FAR110

SAN JOAQUIN COUNTY OFFICE OF EDUCATION FINANCIAL ACTIVITY REPORT BY DATE

#J3853

05/24/2011

45 Manteca Unified School Dist.

07/01/2010 TO 05/24/2011 10.1% REMAINS IN FISCAL YEAR 11

PAGE 1

Fund: 01 GEN FUND/CO SCHOOL SERV FUND Resource: 7010 AGRICULTURAL VOCATIONAL ED

School: 700 SIERRA HIGH

Mgmt: 0000 UNDESIGNATED

102.00 10	ACCOUNT CLASSIFICATION REFERENCE VENDOR Res Y Goal Func Sch Mgmt NUMBER DATE NUMBER		REVISED BUDGET	RECEIVED/ Expended	ENCUMBERED	BALANCE
BALANCE FORMAD 07/91/2010 BALANCE BALANCE 05/24/2011 BALANCE FORMAD 07/91/2010 BALANCE FORMAD 07/91			446 42222 222222		==========	58 22====== 3
010-0-3800-1000-700-0000 P0-111201 1/10/2010 00138-01 GINTERT SALES D 1,000.00 7,100-0.00 7,000 P0-11000 P0-111201 11/10/2010 00138-01 GINTERT SALES D 1,000.00 7,100-0.00 P0-1100-0.00 P0-111201 11/10/2010 00138-01 GINTERT SALES D 1,000.00 7,000-000 P0-111301 11/10/2010 00457-03 CALLF MELDING S 1,000.00 7,000-000 P0-110/2080 11/20/2011 000457-03 CALLF MELDING S 1,000.00 P0-110/2000 P0-110/2080 11/20/2011 000457-03 CALLF MELDING S 1,000.00 P0-110/2000 P0-110/2			0.00	0.00	0.00	0.00
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BALANCE FORWARD 07/01/2010 0.00 0.00 0.00 0.00 0.00 0.00 0.00	5222 WORKSHOPS /TRATIVINGS					
010-0-3800-1000-700-0000 RB-070110 07/01/2010 REVISED BUDGET 503.00 503.00 010-0-3800-1000-700-0000 JV-110631 01/31/2011 JV-R/C P0#11196 105.00 398.0 010-0-3800-1000-700-0000 JV-110632 01/31/2011 JV-R/C P0#11197 198.50 199.5 010-0-3800-1000-700-0000 JV-110633 01/31/2011 JV-R/C P0#11193 35.00 164.5 010-0-3800-2700-700-0000 JV-110633 01/31/2011 JV-R/C P0#11193 105.00 59.5 010-0-3800-3110-700-0000 JV-110633 01/31/2011 JV-R/C P0#11193 35.00 24.5 010-0-3800-3110-700-0000 JV-110633 01/31/2011 JV-R/C P0#11193 35.00 0.00 010-0-3800-3110-700-0000 JV-110633 01/31/2011 JV-R/C P0#11193 35.00 24.5 010-0-3800-3110-700-0000 JV-110633 01/31/2011 JV-R/C P0#11193 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.0	· · · · · · · · · · · · · · · · · · ·		0.00	0.00	0.00	0.00
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10-0-3800-3110-700-0000 JV-110633 01/31/2011						
TOTAL ACTIVITY 503.00 478.50 0.00 ENDING BALANCE 05/24/2011 503.00 478.50 0.00 24.5 5600 RENTS, LEASES, REPAIRS, IMPRVMNTS BALANCE FORWARD 07/01/2010 0.00 0.00 0.00 0.00 110-0-3800-1000-700-0000 RB-070110 07/01/2010 REVISED BUDGET 250.00 250.00						
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TATAL LANGUE AND A STATE OF THE		REVISED BUDGET		0.00	0.00	
	TOTAL ACTIVITY		250.00	0.00	0.00	200.00

FAR 110

SAN JOAQUIN COUNTY OFFICE OF EDUCATION FINANCIAL ACTIVITY REPORT BY DATE

#J3853

05/24/2011

45 Manteca Unified School Dist.

07/01/2010 TO 05/24/2011

10.1% REMAINS IN FISCAL YEAR 11

PAGE 2

Fund: 01 GEN FUND/CO SCHOOL SERV FUND Resource: 7010 AGRICULTURAL VOCATIONAL ED

School: 700 SIERRA HIGH

Mgmt: 0000 UNDESIGNATED

ACCOUNT CLASSIFICATION REFERENCE VENDOR Res Y Goal Func Sch Mgmt NUMBER DATE NUMBER DESCRIPTION	REVISED BUDGET	RECEIVED/ EXPENDED	ENCUMBERED	BALANCE
**** 5000 TOTALS:	753.00	478.50	0.00	274.50
Management TOTALS (EXPENDITURE)	9,876.00	5,882.47	180.06	3,813.47
Management TOTALS (INCOME)	0.00	0.00	0.00	0.00

chool	2011
igh Sc	2010.
ra Hi	•
Sier	

Curr Enc.	\$0.00	\$4,719.65	\$4,732.13	-\$12.48
Exp.	\$6.56	NCOME	NC/ACT	BALANCE
Enc.	\$6.56	TOTAL DEPT INCOME	TOTAL DEPT ENC/ACT	TOTAL DEPT BALANCE
Income				:
Cat	Ag Shop			
ESLRS Dept.	Dept/IT Fees			
Description	Replaced Lost FOB Key-Ariaz			
P.O.# Vendor	WO SHS			
P. O. #	WO			

Page

erra High School	2010-2011
Sierra	

P.O.# Vendor	Description	ESLRS Dept.	Cat	Income	Enc.	E.	
	2009/2010 Carryover	Dept/IT Fees	Flor/Hort. \$533.00	\$533.00		-	Cuit tuc
	2010/2011 Allocation	Dept/IT Fees	Flor/Hort. \$1164.00	\$1164.00		,	
110236 Nasco	2010/2011 Open PO- Gardner	Dept/IT Fees	Flor/Hort.		\$600.00	\$367.16	00 03
110356 Home Depot	2010/2011 Open PO-	Dept/IT Fees	Flor/Hort.		\$1577.50	\$748.79	00.00
111290 KB Farms	Invoice for Flowers for	Dept/IT Fees	Flor/Hort.		\$314.57	\$314.57	00.05
111291 Floral Supply Syndicate	2010/2011 Open PO-Gardner	Dept/IT Fees	Flor/Hort.		\$1000.00	\$748.04	\$0.00
I 10/11 SHS	Deposit-Floral Fees	Dept/IT Fees	Flor/Hort.	\$549.00			

\$2,246.00	\$2,178.56	17 LY3
TOTAL DEPT INCOME	TOTAL DEPT ENC/ACT	TOTAL DEPTRALANCE

Amanda Gardner

From:

Janet Mattfeld

Sent:

Friday, December 10, 2010 10:18 AM

To:

Amanda Gardner, Amanda Koslow, Clara Schmiedt, Danelle Ariaz, Greg Bridges, Jaime

Sanchez; John Hopper; Kristen Buck; Mark Chaffin; Pat Ariaz; Ryan Costa; Tristyn Silva

Cc:

Kathy Ruble; Shelley J. Williams; John Alba; David Chamberlain; Doug McCreath; Susan

Pearson; Jose Fregoso; Rosa Souza; Yurica Avila; Julie Sousa; Kathy Kennedy; Beverly

Vaughn

Subject:

Ag Incentive

Attachments:

image001.png; image002.gif; image003.gif

Yes, Virginia, there is a Santa Claus. Your Ag Incentive money has finally been approved and can be spent. Listed below are the amounts your school is receiving. This is your first apportionment. You will get a second (much smaller) apportionment at a later time (when we get it).

EUHS \$7,312 LHS \$7,615 **MHS** \$7,025 SHS \$7,407 **WRHS** \$7,323

Let the journaling begin.





please consider the environment before printing this email

Ag Dept Budget

Floral - 2000.00 Ag Science- 500.00 Ag shop classes - 4000.00 OH - \$500.00 Gas - 500.00 - but with gas prices it was more Ag travel \$1500

These are approximate ranges, if we stay within these amounts; we are usually okay with the budget.

Income:

Usually only with FFA (not Dept money). Income cannot be accounted for in Dept budgets...only in ASB FFA account...

Department/District Budget Process

The first step to setting up open purchase orders is as follows:

Fill out a requisition with our site account clerk, Kathleen, with the appropriate information on the form. Items such as the vendor, address of vendor, telephone number, etc need to be filled out on the requisition form. After submitting the requisition to Kathleen, she then processes it and submits it to the district. The school district will then issue the requisition back to Kathleen with an assigned PO (Purchase Order number). Kathleen then returns the Requisition back to me with an assigned PO from the district. I can then use that PO number to place orders or purchase classroom supplies or materials with. I do have to make sure that I do not go over the allowed amount that was stated on the requisition.

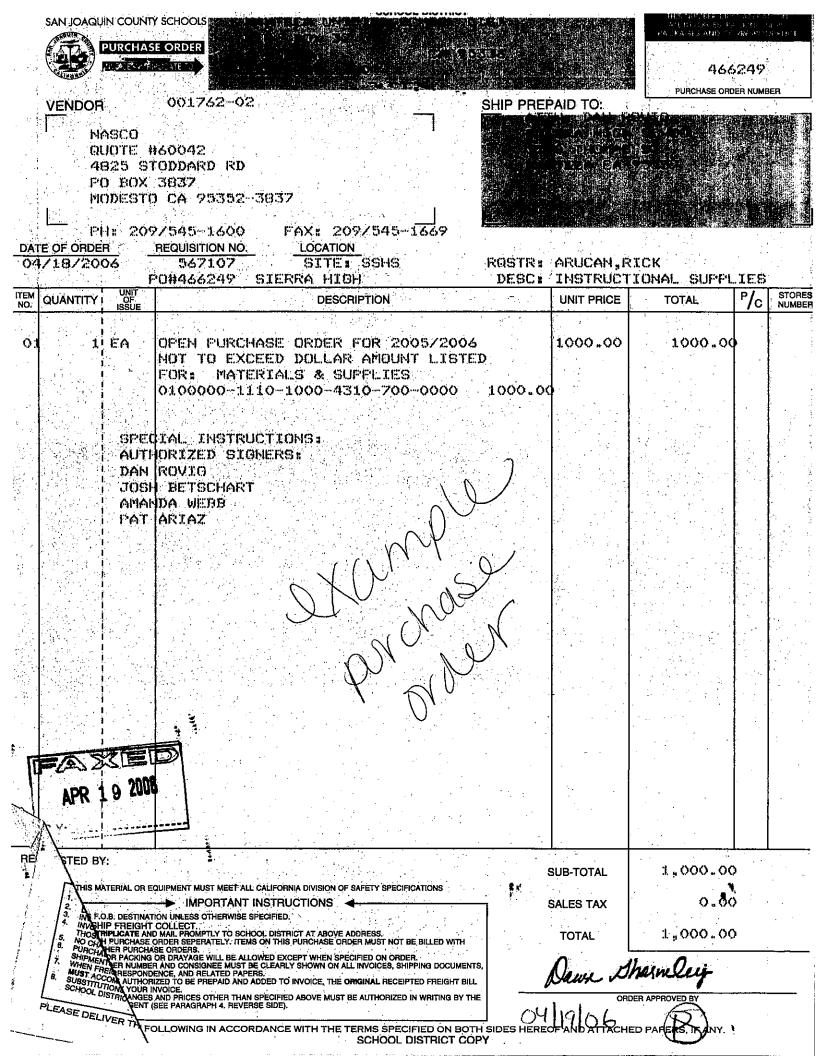
After every purchase, online order or catalogue order, I must supply my account clerk, Kathleen, a copy of the invoice or receipt. She then submits the invoice/receipt to the district to charge against the Purchase Order.

At the end of the year, I have to personally meet with Kathleen to go over the PO's and "close them out." After PO's have been closed by Kathleen, I am no longer able to purchase on them....

No purchases can be made without prior approval and following the steps of the Purchase Order Process.... All requisitions must be submitted to Kathleen.

As far as Ag Incentive Grant and Perkins funding, this is also done thru Kathleen. We fill out the Ag Incentive Reports with Kathleen and submit them to the District as well.... We are not allowed to spend on Perkins or AIG (Ag Incentive Grant) until Purchase Orders are also in place.

Again, all receipts and invoices must be submitted to Kathleen involving Perkins Funds and AIG.



REQUISITION#

Date: April 2, 2011

Ship To. Sierra High School

1700ThomasSt.
Manteca, CA 95337
Attn: Amanda Gardner
Ag. Dept.

	Prog/Fu	nding: Perki	ns Money	/			- 4:	
	Vendor:	Nasco				Send Or	structions: iginal Purchases	
	Dept/Att	n:		Date Requested:	ASAP	Order Send Warrant to Site	to Site To:	
		: 4825 Stodda		•		-	Other Spec	ial .
		te,Zip: Mante	ca Calife	ornia 95337	Phone: (800)	558-9595 or 209-545-1600		·
	-	-				Fax: (209) 545-1669		
	·			olies, lab materail	•	, ,	,	
	_ <u>X</u> P	rice Verified	with Ve	endor Print Name (See attached participation of Person in Compar	aperwork nv Verifving Prices		
Item #	1	Quantity	Unit	Unit Price		Description		Amount
1					supplies for la	r for the purchase of student ma bs and student projects. Amanda Gardner only.	terials and	\$995.40
					0			<u> </u>
				<u> </u>	See attached Quot	e for specific details and prices.		
						· +=		-
						, 		
						- 1744-m	·	
				-		<u> </u>		
						<u>.</u>		
			[Sub Total	\$995.40
							Sales Tax	\$92.07
							Shipping:	\$8.01
							Discount:	İ
							Total:	\$1095.48
								<u> </u>
		Gardner sted By			<u>4-2-09</u> Date			
	reques	sieu by			Date	FSLRS	_1,2,3,4	
	Origina	tor's/Princip	al's Sigr	nature	Date	LOLINO	_ 1,2,0, =	_
	Dir	ector/Admin	ietrator'	e Signature	Date			
	ווט	ecton/Admin	iiou ator	s digitature	Date			
				*DISTRICT	OFFICE USE ONLY	Ţ =		
— Rev	olving Cas	sh Check No.				Order Approval Signatur		
Puro	hase Ord	er Number				Date Requisition Return	ed to Site	

Ag Teacher Duties 2010-2011

Duties	Amanda	Pat Ariaz	Both Advisors
	Gardner		
FFA Advisor	х		
Swine Projects	Χ		
Beef Projects	Χ		
Greenhouse projects	Х		
Public Speaking Teams	Χ		
Greenhand Conference	X		
State Conference	Χ		
Crops	Χ		
Turkeys	Х		
Chickens	Χ		
Rabbits	Χ		
Wood and Metal Projects	Χ		
Other confereneces			Χ
Sheep Projects		Χ	
Goat Projects		· X	
Breeding Sheep		X	
Large metal projects		Χ	
CATA meetings			Χ
FFA meetings			Χ
Regiona I and Sectional meetings			Χ
Advisory Committee meetings			Χ

Advisor Duties are revised at the beginning Of every year!

Substitute Procedures are as follows:

In order to secure a substitute, I have to login to SubFinder and enter in my absence. The phone system via the District will call in a sub for me, or a requested one. I then need to fill out a Sub request Form and submit to the School. There also has to be a funding source for the Sub. (example: perkins, Ag Incentive, sick leave, ASB, etc).

The Substitutes are to check in with the front office where they are supplied a handbook and key for the classroom. As instructed in the Sierra High School Faculty Guide, I leave all my lessons for the Sub in my classroom on my desk. Subs are to follow my instructions...

November 28th and 29th SUBSTITUE INSTRUCTIONS

Period 1: Prep Period.

Period 2: AG. SCIENCE I.

Overall, this class is pretty good. Let them know that if any of them gives you trouble they will be sent up to the office with a referral. The students are just getting into Animal Science, so I need them to read Unit 28 in the Agriscience text book. After reading the unit they need to give definitions for all "Terms to know" (page 373). Also they need to complete the self evaluation section (multiple choice, matching, and completion) on pages 383-384. Let them know that this will be due at the end of the period Tuesday, November 29th. If students finish Unit 28 before the end of the period Tuesday, have them start working on Unit 29.

Period 3: AG. SCIENCE I

This class has a few trouble makers. But again if any of them gives you trouble, you can send them up to the office with a referral. This class is the same as second period. So, they are to complete Unit 28, and go onto Unit 29 if they finish early.

Period 4: BASIC AG. MECHANICS

You will need to go over to room 62 and bring the kids to 67. Since they have a sub they will not be working in the shop. They need to use the Agricultural Mechanics book and work on Unit 22 and 23. Unit 22 is on page 279, have them define all the "terms to know" and complete the Self Evaluation at the end of the unit. Unit 23 is on page 288, have them do the same for this unit as Unit 22. Let them know that both units will be due at the end of the Period Tuesday. The T.A. Jeremy Towner will help you keep the boys in line and will take care of referrals.

T.A.'s:

Period 2- None

Period 3- Jake Rovig

Period 4- Jeremy Towner

TAKING ATTENDANCE:

The office should provide you with roll sheets. Just mark the students who are absent and leave them on my desk.

TROUBLE MAKERS:

If any kids give you a hard time but not bad enough to be sent out, just write their names down for me. I will talk with them when I return.

Thank you so much for coming in. If you need any help the other Ag. Teachers are:

• Pat Ariaz- Room 61

To call one of their rooms just dial a "1" before the room number. So for Pat Ariaz you would dial 161. Other contact numbers are on a list next to the phone. If you are not subbing for two days then please leave these instructions for the next substitute

Thank you again, and have fun!

Amanda Gardner

Thank you for subbing for me on such short notice. My classes are all good kids. Please write down any names of kids who misbehave.

1st period Prep

2nd period & 3rd period

This class is Floral Design. They are making a color scheme collage from magazine clippings. They are to provide their own magazines. They may share magazines with each other. They may also keep the magazines in the back of the class room. If they didn't bring in any magazines, they are to begin their floral notebook. Give them a floral price sheet and they are to locate the selected flowers in the Appendix A of their Floral book. They are to copy the format from the book into their notebook. They have been informed on how to do this assignment.

The collage is due at the end of the period on Thursday, no excuses. The floral notebook is not due. It is a continuing assignment and will not be collected.

4th period

This is my Ag Science II class. There are only 16 kids in here. They are really good, but don't let me give you a hard time. They are watching the Trials of Life videos. Start with "Growing Up" and work your way down the stack. They know that they are watching these videos. Let me

know if they don't pay attention and I will quiz them -- other than that, there isn't a worksheet for them. They might get a little chatty, but just keep them in check. You should be able to get through almost two movies a day == they are 50 minutes each.

Please take roll in my black binder on the desk in addition to the roll sheets that they give you. Thank you again. If you aren't subbing for me for the full three days, please leave this for the next sub.

Amanda Gardner

Program Completion Standards Agriculture Department

- Students completing a program in agriculture at Sierra High School must complete three years within the agriculture program areas.
- The student's must have maintained a supervised agricultural experience project for all three years and have completed FFA record books to verify project.
- Each student enrolled in an agriculture class will be a member of the National FFA Organization and be active at the local level.
- Students that are considered four year completers will have met the national FFA requirements to have earned their Greenhand and Chapter degree.
- GPA requirement 2.0
- Must have earned your Chapter degree
- Must have participated in at least 15 chapter level activities.
- Must have completed 10 hours of community service in the last 3 years.

Sierra Agricultural Program Pathways:

Agricultural Mechanics Agricultural Science Animal Science Plant Science/Floriculture

Program Completer Application Agriculture Department

Applica	ation must be typed for consider	eration.
Name	e:	Date:
	First, Last name	
Cumu	ulative GPA:	Ag Sequence GPA:
	— - · · · ·	igh school transcripts!!!!
	Highest FFA degree obtaine	·
2. \$	Select the program pathway	that you have completed.
	Agricultural Mechanics	.
0 A	Agricultural Science	
0 1	Animal Science	
0 F	Plant Science/Floriculture	
0 (General	
	Briefly describe the scope o	of your SAE for the last 3 to 4

4. List five <i>chapter level</i> actiduring the last 3 to 4 years	vities you have participated in
a.	•
b.	
c. d.	
e.	
5. List 3 <u>above</u> chapter level	FFA activities that you have
participated in over the las	
a.	
b.	
о. С.	
.	
6 List the community service	e activities that you have been
involved in over the last 3	
myoryou m over the last s	to Tyours.
Activity	# of Hours
7. Briefly explain your ed	ucational and career plans after
high school.	•
Student signature:	Date:
Parent/guardian signature:	
Advisors signature:	
Attach a copy of the Financial S	Statement of all 3 or 4 FFA Record
books and a copy of your fourth	n books April Journal pages.



Modesto Junior College 435 College avenue modesto ca 95350 (209) 575-7358

Date:

February 24, 2010

To:

Amanda Gardner

Susan Pearson Gail Brumley

Mark Anglin

From:

Peggy Kroll, Director Early College/Tech Prep

Broce

Modesto Junior College

Subject:

Articulation Agreement

Thank you for returning the signed articulation EHS 58, with MJC and Sierra High School. The attached articulation will be renewed through Summer 2012. I am enclosing a copy for your records.

Again, thank you, this is a great opportunity for high school students. Your efforts are much appreciated.

Sincerely,

Peggy Kroll

Articulation/Tech Prep Director

Modesto Junior College

435 College Ave.

Modesto CA 95357

krollp@mic.edu

MODESTO JUNIOR COLLEGE SECONDARY-POST SECONDARY ARTICULATION 2+2 AGREEMENT

STATEMENT OF INTENT

This agreement enables students to receive college credit and/or a prerequisite waiver for course work completed at the secondary level. The granting of college credit is based on the achievement of competencies through a course or sequence of courses as defined below.

TERMS OF AGREEMENT

This agreement shall remain in force for three years but shall be reviewed for consideration or continuation at the completion of each academic year. This review will include an examination of the current course outlines and final examination. A discussion of current teaching methodologies may be required by college faculty. Either party may terminate this agreement at the close of any academic year by written notice to the MJC Articulation Officer or the principal/ROP Director of the high school.

SECONDARY INSTITUTION SIERRA HIGH SCHOOL

School/District ROP

Agrees to certify those students who have successfully completed the following course with a B or better grad and have met the requirement for:

The Art of Floral Design

COLLEGE DATA

Upon receipt of grades for students from the high school/district or ROP teacher from the above named secondary institution Modesto Junior College agrees to award 3 units of college credit for

EHS 58 Preparatory Floral Design (3)

Modesto Junior College:

Sierra High School:

Coll Brande II-4-09
Gail Brumley. Faculty

Mark Anglin, Dean

Date

Mark Anglin, Dean

Date

Susan Pearson., Principal

Date

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)		
Course Title The Art and History of Floral Design	9. Subject Area	
2. Transcript Title(s) / Abbreviation(s) Ag Floral, Floral Design 3. Transcript Course Code(s) / Number(s)	☐ History/Social Science ☐ English ☐ Mathematics	
4. School Sierra High School 5. District Manteca Unified School District	□ Laboratory Science □ Language other than English ☑ Visual & Performing Arts □ Intro □ Advanced □ College Prep Elective	
6. City Manteca	10. Grade Level(s) for which this course is designed 2 9 2 10 2 11 2 12	
7. School / District Web Site www.mantecausd.net	11. Seeking "Honors" Distinction?	
8. School Course List Contact Name: Amanda Gardner Title/Position: Ag Teacher Phone: (209) 858-7410 Ext.: E-mail: agardner@musd.net	12. Unit Value □ 0.5 (half year or semester equivalent) □ 1.0 (one year equivalent) □ 2.0 (two year equivalent) □ Other:	
13. Is this an internet-based course? Yes No if "Yes", who is the provider?	14. N/A	
15. Is this course modeled after a UC-approved course from another school <u>outside</u> your district? Yes No		
16. Pre-Requisites None	17. Co-Requisites None	
18. Is this course a resubmission? X Yes No If yes, date(s) of previous submission?Spring 2008		
19. Brief Course Description		

The Art and History of Floral Design provides an introduction to artistic and creative perception including aesthetic valuing through a series of projects in various media including fresh and artificial flowers, chalk, clay, pencil, tile, paint and textured papers. Students are also introduced to the elements and principles of visual art design using a series of floral-based projects to explore the connections, relations, and application to visual arts design. Students will learn about the different philosophies, methods and types of art media, and then they will demonstrate their knowledge and skills through various interactive projects and activities. Students will research and study floral trends to develop an appreciation for floral design within historical and cultural, formal and casual, ceremonial and traditional, developing an understanding that floral designs are affected by society, culture, history, politics, and economic influence. Assignments are based on abstract two and three dimensional designs, historical culture and theory, color theory, and analytical critiques of various floral art works using design vocabulary in conjunction with development of technical skills in floral art. Students will research the floral industry as a possible future career, evaluating their own skills and interests. Students will have the opportunity to display skills and products through competition and community events.

Reimbursement

Teachers are reimbursed for all integral activities associated with FFA, SAE, and professional CATA in-service activities. All conferences and activities must be approved three weeks in advance.

Reimbursement `

I am reimbursed from several accounts...some of the accounts that I am reimbursed from are as follows:

AIG- Ag Incentive Grant

Perkins Funds

Block Grant Monies

Dept/ Block Grant Monies

FFA/ASB account

District Business Account

Quality Criteria Eight

Program Promotion Project

Amanda Gardner

AGED 539 2011

1	Project Proposal
2	Project Proposal-Recap
3	Steps for the Recruitment Day
4	Materials sent home to parents
5	Recruitment Power Point
6	Feeder Schools
7	Bus Schedule
8	Survey Questions
9	Survey Results
10	Teacher Comments
11	Student Surveys
12	Pictures

Project Proposal

Name: Amanda (Webb) Gardner Address: 2143 Swanson, Dr.

City, State, Zip: Escalon, CA 95320

Phone: (805) 431-9733 E-mail: agardner@musd.net

Project Proposal

(to be completed in conjunction with AGED 539)

Quality Criteria Number Addressed: Eight

Goal or Purpose of the Project: To promote Agriculture in our community and hold an event (open to all elementary, middle and high schools) in the District to attend.

Specific Objectives to Accomplish (Be as detailed as possible): I will organize this event to occur in May and will be held at our Manteca Unified School District Farm. I will organize this with all the schools in our district to attend during school hours for their students to participate in. I will organize the bus schedules, schedule of the days 'events, demonstrations (that will be conducted by my FFA students), vendors/businesses from the community will also be there to present too. I will have a nurse's station for on-site first aid. Every student that leaves this event will take with them a "goodie bag" that will contain: FFA Pencils, A flyer about Sierra High School's Agriculture Department (including career pathway information), and a few other items to remember that day by... I will have vendors give the students items that are representative of their company as well (for example Del Monte will supply all the students with Fruit cups!)... My goal to promote Agriculture! Not only to promote Agriculture, but also the program at our high school!! My FFA students will be a part of this day, speaking to the younger classmen (6th , 7th or 8th graders) about their personal experiences in FFA....I would like to have display boards for viewing, tractors and other farm equipment and machinery, a Beekeeper with a display of bee boxes, Poultry Industry company with a candling machine/ egg display and many other industry related organizations to present that day as well.....

Here are some items that I will be creating and sharing with my FFA students as well as the

- 1. Power Point lesson-"8th grade Recruitment for Sierra FFA" this will be on display and FFA students will be presenting to small groups of 6, 7th or 8th graders...
- 2. Display Boards- topics will cover:
 - a. Sierra-Manteca FFA Chapter, how you can join FFA.
 - b. Animal Breeds-students showing Livestock Projects
 - c. Crop- Crops Grown in San Joaquin County. Crops produced on the School Farm Property.
 - d. How Agriculture promotes Recycling, "going green" and Natural Resources
 - e. A few other display boards promoting Agriculture and display boards focusing on recruitment....
- 3. A Follow-up to this day's Event

- a. E-mail Survey- sent as an attachment to the school's who participated. (Principals, Vice Principals, etc.. or even the teachers of the 6th, 7th or 8th graders could respond to the survey).
- b. Survey sent to FFA members- have all students (FFA students) who participated in the event fill out a survey on their thoughts and opinions of the day. This survey will ask if the FFA student felt the day was beneficial to our Program and if they felt that they made an impact on the younger and upcoming students.
- 4. Interest Forms- Will be completed the day of the Event... I will have these cards placed at all the display boards and every "booth" or station. There will be pens tied to strings at each table so that the students can fill out the Interest card, use the pens supplied, and then there will be a Box that the cards are dropped into.....I will review/read all the Interest cards after the Event is completed...
- 5. Follow Up Letters to interested Students and their parents will also be a part of this Event. I will mail home (using the information that was gathered on the Interest cards) letters to the potential incoming FFA members...
- 6. Goodie Bags-Goodie bags will be given to each participant...bags will include
 - a. FFA pencils
 - b. FFA stickers
 - c. A small FFA Bookmark- with info about Sierra FFA.
 - d. A Jolly Rancher Candy (to remind them of Farmers and Ranchers)
 - e. Several other small items...

Estimated number of hours on this project: approx 6 or 7hours a week(in the beginning stages), and probably 3-4 hours a day the few weeks before this event.....just prior to the event, probably 4-5 hours a day and the actual day of the event (probably 13-15 hours)...so a minimum of 60 hours...

Estimated expenditures (\$) on this project (your costs): \$ 350.00 (could be a lot more, for printing flyers, purchasing bottled waters for the vendors, and supplying a lunch for all the vendors)... I would like to try to get donations for this event as well...

Proposed timeline for completion of the project: This event would take place in May.

<u>Progress Report:</u> How will you inform the Cal Poly faculty of your progress on a <u>regular</u> basis? I can e-mail on a weekly basis if necessary.

For Office Use Only:	
Project Approved By:	
Date of Approval:	<u> </u>
Quarter student will enroll in AGED 539:	

Project Proposal Recap:

Project Proposal Recap:

- 1. Power Point Lesson- I had a specific area that was set up for the students when they arrived off of the busses. My FFA students presented to the younger students (as an orientation) to the day's events and also promoted FFA and the Agriculture Program! These students presenting the Power Point Presentation were in Official FFA Uniform. (See attached Power Point that was used.)
- 2. Display Boards- there was about 15 display boards that we had set up. Display boards were strategically placed around the School farm area so that they younger students had to almost "tour" the facilities to go from display board to display board. My FFA students (2 per display) were set up at tables and spoke to the students as they came around with their teachers. The FFA students were wearing their FFA t-shirts, had hands-on- activities and even goodie bags for the students to take home. The display areas were perfect for promoting Agriculture and promoting the Sierra-Manteca FFA Chapter. At each display area, survey cards (along with pens and pencils) were available for the younger students to fill out and leave with us.

3. Display Board topics included:

- Lady Bugs students were given rocks that we had before-hand painted solid red with paint and students got to draw spots on them.
- ii. Animal Breeds. Many boards on Swine, Sheep, Poultry, Rabbits, and Cattle.
- iii. Crops. Boards on specific crops grown in the valley and San Joaquin County.
- iv. Conservation Ag Displays: Crops and Groundcovers helping with soil erosion.
- v. Plant Transplant Display. Students were able to transplant plants into cups to take home.
- 4. Follow-up to the Promotion & Recruitment Day: Surveys were hand delivered to the teachers at the end of the day, just prior to the students getting back on to the busses. Elementary teachers were asked to fill out the survey and immediately return it to the FFA student that was their guide for the day.

Follow-up Surveys for FFA members was done in class and asked the FFA students if they felt that the day was beneficial to our Program and if they thought it made an impact on the younger students.