement or to gain entry into programs for further education.

Pursuing Excellence

Pursuing excellence is the Western Association of Schools and Colleges/California Department of Education joint procedure for appraising the quality of a California public high school. By electing this procedure, the school simultaneously fulfills all requirements for both a WASC accreditation and a CDE program quality review.

Regional Occupational Centers/Programs (ROC/P)

Offer a variety of certification and job placement-oriented programs for high school students and adults. Many of the programs offer classes/programs that are sequenced between the high school, ROC/P, and community college. For some, ROC/P provides a capstone to the career/vocational education program at the high school level. All of the programs are designed to meet reorganized labor market demand within their respective services area.

Restructuring

Organizational structure is designed that facilitates the school's task of reaching its learning goals. The school community redefines how it conducts its business. It reconsiders the way people interact; the relationship of a high school to the outside world; and how resources, including people, time and money, are used. While specific approaches vary among schools, the elements can include: changes in the master schedule and flexible uses of time, such as Saturday classes; variable teaming of teachers for curricular units; reducing the number of students a teacher sees in a day; and students clustered in small learning teams or in organized programs that support personalized learning.

SB 813

The legislature passed the Education Reform Act of 1983 (Senate Bill 813), designed to improve financing, curriculum, textbooks, testing, and teacher and administrator training in the state's elementary and secondary schools. This law

mandates changes in high school graduation requirements and calls for reviews of existing high school curricula.

Sequential Courses

An integrated series of courses that are directly related to the educational and occupational skills preparation of individuals for jobs, or preparation for postsecondary education.

Special Population

Students with disabilities as well as those who are educationally and economically disadvantaged. This includes foster children, students having limited-English proficiency, participating in programs designed to eliminate sex bias, and incarcerated in correctional institutions.

Tech Prep

A combined secondary and post secondary program that (1) leads to an associates degree or two-year certificate. (2) provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade. (3) leads to placement in employment.

Vocational Student Organizations (VSO)

Are those organizations for students enrolled in vocational education programs and engage in students activities to develop leadership skill.



ACRONYMS

A

AB	Assembly Bill
ABE	Adult Basic Education
ACE	Assessments in Career Education
ACI	Academic and Career Integration
ACT	American College Testing
a.d.a.	Average daily attendance
ADA	Americans with Disabilities Act
ADD	Attention deficit disorder
API	Academic Performance Index
ASP	After School Learning and Safe Neighborhoods Partnerships Program
ASR	Academic Standards and Resources

B

BTSA	Beginning Teacher Support and Assessment
BTTP	Bilingual Teacher Training Program

C

CAHSEE	California High School Exit Examination
CalServe	K-12 Service Learning Initiative
CalWORKS	California Work Opportunity and Responsibility for Kids (formerly AFDC)
CAROCP	California Association of Regional Occupational Centers and Programs
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test
CCR	California Code of Regulations
CCR	Coordinated Compliance Review
CDE	California Department of Education
CDS	County/district/school code
CIL	Curriculum and Instructional Leadership

CLRN	California Learning Resource Network
COE	County office of education
CPA	California Partnership Academies
CPU	Central Processing Unit
CTBS	Comprehensive Test of Basic Skills
CTC	Commission on Teacher Credentialing
CTSO	Career Technical Student Organization

D

DOE	Department of Education
DHS	Digital High School

E

EC	Education Code
EL	English learner
ELAP	English Language Acquisition Program
ELD	English-language development
ELIL	English Language and Intensive Literacy Program
EO	English-Only (Monolingual English)
ESEA/IASA	Elementary and Secondary Education Act
ESL	English as a second language
ESLR	Expected Schoolwide Learning Results

F

FAQ	Frequently Asked Question
FEP	Fluent-English proficient
FOL	Focus on Learning
FTE	Full-time equivalent
FY	Fiscal year

G

GATE	Gifted and Talented Education
GED	General Educational Development (test)
GSE	Golden State Examination

H

HSEE High School Exit Examination

HSI High School Initiatives

HTML Hypertext Markup Language

I

IEP Individualized Education Program

II/USP Immediate Intervention/Underperforming Schools Program

J

JTPA Job Training Partnership Act

K

L

LEA Local educational agency

LEP Limited-English proficient (The term now in use is English learner.)

M

MACRS Modified Accelerated Cost Recovery System

N

NCLB No Child Left Behind

O

P

PDF (.pdf) Portable Document Format

PTA Parent Teacher Association

Q

R

RFA Request for Application

R-FEP	Redesignated Fluent-English-Proficient
RFP	Request for Proposals
ROC/P	Regional occupation centers/programs
ROP	Regional Occupational Program
RTF	Rich text format
S	
SABE/2	Spanish Assessment of Basic Education
SARC	School Accountability Report Card
SAT	Scholastic Achievement Test
SAT-9	Stanford Achievement Test (Stanford 9)
SB	Senate Bill
SBCP	School-Based Coordinated Program
SBE	State Board of Education
SIP	School Improvement Program
SPI	Superintendent of Public Instruction
STAR	Standardized Testing and Reporting program
S-T-W	School to Work
T	
U	
V	
VICA	Vocational Industrial Clubs of America
VSO	Vocational Student Organizations
W	
WASC	Western Association of Schools and Colleges
WWW	World Wide Web
X, Y, Z	

CBEDS ASSIGNMENT CODE LIST

Teacher Assignments–Agriculture Education

4010 Crop and soil science

4020 Animal science

4030 Mechanics and engineering technology

4040 Business management and marketing

4050 Horticulture and the environment

4060 Forestry, natural resources, and rural recreation

4070 Basic agriculture (first year)

4080 Basic agriculture (second year)

4098 Other agriculture course

4099 Department Head

CBEDS Course Codes & Definitions - Agriculture Education

4010 Crop and Soil Science

An instructional program that prepares individuals to perform tasks related to production of crops and plants of agricultural importance. Included is the study of botanical classification, photosynthesis and respiration, cellular biology, physiology, growth requirements and fertilizers, sexual and asexual propagation techniques, entomology, pest and pathogen control, including chemical and non chemical methods, soils and soil chemistry, basic tillage and preparation techniques, soil conservation and irrigation techniques, pruning skills for trees and vines, and an introduction to harvesting techniques in California. Student participation in Future Farmers of America (FFA) and Supervised Occupational Experiences (SOE) is a planned and graded component in all courses in this category.

Courses in the following or similar areas of instruction should be reported under this CBEDS code:

- Plant and Soil Science or Production
- Crop and Soil Science or Production
- Crops Production

4020 Animal Science

An instructional program that prepares individuals to perform tasks related to ownership, or management and operation of animal production and processing enterprises, or in a technical field related to the support of animal production and processing. Included is the study of livestock facilities, nutritional principals, feeds and feeding, physiology and life processes, function of organ systems, genetics, inheritability and its value to breeding programs, prevention/diagnosis/treatment of common health problems, livestock pest control and prevention, animal behavior, common approved management practices, pasture and range lands management, animal waste management, and carcass processing. Student participation in Future Farmers of America (FFA) and Supervised Occupational Experiences (SOE) is a planned and graded component in all courses in this category.

Courses in the following or similar areas of instruction should be reported under this CBEDS code:

- Advanced Animal Science
- Animal Production
- Large Animal Production
- Small Animal Production
- Animal Processing
- Animal Health Services

4030 Mechanics and Engineering Technology

An instructional program that prepares individuals to perform tasks related to engineering, welding, surveying, maintenance of agricultural/agribusiness power units and equipment, and participation in technical fields supporting agricultural enterprises. Included is the study of safety, measurement and computation, hand and power tool use, welding, hot and cold metal work, hand and power woodworking, basic design and construction, plumbing, basic electrification, electrical safety and power, rope work, surveying, basic agricultural equipment maintenance and operation, internal combustion engine theory, and small engine repair. Also included are irrigation equipment planning, installation, maintenance and operations, and hydraulics. Student participation in Future Farmers of America (FFA) and Supervised Occupational Experiences (SOE) is a planned and graded component in all courses in this category.

- Introductory and Advanced Ag. Mechanics
- Introductory and Advanced Ag. Shop
- Small Gasoline Engines
- Basic Farm Power
- Beginning Ag. Construction

4040 Business Management and Marketing

An instructional program that prepares individuals to perform tasks related to agribusiness, marketing, sales, agricultural economics, and management of farm and agriculturally related enterprises. Included is the study of agribusiness-related careers, farm safety management, responsibilities of management, government organizations and regulations, basic microeconomics and macroeconomics, agricultural credit, record keeping and accounting, cash flow, introduction to taxes, marketing, history and current activities of agricultural cooperatives, purchasing, laws of significance to agriculture, and management decision aids. Student participation in Future Farmers of America (FFA) and Supervised Occupational Experiences (SOE) is a planned and graded component in all courses in this category.

- Ag. Business Management
- Ag. Economics
- Ag. Business
- Ag. Sales and Marketing

4050 Horticulture and the Environment

An instructional program that prepares individuals to perform tasks related to the production, processing, and marketing of foliage plants, shrubs, and trees; landscape design and installation; nursery operation and management; and floriculture-related occupations. Included is the study of botanical classification and plant identification, photosynthesis, plant physiology and growth characteristics, sexual and asexual propagation, pest and disease management and control, nutritional needs and soil media preparation, irrigation, purchasing and sales, pruning, maintenance skills, floriculture skills, and landscape design and installation. Student participation in Future Farmers of America (FFA) and Supervised Occupational Experiences (SOE) is a planned and graded component in all courses in this category.

- Horticulture Science
- Ornamental Horticulture
- Greenhouse Management
- Nursery Production
- Turf Management

4060 Forestry, Natural Resources, and Rural Recreation

An instructional program that prepares individuals to perform tasks related to production, management, and protection of forest crops for multiple uses. Conservation and improvement of other natural resources such as land, air, wildlife, and water for economic and recreational purposes are included as well. Included is the study of careers, historical and current forest policies, interrelationships of forest ecosystems, plant physiological needs, identification (dendrology), soil management and watershed protection, measurement and surveying, Christmas tree production, disease and pest control, forest fire science, timber harvesting techniques and equipment, cruising methods, compass and map use, and communication skills useful to personnel management. Students will also study resource management, multiple-use management applications, renewable and nonrenewable resources, pollution problems and solutions, water resources, fish and game management and identification, and human impact on natural resources. Student participation in Future Farmers of America (FFA) and Supervised Occupational Experiences (SOE) is a planned and graded component in all courses in this category.

- Forestry
- Natural Resources and Rural Recreation
- Wildlife Management

4070 Basic Agriculture (First Year)

An instructional program that introduces individuals to tasks related to preparation for further study in one of the specific subject-matter-related areas such as agricultural plant production or forestry and material resources and eventual entry into an agriculturally related occupation. Included is the study of animal physiology, animal organ systems, life-sustaining systems and function at the cellular level, genetics and inheritance, animal and plant health management, livestock evaluation, animal and plant nutrition, and irrigation. The program provides an introduction to agribusiness structures, agricultural record keeping, marketing, and computer applications and includes California agriculture and resources, agriculture and society, leadership, and participation in Future Farmers of America. Included are critical thinking processes and scientific inquiry, communication skills, the supervised occupational experience, employability skills including resume development and job seeking/retention skills and attitudes, career alternatives, parliamentary procedure, and human behavior as it relates to leadership development. Student participation in Future Farmers of America (FFA) and Supervised Occupational Experiences (SOE) is a planned and graded component in all courses in this category.

- Ag. I & II
- Introduction to Agriculture
- Ag. Science I & II
- California Agriculture

4080 Basic Agriculture (Second Year)

This course is a continuation of those items specified in Basic Agriculture (First Year).

4098 Other Agriculture Course

Any agriculture course not identified in the series of courses outlined on the CBEDS assignment code list.

4099 Department Chair

Department head whose responsibilities can include, but not limited to curriculum coordinator, lead teacher, or department supervisor.

WASC/CDE PURSUING EXCELLENCE PROCESS

Overview

Pursuing Excellence is the Western Association of Schools and Colleges/California Department of Education joint procedure for appraising the quality of a California public high school. By electing this procedure, a school simultaneously fulfills all requirements for both a WASC accreditation and a CDE Program Quality Review. Any California public high school can elect to use it. Small comprehensive high schools, continuation high schools and middle schools may modify the self-study process to facilitate ongoing school improvement yet still maintain the integrity of the Pursuing Excellence process.

This instrument combines the traditional WASC Criteria, on which accreditation is based, with detailed statements describing high quality curricular/instructional programs that were written for the California Department of Education by leading practitioners and scholars.

In a time of restructuring and the need for basic changes in the American school, the accreditation process is a dynamic, viable, catalytic process that provides an overarching structure for meaningful change. It is integral to a school's perpetual cycle of assessment, planning, implementation and reassessment based upon a vision of successful student learning. The process enables a school to reflect upon and respond to essential questions: What do we want our students to know and be able to do? What are the learning experiences needed to produce these outcomes? Pursuing Excellence Self-Study is a process of assessing the quality of the school program and then establishing priorities for improvement. Therefore, the self-study should be counted as a major part of the school planning process, and the resulting School Plan should be used as a vehicle for following through on the priorities, recommendations and all action plans identified through Pursuing Excellence.

Unifying Pursuing Excellence with the existing school planning processes will avoid duplication, fragmentation, and potential conflicts. Individuals and groups involved in the school's instructional and institutional planning should be utilized extensively in the Pursuing Excellence Self-Study and ongoing follow-up.

Like all accreditation processes Pursuing Excellence has three essential parts: the Self-Study, the Visit, and the Follow-up.

Self Study

In this process there is strong emphasis upon total staff involvement in the analysis of the criteria and the comparison of the school program to these criteria. It is essential that the staff take a candid look at the school's strengths and areas needing improvement with respect to these criteria. The steps of the self-study are given below:

1. Understanding school improvement purpose of the self-study and review.
2. Analyze/understand criteria.
3. Evaluate student learning outcomes.
4. Compare the program to the criteria.
 - a. Collect information
 - b. Analyze and deliberate the results of the comparison
 - c. Agree on the status of the program
 - d. Agree on strengths and areas for improvement
5. Develop action plans to increase effectiveness of the program for students.
 - a. Decide on priorities
 - b. Discuss possible solutions
 - c. Agree on the action to be taken, by whom, and when

A Steering Committee assists the Self-Study Coordinator throughout the process. The school is divided into committees from the self-study: five school wide committees and a departmental committee for each department. Each committee compares and describes the department or school against specific criteria and summarizes by writing strengths and areas for improvement relative to the criteria. Departmental committees also write improvement plans called action plans to address major areas for improvement. Each committee's write-up is a chapter of the school Self-Study Report. The Steering Committee and total staff review the Self-Study Report to identify school wide trends. The Steering Committee sends the edited Self-Study Report to all Visiting Committee members.

Visit

The Visiting Committee then spends 3 ½ days at the school to provide an outside perspective on the quality of the curricular and instructional program, institutional structure, and self-study. The Visiting Committee members, who are thoroughly familiar with the criteria, assist the school in identifying strengths and areas for improvement, modifying action plans, and developing two Priority Action Plans based on two of the Visiting Committee major recommendation. The Visiting Committee also recommends a term of accreditation to the Accrediting Commission for Schools, WASC. This term also establishes the Program Quality Review cycle for a school.

Follow-Up

This stage reflects the commitment to ongoing instructional improvement. After the Visiting Committee leaves, the Follow-up Committee facilitates the development and refinement of one unified school plan. This is composed of long-range and short-range goals and correlated actions plans. These may be crucial goals in a schools restructuring process. These correspond to the Visiting Committee's recommendations that reflect identified priority areas for improvement, strategic planning, restructuring, and staff development.

The Follow-up committee coordinates the implementation of the action plans for each goal and involves the total staff in yearly review of the progress toward meeting the established long-range goals and refining the annual goals. As part of this follow-up it is expected that schools prepare an annual report for discussion by the school, the district and the board of trustees.

Note:

Schools scheduled for the WASC/CDE Pursuing Excellence Process may elect to combine the C-VE Program Improvement and Certification Process with the WASC Process. For more information, contact the Career-Vocational Education Unit.

COORDINATED COMPLIANCE REVIEW (CCR) PROCESS DEVELOPMENT AND GOALS

Early in 1983 State Superintendent of Public Instruction Bill Honig directed a California Department of Education (CDE) task force, in consultation with the members of the Department's Task Force on Categorical Programs and other representatives from the field, to develop a coordinated compliance review process. Its purpose was to simplify, streamline, and coordinate the legally required compliance monitoring of specially funded programs and simultaneously maintain a commitment to students with special needs.

The goals of the coordinated compliance review process are to:

- **Decrease** multiple compliance monitoring visits by the CDE, thus reducing the duplication of the CDE compliance monitoring the LEAs.
- **Increase** local responsibility for administering compliance by encouraging participating LEAs and schools to perform a compliance self-review prior to CDE staff validation of that review.
- **Ensure** that categorically funded students are provided with the district's core curriculum, and that the instructional delivery system as well as support from supplemental funds are utilized to help these students learn the district's core curriculum.
- **Provide** technical and management assistance to LEAs in preventing and resolving noncompliance problems.

As in prior years the CCR will continue to monitor the following specially funded educational programs: school-based coordinated programs, pupil motivation and maintenance programs, child development, consolidated programs, migrant education, special education, vocational education, and adult education. When a district is identified for a vocational education civil rights review, this review will be incorporated as part of the CCR.

In addition there will be a pilot project to include the Drug-Free Schools and Communities Program in the CCR process in 1992-93. Fifty LEAs have been identified for the project and have been notified by CDE that they will participate.

Each of these programs has legally required monitoring as a part of its program mandates. These programs, therefore, will be monitored in approximately one-third of the state's LEAs and their associated regional agencies by means of a single coordinated compliance review.

What is Tech Prep?

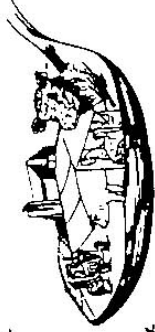
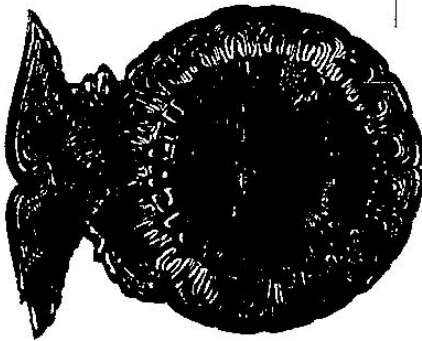
Tech Prep education is a significant innovation in the education reform movement in the United States. Tech Prep was given major emphasis in the [Carl D. Perkins Vocational and Technical Education Act](#) of 1998 and was amended in the [School to Work Opportunities Act](#) of 1994.

The term 'tech-prep program' means a program of study that:

- combines at least two years of secondary education (as determined under State law) and two years of post-secondary education in a non-duplicative sequential course of study;
- strengthens the applied academic component of vocational and technical education through the integration of academic, and vocational and technical instruction;
- provides technical preparation in an area such as engineering technology, applied science, a mechanical, industrial or practical art or trade, agriculture, a health occupation, business, or applied economics;
- builds student competence in mathematics, science, and communications (including through applied academics) in a coherent sequence of courses; and
- leads to an associates degree or a certificate in a specific career field, and to high skill, high wage employment, or further education.

Tech Prep is an important school-to-work transition strategy, helping all students make the connection between school and employment.

Norco High School



This is to certify that

has successfully completed a training program for

Agricultural Sciences

and has demonstrated competence in the required skills.



COMPLETION DATE _____

AGRICULTURAL DEPARTMENT CHAIRPERSON _____

PRINCIPAL _____

PROFICIENCY STANDARDS FOR ORNAMENTAL HORTICULTURE

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation	Criteria for Completion
	<ol style="list-style-type: none"> 1. Personal qualities and qualifications <ol style="list-style-type: none"> a. Demonstrate the desire to work b. Demonstrate the ability to get along with others c. Demonstrate the ability to project desirable image for the business d. Demonstrate willingness to learn e. Demonstrate the ability to work independently f. Demonstrate the ability to follow directions of supervisor g. Demonstrate acceptable personal appearance and personal hygiene h. Understand needs of customer 2. Prepare growing mediums and seedbeds <ol style="list-style-type: none"> a. Apply chemicals to control weeds and/or soil insects b. Dig holes for trees and shrubs c. Operate tillage machinery d. Mix and sterilize greenhouse and cold frame mediums e. Haul and spread peat moss and other plant materials f. Operate lime and/or fertilizer spreaders g. Lay out space requirements for various varieties h. Take soil samples 3. Propagate nursery stock <ol style="list-style-type: none"> a. Prepare cuttings b. Transplant seedlings and cuttings to the field c. Clean, treat, and plant seed d. Start and care for container stock e. Bud and graft nursery 					

Appendix H

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	<ol style="list-style-type: none"> 4. Culture plants in the nursery <ol style="list-style-type: none"> a. Water nursery stock b. Prune and trim plants c. Prepare cuttings d. Operate sprayers and dusters e. Thin and space nursery stock f. Identify and remove diseased and dead plants g. Identify common weeds, insects, and diseases h. Cultivate with hand and power equipment i. Mulch nursery stock j. Lay plastic for weed control k. Set traps and poisons for pests 5. Store nursery stock <ol style="list-style-type: none"> a. Remove dead or inferior plants b. Maintain humidity and temperature requirements c. Care for over-wintering of container stock d. Label storage bins and bags e. Bunch and pack plants f. Deliver plants to warehouse 6. Process and ship nursery stock <ol style="list-style-type: none"> a. Package orders for shipment b. Prepare shipping labels and invoices c. Deliver plant materials to wholesalers and/or retailers 7. Maintain buildings and equipment <ol style="list-style-type: none"> a. Keep work, storage, and delivery areas neat and clean b. Clean and sharpen hand tools c. Maintain and service business vehicles and/or tractors d. Maintain and service power tillers, mowers, and cultivators e. Maintain and service tractor-operated equipment f. Maintain and install sprinkler heads, pipe nozzles and other irrigation equipment 				

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	<ul style="list-style-type: none"> g. Clean, adjust and service dusters and sprayers h. Maintain and adjust small gas engines i. Repair storage buildings, bins and equipment (carpentry) j. Maintain and service water valves k. Paint nursery house and storage buildings l. Clean and oil electric motors m. Service heating pots and boilers n. Install and repair light switches, receptacles, and extension cords o. Mix place, and furnish 8. Demonstrate knowledge of nursery retail outlet products <ul style="list-style-type: none"> a. Identify nursery plants b. Advise customer of correct manner of planting and caring for plant materials c. Recognize common plant insect and disease problems and advise customers concerning insect and disease problems and advise customers concerning insecticide and fungicide use d. Advise customers concerning fertilizer types, rates, and methods of application for various plants e. Explain environmental requirements of various plants f. Explain appropriate uses and qualities of nursery stock g. Recommend appropriate herbicides h. Explain values of various mulching materials and soil amendments 9. Demonstrate effective sales techniques <ul style="list-style-type: none"> a. Greet customers in courteous manner b. Close sales efficiently c. Identify wants and needs of customers d. Fill out appropriate sales forms e. Gain attention and interest of customers f. Handle customer objections and complaints g. Direct attention to related or substitute products h. Make change i. Handle complaints after sale is made 				

Appendix H

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	<ul style="list-style-type: none"> j. Use cash register k. Follow up sales to determine customer satisfaction l. Packs and/or wraps merchandise m. Take orders by telephone n. Solicit sales by telephone 10. Price stock (figure margins and markup) 11. Maintain inventory of stock and related items 12. Prepare advertising announcements for various media <ul style="list-style-type: none"> a. Prepare newspaper advertisements b. Prepare mailers for local distribution c. Prepare radio commercials d. Prepare TV commercials 13. Prepare merchandise displays <ul style="list-style-type: none"> a. Remove wilted stock from displays b. Present merchandise in attractive displays c. Display seasonal promotional items d. Suggest related items to customers with related merchandise displays e. Change displays frequently f. Arrange outside displays to attract customers g. Display merchandise as it can be used 14. Organize jobs and supervise workers <ul style="list-style-type: none"> a. Demonstrate and instruct employees in their tasks b. Confer with management regarding workers, work conditions and plans c. Prepare daily work plans d. Confer with workers regarding problems and performance e. Evaluate performance of workers f. Acquire equipment and plant materials 				

Appendix H

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	<p>15. Maintain records and make reports</p> <p>16. Analyze and prepare the landscape area</p> <ul style="list-style-type: none"> a. Read blueprints and plans b. Lay out the landscape plan c. Survey and grade the site d. Install drainage systems e. Develop a working site plan f. Determine drainage needs g. Install irrigation systems <p>17. Plant, trees, shrubs, groundcovers, and flowers</p> <ul style="list-style-type: none"> a. Identify various landscape plants b. Prepare planting site c. Plant ball and burlap and container-grown stock d. Prune and trim newly planted trees and shrubs e. Determine spacing and depth of planting f. Plant bare root plants g. Select and apply mulching materials h. Determine methods of techniques of supporting plants i. Plant seeds and bulbs j. Determine fertilizer and soil amendment types and rates of application k. Determine watering schedules and rates l. Determine planting dates m. Plant cuttings n. Protect plants from rodent damage <p>18. Establish, renovate, and care for turf and lawns</p> <ul style="list-style-type: none"> a. Plant grasses by sodding, sprigging, and/or seeding b. Mow lawns c. Apply lime and fertilizer to lawns d. Prepare seedbeds e. Water lawns f. Mulch planted areas 				

Appendix H

Course	Proficiency (Competency)	Knowledge	Skill	Attitude	Means of Evaluation
	<ul style="list-style-type: none"> g. Grade, rake, and level lawns h. Aerate lawns i. Recognize common lawn weeds, insects, and diseases j. Spray lawns for weed, insect, and disease control k. Roll newly sodded areas l. Identify lawn grasses m. Take soil samples for testing <p>19. Lay out and construct or install landscape structures and conveniences</p> <ul style="list-style-type: none"> a. Lay out and construct walks, drives, and patios b. Lay out and build retaining and free standing walls c. Lay out and construct steps and ramps d. Lay out and construct fences e. Lay out and install fountains and pools f. Construct benches and garden furniture 				

EDUCATION CODE

AGRICULTURAL VOCATIONAL EDUCATION

California Education Code

52454. (a) The curriculum of school districts that choose to participate in the state program of agricultural career technical education shall include all of the following components:

- (1) Organized classes in the study of agricultural science and technology.
- (2) A student-supervised occupational experience program in agriculture.
- (3) A program of leadership, organization, and personal development.

(b) Student learning activity developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course.

It is the intent of the Legislature that opportunities are provided for teachers to be employed on a 12-month basis in order to maintain supervised occupational experience on a year-round basis for students enrolled in agricultural career technical programs.

OPERATIONAL PROGRAM STANDARDS FOR VOCATIONAL EDUCATION IN AGRICULTURE

(taken from the SB 187 Committee Report)

DEFINITION

Vocational Education in Agriculture is organized instruction which prepares individuals for employment in agriculture and may also prepare them for advanced training, leading to an agricultural career requiring education at a post secondary level.

The purposes of Vocational Education in Agriculture are:

- a. To assist individuals in making an informed choice of an agricultural occupation.
- b. To prepare individuals for employment in agricultural occupations.
- c. To prepare individuals for advanced training in agriculture.
- d. To insure an adequate supply of trained and skilled individuals for employment in the agricultural industry.

The committee recommends the adoption of the following Operational Program Standards for Vocational Education in Agriculture:

STANDARD NO. 1 – Individual Student Career Plan

Each vocational agriculture student shall develop a tentative individual career plan.

Rationale: The individual career plan will become the base which determines the student's agriculture course work, supervised occupational experience, and FFA activities. Development of an individual career plan will strengthen the student's commitment to agriculture. It will help to define career parameters and reinforce the advisor's role in guidance.

Minimum Compliance Criteria:

1. Each student will prepare a plan of career development with the program area of major agricultural interest. This will be done under the guidance of the vocational agriculture instructor no later than the end of the first year of vocational agriculture instruction. It will include a sequence of high school vocational agriculture courses, a description of the planned supervised occupational experience, and a selection of Future Farmers of America (FFA) activities in which the student intends to engage.

2. The student shall annually review the career development plan, further refine the occupational choice, and modify the plan as necessary.
3. The career choice and plan for career preparation and development will be made a part of the student's permanent agriculture record.

STANDARD NO. 2 – Supervised Occupational Experience

Each vocational agriculture student shall engage in supervised occupational experience as a part of the instructional program.

Rationale: Quality vocational education programs in agriculture must include opportunities for students to learn in realistic occupational activities. A supervised occupational experience program is a learn by doing process. Through it, vocational agriculture students reinforce learning by applying skills and knowledge acquired in class and shop and which are related to their choice of agricultural occupations.

Minimum Compliance Criteria:

1. The tentative plan of career development (See Standard No. 1) will include a description of the supervised occupational experience program in which the student will participate. The student must be engaged in supervised occupational experience by the end of the first year in vocational agriculture.
2. The student's total supervised occupational experience program must be directly related to the student's occupational goal. A student's occupational experience program must be conducted during each of the years that the student is enrolled in vocational agriculture.

STANDARD NO 3. – Future Farmers of America

Each vocational agriculture student shall participate in activities of the Future Farmers of America (FFA).

Rationale: The development of leaders in all facets of agriculture is a goal of agricultural education. More specifically, imparting knowledge, broadening abilities, and instilling attitudes that contribute to the development of leaders are activities recognized as appropriate and essential in agricultural instruction programs.

The FFA is the primary vehicle for this instruction. It provides practical, action oriented opportunities for students to engage in leadership development activities. In addition to the leadership development role, FFA encourages vocational agriculture students to develop attitudes conducive to good citizenship, good management, and living in harmony with others.

Minimum Compliance Criteria:

1. Student participation in FFA activities shall be utilized as an integral part of vocational agriculture instruction.
2. Each school or local education agency initiating vocational education in agriculture shall provide opportunities for participation in the FFA within the first year of the program's operation.
3. The advisor of the local FFA chapter will be currently employed as a teacher of vocational agriculture in the school.
4. All students enrolled in vocational agriculture will receive instruction about the FFA organization and its activities, purposes, and opportunities. They shall participate in activities of the FFA and be encouraged to become active members.

STANDARD NO. 4 – Graduate Follow-up

Each school conducting a vocational agriculture program shall maintain a system of planned regular graduate follow-up.

Rationale: The primary objective of vocational education programs is to prepare people for employment or advanced training. It follows, then, that measurement of the degree of success of these programs must take into account the status of persons completing the program, their success at work or in advanced training, and their opinions about the value of their experiences in the program.

Minimum Compliance Criteria:

1. Minimum follow-up information shall include:
 - Status of employment or school enrollment of graduate;
 - Graduate's opinion of the value and relevance of this instructional program in agriculture;
 - Graduate's suggestions for improving the instructional program.
2. Follow-up information will be systematically used in the review and planning functions of the instructional programs in agriculture.
3. The placement rate of students completing a program of vocational agriculture shall not be less than 70%. "Placement", part-time or full-time, shall be defined as:
 - Employment directly or indirectly related to agriculture;
 - Self-employment directly or indirectly in agriculture;
 - Enrollment in post secondary programs in agriculture.

The placement data shall reflect the status of the completers within one year of their completion of the program. This graduate follow-up will be conducted by and utilized at the local level only.

STANDARD NO. 5 – Relevant Instruction

Programs of instruction in vocational agriculture shall be based upon skills, knowledge, and attitudes required for successful employment in the occupations served by the program.

Rationale: The end product of vocational education in agriculture is to have successfully employed people in agricultural occupations. To be successfully employed, the student must have the skills and attitudes needed for the jobs available. The program of instruction must be kept up-to-date and be realistic in meeting present day job requirements and taught with modern techniques that most effectively prepare the student for the current job market.

Minimum Compliance Criteria:

1. Instructional programs in vocational education in agriculture will be conducted only if the needs for such programs have been established through consultation with, and annual review by, and agricultural lay advisory committee, taking into account available surveys of job opportunities and specifications, students' interest and needs, and follow-up review of graduates.
2. Each program site will file with the regional supervisor of agricultural education a comprehensive plan describing its total program of vocational education in agriculture. This plan shall be reviewed and, where necessary, revised annually by the program site in a manner needed to maintain its currency.
3. The program plan shall include the following components:
 - Job market description
 - Targeted occupations
 - Goals and objectives
 - Subject matter content outline
 - Program completion standards
 - Facility and equipment development and acquisition schedule
 - Staff assignments
 - FFA program of activities
 - Proficiency standards for program completers
4. The instructional program of each program site shall be conducted in accordance with stated objectives outlined in the comprehensive plan and will utilize a written course of study, teaching outlines, and supervised occupational experience.

STANDARD NO. 6 – Qualified Teachers

Teachers shall be qualified to teach the subjects assigned.

Rationale: Agriculture is a highly technical subject matter area. It requires extensive occupational experience as well as professional and academic preparation to be an effective teacher. The students enrolled in vocational agriculture programs are preparing for careers in agriculture. It follows, then, that the teacher with a personal occupational experience in agriculture will be a more effective teacher of these students. Only a limited number of universities conduct comprehensive programs in agriculture that provide the practical and theoretical instruction needed by teachers in training. The credential is the license to teach in public schools. It is the documentation which verifies the teacher has completed an approved program.

Minimum Compliance Criteria:

1. Teachers of vocational agriculture must possess a credential which authorizes them to teach the vocational agriculture classes to which they are assigned.
2. The teacher of vocational agriculture shall possess a minimum of 3000 hours of occupational experience in agriculture.
3. The teacher of vocational agriculture must have completed the program of teacher preparation at one of the universities approved by the state Supervisor of Agricultural Education to prepare vocational agriculture teachers. Out-of-state teachers must apply for a proper credential directly through one of these universities.

These criteria will apply only to teachers hired after the implementation date of the plan for Agricultural Education.

STANDARD NO. 7 – Student-Teacher Ratio

A student-teacher ratio, which provides for safe, effective teaching, shall be maintained.

Rationale: High quality vocational instruction in agriculture is dependent upon maintaining a student-teacher ratio that insures effective instruction and safe working conditions. Much of vocational education is action oriented, hands on, learning activity. Under these conditions a lower student-teacher ratio is required than in classes which do not utilize these teaching/learning procedures. Action oriented, hands-on learning activity cannot be taught safely or effectively if teachers have excessive numbers of students under their immediate supervision.

Effective supervision of student occupational experience programs and linkage of supervised occupational experience programs to class/laboratory instruction also requires regular and frequent on-site visits by the teacher. This further limits the total number of vocational agriculture students a teacher can be expected to supervise.

Minimum Compliance Criteria:

1. Maximum enrollment per teacher in classroom programs – 25 per class.
2. Maximum enrollment per teacher in shop and laboratory classes – 20 per class

3. Maximum number of individual students per full-time equivalent teacher for instruction, supervision of student supervised occupational experience programs, and students actively engaged in FFA – 60.

STANDARD NO. 8 – Full Year Employment

The school district shall provide adequate teacher time to conduct the year-round activities of the agriculture programs.

Rationale: Effective instruction in vocational education in agriculture extends far beyond the regular school day, school year, and school environment. The basic component of instruction occurs as group instruction in the classroom, shop, or field during regularly scheduled classes September through June.

There are two additional major components of instruction; activities conducted as part of the Program of Work of the Future Farmers of America chapter, and individually conducted activities of students' supervised occupational experience programs. These two components are integral to the total instructional program. They take place, for the most part, after the scheduled school hours, on Saturdays, vacation periods, and during the summer.

Because of the considerable dependence of the agricultural industry on weather, the opportunities for occupational experience for vocational agriculture students are greater during the summer season than they are during the remainder of the school year. In fact, some agricultural activities are conducted only during the summer. Students whose occupational objectives require them to have skills and knowledge in these activities are required to gain them during the summer months. This occupational experience should be planned for under the guidance of a qualified vocational agriculture teacher and should be supervised by that teacher.

Many vocational agriculture occupational experience programs are productive enterprises which are student-owned and student-operated/managed. In such programs the student is self-employed. Some are year-round operations, but many more are planned to begin or culminate during the summer months. Assistance and supervision by the vocational agriculture teacher is particularly important during these crucial phases. Occupational experience can be more intensive during the summer months since students can devote full time to it.

The vocational agriculture teacher's supervision of student occupational experiences is to (1) provide individual instruction as needed; (2) assist the student in selecting occupational experiences which are relevant to his/her occupational objectives and which include opportunities to reinforce learning and apply skills and knowledge in class or shop; (3) counsel the student in employer-employee relationship matters; and, (4) locate suitable employment for program graduates.

Since the instructional program is considered to be best accomplished on a year-round basis for reasons stated previously, and since FFA is an integral part of the instructional program, it follows

that the FFA advisor should be available also to supervise and conduct those FFA activities which are scheduled for the summer months and other times outside the regular class schedule.

Minimum Compliance Criteria:

1. A minimum of one full-time equivalent teacher shall be employed during the summer months for each 60 vocational agriculture students engaged in FFA and supervised occupational experience during that period.
2. In addition to any preparation period otherwise provided to teachers at the program site, on project supervision period shall be provided in the vocational agriculture teacher's assignment during the regular school year for each 60 vocational agriculture students actively engaged in FFA and supervised occupational experience out-of-class activities.

STANDARD NO. 9 – Providing for Unique Program Expenses

Each local Education Agency (LEA) conducting a vocational agriculture program shall provide for transportation and other expenses which teachers incur in the conduct of that program.

Rationale: The unique characteristics of a vocational agriculture program require that a teacher spend a considerable amount of time with students outside of the regular organized class. Activities such as supervision of student occupational experience programs, organized FFA program and activities, departmental work, community relations, and in-service professional development will require travel and related expenses. Adequate funding for these expenses should be made available by the district.

Minimum Compliance Criteria:

1. The district will provide transportation for teachers coordinating and supervising students' occupational experience programs and FFA activities and for their attendance at sectional, regional, and state in-service meetings and special workshops.
2. The district will reimburse vocational agriculture teachers for the expenses which they incur in the supervision and coordination of student occupational experience, supervision of FFA activities, and attendance at sectional, regional, and state in-service training meetings.

STANDARD NO. 10 – Professional Development

Each vocational agriculture teacher shall participate in professional development activities.

Rationale: The agricultural industry is a multifaceted, complex, and rapidly changing one. Vocational education in agriculture can be realistic and effective only if instructors remain completely current in their knowledge of technical skill, technological modernizations, and other facets of agriculture. They must be up-to-date on the manpower needs of the industry and apply the latest techniques of instruction.

Minimum Compliance Criteria:

1. All vocational agriculture teachers in the district will regularly attend sectional, regional, and state in-service activities for vocational agriculture teachers.

STANDARD NO. 11 – Facilities, Equipment, and Supplies

Each school conducting a vocational agriculture program shall provide adequate facilities, equipment, and supplies for effective operation of the program.

Rationale: Effective vocational agriculture instruction is dependent upon the student's hands-on experience in up-to-date, realistic situations. In order to provide realistic instruction, the facilities, equipment, and supplies must replicate that which is found in the occupations for which training is provided.

Minimum Compliance Criteria: (The following requirements apply only if the described component of instruction is being offered.)

1. The classroom, shop, greenhouse, and laboratory space shall be:
 - a. A minimum of 35 square feet of classroom space per student;
 - b. A minimum of 200 square feet of shop space per Agricultural Mechanics student;
 - c. A minimum of 200 square feet of laboratory space per Ornamental Horticulture student.
2. Office space shall be at the rate of not less than 120 square feet for one instructor and not less than 60 square feet for each additional instructor.
3. Storage space shall be at the rate of 10 square feet per student in shop, 5 square feet per student in classroom, and 10 square feet per student in greenhouse/hothouse.
4. Student lockers, restrooms, and clean-up facilities shall be provided.
5. Tools and equipment shall be modern and comparable to those used in the agricultural industry.
6. Textbooks, reference materials, and audio visual aides required for conducting an effective instructional program shall be provided.

STANDARD NO. 12 – Advisory Committees

Programs of instruction in vocational agriculture shall be advised by a committee representative of the agriculture interests of the community.

Rationale: Agricultural Education must be kept relevant to the changing nature of modern agriculture. The instructional program must be based on currently acceptable practices used in agriculture and its related industries in order for vocational agriculture students to succeed in the agriculture job market. This can happen more readily when teachers regularly consult with up-to-date, successful agriculturists.

Minimum Compliance Criteria:

1. Each program site conducting vocational instruction in agriculture will have an operational Agriculture Advisory Committee.
2. The Agriculture Advisory Committee will consist of lay individuals representing the agriculture industry of the community and shall be approved by the school board.
3. The Agriculture Advisory Committee will make recommendation including, but not limited to, the following:
 - Curriculum
 - Program completion standards
 - Program management
 - Priorities
 - Placement of students
 - Evaluation
 - Follow-up of students
 - Overall program planning
4. The Agriculture Advisory Committee shall annually certify that a minimum of 75% of the program completers express satisfaction with their vocational agriculture instructional program.
5. The committee will meet a minimum of twice each year.

STANDARD NO. 13 – Budget

A complete budget for conducting the vocational agriculture program shall be developed annually and incorporated within the school site budget.

Rationale: Identification and allocation of fiscal resources is an essential part of the program planning process. Since program staff (teachers) are closest to the program and have the basic responsibility for executing its plan, they should participate in planning activities including budgeting. Program effectiveness depends to a large extent on adequate, known financing.

Minimum Compliance Criteria:

1. The vocational agriculture staff shall participate in the development of the budget for vocational agriculture.

2. The budget shall identify sources and amounts of revenue specifically available for support of vocational agriculture.

STANDARD NO. 14 – Program Management

The program shall be managed by a vocational agriculture teacher appointed to that task by the program site administration.

Rationale: If a program is to accomplish its planned outcomes, its operation and direction must be planned and managed rather than be left to chance. The development and adherence to written plans, policies, and procedures contribute to the successful program, as does placing the direction of the program in the hands of an assigned manager who understands the requirements of the program.

Minimum Compliance Criteria:

1. The program site administration will designate a vocational agriculture teacher to serve as manager of the vocational agriculture program. Time or other compensation will be allocated to this person for program management activities consistent with that provided for other department chairs or managers.
2. In the case of a multi-teacher program, the staff will meet at least semi-monthly.

STANDARD NO. 15 – Meeting Proficiency Standards

Students completing a program in vocational agriculture will have developed and attained the required skills, knowledge, and attitudes for successful employment in occupations associated with that program or for enrollment in advanced training in agriculture.

Rationale: Occupations in agriculture require specific skills, knowledge, and attitudes. Programs in vocational agriculture are based upon proficiency standards developed by the agriculture industry. Occupations in agriculture requiring advanced training also utilize those same specific technical skills, knowledge, and attitudes.

Minimum Compliance Criteria:

1. The LEA shall establish proficiency standards for all students completing a program of instruction in vocational agriculture in consultation with the local Vocational Agriculture Advisory Committee.
2. At least 75% of the persons completing the vocational agriculture program will meet those proficiency standards.

AGRICULTURAL EDUCATION - STUDENT DATA CAREER PLAN DATA SHEET

- A. Name: _____
 (Print) Last First MI
- B. Gender: (Circle One) Male Female
- C. Date: _____ Age: _____
- D. Year In Agriculture Program: (Circle One) 1 2 3 4
- E. Grade Level In School: (Circle One) 9 10 11 12
- F. Program Of Instruction Being Pursued: (Select Only One)
- _____ Plant & Soil Science (4010)
 - _____ Animal Science (4020)
 - _____ Agricultural Mechanics (4030)
 - _____ Agricultural Business Management (4040)
 - _____ Ornamental Horticulture (4050)
 - _____ Forestry & Natural Resources (4060)
 - _____ Agriculture Core - Year One (4070)
 - _____ Agriculture Core - Year Two (4080)
- G. I Am Taking This Course Because: (Select One)
- _____ I plan a career in agriculture.
 - _____ Not a career, just an interest in agriculture.
 - _____ Not interested, placed in class.
- H. Ethnic Origin: (Select Only One)
- _____ White
 - _____ Hispanic
 - _____ Black (Except Hispanic)
 - _____ Filipino
 - _____ Asian or Pacific Islander
 - _____ American Indian/Native Alaskan

- I. Locator Data:
- Street Address: _____
- Phone Number: _____
- Parent/Guardian Name (Print Full Name For Each)
- Mr. _____
- Miss _____
- Mrs. _____
- Ms. _____

J. When you eventually take your place in this world, what would you like to do? If your dream is not related to agriculture, place in parenthesis () an occupation in agriculture you would enjoy doing.

- K. Please indicate below your plans after graduation from high school:
1. Go to Work Full-Time _____
 - No Further Education _____
 - Some College Later _____
 2. Go to College _____
 - Community College _____
 - Four Year College _____
 - Full-Time Student _____
 - Part-Time Student _____
 - Agriculture Major _____
 - Non-Agriculture Major _____
 3. Go Into Military Service _____

STUDENT PROGRAM PLANNING FORM

L. Planned course of study to meet occupational goal. By school year, list all classes previously taken, currently being taken, and planned to be taken in the future.

FRESHMAN YEAR
(20__ - __)

SOPHOMORE YEAR
(20__ - __)

JUNIOR YEAR
(20__ - __)

SENIOR YEAR
(20__ - __)

CLASS	TEACHER	R M	CLASS	TEACHER	RM	CLASS	TEACHER	R M	CLASS	TEACHER	RM

M. Supervised Practical Experience Plan (Project program should be related to career goal).

S.O.E.	SIZE	S.O.E.	SIZE	S.O.E.	SIZE	S.O.E.	SIZE

N. Planned Departmental Activities (FFA)

Parents/Guardians Signature: _____

**FUTURE FARMERS OF AMERICA &
SUPERVISED AGRICULTURAL EXPERIENCE AS
INTERGRAL INSTRUCTIONAL ACTIVITIES OF
AGRICULTURE EDUCATION COURSES &
PROGRAMS**

Career Education in Agriculture has as its basic purpose the preparation of persons for employment in agriculture. The fact that the program also accomplishes other, peripheral purposes of general and consumer education is a bonus.

The curriculum is designed to accomplish the basic purpose. In the process of designing the State Curriculum Guidelines, input was obtained from employers and other representatives of the agricultural segments of related business, industry, education, government, as well as farming and ranching. It was learned that successful employment in these areas requires competencies in addition to technical skills and knowledge. In fact, many of these persons place the highest priority on the competencies and attitudes which relate to the ability to interact with people, make decisions, follow through on responsibilities, follow directions, direct the activities of others, take initiative, etc.

It was largely in recognition of these needs that the FFA organization was established. Participation in FFA is intended to be an organized laboratory experience in activities through which the ag student develops competencies in these areas. For example, simply by functioning as a member of an FFA chapter committee, a student experiences working together with others to achieve an agreed upon joint objective. By achieving an advanced degree in the organization the student begins to understand the relationship between directed, sustained personal effort and recognized success. By serving as an officer or committee chair a student soon learns the importance of clear instructions when directing the efforts of others. The list of examples could go on endlessly.

It is appropriate to conduct FFA activities during class time and often they are. However, as a matter of convenience and because FFA cuts across class list boundaries, many FFA activities are conducted outside of class time, such as during lunch, after school, evenings, weekends, holidays, and summer. Also, they may be conducted at locations far removed from the campus.

The intra-curricular nature of these FFA activities is not driven by their timing or location, but by whether or not they are consistent with the following characteristics:

1. The activities of the FFA component of the instructional program shall be designed to assist the student to achieve the objectives of the class or course.
2. Participation in the FFA activity shall be required of every student enrolled in vocational agriculture and shall contribute to the grade earned in the course.

3. The activity is open to any student enrolled in the program of Agricultural Education whose agricultural career preparation will be furthered by participation in the activity.
4. Participation in the activity is not contingent upon the payment of dues or fees by another individual.
5. The activity is supervised by a teacher of Agriculture Education employed by the school.

FFA activities beyond the local/school/chapter level still are intra-curricular. Some examples are: Section level Public Speaking Contest, Regional level Office, State Conference delegate, judging team, etc. Clearly, these “upper level” activities do contribute to the development of the competencies and understandings mentioned earlier. Additionally, they provide experiences which broaden students’ vision and stretch their confidence. However, it is reasonable for teachers and administrators to view student participation in these activities as a privilege reserved for vo-ag students whose participation will not interfere with their continued good standing in their other, non-agriculture classes and in school citizenship.

Supervised Agricultural Experience Programs (SAEP) is another unique, essential component of Agricultural Education programs.

Since, as with FFA, SAEP is designed to accomplish identified objectives of the Agricultural Education program and is conducted under the supervision of the Agricultural teacher, it too is an integral part of Agricultural Education instruction and considered to be intra-curricular.

SAEP consists of out-of-classroom and class-time, planned, practical experiences in agriculture. Activities conducted as part of a student’s SAEP are commonly called projects and there often are several varying kinds of projects making up the SAEP of any individual student. Some examples of projects are: Paid or unpaid employment in an agricultural job; paid or unpaid work in a family agricultural enterprise (either on or off farm); self-employment in a mini-agricultural enterprise such as feeding livestock for market, growing crops, operating a landscape maintenance business, etc. The scope of projects ranges from a single animal to full ownership and operation of a commercial scale agricultural enterprise.

Agricultural Education depends heavily on a “learn by doing – doing to learn” strategy to accomplish its purposes. It is difficult, if not impossible, for schools to provide all the facilities and resources necessary to provide for this. SAEP is the Agricultural teacher’s way to expand the boundaries of the school classroom, shop, greenhouse, field lab to include the whole community as an instructional facility and all the community’s agriculturalists as resource persons and teachers aides.

By scheduling students’ SAEP activities outside of the classroom and class time, such as after school, weekends, and summers, the teacher expands the time available for instruction and makes it possible to meet students on an individual basis for intensive one-on-one instruction. This kind of scheduling also provides students with opportunity for more time-on-task than can be afforded by the school within the class schedule.

Agricultural teachers work with the students and their parents in planning, reviewing, evaluating, and revising as appropriate SAEP. The planned activities should complement class time instruction and be relevant to students' identified agricultural career goals.

For the most part, a student's participation in SAEP activities will not interfere or conflict with other school responsibilities. An exception to this generality might be exhibiting livestock at a fair during the school year. Or there may occasionally be times when non-routine, emergency attention to an animal, crop or other business may become necessary. These exceptions should be minimal and not pose serious conflict. When it is possible to predict conflict of SAEP activities with that of other, non-agriculture school responsibility, it is reasonable to require that students' planned participation in SAEP activities not interfere with their continued good standing in their other, non-agriculture classes and in school citizenship.

Since Agricultural Education activities conducted under the labels FFA and SAEP are intra-curricular, the evaluation of student performances in Agricultural Education should include consideration of the student's level of involvement and performance in those activities.

A grading system for evaluating the SAEP and participation in FFA activity should be based on the premise that every student enrolled in the class should be able to attain the highest grade possible. Many FFA activities and some SAEP activity can and should be conducted in classroom or school laboratory.

The grading system should be agreed upon by the agriculture staff and applied as uniformly as possible. It should be possible for a student to be informed at any time concerning their particular status in respect to grades. Visible records such as grading charts or point award systems can be used effectively for this purpose. The grading system should be explained to every student enrolled in Agricultural Education so that it is thoroughly understood. The system should be a matter record and incorporated into the department plan. Because of the inter-relationship of SAEP and FFA activity to the instructional program, it is generally agreed that they should approximate 40% of the total grade.

Since every student may not always be able to participate in an FFA activity held outside of the regular school day, such activity may be used as a source of "additional credit" to those students who are able to participate. Out-of-class-time participation in FFA and SAEP activity can reasonably be viewed as Agricultural Education "homework." As such, full credit for the Agricultural Education course(s) in which the student is enrolled plus the grade earned in the related activity should be dependent upon satisfactory, measured participation.

In summary, Agricultural Education student participation in activities of FFA and SAEP is essential in order for the student to have access to the full curriculum of the program. An appropriate analogy is to compare these activities with term papers and special projects which are assigned to students enrolled in other courses offered in the school. As such, these activities are intra-curricular. Student access to them should not be limited by eligibility requirements which apply to extra curricular or other out-of-class school activities.

SAMPLE EXTENDED CONTRACT PLAN

Because of the considerable dependence on the weather in the agriculture industry, the opportunities for employed occupational experience for agriculture education students are greater during the summer season than they are during the remainder of the school year. In fact, some agricultural activities are conducted only during the summer. Students whose occupational objectives require them to have skills and knowledge in these activities are required to gain them during the summer months. This occupational experience should be planned under the guidance of qualified agriculture education teachers and should be supervised by them.

Many supervised agriculture experience programs are productive enterprises which are student owned and student supervised. In such programs the student is self-employed. Some are year-round operations, but many more are planned to begin or culminate during the summer months. Assistance and supervision are particularly important during these crucial phases. Occupational experience can be more intensive during the summer months since students can devote full time to it.

The supervision of students' agricultural experience is to:

1. Provide individual instruction as needed.
2. Assist the student in selecting agricultural experiences which are relevant to his occupational objectives which include opportunities to reinforce learning and applied skills and knowledge in class or shop.
3. Counsel the student in the student employer-employee relationship matters.
4. Locate suitable employment for program graduates.

Since the instructional program is considered to be best accomplished on a year-round basis, for reasons stated previously, and since FFA is an integral part of the instructional program, it follows that the FFA advisors should be available also to supervise and conduct those FFA activities which are scheduled for the summer months.

The following is our plan to accomplish these broad objectives. These are prioritized under five broad headings. The five activity groups which are unique to agriculture education are:

1. Supervised Agricultural Experience
2. FFA Activities and Fairs
3. In-service
4. Guidance and Program Planning (Frosh)
5. Department Planning and Management

1. SUPERVISED AGRICULTURAL EXPERIENCES

Performance Objectives	Activities Description	Assignment # of Teachers	Total Work Days
Visit 40 students with livestock projects at least once during summer	On-site visitation	2	10
Assist 10 students with livestock projects – attending State Fair, at least one additional visit to prepare animals	On-site visitation Group assistance at a determined site	1	3
Assist 15 students in securing animals for upcoming agriculture experience projects	Attending special dairy sales – 5 students out of town	1	1
	Contact 1 dairyman for additional animals	2	2
	Contact 4 local cattlemen – obtain heifers and steers for 7 students	1	1
	Contact 2 breeders to obtain hogs for 3 students	1	1
	Contact at least 1 breeder to obtain 1 breeding sheep project for 1 student		
Visit 5 students with crop projects at least twice	On-site visitation when needed	1	2
Visit 10 students with Work Experience projects ONLY. Visit twice during summer	Visit at job site	1	4

2. FFA ACTIVITIES

Performance Objectives	Activities Description	Assignment # of Teachers	Total Work Days
Hold or attend at least one leadership training meeting. Conduct one FFA officer planning meeting	Meet at (location) for meeting and barbecue to develop chapter's Program of Work	2	2
Participate in at least one community activity within county	Organize and coordinate. Assist student in developing a feature booth at festival and enter a float in parade	2	3
Recognize top FFA leaders	Attend Point Award camping trip to Blue Lake (4 days, 15 students; one day would be weekend, non-counted days)	2	6
Introduce the FFA organization to incoming freshmen and their parents	Hold one FFA meeting/swim party/potluck	2	2
Participate in State Fair	Organize and coordinate State Fair showing. Supervise exhibitors at fair	2	6

3. INSERVICE

Performance Objectives	Activities Description	Assignment # of Teachers	Total Work Days
Improve technical and professional growth	Attend CATA Summer Conference at Cal Poly, San Luis Obispo for 6 days	2	12
Update present curriculum and teacher competency in Rural Recreation and Animal Science class	Contact at least 5 industry representatives and farmers to discuss present curriculum offerings in appropriate areas	2	4
	Attend Livestock Symposium in Fresno	1	2
	Attend at least 1 workshop in curriculum guides materials	1	1
Locate at least 3 additional job stations for work experience	Contact additional industries in area by holding one advisory committee meeting during summer	1	1
Review proposed program offerings for upcoming year	Hold 1 advisory committee meeting	2	1
	Hold meetings, have discussions with State Curricular Guide Committee		
Obtain updated information on Community Colleges' agriculture offerings	Meet with members of Community College staff	1	1

4. GUIDANCE & PROGRAM PLANNING

Performance Objectives	Activities Description	Assignment # of Teachers	Total Work Days
Discuss with incoming freshmen students and their parents, "Program Planning in Agricultural Education" and inform all new students and parents to program planning	<p>Contact at least 80% of all new ag students and their parents in their homes.</p> <p>Send invitations to 60 students from FFA students inviting them to summer FFA meetings</p> <p>Distribute program summary sheet</p>	2	14
Assist agriculture graduates in enrolling in colleges	Make arrangements for Community College ag staff to meet with students		
Assist 5 high school ag graduates in securing a job	Provide counsel for students and employers contacts	1	1

5. DEPARTMENT PLANNING & MANAGEMENT

Performance Objectives	Activities Description	Assignment # of Teachers	Total Work Days
Develop a prioritized maintenance list to be submitted to Administration including needed repairs, transportation request, etc.		2	2
Update curriculum for "Introduction to Agriculture" course		2	3
Maintenance department correspondence reorganization, files, reports, etc.		1	5
Close out school – end of year	Inventory, shop materials, etc.	2	2
	Close out FFA books for audit	1	2
Work with new man – orientation to school and the community	Introduce to members of community and FFA leaders. Travel with ag teachers for a few supervised visits	2	6

AGRICULTURE DEPARTMENT

SUPERVISION RECORD OF SUPERVISED AGRICULTURAL EXPERIENCE

Name: _____

Project(s): _____

Account Book: _____ Yes _____ No Parent Contact: _____ Yes _____ No

1. General condition of project: _____ poor _____ fair _____ average _____ above average

2. Recommendations: _____

3. Miscellaneous Information: _____

4. The student has attained or learned the following as a result of this project:

5. Student's Signature: _____ Date: _____

Signed:

Agricultural Instructor

White: Student's Copy

Yellow: Ag Dept.

Pink: Supt. Copy

Gold: Parent's Copy

**SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM
(SAEP)
DEFINITION, TYPES, AND MINIMUM ACCEPTABLE
CRITERIA FOR CALIFORNIA SECONDARY SCHOOLS
AGRICULTURAL EDUCATION PROGRAMS**

A Supervised Agricultural Experience Program (SAEP) for students enrolled in California Secondary School Agricultural Education Programs is an individually designed sequence of practical agricultural activities which occur out-of-class, meet established minimum criteria, are supervised by a qualified vocational agriculture teacher, and which develop competencies related to the agricultural career selected by the student.

There are several types of Supervised Agricultural Experiences which a student might incorporate into a SAE program. A SAE program can legitimately be comprised of a single type of SAE or it might be a mixture of two more types.

The types are:

1. **Ownership/Entrepreneurial/Productive**

SAEs in this category may be individually owned or they may be partnerships, cooperatives, or other forms of group ownership. They are mini-enterprises in agricultural production or agribusiness and may relate to any of the six Agricultural Education program areas. They may be conducted on school property or off school property. A key feature is that the student(s) engaged in this type of SAE invariably have a financial investment or risk in it.

2. **Paid Placement**

SAEs in this category involve only those situations where the student is employed in an agricultural job and is compensated for hours of labor. To determine if the job is agriculturally related, a positive answer to the following question must be made: "Does a knowledge of agriculture enhance the employability in the career selected?" The compensation may be set wage or salary or it might be comprised of other forms such as barter for feed, rent, equipment payments, or other inputs required to conduct the program. In any case, the form and amount of compensation must be a matter of record. The agricultural job may be in agricultural production or agribusiness and may relate to any of the seven Agricultural Education program areas.

3. **Unpaid Placement**

SAEs in this category consist only of those situations where the student is employed in an agricultural job for experience only and is not compensated in any other manner for hours of labor. The agricultural job may be agricultural production or

agribusiness and may relate to any of the six Agricultural Education program areas. (For the purpose of degree advancement in the FFA a student may claim “minimum wage” to calculate income.)

4. **Directed Laboratory**

SAEs in this category are unpaid group experience in a practical agricultural activity planned by the Agriculture teacher especially for those students who are unable to engage in any other form of SAE. It usually is on school property but not necessarily so. It is funded through some source other than the students personally. It may be conducted partially during class time but must involve student labor out-of-class hours as well. Students may share in profits returned by the activity but not necessarily.

5. **Home and Community Improvement**

SAEs in this category may be used only as a supplementary experience in an SAE program which includes one or more of the other types. They frequently do not involve competencies related to agricultural occupations and usually are unpaid. They may be group or individually conducted.

A SAEP shall meet the following minimum criteria:

1. The SAEP shall be described in the student’s career plan.
2. Students enrolled in their first year of Agricultural Education shall be engaged in their SAEP by the end of that year.
3. Students enrolled as continuing or advanced students in Agricultural Education courses must conduct SAEP activities during each year of their enrollment.
4. A student’s SAEP must increase in scope (hours, head, acres, etc.) and/or become more diverse from one year to the next each year of enrollment in Agricultural Education.

The minimum scope for SAEP shall be:

First Year of Enrollment

- develop and file plan by end of third quarter
- 75 hours of self-labor
- maintain records
- develop and practice at least 10 competencies

Second Year of Enrollment

- review and modify SAEP plan as necessary
- 150 hours of self-labor
- maintain records
- develop and practice at least 10 additional competencies

- either/and a. at least one additional type of SAEP
- b. more numbers of same type of SAE

Third Year of Enrollment

- review and modify SAEP plan as necessary
- 225 hours of self-labor
- maintain records
- develop and practice at least 10 additional competencies; list in SAEP records
- either/and
 - a. at least one additional type of SAE
 - b. more numbers of the same type of SAE
 - c. Substitute a new type of SAE for another which is to be discontinued

Fourth Year of Enrollment

- review and modify SAEP plan as necessary
- 225 hours of self-labor
- maintain records
- develop and practice at least 10 additional competencies; list in SAEP records
- either/and
 - a. at least one additional type of SAE
 - b. More numbers of the same type of SAE
 - c. Substitute a new type of SAE for another which is being discontinued

5. A student's SAEP must be supervised by the Agricultural teacher who shall confer with the student at the SAE site(s) at least once per grading period while the SAE is being conducted.
6. The student's participation in SAE and the quality of the SAE program shall be a planned part of the student grading system for the Agricultural Education program
7. Students must keep records on their SAEP in the California Agricultural Education record book.
8. A student's SAE ownership will have a potential for producing a financial return.
9. At least 75% of the student's self-labor in an SAE must be conducted outside the school's usual class hours.
10. Competencies developed through SAE must contribute to the student's employability in an agricultural occupation related to the student's career goal.

SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM (SAEP)
A CALIFORNIA AGRICULTURAL TEACHERS' ASSOCIATION POSITION
PAPER REGARDING EXPERIENTIAL EDUCATION FOR SECONDARY
SCHOOL STUDENTS OF AGRICULTURAL EDUCATION

Since its very beginning in 1917 as a federally supported component of the public secondary school system, vocational agriculture has incorporated some form of experiential education as a teaching strategy.

In the earliest days when all students came from farms and ranches and were destined to return there upon completing their high school education, this experiential education usually took the form of a production enterprise in livestock, poultry, crops, etc., conducted on the home place.

There was a three-fold purpose for these “projects”: (1) to provide the student with an opportunity to develop, through experience and under the supervision of his Agricultural Education teacher, skills and knowledge required to conduct financially rewarding agricultural production enterprises; (2) to provide a demonstration to the community of modern practices in agriculture; (3) to provide a means for the Agricultural Education student – Future Farmer – to begin his actual establishment in farming.

All Agricultural Education students were required to engage in one or more “projects” as a condition of enrollment in Agricultural Education classes.

There is abundant testimony that the early day Agricultural Education program served those purposes well.

In the early post-World War II years it became generally recognized that “Agriculture is More Than Farming” – a slogan adopted by agricultural educators at all levels throughout the United States.

In attempting to establish a definition for this broadened concept of agriculture, several agricultural categories or classifications were proposed. The U.S. Office of Education proposed that the classification be made according to broad occupational clusters. These clusters were: Production Agriculture (farming and ranching); Agricultural Supplies and Services; Agricultural Mechanics; Agricultural Products and Processing; Ornamental Horticulture; Agricultural Resources; and Forestry.

Under this broadened concept of agriculture, Agricultural Education’s responsibility was similarly expanded. Whereas before, Agricultural Education’s function was limited to preparing persons for work on the farm or ranch, now it had the task of preparing persons for

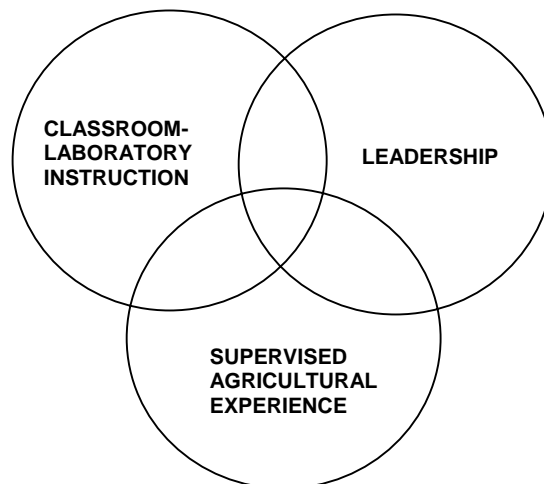
gainful employment in occupations found in all seven of the occupational clusters associated with the broadened perspective of agriculture.

It soon became obvious that the original three-fold purpose cited earlier for the “Agricultural Education projects” was no longer relevant to the expanded, modernized Agricultural Education program.

In addition to the expanded occupational scope of the Agricultural Education program, other changes were occurring that affected the validity of the “product requirement”:

- The word *Supervised* indicates that the student’s Agricultural Education teacher oversees this part of his agricultural education just as he does all other aspects.
- The term *Agricultural Experience* is to describe the nature and purpose of the activity – to provide the student with experience in an Agricultural occupation.
- The word *Program* suggests that this activity has more than one part. In fact, a student’s SAEP may consist of several, separately identified activities each of which frequently is called a “project.”

The relationship of SAEP to the other major components of a total Agricultural Education program often is illustrated as one of three interlinking, overlapping, equal circles.



It is intended that _____ this should describe inseparability, equality and interdependence of each of these components.

Some observed changes in the characteristics of Agricultural Education’s brand of experiential education as it has evolved from projects to SAEP are as follows:

- In earlier days all Agricultural Education students had one or more home projects, whereas today fewer than one-half conduct any form of SAEP outside of class time.
- In earlier days most home projects were directly related to students' intended life work, whereas today only a few Agricultural Education students conduct SAEP which is directly related to their career goals.
- In earlier days most home projects grew in scope and quality from one year to the next, whereas today few SAEPs grow from one year to the next.
- In earlier years most Agricultural Education students conducted projects that would form the nucleus of a herd, flock, farm, etc., for their establishment in farming upon graduating from high school, whereas today it is rare that an SAEP reaches a scope and quality which would make that possible or which would convince a financier to back the graduated Agricultural Education student in such an enterprise.
- In earlier days a major part (as much as 50%) of the Agricultural Education teacher's time was given to on-site supervision of students' home projects, whereas today it is unusual for an Agricultural Education teacher to consign even an average of 8 hours per week to the supervision of students' occupational experience.

It is only natural that the Agricultural Education program change to accommodate the changes occurring in agriculture. Changes in the Agricultural Education program must include changes in its SAEP component.

The question, then, is "are the changes which have already occurred in SAEP the result of planned, proactive action and are they appropriate and adequate to meet the needs of today's Agricultural Education program?" Or, "are they changes which are adversely affecting the effectiveness of the program in accomplishing its purposes?"

This issue became the topic for consideration by CATA's Secondary Division at its meeting during the 1982 Annual Summer Conference of the Association.

Vice President Bill Kellogg of San Jacinto High School offered the members 26 questions pertaining to SAEP which he felt would stimulate their thinking on the topic. A "White House Conference" style session was conducted during which the several table groups discussed whichever of the 26 questions seemed especially significant to them. The input from these table groups has been combined and summarized in the balance of this paper which comprises CATA's Statement of Policy Regarding Supervised Agricultural Experience Programs for students enrolled in Agricultural Education.

What is a Supervised Agricultural Experience Program?

A student's Supervised Agricultural Experience Program (SAEP) is one of his teacher's ways of extending instruction beyond the walls of the classroom, shop, or other school facility. Through this medium, the teacher is able to provide planned learning experiences for the student that would not otherwise exist.

The application of knowledge gained through directed learning in the school classroom, shop, or field lab often can occur only in a "real" situation which does not, perhaps cannot, exist in the school. Action taken by the teacher to place students in "real" situations and supervise their experience in that situation is an essential part of their teaching assignment in Agricultural Education.

SAEP has the following characteristics:

1. It is an activity which is identified with a specific agricultural enterprise or occupation and involves the student in hands-on experiences which are directly associated with that enterprise or occupation.
2. The student may be self-employed in the enterprise/occupation or may be employed by another, either paid or unpaid.
3. The student's involvement in this experience occurs outside of his school's usual class hours.
4. Under some circumstances the student's SAEP may be located on school facilities.
5. The student plans SAEP with the assistance of the Agricultural Education teacher and conducts it under the regular supervision of that instructor.
6. The Agricultural Education teacher allocates a significant portion of his work hours to the supervision of students' SAEP.
7. Students keep records pertaining to their SAEP as prescribed by the teacher and those records are periodically reviewed by the teacher.
8. Students may be individually engaged in SAEP or cooperatively with other students.
9. The student's plan for SAEP includes goals and provisions for growth in scope and complexity.

**What are the Purposes of
Supervised Agricultural Experience Programs
As a Part of Contemporary
Agricultural Education?**

As seen by the Agricultural Education teacher, whose main function is to serve as a manager, coordinator, or consultant of learning for his students as they seek careers in agriculture, the specific purposes of SAEP are:

1. To provide opportunities for hands-on experience in skills and practices required for successful employment in agriculture.
2. To provide opportunities to gain documented experience in agriculture which can provide references for future employment.
3. To provide opportunities for students to identify, develop, and demonstrate personal characteristics required for successful employment in agriculture. Some examples are initiative, responsibility, dependability, self-reliance, etc.
4. To provide opportunities for students to observe and participate and select a place in the “world of work.”
5. To capture, retain, and focus student interest in agriculture.
6. To provide an opportunity for students to discover and deal with the financial realities of agricultural production and/or employment.

Although modern SAEP certainly can lead to establishment in farming, that no longer is a goal for it. In fact, the opportunities for young persons to become fully established as entrepreneurs in any agricultural enterprise are remote. Most Agricultural Education students should not be encouraged to think of SAEP as direct preparation for becoming established in an agricultural enterprise as an owner/operator or as an employee.

Rather, they should expect their individual SAEPs to benefit them in ways suggested by the specific purposes stated here earlier.

Especially for beginning Agricultural Education students, the selection of SAEP enterprises need not have a direct career goal relationship. Many of today’s Agricultural Education students are seeking to establish their occupational goals. The SAEP can be an exploratory experience for them. Also, the personal characteristics developed through successful SAEP are relevant to most occupations (even out of agriculture). Therefore, the SAEP experience will be beneficial in preparing one for work even if it is not directly related to the job or jobs a person eventually takes.

On the other hand, a student will gain maximum benefit from SAEP if it is the same as or directly related to the occupation and/or advanced training entered upon leaving high school.

Is SAEP a Necessary Component of Contemporary Agricultural Education Programs?

Every Agricultural Education student except those enrolled in their first year of Agricultural Education should be required to conduct SAEP.

It would be helpful even to those first year students, but probably not necessary, for accomplishing the goals of that “introduction” course.

Individually owned and operated enterprises or individual employment in an agricultural job probably are the “best” forms of SAEP in terms of benefits to the student. It is recognized, however, that it may not be possible for every student to arrange this kind of experience.

Group or cooperatively owned and operated enterprises may often be a suitable alternative to the individual approach.

Students cannot be required to commit personal funds to SAEP as a condition of enrolling in an agricultural education class. If involvement in SAEP is a condition for satisfactory participation in an Agricultural Education class (as is recommended), the school must provide a means for students to have that experience without personal cost to them. Some ways for accomplishing this are:

- Arrange for the student’s employment in an appropriate agricultural job.
- Provide financing for individual or group enterprises, either by the school or from other non-school sources in the community.
- Provide facilities on the school’s farm laboratory for raising animals and growing crops.

Since SAEP is a “tailor-made” experience for each student, designed to suite the individual’s needs and circumstances, standardization of SAEP throughout the state is not feasible. However, each teacher should have “clearly” defined criteria for evaluating student performance and growth in the SAEP. Students should be informed about these criteria.

Students may be aided in planning SAEP if they have some guidelines or examples of successful SAEP as models.

Since SAEP can be said to be the “homework” required of Agricultural Education students, students’ performance in it should be graded and that grade should be incorporated in the evaluation of the students’ overall performance in agricultural education.

Under some circumstances, students can earn additional school credit toward graduation for conducting satisfactory SAEP. That operation should be considered by each school offering agricultural education programs.

What is the Teacher's Role and Responsibility In Supervised Agricultural Experience Program?

Perhaps the Agricultural Education teacher's major responsibility pertaining to SAEP is to assure that it is an essential, effective component of the school's overall Agricultural Education program – that all Agricultural Education students are aware of its values, purposes, characteristics, opportunities, etc., and that they participate in it.

The most obvious requirement of the teacher is that time be allocated and utilized for out-of-class supervision of students at the site of their SAE activities. The "S" of SAEP is "Supervised". The intention is that the teacher has the same involvement with the student in this individualized instruction part of the Agricultural Education program as he or she does in the classroom, shop, or farm lab group instruction part.

The teacher should have scheduled, organized, purposeful visits to observe the student activity in SAEP and to assist in causing that to be a quality experience for the student.

In most cases one teacher cannot effectively supervise the agricultural experience of more than 50 individual Agricultural Education students and that only if a period of the school day is set aside for that purpose. If several students are participating in group or cooperative projects or if they individually conduct their SAEP activities at a single site, such as a school farm lab, the teacher may be able to slightly increase the number of students supervised.

The frequency of supervision visits by the teacher will vary among the students according to the complexity of their SAEP. However, a minimum of four visits per year spaced throughout the duration of the activity should be the goal.

In the case of students who are employed in an agricultural job for SAEP purposes the teacher should look to the employer as a co-supervisor. They should work together to make that agricultural experience count for the student's career preparation.

Many students will conduct their SAEP activities at home. When such is the case, the teacher has an opportunity to incorporate a parental visit with the task of observing the student's SAEP activity. This opportunity should be utilized.

In fact, even for those students who do not maintain SAEP activities at home, the teacher should incorporate in the visitation schedule at least one parental-home visitation per year.

The purpose of this parental contact are:

- Demonstrate to parents that the teacher is interested in the development of their child.
- Form an alliance with parents for the career and personal guidance of their child.

- Teacher become acquainted with home condition which may have a bearing on the student's performance.
- Inform the parents of program purposes, expectations, and activities, and of their child's performance, etc.

In addition to the scheduled visits, the Agricultural Education teacher must also be "on call" for students who have an immediate need for assistance with their SAEP. Animals get sick, equipment breaks, employers become crotchety at unexpected and sometimes inconvenient time. The students frequently panic in these crises and desperately need the assistance of the advisor.

Because SAEP is an activity unique to agricultural education as a program requirement, students will not usually understand it well enough to assume the initiative in establishing themselves in it. Nor will they always know how or where to get started. This situation places other demands on the Agricultural Education teacher. First, the teacher has a responsibility for the development of SAEP opportunities. The teacher should locate agricultural work stations (jobs) in the community which are available to Agricultural Education students. The operators of farms/ranches which are available in the community should be encouraged to provide work opportunity (not necessarily paid) for Agricultural Education students referred to them by the Agricultural Education teacher.

In addition to arranging for job situations, the Agricultural Education teacher should establish a reservoir of ideas and opportunities for individual and group conducted agricultural projects for students to draw when they are unable to identify prospective activities by themselves.

Teachers should actively assist in helping students to locate, purchase, and transport project materials, equipment, and livestock. Teachers should expect to spend time in "searching" for these items.

The teacher is responsible for assuring that every Agricultural Education student incorporates recordkeeping as an important segment of their SAEP. The teacher must be certain that the students know how to keep appropriate records related to that experience and that they do it.

When students are permitted to maintain SAEP activities in school facilities, the teacher is responsible for maintaining a safe environment in that facility and for assuring that students conduct themselves safely and that their performance of SAEP tasks is a positive learning experience.

Teachers should not hesitate to spend "classroom time" on student sharing and discussion of SAEP experiences. After all, those experiences are partially intended to be a field extension of classroom instruction.

The teacher should incorporate an orientation unit on SAEP in beginning level Agricultural Education courses as a means of informing all beginning students of the SAEP requirement,

how it works, and what a student gains from it. The relationship of SAEP to FFA can be described at this time, too.

The teacher should maintain SAEP records which describe the following:

- Dates of visitation and major observations at time of visit.
- Individual student SAEP plans.
- School wide summarization of student SAEP by kind, scope.
- Individual student SAEP records of kind, scope, growth, and performance.

Probably Agricultural Education teachers cannot realistically expect to be financially compensated for all the time they devote to the supervision of students' agricultural experience. This is not to say that school districts should not provide school time and other resources to this instructional activity by the teacher. Quite to the contrary! Nevertheless, the profession of agricultural education teacher, as do many other professions, will require the contribution of time for "the cause." Most teachers realize this and accept it as part of a job to which they are devoted. There is no reluctance to make this contribution as long as there is evidence that the school district also is tangibly supporting the work by supplying time and/or financial compensation, transportation, and other personal expenses which may accrue to the teacher in fulfilling this part of the job.

It should be noted that the teacher responsibilities and other SAEP requirements noted in this paper are not to apply only to the Agricultural Education teacher in a traditional, district/federal sponsored Agricultural Education program. They apply equally to teachers of ROP/C Agricultural Education courses offered to high school students.

In fact, it should be stated that the SAEP requirement itself applies equally to ROP/C Agricultural Education courses.

**What Resources Must be Provided by the School District
For Conducting Supervised Agricultural Experience Programs?**

The district's major responsibility for the SAEP segment of the Agricultural Education program is to provide the services of the teacher for supervising students in their agricultural experience. The teacher should be allocated adequate compensated time for on-site visitation. Normally, during the school year, one school period a day should be assigned to this task for each 50 students being supervised.

If students' SAEP continues into the summer months, at least one full-time equivalent Agricultural Education teacher should be maintained on the district payroll on a full-time basis. If there are more than 40 students engaged in SAEP during the summer months, there

should be an additional full-time equivalent teacher employed for each additional 40 students.

Students' SAEP activities are usually located throughout the community. The Agricultural Education teacher is required to travel about to provide on-site supervision. The district should provide the transportation, either by providing a district-owned vehicle and fuel or by compensating the teacher for using his/her own vehicle.

Since a part of the teacher's role in SAEP is to assist students to obtain livestock, feed, fertilizer, seed, equipment, etc. that is to be used in their enterprises, the teacher will often need to have ready access to a pickup.

Probably, the usual arrangement will be to provide a pickup truck for the sole use of each Agricultural Education teacher in a school, to be used for SAEP supervision and other purposes related to the Agricultural Education program.

The district should provide certain specialized equipment and facilities required for successfully operated SAEP that might not be available to the students from other sources in the community and which may not be feasible for them to purchase themselves. Some examples are: portable scales, greenhouse, land, livestock pens, etc.

Often the district can augment its funds available for providing these resources through non-traditional funding sources such as booster clubs, local service clubs, private donations, etc.

What Are Some Practices Which Enhance the Quality of Supervised Agricultural Experience Programs?

Agriculture Education has more than 65 years of experience utilizing SAEP as an instructional strategy. During that time many "proven practices" have emerged. Some of those practices not already mentioned in this paper are listed here in recommended for utilization by schools wishing to prepare quality in their students' SAEP.

1. Prepare and distribute to students an SAEP handbook which describes the school's requirements for it, lists the kinds of projects which can be included in an SAEP, explains how SAEP is evaluated, gives examples of good quality SAEP showing progress from year to year.
2. The term "Supervised Agricultural Experience Program" intimidates some students. The teacher may wish to use something simpler such as the old standby term "project" even though that term has limited meaning in the strictest sense.
3. Every student should have a written plan for SAEP. That plan should be reviewed annually by the student, advisor, and, if possible, parents.
4. Utilize National FFA proficiency and achievement award systems.

5. Incorporate SAEP accomplishment in FFA Chapter Point Award System.
6. Emphasize honor of FFA State and American Farmer Degrees – recognize (“glorify”) chapter members who earn these degrees.
7. Encourage participation in “Project Competition” programs – local and sectional.
8. Solicit local organization to provide livestock “chains” as with former Sears Breeding projects.
9. Develop local sources for project financing, i.e., banks and credit institutions, boosters club loan fund, etc.
10. Provide school facilities for first year students’ SAEP.
11. Encourage cooperative projects for “timid” students or for those with limited resources.
12. Maintain regular written oral communications with students’ parents.
13. Provide project tour for parents and other interested adults.
14. Adjust home visitation hours to coincide with times when parents are at home.
15. Involve parents in school farm work days and improvement projects.
16. Maintain a visible record of teacher supervision visits as a means of keeping SAEP in the minds of students and visitors to the Ag. Department.
17. Plan visitation schedule to assure equitable supervision of all students’ SAEP.
18. Take beginning students on tour of successful projects.
19. Utilize summer months to contact all first-year students and their parents to discuss SAEP plans.
20. Take steps to assure the success of students’ first project.
21. Use third and fourth year students as advisors to beginning students.
22. Utilize the assistance and experience of other teachers whose students have successful SAEP.
23. Provide the school board with special presentations.
24. Invite board members and administrators to serve as local judges for Project Competition.

COMMUNITY CLASSROOM PERMIT/TRAINING PLAN

Co-op <input type="checkbox"/>	Comm Classroom <input type="checkbox"/>
Student ID # _____	
Class Code _____	

Last Name: _____ First Name: _____ Grade _____ High School _____ Counselor _____

Address _____ City _____ Zip _____ Telephone _____ Birthdate _____

R.O.P. Class Title: _____ Name of Parent/Guardian _____

Name of Site: _____	Phone: _____	Site No. _____
Site Address: _____	Site Supervisor: _____	Contact Person: _____
Site Entry Date: _____	Instructor: _____	Phone: _____
R.O.P. Instructor's Signature: _____	Date: _____	

Community Classroom Certification: This section to be completed if the site is a community classroom site. **Co-op Site** will use the **Co-op Training Agreement** in place of this section, and without the **Agreement of Affiliation**.

I understand that this student is placed in my business as an extension of his/her R.O.P. training. I have received a copy of the **Agreement of affiliation** and have received the **Training Plan** which outlines the tasks this student is to accomplish while at my training site.

Signature of Community Classroom Contact _____ Date _____

Student's Career Objective _____

Job Title (DOT Classification) _____ Job Description: _____

S = School

TS = Training Station

Est. Hrs. = Estimated hours need to complete training

S	TS	Areas of Experience and Training	Est. Hrs.	Comments

Program does not discriminate on the basis of race, color, national origin, sex, or handicap in its educational programs and activities. Equal employment opportunity affirmative action employer.

White: RP Central Office **Green:** Employer **Canary:** Career Tech **Pink:** Student/Parent **Goldenrod:** Instructor

**Cooperative Vocational Education
TRAINING AGREEMENT**

Student ID#	_____
Class Code	_____
Enroll Date	_____
Site Number	_____
Date Entered Site	_____

Cooperative Vocational Education (COOP) is an instructional program open to ROP students as an extension of their classroom training. This program correlates formal vocational classroom instruction with regularly scheduled, paid, on-the-job learning experiences.

COOP assists students to develop and refine occupational competencies (attitudes, skills, and knowledge) needed for entry-level employment or advanced training in a vocational program.

The Education Code of the State of California requires that students in cooperative vocational education programs be covered by a training agreement that is signed by the parties involved. This agreement may be terminated for cause at any time by any of the parties. Responsibilities of each party are detailed below.

ROP RESPONSIBILITIES	EMPLOYER RESPONSIBILITIES
<p>As a teacher-coordinator in the ROP _____ Program, I agree to:</p> <ol style="list-style-type: none"> 1. Inform the student and his parent/guardian of program rules and regulations. 2. Assist the student in obtaining and completing necessary program forms. 3. Instruct the student regarding responsibility to both employer and ROP. 4. Work closely with the employer in order to provide the student with maximum benefit from his employment experiences. 5. Visit the student's place of employment periodically and consult with the employer regarding the student's performance on the job. 6. Correlate related learning activities in the control class with the experiences at the job training station. 7. Assist the student to work out problems at school or work which are affecting job performance. 8. Provide the employer with evaluation forms and discuss the job performance of the student with employer and student. <p>Teacher-Coordinator's Signature _____ Address _____ Business Phone _____ ROP Class Name _____</p>	<p>As a training-station sponsor in the ROP _____ Program, I agree to:</p> <ol style="list-style-type: none"> 1. Inform the student of rules, regulations, and duties expected of him/her on the job. 2. Supervise the student on the job; assist him/her to improve his/her performance; and assign him/her to more responsible duties or positions if openings occur for which he/she is qualified. 3. Plan an appropriate variety of job tasks/responsibilities. 4. Abide by State and Federal laws/regulations pertaining to employment and Civil Rights. 5. Provide Workers compensation coverage for the study (only requirement, no other benefits). 6. Verify the hours the student works by signing his time card. 7. Confer with the teacher-coordinator regarding the student's progress or need for additional help. 8. Discuss the job performance of the student with the teacher-coordinator and complete the written evaluation forms that will be provided. 9. Inform the teacher-coordinator when planning to terminate a student's employment. 10. Terminate the student's part-time employment at the training station when he leaves the control class. 11. Employ the student for the minimum of ten hours per week. 12. Assign the student to the following initial employment: <p>Type of work _____ Starting date _____ Work hours _____ Wage per hour _____ Work days _____</p> <p>Employer's Signature _____ Employer's Name _____ Firm Name _____ Firm Address _____</p>
PARENT/GUARDIAN RESPONSIBILITIES	STUDENT RESPONSIBILITIES
<p>As a parent/guardian in the ROP _____ Program, I agree to:</p> <ol style="list-style-type: none"> 1. Approve the student's enrollment in the program. 2. Encourage the student to effectively carry out his duties and responsibilities of the program at work and at school. 3. Arrange transportation for the student and accept liability if incurred. Transportation for the program is the responsibility of the student and the parent. The school will not authorize or be held responsible for the mode of transportation that is used. <p>Parent/Guardian signature _____ Address _____ Home Phone _____ Emergency Phone _____ Date Agreement Completed _____</p>	<p>As a student in the ROP _____ Program, I agree to:</p> <ol style="list-style-type: none"> 1. Follow the program rules and regulations established by the school and employer. 2. Obtain a Social Security card and a work permit if needed 3. Submit a time card to verify the number of hours work as required by the teacher-coordinator. 4. Complete all required report forms on time as required by teacher-coordinator. 5. Notify the teacher-coordinator and the employer of school or job-related problems that are affecting job performance. 6. Attend school regularly and report promptly to school and my job. 7. Attend the ROP-related class regularly and complete all assignments which I am given. 8. Let my employer know <i>before</i> I miss work if I am sick or have an emergency. 9. Let my teacher-coordinator, within one day, if I lose my job. 10. Let my teacher-coordinator know if I have problems or conflicts which interfere with my work. 11. Let my teacher-coordinator know if I find it necessary to quit my job before I talk to my employer. 12. Stay in the ROP program until the end of the school year. <p>Student's Signature _____ Student's Name _____ Age _____ Address _____ Phone _____</p>
<p>Program does not discriminate on the basis of race, color, national origin, sex, age or handicap in its educational programs</p>	<p>WHITE: ROP Central Office; GREEN: C.C. Supervisor, YELLOW: Student; PINK: Career Tech; GOLD: Instructor</p>



California Commission on Teacher Credentialing

Updated 6-2003



State Of California
California Commission On Teacher Credentialing
Box 944270
1900 Capitol Avenue
Sacramento, CA 94244-2700

Telephone:
(916) 445-7254
or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Web site: www.ctc.ca.gov

SINGLE SUBJECT TEACHING CREDENTIAL Requirements for Teachers Prepared in California

A Single Subject Teaching Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those in most middle schools and high schools. However, a teacher authorized for single subject instruction may be assigned to teach any subject in his or her authorized fields at any grade level-- preschool, grades K-12, or in classes organized primarily for adults.

Individuals must contact the colleges or universities for specific program requirements.

Candidates for the Single Subject Teaching Credential who complete their teacher preparation through a Commission-accredited program in California must be recommended for the credential through their college or university credentials office. Programs will vary slightly from college to college, but all programs will include specific requirements established by the Commission. The sequence of requirements is listed below. Please contact the Commission, a public school district, a county office of education, or a Commission-accredited college or university for application materials.

Upcoming Changes to Teacher Preparation Programs

New standards for the Single Subject Teacher Preparation Program (SB 2042) have been adopted by the Commission. All California colleges and universities must submit new programs by January 1, 2004 for Commission approval. When colleges and universities have the new programs in place they will be operating both the current Ryan Single Subject Program and the new SB 2042 Program simultaneously.

Requirements for the Preliminary Credential

The preliminary credential is issued for a maximum of **five years**. If requirements for the professional clear credential are not completed before the expiration of the preliminary, the holder will be unable to teach in California's public schools with that credential until those requirements are met and the document is renewed.

Applicants must satisfy **all** of the following requirements for the Five-Year Preliminary Teaching Credential:

1. Complete a baccalaureate or higher degree, except in professional education, from a regionally-accredited college or university

2. Complete a single subject teacher preparation program including successful student teaching, and obtain the formal recommendation for the credential by the California college or university where the program was completed
3. Pass the California Basic Educational Skills Test (CBEST) (For more information, contact the CBEST Program, National Evaluation Systems, Inc., P.O. Box 340880, Sacramento, CA. 94834-0880, 916-928-4001, or www.cbest.nesinc.com.)
4. Satisfy the Developing English Language Skills, including Reading requirement by completing a comprehensive reading instruction course that includes the following: the systematic study of phonemic awareness, phonics, and decoding; literature, language, and comprehension; and diagnostic and early intervention techniques
5. Complete a course (two semester units or three quarter units) in the provisions and principles of the U.S. Constitution, **or** pass an examination in the subject given by a regionally-accredited community college, college, or university
6. Verify knowledge of the subject to be taught by **one** of the following two methods:
 - a. achieve a passing score on the appropriate subject-matter examination(s). Information, including passing scores and registration, can be found in [Verifying Subject-Matter Competence leaflet CL-674S](#).
 - b. complete a Commission-approved subject-matter program or its equivalent and obtain verification of completion from the authorized person in the education department of a California college or university with an accredited program
7. Complete foundational computer technology course work that includes general and specialized skills in the use of computers in educational settings

Requirements for the Professional Clear Credential (SB 2042)

Individuals who complete an SB 2042 teacher preparation program and receive a five-year preliminary credential must earn a professional clear credential by completing one of the following three options:

Option 1

A [Commission-approved SB 2042 Professional Teacher Induction Program](#) through an approved school district, county office of education, college or university, consortium, or private school. The Induction Program includes the advanced study of health education, special populations, computer technology, and teaching English learners.

Individuals applying for the professional clear credential under Option 1 must submit their application through their approved Induction sponsor.

Option 2

A Beginning Teacher Support and Assessment (BTSA) Program and Commission-approved course work satisfying the following requirements:

- advanced course work in health education that includes, but is not limited to, nutrition; the physiological and sociological effects of alcohol, narcotics, and drug abuse; and the use of tobacco
- advanced course work in the laws, methods, and requirements for providing educational opportunities to special populations in the regular classroom
- advanced course work in computer technology including the use of computers in educational settings
- advanced course work in teaching English learners (effective July 1, 2005)

Individuals applying for the professional clear credential under Option 2 may submit their application through their local school district or county office of education

Transition from Beginning Teacher Support and Assessment (BTSA) Programs to Commission-Approved Induction Programs

BTSA Programs are currently writing to Induction Program standards and are expected to be approved SB 2042 Induction Programs by the end of 2003. It is anticipated that Option 2 will be phased out over the next year. If an individual does not currently have access to an SB 2042 Induction program, an individual may begin the BTSA Program and finish the remaining requirements in an approved SB 2042 Induction Program that will include the advanced study course work content of health education, special populations, computer technology, and teaching English learners.

Option 3

A fifth year of study completed at a California college or university with a Commission-accredited teacher preparation program, securing that institution's formal recommendation for the professional clear credential. The following must also be verified with the application for the professional clear credential:

- advanced course work in health education that includes, but is not limited to, nutrition; the physiological and sociological effects of alcohol, narcotics, and drug abuse; and the use of tobacco
- advanced course work in the laws, methods, and requirements for providing educational opportunities to special populations in the regular classroom
- advanced course work in computer technology including the use of computers in educational settings

- advanced course work in teaching English learners (effective July 1, 2005)

Individuals applying for the professional clear credential under Option 3 must contact their California college or university and obtain a formal recommendation. If an individual opts to complete the fifth year of study and the advanced study course work, the course work must be completed **after** the issuance date of the Five-Year Preliminary Multiple or Single Subject Teaching Credential.

Requirements for the Professional Clear Credential (Ryan)

To obtain the Professional Clear Single Subject Credential, individuals who have completed a Ryan Teaching Preparation Program must satisfy all of the requirements for the Preliminary Single Subject Teaching Credential **plus** all of the requirements listed in one of the following options:

Option 1

A [Commission-approved SB 2042 Professional Teacher Induction Program](#)

Verification of training in cardiopulmonary resuscitation (CPR) that covers infant, child and adult CPR skills.

Individuals applying for the professional clear credential under Option 1 must submit their application through their approved Induction sponsor.

Option 2

A Beginning Teacher Support and Assessment (BTSA) Program. The following must be verified if not completed for the preliminary credential:

- course work in health education that includes, but is not limited to, nutrition; the physiological and sociological effects of alcohol, narcotic, and drug abuse; and the use of tobacco. This requirement includes verification of training in cardiopulmonary resuscitation (CPR) that covers infant, child and adult CPR skills.
- course work in the laws, methods, and requirements for providing educational opportunities to special populations in the regular classroom
- advanced computer technology course work in the use of computers in educational settings

Individuals applying the professional clear credential under Option 2 may submit their application through their local school district or county office of education.

Transition from Beginning Teacher Support and Assessment (BTSA) Programs to Commission-Approved Induction Programs

BTSA Programs are currently writing to Induction Program standards and are expected to be

approved SB 2042 Induction Programs by the end of 2003. It is anticipated that Option 2 will be phased out over the next year. If an individual does not currently have access to an SB 2042 Induction program, an individual may begin the BTSA Program and finish the remaining requirements in an approved SB 2042 Induction Program that will include the advanced study course work content of health education, special populations, computer technology, and teaching English learners.

Option 3

A fifth year of study at a California college or university with a Commission-accredited teacher preparation program, securing that institution's formal recommendation for the professional clear credential. The following must be verified if not completed for the preliminary credential:

- course work in health education that includes, but is not limited to, nutrition; the physiological and sociological effects of alcohol, narcotic, and drug abuse; and the use of tobacco. This requirement includes verification of training in cardiopulmonary resuscitation (CPR) that covers infant, child and adult CPR skills.
- course work in the laws, methods, and requirements for providing educational opportunities to special populations in the regular classroom
- advanced computer technology course work in the use of computers in educational settings

Individuals applying for the professional clear credential under Option 3 must contact their California college or university and obtain a formal recommendation.

Option 4

Teachers who are certified by the National Board for Professional Teaching Standards will be issued a professional clear teaching credential in the subject area in which they have received national certification. (See [Table 1](#).)

Individuals applying for the professional clear credential under Option 4 may apply directly to the Commission for a professional clear teaching credential by submitting **all** of the following:

- Copy of National Board Certification
- [Application form](#) [PDF] (41-4) and [current processing fees](#)
- [Character and Identification Clearance form](#) [PDF] (41-CIC), if not already on file with the Commission
- Copy of Livescan Service form (41-LS) or two fingerprint cards (FD-258 and appropriate fees), if not already on file with the Commission



State Of California
California Commission On Teacher Credentialing
Box 944270
1900 Capitol Avenue
Sacramento, CA 94244-2700

Telephone:
(916) 445-7254
or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Web site: www.ctc.ca.gov

SPECIALIST INSTRUCTION CREDENTIALS

Specialist Instruction Credentials authorize the holder to teach or provide services in the area of specialization listed on the credential. All the documents require the individual to complete a Commission-accredited program in the area of specialization, or an equivalent preparation program at a regionally-accredited institution outside of California.

AGRICULTURE

Authorizes the holder to teach agriculture in preschool, K-12 inclusive, and in classes organized primarily for adults. This credential authorizes the holder to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.

Requirements for the Specialist Instruction Credential in Agriculture

Applicants must satisfy **all** of the following requirements:

1. Possess a valid California Single-Subject Teaching Credential in Agriculture, Standard Secondary Teaching Credential in Agriculture Science, or Special Secondary in Vocational Agriculture
2. Complete a Commission-accredited specialist program, including student teaching
3. Obtain the recommendation of a California college or university with an accredited program in the specialist area

Out-of-state applicants

Out-of-state applicants may apply directly to the Commission for the professional clear credential if they satisfy **both** of the following requirements:

1. Possess a valid California Single-Subject Teaching Credential in Agriculture, Standard Secondary Teaching Credential in Agriculture Science, or Special Secondary in Vocational Agriculture
2. Complete a comparable program, including supervised student teaching appropriate to the specialization at a regionally-accredited institution, approved by the state agency where the course work was completed.



California Commission on Teacher Credentialing

DESIGNATED SUBJECTS VOCATIONAL EDUCATION TEACHING CREDENTIALS

FULL-TIME VOCATIONAL

The preliminary, clear, or professional clear full-time vocational education teaching credential authorizes the holder to teach the subjects named on the credential in grades K-12, and in classes organized primarily for adults, in technical, trade, or vocational courses which are part of a program of technical, trade, or vocational education. In addition, the holder may serve as a substitute in any vocational class for up to 30 days for any one teacher during the school year.

Vocational education teaching credentials are issued to individuals who meet the requirements listed below and who apply through and are recommended by either a Commission-accredited Local Education Agency (LEA) or by an Employing School District (ESD). A list of accredited LEAs (form CL-506) may be obtained from the Commission.

Requirements for the Full-time Vocational Credential

For the five-year* **preliminary** credential, applicants must satisfy **all** of the following requirements:

1. Verify five years of work experience directly related to each subject to be named on the credential (One year shall equal a minimum of 1,500 clock hours, and the experience may be either full or part time, or paid or unpaid. You may substitute 48 semester units of postsecondary vocational training, related to the subject to be named on the credential and verified by official transcript, for a maximum of two of the five years of work experience. This substitution may be made on a pro rata basis up to the two-year maximum.)
2. At least one year of the required work experience must be within the three years immediately preceding the issuance of the preliminary credential (Teaching is not generally accepted as work experience.) However, for the purpose of meeting the recency requirement, any of the following, or a combination of the following, may be cumulated to total 1,500 clock hours:
 - work experience
 - college-level related course work
 - non-college related course work
 - occupational internship
 - vocational teaching experience
3. **One** of the following requirements must be satisfied:
 - a. possess a high school diploma
 - b. possess a diploma based on passage of the GED Test
 - c. possess the foreign equivalent of a high school diploma
4. **One** of the following requirements must be satisfied:
 - . complete a two-semester-unit (or three-quarter-unit) course in the provisions and principles of the U.S. Constitution
 - a. pass an examination in the subject given by a regionally-accredited college or university
5. Obtain verification, signed by a Commission-accredited LEA, or by an ESD authorized to do so in accordance with guidelines established by the Commission, that the applicant has been fully apprised of the requirements for both the preliminary and professional clear credentials, including Level I and Level II requirements of the program of personalized preparation

***Period of Validity:** An initial preliminary full-time vocational education teaching credential issued on the basis of the applicant's satisfaction of requirements 1-4, specified above, authorizes service for **no more than two years** from the date of issuance of the credential unless the holder's employer (ESD) receives form CL-787, Verification of Completion of Level I Requirements from the LEA through which the holder completed those requirements. Once the holder's employer receives this verification, the credential's validity period will automatically be extended for the remainder of the five-year period from the date of issuance of the credential. **There is no need to apply for this extension.** The LEA's verification of completion of Level I requirements is the only documentation required in this process. If the credential holder's ESD is not known

to the LEA, form CL-787 will be sent directly to the credential holder for forwarding to the employer. The LEA shall also submit this form directly to the Commission to assist in documenting that the holder completed Level I requirements.

► A preliminary full-time vocational credential valid for one year may be issued to applicants who have completed all requirements except #4, U.S. Constitution. The credential may be extended to its full five-year term upon application once that requirement has been met.

For the **professional clear** credential (initially issued July 1, 1996), **all** of the following requirements must be satisfied:

1. Possess a valid preliminary full-time vocational education teaching credential
2. Obtain verification by the ESD of the successful teaching of a minimum of one course in each of four terms within the five-year period of validity of the preliminary vocational education teaching credential (Two of these terms must be with one ESD. The teaching must have been to learners at the grade level and in the subject(s) authorized by the preliminary vocational education teaching credential and must have occurred while holding the valid preliminary full-time vocational education teaching credential.)
3. Obtain verification by an LEA that the applicant has completed all Level I and Level II requirements of a Commission-accredited program of personalized preparation, including the use of computers in an instructional setting
4. Complete a unit requirement in health education, including, but not limited to, nutrition; the physiological and sociological effects of alcohol, narcotic, and drug abuse; and the use of tobacco (This requirement must also include training in cardiopulmonary resuscitation [CPR] that covers infant, child, and adult CPR skills.)

PART-TIME VOCATIONAL

The preliminary or clear (or professional clear) part-time vocational education teaching credential authorizes the holder to teach not more than half-time in the subject named on the credential in grades K-12, and in classes organized primarily for adults, in technical, trade, or vocational courses which are part of a program of technical, trade, or vocational education. For the purpose of this credential, half-time for the holder of this credential who teaches in only one school district shall not exceed one-half of a full-time assignment for vocational educators in that school district. Half-time for the holder of this credential who teaches in more than one school district shall not exceed one-half of the greatest number of hours considered to be a full-time assignment for vocational educators in any one of the districts.

Requirements for the Part-time Vocational Credential

For the five-year* **preliminary** credential, applicants must satisfy **all** of the following requirements:

1. Verify five years of work experience directly related to each subject to be named on the credential (The experience and the subjects that can be named on the part-time credential are the same as those specified for the full-time credential.)
2. **One** of the following requirements must be satisfied:
 - a. possess a high school diploma
 - b. possess a diploma based on passage of the GED Test
 - c. possess the foreign equivalent of a high school diploma
3. Obtain verification, signed by a Commission-accredited LEA, or by an ESD authorized to do so in accordance with guidelines established by the Commission, that the applicant has been fully apprised of the requirements for both the preliminary and professional clear credentials, including the program of personalized preparation

***Period of Validity:** An initial preliminary part-time vocational education teaching credential issued on the basis of the applicant's satisfaction of requirements 1-3, specified above, authorizes service for **no more than two years** from the date of issuance of the credential unless the holder's employer (ESD) receives form CL-787, Verification of Completion of Level I Requirements from the LEA through which the holder completed those requirements. Once the holder's employer receives this verification, the credential's validity period will automatically be extended for the remainder of the five-year period from the date of issuance of the credential. **There is no need to apply for this extension.** The LEA's verification of completion of Level I requirements is the only documentation required in this process. If the credential holder's ESD is not known to the LEA, form CL-787 will be sent directly to the credential holder for forwarding to the employer. The LEA shall also submit this form directly to the Commission to assist in documenting that the holder completed Level I requirements.

For the **clear** credential or **professional clear** credential (initially issued July 1, 1996), Applicants must satisfy **all** of the following requirements:

Appendix S

1. Possess a valid preliminary part-time vocational education teaching credential
2. Obtain verification by the ESD of the successful teaching of a minimum of one course in each of four terms within the five-year period of validity of the preliminary vocational education teaching credential (Two of these terms must be with one ESD. The teaching must have been to learners at the grade level and in the subject[s] authorized by the preliminary vocational education teaching credential and must have occurred while holding the valid preliminary part-time vocational education teaching credential.)
3. Obtain verification by an LEA that the applicant has completed all Level I requirements of a Commission-accredited program of personalized preparation, including the use of computers, in an instructional setting
4. Complete a unit requirement in health education, including, but not limited to, nutrition; the physiological and sociological effects of alcohol, narcotic, and drug abuse; and the use of tobacco (This requirement must also include training in cardiopulmonary resuscitation [CPR] that covers infant, child, and adult CPR skills.)

Verification of Work Experience

Title 5 Regulations require verification of five years of work experience or its equivalent related to each subject to be named on the credential. Verification of work experience means written confirmation of the applicant's qualifying experience, signed by the applicant's past or present employer(s) on company letterhead that attests to and/or includes **all** of the following:

1. Employer's name, address, and telephone number
2. The working relationship of the person signing the verification to the applicant
3. Beginning and ending dates of employment
4. Complete description of duties
5. A statement as to whether or not the employment was full-time (If employment was less than full-time, provide an accounting of the number of hours the applicant was employed.)

If the applicant was self-employed or if the applicant's experience was avocational, verification shall include a statement, signed by the applicant under penalty of perjury, detailing the information described in 1-5 above, and must be further substantiated, in writing, by other person(s) having first-hand knowledge of the applicant's self-employment or avocation, such as the applicant's accountant, major supplier of goods, or major user of goods or services.

**TEACHER DATA SHEET
AGRICULTURE EDUCATION**

Fill out one sheet for each teacher at the program site. Maintain an up-to-date copy on file with the program plan.

Name: _____

I. Credential Information

Date Issued	Credential (Full Title)	Major	Minor	Date of Expiration	University or Other Processing Agency

II. Work Experience

Dates	Type (Nursery, Cow/Calf, Dairy, Meat, Shop, etc.)	Location	Hours

III. Certificates, Specialized Training

Dates	Type (Artificial Insemination, Pest Control Advisor, etc.)	Issuing Agency

**TEACHER OF AGRICULTURE
JOB DESCRIPTION**

School District:

Position Title: Teacher, Agriculture

Position Function:

To plan and conduct instructional programs designed primarily to prepare and train youths for gainful employment or entrepreneurship in agricultural careers following high school or college; to perform ancillary functions in support of these instructional programs in agriculture; to assist in other school activities as assigned.

Specific Responsibilities and Duties

1. Provides agricultural instruction that is realistic in terms of current and future job specifications.
2. Utilizes a variety of teaching methods which will promote the attainment of desirable goals by each student.
3. Arranges sufficient contact with the work community so that the technical competency of the teachers will be maintained.
4. Participates in the development of instructional materials.
5. Participates in curriculum development for the specific education assignment and for the total program of the schools.
6. Participates in studies of the needs of youths in the school community.
7. Seeks the assistance of resource persons who are informed about and responsible for the instruction of students with various mental, physical, educational, and other special needs.
8. Assists in placement of students.
9. Cooperates with local career counseling and guidance personnel.
10. Assists all agricultural education students to make informed decisions regarding personal occupational goals in agriculture.
11. Assists all agricultural education students to develop personal training programs appropriate to their occupational goals in agriculture.

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12. Provides related instruction with field, shop, laboratory, cooperative work, or other occupational experience that is appropriate to the career objectives of the student.
13. Assists all agricultural education students to plan, develop, and conduct agricultural experience activities appropriate to their occupational goals.
14. Supervises the agricultural experience activities of all agricultural education students through on-site visitation wherever the activities occur by observation and conference with students, employers, and parents.
15. Using the vehicle of FFA, assists students to develop those attitudes and skills in citizenship, leadership, and human relations which will contribute to their personal and occupational success.
16. Advises and assists officers, committees, and members of the local FFA chapter as they plan and conduct activities of the organizations.
17. Encourages, supervises, and coaches FFA career development event teams as appropriate to the members' interests.
18. Actively participates in professional improvement activities including meetings and workshops called by the district, the California Department of Education, the California Agricultural Teachers' Association, or other agricultural organizations.
19. Evaluates students' progress toward achieving their occupational goals and reports to parents and district administration.
20. Maintains an environment which is conducive to learning with particular attention to safety practices, good housekeeping, appropriate instructional aids, textbooks, supplies and equipment, and student behavior.
21. Serves as resource person and executive secretary to the district advisory committee for agricultural education.
22. Follows up on graduates of agricultural education programs and maintains records of their placement and occupational or education successes.
23. Performs basic attendance accounting procedures.
24. Prepares annual budgets; orders supplies, instructional materials and equipment according to district procedures; maintains inventory records as required.
25. Plans, coordinates, and evaluates the work of the teacher aide, student teachers, custodian and lab assistant.

26. Prepares and revises as needed the district's goals, objectives, and course outlines for agricultural education programs. Conducts programs in accordance with them.
27. Makes minor repairs and adjustments to equipment; requests other equipment and facility maintenance and repair as required.
28. Assists in the development of the District Plan for Agricultural Education and in the completion of required statistical reports.
29. Performs other duties of student activity supervision as requested by the school administration.
30. Serves as a resource person in agriculture for the entire community.
31. Cooperates with community organizations.
32. Keeps school counselors and administrators informed concerning the educational needs, career opportunities, and instructional programs available to rural youth.

Applicable Authority

The teacher is required to perform his duties within the framework of the following sources of authority:

1. Local, state, and federal law.
2. District regulations, policies, and procedures.
3. Carl D. Perkins – Vocational and Technical Education Act of 1998 finding provisions.
4. California State Plan for Career Technical Education.
5. District budget:
6. Community morals and standards.
7. Professional ethics.

Minimum Qualifications

1. Credential – A valid California teaching credential which authorizes the teaching of the agricultural education subject assigned. (May be on a partial-fulfillment basis.)

2. Education – Fully meets California State Plan for Career Technical Education special qualifications for teachers of agriculture and requirements pertinent to the teaching credential held.
3. Occupational Experience – Fully meets California State Plan for Career Technical Education requirements and any specified by the teaching credential held.

Persons to Whom Accountable

1. Under the immediate supervision of the high school principal.
2. Takes into consideration the recommendation of the community advisory committee for agricultural education.
3. Seeks evaluation from students, employers, graduates, and teachers of post-secondary programs in agricultural education.
4. Accepts direction from the California State Department of Education Regional Supervisor of Agricultural Education.

Criteria for the Measurement of Student Progress

1. All students of Agricultural Education, by not later than early in their second year of agricultural education instruction, will have identified their tentative agricultural career choice within the framework of the six agricultural career areas as identified by the California Department of Education.
2. All students of agricultural education, not later than early in their second year of agricultural education will prepare and file with their instructor a plan of career preparation which will include high school and post-high school agricultural education courses which their plans to complete and descriptions of agricultural experience and FFA activities in which he/she plans to engage.
3. All students of agricultural education will be engaged in their planned program of occupational experience in agriculture not later than the end of the fall semester of their second year of agricultural education instruction. Once begun, a student's agricultural experience activities must be conducted for at least a portion of each year during which they are enrolled in a agricultural education program and it must be of an appropriate nature and of sufficient duration and intensity to develop the competencies needed for beginning in their chosen agricultural occupation.
4. All students of agricultural education will be an active participant in the FFA chapter; is engaged in FFA activities which contribute to the achievement of

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his/her personal and occupational goals; is making reasonable progress toward the achievement of FFA awards and advanced degrees.

5. All students of agricultural education are making reasonable progress in achieving the performance objectives of the agricultural education course(s) in which they are enrolled.
6. All students of Agricultural Education, upon completion of an instructional program in agriculture, is placed in employment or in an advanced education program as appropriate to their occupational goals.

*** SAMPLE ***

AGRICULTURAL EDUCATION
DEPARTMENT MEETING
MINUTES

Date: _____

Time: _____

Site: _____

Department Members Present:

Guests Present:

Action Items and Date to Be Accomplished:

Attach a Copy of the Actual Minute

EDUCATION CODE**School Farm Lab Facilities Exempt from Field Act**California Education Code

17287. For the purposes of this article and Article 6 (commencing with Section 17365), "school building" does not include (a) any building of a school district or county superintendent of schools which is used solely for classes or programs in outdoor science, conservation, and forestry in accordance with Article 5 (commencing with Section 8760) of Chapter 4 of Part 6 and which does not occupy, in whole or in part, the same parcel of land upon which there is situated any school maintained by the district or county superintendent, or (b) agricultural education laboratory facilities used primarily for plant and animal production or the storage of materials, equipment, and supplies involved in this production.

81130.5.

(d) For the purposes of this article and Article 8 (commencing with Section 81160), "school building" does not include any of the following:

(1) Any building of a community college district that is used solely for classes or programs in outdoor science, conservation, and forestry and that does not occupy, in whole or in part, the same parcel of land upon which there is situated any school maintained by the district.

(2) Agricultural facilities that were not built for classroom purposes and that are used primarily for plant and animal production or the storage of materials, equipment, and supplies involved in that production.

(3) Animal kennels and facilities used to house animals as part of an animal health instruction program.

(e) "Construction or alteration," as used in this article, includes any construction, reconstruction, or alteration of, or addition to, any school building.

NEW CONSTRUCTION/REMODELING OF FACILITIES

Materials Needed:

Field Act Data: Education Code – Section 81130.3

Procedure:

Step 1

The need for construction/remodeling should be clearly delineated as part of the vocational program plan developed to implement Standard No. 5 (see The Blueprint for Excellence).

Step 2

Tour selected agriculture department with administrators, school board members, and the advisory committee in order to see what type of facility might best serve your own department's need.

Step 3

Present the information concerning construction/remodeling to the advisory committee for review, alteration, and additions.

Step 4

Compile the advisory committee's recommendations, and develop a plot plan of the agriculture facility on the school site with input from the district architect.

Step 5

Present a review of the rationale for construction/remodeling, the advisory committee's recommendation, and the plot plan to the administration/school board for study, review, and approval. A sample rationale might read as follows:

Student/community surveys, job market analysis, and advisory committee studies indicate that this high school district has a need and demand for well-trained and competent people in the field of agriculture. An agriculture site of a minimum of two acres is recommended for this campus. A classroom, shop, and office complex of 40' by 100' is recommended as the basic and first unit. Facilities for animal and plant growing areas are to be added as the need develops and constraints of the community and district allow.

Step 6

Work closely with the school administration and architect to develop structural plans for the:

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- a. Classroom requirements of square footage, storage, lockers, chalkboard, bulletin boards, library, electric outlets, lighting, windows, doors, lab facilities, provisions for visual aid use and climate control.
- b. Office space – provision for expansion, file cabinets, desk(s), chairs, cabinets, phone; observation of shop and classroom, sound proofing, electrical outlets, climate control, computer equipment, and lighting.
- c. Shop – bench space, permanent power equipment space and power hook-up; storage of materials; tool room and portable equipment storage; electrical outlets and lighting; desks; a large equipment access door; outside covered paved work area with power and air outlets; student cleanup facilities; and climate control system.
- d. Restrooms – facilities should be housed within the agriculture building with a shower for safety purposes and a room to change clothes.

Step 7

Once approved by all agencies, and the contract is let, monitor the construction carefully to see that all the requirements are met. Order equipment timed to arrive and be installed as scheduled.

Agricultural Education
Advisory Committee
Manual

Agricultural Education
High School Leadership Division
California Department of Education

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Introduction

The use of advisory committees is well established in the public school system. These committees were conceived in the beginning to implement the development and improvement of educational programs. This manual is written for those planning to form new advisory committees, wishing to improve those already in existence, and for newly appointed members. Advisory committees will play a vital role in agriculture programs in the future.

This manual will help prevent unnecessary errors in the development of advisory committees. These guidelines have proven successful, and may be added to and modified for local and present conditions.

Even though mandated, advisory committees are useless unless they are properly developed with practical working groups. They must be based on the needs of the people and industry for which they serve. Advisory committees are established systems for using lay persons to assist professional educators.

With the increased need for rapid change in this technological age, there is a growing appreciation of the help provided by industry representatives serving on local advisory committees. Agriculture is a complex, highly scientific, and technological industry. Employment opportunities in agriculture are constantly changing. New technologies are continually being developed and incorporated into agricultural and educational industries.

Students must be trained for today's jobs as well as new opportunities that become available. There will be an increased need for agriculturists trained in specialized technical occupations. Advisory committees help teachers of agriculture stay abreast of these changing employment trends and opportunities. Increased interest in agriculture programs that include internships, work-study, and other types of on-the-job training will require close coordination with agricultural industry representatives.

Increased attention needs to be given to the education of at risk, disadvantaged, and other special needs individuals. Advisory committees can provide valuable assistance that is necessary for the success of these interrelated programs.

We must remember that lay advisory groups have no administrative or legislative authority. They can not establish policy or take the place of the administration or the board of education. Their function is to provide understanding between the school and the community it serves. Advisory committees provide balanced judgment to local problems and help give continuity and support to programs.

The purpose of this manual is to provide information for Agricultural Education coordinators, school administrators, boards of trustees, teachers of agriculture, and

advisory committee members. Included is information on the formation, functions, duties, and operation of advisory committees. An outline format is being used to make the information easier to find and use.

Finally, a sample of opening session instructions, a sample agenda, and a sample set of minutes are offered for the benefit of those unfamiliar with these procedures.

Forming an Advisory Committee

Much of the success of an advisory committee is determined by the manner in which it is formed. Based on the experiences of many communities throughout the country, the following steps are suggested:

1. Determine and Verify the Need

- 1.1 There must be a feeling of need and understanding of opportunity if an advisory committee is to succeed.
- 1.2 If with its help, the advisory committee can make the (department, division, district) better, it serves a usable function.
- 1.3 It can provide continuity of a quality program should teachers or administrative changes take place.
- 1.4 It is important that the school administration, agricultural education staff, parents, and other patrons of the school thoroughly understand the character and purpose of the committee.

2. Nomination of Committee Members

- 2.1 Once approval of the formation of an advisory committee by the board members is received, nominations should be made jointly by the principal or superintendent, the head of the agriculture department, and the chairperson of the school board.
- 2.2 Each should have an equal voice in the selections.
- 2.3 Avoid nomination of friends, as they may be less candid and honest in their advice.
- 2.4 The advisory committee should be truly representative of the district. Members:
 - 2.4.1 Should be successful agriculturists and/or individual/s engaged in a significant related occupation.
 - 2.4.2 Must have recent, successful, firsthand, and practical experience in the field of agriculture
 - 2.4.3 Should exhibit substantial interest in the agriculture program.

- 2.4.4 Should be representative of different important agricultural commodities, parts of district, age groups, farm organizations, & ethnic or religious groups.
- 2.4.5 Should be sought as public-spirited individuals who understand a specialized area and are willing to contribute their knowledge and advice as a member of a cooperative, constructive group.
- 2.4.6 From the general school staff and/or the board should only be used when special circumstances warrant their appointment.
- 2.4.7 Should *not* have frequent dealings with the department in order to minimize conflict of interest problems.
- 2.4.8 Should include representatives of the service areas of agriculture.
- 2.4.9 Should recognize the time required and express a willingness to serve on the committee.

3. How Many Committee Members?

- 3.1 No fixed number will satisfy all situations.
- 3.2 The group needs to be large enough to be representative of the district and to provide a quorum if several members are absent.
- 3.3 Should not be so large that it is unwieldy or difficult to call together.
- 3.4 Seven to eleven persons are suggested with nine being a workable medium.
- 3.5 Present only the number of names previously decided upon by the local governing board for confirmation. (When more names are presented personalities become involved yielding undesirable results.)

4. How are Committee Members Notified of their selection?

- 4.1 Notification is usually done in writing, by the principal or superintendent, on behalf of the school board.
- 4.2 The letter should:
 - 4.2.1 Indicate that the Ag teacher is supportive.
 - 4.2.2 Indicate that the committee serves in an advisory capacity to him or her, the department, the principal, and to the school board.
 - 4.2.3 Include a request that the member indicate whether he or she will accept.
 - 4.2.4 Urge speed of acceptance to gain an orderly efficient start.

5. Understanding of Responsibility

- 5.1 Of greatest importance is that the committee is *only* advisory in character.
- 5.2 The advice is to the teacher, school administrator, or school board as appropriate to accept or reject.
- 5.3 It has no administrative or policy forming power.
- 5.4 It will make suggestions on policy and procedure, but the *source of its influence is in the voluntary acceptance of this advice* by the proper governing authority.

Experience has shown where all of the steps up to this point have been properly taken, a high percentage of acceptances may be expected.

Functions and Duties of Advisory Committees

1. Help to determine what type of Agricultural Education program is offered.
2. Assist the teacher(s) in finding suitable work stations (internships, work-study, cooperative learning, partnerships) for students in both production agriculture and agri-industry occupations.
3. Help the instructor establish curriculum that has a hands-on, technological approach.
4. Help attract and encourage qualified/capable students into the Agricultural Education Tech Prep program.
5. Help in recruiting and providing opportunities for special-needs students.
6. Help to evaluate the effectiveness of the Ag. Education program. Guidelines for evaluation should be developed cooperatively with the advisory committee, administration, school board, and the Agricultural Education Unit of the California Department of Education.
7. Help gain support for legislation and appropriations.
8. Help the teacher(s) develop a list of capable resource persons for use as speakers, and/or judges for both in-school and out-of-school tests and contests.

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9. Help obtain sponsors for appropriating funds for awards, scholarships, or needed equipment and supplies that are useful in carrying out classroom activities and F.F.A. or other youth programs.
10. Help unify the activities of the Agricultural Education program with those of other groups and agencies interested in agriculture.
11. Assist the teacher in determining skills needed for particular jobs at entry, technical and professional levels so that he/she may be included in the instructional program.
12. When appropriate, serve as resource person to instructor visiting work place learning sites of students and participating in classroom instruction or demonstrations and accompanying or hosting field trips.
13. Study and make recommendations on problems presented to it by the school board on which further information is needed.
14. Provide the teacher with technical assistance and keep him/her aware of new developments in the agricultural industry.
15. Provide current resources to develop and maintain an Ag library of visual aids, magazines, and books concerning agriculture and agricultural occupations.
16. Serve as speakers at civic clubs, open houses, and career days to tell the story of school-industry cooperation.
17. Identify current standards for new equipment.
18. Assist in procuring opportunities to upgrade the teacher's technical skills and knowledge.

Operation of Advisory Committee

It is important that correct procedures and rules be established and clearly understood by committee members, school administrative staffs, and the board of education. These rules should be decided upon by the committee with assistance from the school. All correspondence should be sent to administrators and advisory committee members. Items to be considered are:

1. Number of meetings

- 1.1 Must meet regularly and often enough to carry out their assignment.
- 1.2 Monthly or bi-monthly meetings are usually the most desirable.
- 1.3 Minimum number is two per year.
- 1.4 Practical number is between three and eight per year.
- 1.5 Necessity should always determine the exact number.
- 1.6 Often the most valuable advice comes from busy individuals.
- 1.7 Better to have fewer well planned, well attended meetings.

2. Selection of Officers

- 2.1 Generally a chairperson, vice chairperson, and recorder are sufficient.
- 2.2 Chairperson should be a lay person elected by the committee.
- 2.3 It is usually best that the agriculture teacher serves as recorder and general consultant.

3. Length of Service by Committee Members

- 3.1 Three-year terms are recommended.
- 3.2 At formation meeting members draw for one, two, or three year terms to provide for continuity of membership.
- 3.3 Individual preferences in length of service need to be considered.
- 3.4 Limitation should be placed on reappointments.
- 3.5 Nominees should be submitted to board of trustees for approval.

4. Length and Place of Meetings

- 4.1 For efficient and effective use of time, the agenda for each meeting must be well planned.
- 4.2 Ample meeting notice of 10 days to 2 weeks is recommended.
- 4.3 Copy of agenda, minutes from previous meeting, and any reading material requiring action should be sent in advance of meeting date.
- 4.4 Two-hour meetings, held at a time and date chosen by the committee, are recommended.
- 4.5 The meeting place should provide a conference table in a quiet environment.
- 4.6 Usually the agricultural department of the school provides the best meeting site, allowing members to become familiar with facilities of the department.

5. Filling Committee Vacancies

- 5.1 Vacancies which occur because of term completion or other reasons should be filled by nomination from the advisory committee, teacher, superintendent, department head, or principal, and approved by the board of education.
- 5.2 The committee may be asked for suggestions.
- 5.3 A committee *should not* be permitted to choose its own replacements.
 - 5.3.1 This would be self perpetuating.
 - 5.3.2 May become unrepresentative and unduly independent of the school administration.
- 5.4 Rules of procedure should indicate that if a committee member misses meetings repeatedly without reason, the position be declared vacant by the chairperson, and the school board so notified.

6. Distribution of Minutes: All committee members, the career education director, the principal, school board president and the regional supervisor.

7. Making Decisions: Currently many organizations operate by consensus approval of agenda items. When consensus cannot be reached or decorum is in question, refer to Robert's Rules of Order.

Opening Session Instructions for Agricultural Education Advisory Committees

Instructions to Your New Advisory Committee

1. You constitute an advisory committee for the (your school district).
2. I welcome you on behalf of the board and administration.
3. You are agents of and appointed by the (your school's board of trustees).
4. While you are not a policy making body, you are advisory to (your department), and through channels, to the principal, superintendent, and board. We need your expertise in this area.
5. The (your district) is interested in the best possible Agricultural Education program. We need to know what is ideal for this program from the standpoint of the community. Bear in mind that what we eventually can do, while we want the ideal if possible, must be compatible with available funds and state rules and regulations.
6. You will be a working committee and students & school staff expects to benefit from your work.
7. We need help to:
 - 7.1 Review existing programs, courses of study, facilities, equipment.
 - 7.2 Propose new programs and/or courses when needed based on solid data for this community.
 - 7.3 Evaluate existing programs and proposed new programs.
 - 7.4 Revise existing programs, suggest changes or deletions, and develop educational specifications for the programs. (For use in building the program and planning for equipment and facilities.)
 - 7.5 Help develop building plans, review architects plans, etc., where new buildings are being proposed.
 - 7.6 Help point out changes needed for the future in your area of interest - Keep the program up to date.
 - 7.7 Help in placement and in evaluating performance of our Agricultural Education students at (your school or college).
8. You will be a "helping group" (as well as advisory) to the instructor, as the program is implemented and progresses.

9. This committee serves at the pleasure of the school board and may be dissolved at any time by board action.

Getting Started:

1. Review present course offerings and majors -- catalogs, studies, data, classrooms, labs, and other facilities.
2. Conduct studies, if needed, to get community data on which to base your decisions.
3. Decide areas to study or review (both geographic and educational areas) and determine how to do this (formal study, informal, follow-up studies).
4. Your findings and decisions will be in the committee minutes which will be distributed to the instructors, administration, and the board.

Here's What You Need To Do To Get Started:

1. Elect a chairperson.
2. The recorder will be an instructor, or department chairperson, and he or she will also be a resource person for you to help interpret educational language and concepts, provide materials, and be the liaison person with the administration.
3. Determine rotation (1-2- or 3 years?). You will also decide length and term and who serves what term. (Subsequent appointments will be 3 years each.)
4. Decide if more than one committee is needed. Large departments may have subcommittees.
5. Announce that any member who can not continue serving for any reason, should notify the chairperson so that a replacement appointment can be made.

Note: Be sure to start and end on time!

WE NEED YOUR HELP. WE APPRECIATE YOUR WILLINGNESS TO GIVE IT AND BE OF SERVICE TO YOUR SCHOOL.

Appendix A

(SAMPLE)

Advisory Committee Meeting Agenda

TO: List committee members here

FROM: Chairperson

DATE: Date agenda is published

RE: Next Advisory Committee Meeting

DATE: Date of next meeting

TIME: Time of next meeting

PLACE: Place where meeting is being held

AGENDA

1. Review and approve minutes of the previous meeting.
2. Call for additional agenda items to be added to this meeting's agenda.
3. Committee and progress reports.
4. Consideration of recommendations for a new class or activity.
5. Review of revised course of study.
6. Report and review of F.F.A. and/or other youth organization activities.
7. Set date, time, and place for next meeting.
8. Adjournment.

Appendix B
(SAMPLE)
Set of Minutes

Advisory Committee Meeting
January 21, 2004

The meeting was called to order by chairperson, Joe Smith at 3:00 p.m., January 21, 2004, in room 122 at Your High School.

The minutes of the previous meeting were read, amended, by changing the word shall to should in topic #8, and approved.

The call for additional agenda items was made.

Mr. X reported that the Field Day Committee met on January 14, 2004. It was decided that the best day for the annual field day is May 5th. It was moved, seconded, and passed that our annual field day will be held on May 5, 2004.

Mrs. Y reported on ticket sales of the coming Parent and Student Banquet. So far, 310 tickets have been sold. This is already 20 more than last year's attendance.

It was moved and seconded that a class on small gas engines be added to the Ornamental Horticulture curriculum. After a lengthy discussion, this was referred to a committee of five made up of Mrs. A, Mrs. B, Mr. C, Mr. D, and Mr. E. They are to report to the advisory committee on March 15th. Mrs. A will be the chairperson.

Mr. Z reported on the suggested revision for the Basic Plant Science class. Added topics being considered are: weeds, pathogens, and insects. Pruning practices will likely be deleted as a specific class in pruning is being considered for next Fall.

F.F.A. President, Bill G. reported on this year's calendar of events of the chapter. He was commended by the Chair for his leadership and hard work.

The next meeting is scheduled for 3:00 p.m., February 15th, in room 122 at Your High School.

The meeting was adjourned at 5:00 p.m. by chairperson Joe Smith.

Respectfully Submitted,

Mr. Q, Recorder

Leadership Development

The Agriculture department seeks to help students develop a sense of confidence and self worth that will lead to fulfilling and productive lives. We strive to develop life long skills in *Public Speaking, Critical Thinking, Citizenship, and Personal and Interpersonal Skills* to elevate and extend ones standard of excellence.



Career Opportunities

The agriculture industry has been reshaped by sophisticated scientific and engineering technologies, mass production techniques, and modern business procedures. New career specialties are continually being developed. *The choices are challenging and diverse.*

- Fullerton Agriculture provides opportunities in:
- Post Secondary Preparation
 - Scholarship Assistance
 - Job Training in Floral Design, Landscape, Veterinary Assistance, and Agriculture Business.

FULLERTON UNION
HIGH SCHOOL
AGRICULTURE
DEPARTMENT



*DEVELOPING
EXCELLENCE IN
EDUCATION*

FULLERTON UNION HIGH SCHOOL
NORTH ORANGE COUNTY ROP
201 E. Chapman Avenue
Fullerton, California 92632



ROP
NORTH
ORANGE COUNTY

For more information
or an individual
appointment to tour the facilities,
please call (714) 870-7565.

**A Look at FUHS
Agriculture Education**

The Fullerton Agriculture Department began in 1928 with 25 students. Today, 295 students actively participate in the department on a three and one half acre facility located adjacent to the main campus. The program, serving all populations, is a "model agriculture education" program as determined by the California Department of Education.



Learn by Doing

The staff utilizes a proven educational process which includes formal instruction, experiential learning, leadership and personal development. Functioning as a part of the total educational system, instruction in and about agriculture, students in the Agriculture Department utilize:

- *Macintosh Computer Laboratory*
- *Modern Horticulture Facilities*
- *Floral Design Laboratory*
- *High-Tech Science Equipment*
- *Large and Small Animal Livestock Units*

Academic Offerings

Introduction to California Agriculture
Introduction to Floriculture-
Advance Animal and Plant Science ††
Veterinary Science ††
Agriculture Business Management
ROP Advanced Floral Design
ROP Veterinary Aide
ROP Landscape Design
ROP Cooperative Vocational Education

**Academic Requirements Met
By Agriculture Courses**

- + Physical Science
- †† Life Science
- University of California "F" Credit
- Fine Arts

Program Accomplishments

- California School Board Associations "Golden Bell" Award
- Program Certified by California Department of Education
- 1993 California FFA Statistical Report ranks Fullerton FFA #1 in California.
- National Superior Gold Chapter

Student Accomplishments

- 1992 - 93
- 72% of our Program Completers are currently enrolled in Post Secondary Education.
 - 28 % of the Program Completers successfully obtained employment
 - State Champions in Agriculture Sciences.
 - State Champions in Agriculture Marketing and Second in the Nation.
 - Over \$5,000.00 in Agriculture Scholarships awarded to FUHS Students.
 - 21 State FFA Degree Recipients, 9 American FFA Degree Recipients and 3 State Proficiency Winners
 - 5 Students Elected to Orange County and Southern California FFA Offices.
 - Many Champions, Reserve Champions Showmanship and Class winners at Local and Statewide Livestock Shows.

SAMPLE ADDRESS CARD

NAME: _____ DATE: _____

CURRENT ADDRESS: _____

CURRENT PHONE NUMBER: _____

If your address and/or phone number will be different in February and March of next year, please indicate below:

ADDRESS: _____

PHONE NUMBER: _____

PAGE 2

YOUR CALIFORNIA DRIVERS LICENSE NUMBER: _____

YOUR SOCIAL SECURITY NUMBER: _____

Name and address of someone who will always know your address and phone number:

NAME: _____

ADDRESS: _____

PHONE: _____

**Agriculture Department
Graduate Follow-up**

Name: _____

Address: _____

Phone: _____

1. What are you doing at the present time?

_____ Attending school

_____ Full-time

_____ Part-time

_____ Ag Major

_____ Non- Ag Major

_____ In the military

_____ Homemaker

_____ Other _____

_____ Working

_____ Full-time

_____ Part-time

_____ Not working

_____ Looking for work

_____ Not looking for work

2. In what type of business or industry are you employed?

3. What is your job title or job description?

4. Which statement best applies to your present occupation?

_____ I am using most of the skills I learned in the agriculture program.

_____ I am using some of the skills I learned in the agriculture program.

_____ I am not using any of the skills I learned in the agriculture program.

5. What type of school are you currently attending?

_____ Community College

_____ 4-year college

_____ Adult education

_____ Trade/technical school

_____ Private business school

_____ Other _____

6. What is your major course of study? _____

7. How would you rate the training received in the agriculture program?

_____Excellent _____Good _____Fair _____Poor

8. How do you rate the career guidance and counseling you received in agriculture program?

_____Excellent _____Good _____Fair _____Poor

FFA

1. Please check the following areas you feel are valuable components of FFA.

- _____Officer and committee chairman experience
- _____Judging contests
- _____Advanced degree and proficiency awards
- _____Participation in chapter activities, working with others
- _____Livestock raising, shows, fairs, etc.
- _____Other –please describe_____

2. What were the most valuable aspects of the SAEP (supervised projects)?

- _____Learning skills related to future ag employment
- _____Development of responsibility
- _____Learning record keeping
- _____Other-please describe_____

3. Please rate the facilities and equipment in the agriculture program:

Facilities: _____Overcrowded _____Adequate space provided
 _____Modern _____Out-of-date

Equipment: _____Modern _____Out-of-date
 _____Well-maintained _____Poorly maintained
 _____Adequate amount of equipment for all students in class

_____Other-please describe_____

Please note any suggestions you have for improving the Instructional Program, including the following areas: classroom, shop, greenhouse, school farm, etc; FFA; SOEP (supervised projects); teaching methods used; facilities/equipment.

Agriculture Department

Program Completer Follow-up Results for _____

The following indicates information gathered from Program Completers of the Agriculture Program

Percent of Students agree with statement.

Which statement best applies to the students present occupation.

- _____ I am using **most** of the skills I learned in the agriculture program at.
- _____ I am using **some** of the skills I learned in the agriculture program.
- _____ I am not using any of the skills I learned in the agriculture program.

How the students rated the training & career guidance/counseling they received in the agriculture program.

Training

- _____ Excellent
- _____ Good
- _____ Fair
- _____ Poor

Career guidance/counseling

- _____ Excellent
- _____ Good
- _____ Fair
- _____ Poor

Which activities in the FFA program that the students thought were valuable.

- _____ Officer and committee chairman experience
- _____ Judging contests
- _____ Advanced degree and proficiency awards
- _____ Participation in chapter activities, working with others
- _____ Livestock raising, shows, fairs, etc.
- _____ Other: Leadership Conference, National Convention, Overall experience

What were the most valuable aspects of the SAEP (supervised projects) ranked by the past students.

- _____ Learning skills related to future ag employment
- _____ Development of responsibility
- _____ Learning record keeping
- _____ Other: Skill gained on ranch, correct measurements, learning to work with others, solving problems.

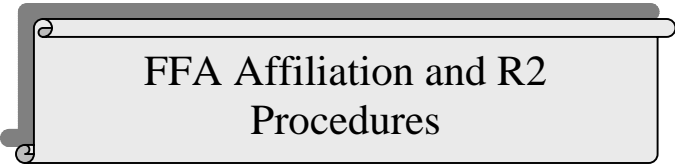
Past students rated the facilities and equipment used at agriculture program.

Facilities

- _____ Overcrowded
- _____ Modern
- _____ Adequate square space
- _____ Out-of-date

Equipment

- _____ Modern
- _____ Well-maintained
- _____ Poorly maintained
- _____ Out-of-date
- _____ Adequate amount of equipment
- _____ For all students in class.
- _____ Not adequate equipment



FFA Affiliation and R2 Procedures

August 19, 2003

California Department of Education
Agricultural Education Unit

RE: R-2 and FFA Roster Reporting

In 2003-2004 the filing of the R-2 and FFA Roster will be done entirely online. Both reports will be filed electronically again allowing California to electronically transmit the FFA Roster to the National FFA. This year your FFA Roster data from the prior year is available for importing as a starting point for this year's roster. Imported student data will include the national FFA membership number and all the data you entered last year. The database has been updated from last year and improved performance is expected for last minute filers.

To complete your reporting requires access to the Web and uses web-based forms to enter the Teacher and Roster data. Teachers can import last year's teacher data as a starting point, then edit the data. Important: double check the schedule of each teacher as well as the teacher demographic data. Teacher data can be completed separately from the FFA Roster data. No transmission of the data is required since the data is always stored on the CalAgEd server. Data can be printed from formatted web pages. An "order" form can be printed for generation of a PO for FFA fees. Teachers can also export their rosters for use in mail merging.

NOTE: The standalone R-2 Program has been discontinued and uploading of your data is no longer supported. R-2 Reporting will be available beginning September 1st at: <http://www.calaged.org/R2>.

Your current CalAgEd username is: XXXX
And your password is: xxxxxxxx

Keep these in a safe place since they allow complete access to your schools' data. You may change your password at any time (see CalAgEd web site).

NEW for 2003: Graduate follow-up reporting has been added to the R-2 reporting and will be reported online. Simply select the graduate follow-up option and enter the year and grade level of the students to report (typically the prior year and grade 12) and add the follow-up data.

Support

Additional questions regarding the R-2 itself should be directed to your *regional supervisor*. Questions regarding the web site and data entry should be addressed to ATI-Net. Please read the online help first and check the Frequently Asked Questions that are posted on the web site. An online form is provided on the web site for questions or you can call 559-278-4872.

BUDGET WORKSHEETS AND DEFINITIONS

The following Object codes and definition should be used to complete the following budget worksheets.

List of Object Accounts

Code

4100 Approved Textbooks and Core Curricula Materials

4200 Other Books

4300 Materials and Supplies

5200 Travel and Conferences

6400 Equipment

6500 Equipment Replacement

Code Descriptions

4100 Approved Textbooks and Core Curricula Materials.

Record expenditures for classroom instructional materials designed for use by pupils and their teachers as the basic curriculum adopted by the State Board of Education or the district board for required subject matter. Instructional materials may be printed or in some other form and may consist of textbooks, technology-based materials, and other educational materials such as manipulatives (*Education Code* Section 60010 [h]). The cost includes all consumable materials available in the approved series, such as kits, audiovisual materials, or workbooks. Teacher's manuals and editions relate to specific, basic, or supplementary textbooks and are intended for teachers' use rather than for pupils' use. They are part of the approved curriculum used in the classroom and so are part of Object 4100.

4200 Other Books

Would include (1) books that have not been adopted by the proper authority for use as basic curricula; (2) books such as reference books that are available for general use by students even though such books may be used solely in the classroom; and (3) all other materials used for reference purposes.

4300 Materials and Supplies.

Record expenditures for consumable materials and supplies to be used by students, teachers, and other personnel. Instructional materials and supplies are

those used in the classroom by students and teachers. Other materials and supplies included in Object 4300 are those used in services and auxiliary programs, such as food service supplies, custodial supplies, gardening and maintenance supplies, supplies for operation, transportation supplies including gasoline, repair and upkeep of equipment or buildings and grounds, and medical and office supplies.

5200 Travel and Conferences.

Record actual and necessary expenditures incurred by and/or for employees and other representatives of the LEA for travel and conferences

6400 Equipment.

Record expenditures for movable personal property, including such equipment as vehicles, machinery, computer systems, and playground equipment, that have both an estimated useful life over one year and an acquisition cost equal to or greater than the capitalization threshold established by the LEA.

Education Code Section 35168 requires LEAs to maintain an inventory of equipment whose current value exceeds \$500. This requirement does not mean that LEAs must capitalize equipment costing more than \$500. For most LEAs a capitalization threshold of at least \$5,000 is recommended.

6500 Equipment Replacement.

Record expenditures for equipment replaced on a piece-for piece basis.

**BUDGET WORKSHEET
TEXTBOOKS**

PROGRAM _____ PROGRAM CODE NO. _____
 COURSE TITLE _____ DATE _____
 PREPARED BY _____ DEPARTMENT HEAD _____

Suggested Vendor:	Name: _____ Address: _____
-------------------	-------------------------------

ITEM	NUMBER OF COPIES			TITLE, EDITION, AUTHOR, PUBLISHER	UNIT PRICE	TOTAL
	NEEDED FOR PROG.	ON HAND	TO BE PURCH.			

BUDG. CLASS	AMOUNT	BUDG. CLASS	AMOUNT	BUDG. CLASS	AMOUNT	S-TOTAL	
						TAX	
PO NO. _____ PAGE ____ OF ____						TOTAL	

**BUDGET WORKSHEET
OTHER BOOKS**

PROGRAM _____ PROGRAM CODE NO. _____
 COURSE TITLE _____ DATE _____
 PREPARED BY _____ DEPARTMENT HEAD _____

Suggested Vendor:	Name: _____ Address: _____
-------------------	-------------------------------

ITEM	NUMBER OF COPIES			DESCRIPTION	UNIT PRICE	TOTAL
	NEEDED FOR PROG.	ON HAND	TO BE PURCH.			

BUDG. CLASS	AMOUNT	BUDG. CLASS	AMOUNT	BUDG. CLASS	AMOUNT	S-TOTAL	
						TAX	
PO NO. _____ PAGE ____ OF ____						TOTAL	

**BUDGET WORKSHEET
INSTRUCTIONAL SUPPLIES**

PROGRAM _____ PROGRAM CODE NO. _____
 COURSE TITLE _____ DATE _____
 PREPARED BY _____ DEPARTMENT HEAD _____

Suggested Vendor:	Name: _____
	Address: _____

ITEM	NUMBER OF COPIES			DESCRIPTION	UNIT PRICE	TOTAL
	NEEDED FOR PROG.	ON HAND	TO BE PURCH.			

BUDG. CLASS	AMOUNT	BUDG. CLASS	AMOUNT	BUDG. CLASS	AMOUNT	S-TOTAL	
						TAX	
PO NO. _____ PAGE ____ OF ____						TOTAL	

**BUDGET WORKSHEET
EQUIPMENT**

PROGRAM _____ PROGRAM CODE NO. _____
 COURSE TITLE _____ DATE _____
 PREPARED BY _____ DEPARTMENT HEAD _____

Suggested Vendor:	Name: _____ Address: _____
-------------------	-------------------------------

ITEM	NUMBER OF COPIES			DESCRIPTION	UNIT PRICE	TOTAL
	NEEDED FOR PROG.	ON HAND	TO BE PURCH.			

BUDG. CLASS	AMOUNT	BUDG. CLASS	AMOUNT	BUDG. CLASS	AMOUNT	S-TOTAL	
						TAX	
PO NO. _____ PAGE ____ OF ____						TOTAL	

**BUDGET WORKSHEET
EQUIPMENT REPLACEMENT**

PROGRAM _____ PROGRAM CODE NO. _____
 COURSE TITLE _____ DATE _____
 PREPARED BY _____ DEPARTMENT HEAD _____

Suggested Vendor:	Name: _____ Address: _____
-------------------	-------------------------------

ITEM	NUMBER OF COPIES			DESCRIPTION	UNIT PRICE	TOTAL
	NEEDED FOR PROG.	ON HAND	TO BE PURCH.			

BUDG. CLASS	AMOUNT	BUDG. CLASS	AMOUNT	BUDG. CLASS	AMOUNT	S-TOTAL
						TAX
PO NO. _____ PAGE ____ OF ____						TOTAL

**BUDGET WORKSHEET
MAINTENANCE AND REPAIR**

PROGRAM _____ PROGRAM CODE NO. _____
 COURSE TITLE _____ DATE _____
 PREPARED BY _____ DEPARTMENT HEAD _____

Suggested Vendor:	Name: _____
	Address: _____

ITEM	NUMBER OF COPIES			DESCRIPTION	UNIT PRICE	TOTAL
	NEEDED FOR PROG.	ON HAND	TO BE PURCH.			

BUDG. CLASS	AMOUNT	BUDG. CLASS	AMOUNT	BUDG. CLASS	AMOUNT	S-TOTAL	
						TAX	
PO NO. _____ PAGE ____ OF ____						TOTAL	

**SAMPLE DEPARTMENT BUDGET BY COURSE
SUMMARY**

INTRODUCTION TO AGRICULTURE LEADERSHIP BUDGET

Supplies

Plant materials	\$50.00
Chemicals, supplies and as plants, kits, I.D. cards, etc.	\$200.00
Plant and animals demonstration kits	\$200.00
Misc. class supplies	\$50.00

Textbooks

25 textbooks @ \$14.00	\$350.00
10 FFA manuals @ \$3.50	\$35.00

Equipment

Micro Computer (IBM Compatible)	\$2,200.00
Software for computer	\$500.00

TOTAL \$3,585.00

AGRICULTURE SHOP I BUDGET

Supplies

Oxygen, Acetylene	\$500.00
Small Engine Tools, such as wrenches, gauges, gaskets, etc.	\$200.00
Hand tools such as hammers, saws, etc.	\$500.00
Mild steel, wood stock	\$400.00
Arc welding supplies, such as rod, etc.	\$150.00
Welding goggles, face shields, etc.	\$200.00
Arc welding shields	\$150.00
Guards for bench saw, wire wheels	\$150.00
Misc. supplies	\$200.00

Repair-Equipment

Oxygen, acetylene tips, gauges, etc.	\$400.00
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Textbooks

20 textbooks @ \$11.00	\$220.00
Misc. magazines, manuals, etc.	\$75.00

TOTAL..... \$3,145.00

OH BUDGET

Supplies

100 Flats	\$60.00
500 2 ¼ Pots @ \$.02	\$10.00
200 4” Pots @ \$.05	\$10.00
40 Cu. Ft. Potting Soil	\$100.00
Fertilizer	\$50.00
Perlite	\$20.00
Budding Rubber	\$50.00
Plant Stock, seed, etc.	\$400.00
Garden tools such as rakes, shovels, hoses	\$300.00
Misc. materials such as lumber, pipe, etc.	\$250.00
2 Hudson sprayers @ \$60.00	\$120.00
Budding knives	\$100.00

Textbooks

Set of classroom books	\$450.00
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Equipment Repair

Repair equipment such as drip irrigation, heater, etc.	\$200.00
--	----------

TOTAL.....\$2,120.00

GENERAL AG OFFICE BUDGET

Office Supplies

Telephone	\$180.00
File Cabinet (2 drawer-top open)	\$80.00
Student data files	\$35.00
Misc. supplies	\$100.00

Office Equipment Repair

Typewriter	\$150.00
A.V. Equipment	\$75.00
Ag Pickup repair, service	\$300.00

Field Trips

Field Trips	\$500.00
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In-Service

Travel, lodging, meals, etc.	\$500.00
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TOTAL.....\$1,920.00

AGRICULTURAL EDUCATION BUDGET EXPENDITURES

20__ - __

SCHOOL

AG DEPARTMENT CHAIRPERSON

ACCT. NO. (A)	OBJECTS OF EXPENDITURE CLASSIFICATION (B)	INCENTIVE GRANT FUNDS BUDGETED ©	VEA FUNDS BUDGETED (D)	DISTRICT FUNDS BUDGETED (E)	ROC/P FUNDS BUDGETED (F)	YOUTH GROUP FUNDS BUDGETED (G)	OTHER FUNDS IDENTIFY SOURCE BUDGETED (H)	TOTAL FUNDS BUDGETED (I)
4100	Textbooks							
4200	Other Books							
4300	Instructional Supplies							
4400	Media Supplies							
4500	Other Supplies							
4600	Transportation Supplies							
4800	Equipment Replacement							
5100	Contracts (Services)							
5200	Travel							
5600	Contracts – Rents							
5900	Interprogram Charges							
6200	Facilities							
6400	Equipment							
	TOTAL EXPENDITURES							

BUDGET EXPLANATIONS

20__ - __

For each object of expenditure classification, describe the items to be purchased or expenses to be met with the budget funds.		
See Reverse		Include all items to be purchased, expenses to be met, reasons for travel; e.g., 4100/e/texts for livestock and ornamental horticulture; 5200/a/project supervision (teachers own vehicle), teacher summer conference expense; 5900/g/field trips; 6200/c/h/school farm grading; 6400/c/d/greenhouse.
Account No. (Col. A)	Source of Funds (Cols. C, D, E, F, G, G)	
Note: Please use additional pages if required.		

SCHOOL FARM – BUDGET**Dairy Income**

0921-8848-	0002	Milk Sales	132,000	
	0003	Sale of Calves	1,000	
	0004	Sale of Heifers	15,000	
	0005	Sale of Heifers	1,000	
	0016	Miscellaneous	<u>24,500</u>	
				173,500

Expenses

0921-4310-	0057	Grain	35,000	
	0058	Hay	50,000	
	0019	Silage		
	0027	Pasture		
	0028	Cavalac	1,500	
	0030	Breeding	800	
	0031	Vet Service	1,200	
	0032	Cow Testing	1,250	
	0033	Dairy Supplies	4,000	
4520-	0000	Repairs to Dairy Equip.	1,000	
	0034	Purchase of Cows	3,000	
	0016	Misc. Expenses	<u>2,000</u>	
			99,750	

Sheep Income

0922-4310-	0058	Sale of Sheep		
	0018	Sale of Lambs		1,000

Expenses

0922-4310-	0058	Hay	750	
	0057	Grain	150	
	0034	Purchase of Sheep		
	0016	Misc. Expenses	<u>50</u>	
			950	

Corn Sales

0923-8848-	0016	Sale of Corn	14,000
	0019	Silage	17,000

Expenses

0923-4310-	0035	Plowing	950
	0059	Discing	1,550
	0005	Ripping	1,800
	0006	Planting	585
	0039	Seed	2,000
	0007	Fertilizer	3,500
	0008	Weed Control	800
	0009	Harvesting	6,500
	0016	Misc.	
			<hr/>
			16,485

Wheat Sales

0924-8848-	0050	Sale of Wheat	1,300
4310-	0007	Fertilizer	1,350
	0009	Harvesting	1,350
	0016	Misc.	<hr/>
			2,700

Alfalfa Income

0925-8848-	0058	Sale of Hay
	0016	Other Income
4310-	0035	Plowing
	0039	Seed
	0007	Fertilizer
	0023	Pest Control
	0112	Baling
	0113	Hauling
	0114	Mowing
	0115	Raking
	0016	Misc. Expense

Barley Income

0926-8848- 0054	Sale of Barley	8,280
0055	Green Feed	
0016	Misc.	
		<u>199,500</u>

Expenses

4310- 0035	Plowing	
0039	Seed	
0007	Fertilizer	
0023	Pest Control	
0009	Harvesting	2,340
0006	Planting	
0016	Misc. Expenses	

Operating Expense

0920-2400- 0000	Labor	45,000
4510- 0000	Gas, Diesel Fuel & Oil	3,800
4520- 0000	Repairs to Equipment	3,500
4530- 0000	Repairs to Building	2,500
4540- 0000	Misc. Income & Expense	
4550- 0000	Equipment Rentals	
4560- 0000	Other Operating Expenses	
5500- 0020	Utilities Electric	10,000
5500- 0020	Gas	2,000
5500- 0026	Telephone	200
0920-6400- 0000	New Equipment	<u>67,000</u>

EXPENSE TOTAL -- \$189,225.00

