

CALIFORNIA
AGRICULTURAL EDUCATION

**Strategies Manual
for
Program
Improvement**

Agricultural Education Unit
Career & College Transition 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 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 Education Incentive Program must be evaluated each year with a CDE Agriculture Education Program Review instrument. This review instrument is based on the 11 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.

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/agguide/>. 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 or have students utilize the AET record keeping system. 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.

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/Teaching-Curriculum-Resources
2. Agriculture Content Standards – Grades 9 - 12 available at the California Agricultural Education website: www.calaged.org/Teaching-Curriculum-Resources
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.
4. AET Record Book – The AET record keeping system can be accessed by visiting this website: www.theaet.com
5. “California Agriculture Education Record Book Manual and Record Book Problems” available at the California Agricultural Education website: www.calaged.org/Teaching-Curriculum-Resources or the CD-ROM “California

- Agricultural Education Materials” (available from the Ag. Education Unit of California Department of Education).
6. Competency Certificate (Appendix G).
 7. University of California “a-g” website: <http://www.ucop.edu/agguide/>.
 8. CATA Curricular Code available the California Agricultural Education website: <https://www.calaged.org/Teaching-Resources>
 9. Education Code 52454 “Agricultural Vocational Education Components” (Appendix I).
 10. Senate Bill 187 Committee Report (Appendix J).
 11. Agriculture Education – Student Career Plan (Appendix K).

VALIDATION DOCUMENTS

1. Agriculture Education Program Curriculum.
2. Program Brochures.
3. High School’s Student Planning Handbook.
4. Comprehensive Program Plan for Agriculture Education.
5. Lesson Plans.
6. School Master Schedule.
7. Advisory Committee Minutes verifying review of curriculum.
8. Completed Program Enrollment Data Form (R-2 Form).
9. Sample instructional materials and strategies that have been modified for students with special needs.
10. Sample modified assessment instrument for use with students with special needs.
11. Description of services available in the district for students with special needs.
12. Faculty Handbook or campus Administrative Manual.
13. List of business and industry participation and their levels of involvement.

RELATED INFORMATION, STRATEGIES, ACTIVITIES AND RESOURCES

2. LEADERSHIP AND CITIZENSHIP DEVELOPMENT

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.

- a. Conduct organized instruction utilizing the Official FFA Manual and the State FFA Constitution in each class.
- b. Emphasize the purposes and activities of the organization and the opportunities available to each student.
- c. Have local chapter officers visit each class to discuss the local chapter's activities.
- d. 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.
- e. 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).
- f. 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.
- g. All students shall participate in the total agriculture education program, which includes citizenship, leadership, and interpersonal skill development activities (FFA).
- h. 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:

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

Utilize FFA performance recognition programs.

- Provide Proficiency Awards to the outstanding members of the local FFA chapter.
- Follow the FFA degree awards program as outlined in the State FFA Constitution.
- Encourage students to apply for local, sectional, regional, state and national FFA Proficiency Awards.
- 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 website: www.ffa.org.
5. California Agricultural Education website: www.calaged.org.

6. Agriculture Education Student Leadership Materials, FFA Financial Services Office: access to the Official FFA Manual & Student Handbook, FFA Membership Cards (one per student), a printed record book California Agriculture Education Record Book or access to i-recordbook or AET record keeping system (one per student).
7. 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
8. AET Record Book – The AET record keeping system can be accessed by visiting this website: www.theaet.com
9. California Agriculture Education Record Book Manual available from www.calaged.org
10. California FFA Program of Work available from www.calaged.org
11. Agriculture Education-Student Career Plan (Data Sheet) (Appendix K).
12. FFA and SAE as Integral Instructional Activities (Appendix N).
13. California Agriculture Curriculum for the Agriculture Core and Advanced Clusters available from www.calaged.org
14. Agriculture Content Standards available from www.calaged.org
15. Extended Contract Plan, Items M-N (Appendix M).
16. Ed Code Section 52454 (Appendix I or available from www.leginfo.ca.gov/).
17. Agriculture Incentive Grant “Leadership Activity Checklist” available from www.calaged.org

VALIDATION DOCUMENTS

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

5. Grade Book indicating grade for leadership activities.
6. Course descriptions that include grading criteria for participation in leadership activities.
7. Complete Student Career Plans for each student.
8. Up-to-date California Agriculture Education Record Book or AET records for each student.
9. 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
2. AET Record Book – The AET record keeping system can be accessed by visiting this website: www.theaet.com
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 or AET records 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 PERSONNEL

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 3,000 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, P.O. Box 186, Galt, CA 95632 (email address: cata@calagteachers.org 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.

- 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.
- 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.
- 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.
- 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: <https://www.calaged.org/Teaching-Resources>

5. Agriculture Content Standards available at the California Agricultural Education website: <https://www.calaged.org/Teaching-Resources>
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 MATERIALS

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. Career Technical 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 Career Technical 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 introductory level agriculture course. 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 and/or 2+2 agreements. Ask for a copy of written materials.

Seek technical assistance from the California Department of Education Agriculture Education Unit Staff.

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).

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/>).

Agriculture Education Program Recruitment Brochure available from Agriculture Education Department, California Polytechnic State University, San Luis Obispo, CA.

VALIDATION DOCUMENTS

Completed and updated Student Career Plan and Program Planning Form for each student.

Recruitment brochure.

FFA Chapter Program of Work.

Agriculture Education Program Annual Calendar.

Agriculture Education Program Handbook.

Bulletin board display.

Articulation Agreement and/or 2+2 Agreement.

List of guest speakers presenting in agriculture classes and the topic of their presentation.

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

National FFA Local Program Success Resources
<https://www.ffa.org/resources/educators/lps-resources>

Agriculture in the Classroom Resource Document available from Agriculture in the Classroom Foundation (<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.
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. 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 September 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).

- name, address, phone number
- employment status information;
- school status;
- 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;
- 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 Career Technical Education 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

Performance Standards for Ornamental Horticulture (Appendix H).

Performance Standards Checklist (Appendix h).

Competency Certificate (Appendix G).

Sample address card (Appendix DD).

Follow-up Survey Instrument Example (Appendix EE).

Professional Development Plan (Appendix V).

Budget Definitions (Appendix GG).

Budget Worksheets (Appendix HH).

Equipment Inventory and Replacement Schedule form (Appendix Y).

Budget Record Form (Appendix II).

Budget Explanation Form (Appendix II).

Spending Record Form (Appendix JJ).

Completed Spending Record Form (Appendix JJ).

School Farm Budget Example (Appendix KK).

California Agriculture Curriculum for the Agriculture Core and Advanced Clusters available at the California Agricultural Education website:

www.calaged.org

Agriculture Content Standards – Grades 9 -12 available at the California Agricultural Education website: www.calaged.org

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 28 students per class.
2. Maximum enrollment per teacher in a shop or laboratory class is 22 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 100 students. For Agriculture Incentive Grant purposes, freshmen are counted as 1/2 when determining the 100-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 100 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 100 agriculture students actively engaged in FFA and supervised agricultural experience out-of-class activities.