

Quartz Hill High School Agricultural Education Program:  
A Guide to Restarting, Revising, and Rebuilding the Agricultural Education  
Program at Quartz Hill High School

A Senior Project

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## **Abstract**

At one point in time Quartz Hill High School had a successful Agricultural Education program. The program utilized the principle of Agricultural Education to develop each student to be a contributing member of society. The purpose of this project was to create a booklet on how to rebuild a high school agricultural education program. It was designed to help the author gain knowledge about agricultural education programs, to set a foundation for how one would rebuild a program, and to create new ideas on how to diversify a program of agricultural education. The booklet is designed to help the administration and teachers in understanding the many processes involved in the rebuilding the agricultural education program.

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## **Chapter One**

### **Introduction**

Quartz Hill High School located in the Antelope Valley is a rural school with many agricultural influences. The Antelope Valley was developed on agricultural principles and has many agricultural influences today. The education system for the local high school district doesn't have a strong, multifaceted agricultural education program to help students develop agricultural interest in the Antelope Valley area. However, Quartz Hill High School has established facilities for an agricultural program to exist.

Agricultural Education is an important aspect in developing and maintaining the American agricultural industry. The youth who participate in secondary agricultural education programs are taught a diverse range of subjects as well as leadership skills and responsibility from student run projects. There are many intangible qualities that students learn through agricultural education.

#### **Statement of the Problem**

Due to the lack of interest and funds high school education programs are being forced to shut down or become a limited agricultural education program. High schools need to have agricultural education programs to help develop the next generation of educated, experienced, and established leaders to run the agricultural industry. The problem is that some members of society, administrators, students, and teachers see agricultural education programs as a non-essential part of education. Restarting, revising, and sustaining an agricultural education program will help change perceptions and develop the agricultural leaders of tomorrow.



### **Importance of the Project**

The importance of the project is to keep agricultural education a part of the curriculum in areas of the country that still have agricultural influences. America's deserve to have the educational programs that educate and develop the agricultural industry that surrounds them.

The project is to develop a booklet that any other administrator, teacher, student, or civilian could utilize to help restart and rebuild their agricultural program. Societal development has made the past rural lifestyle a fading aspect of living. Ag education programs all over the country are suffering from the loss of students, interest, and financial aid.

### **Purpose of the Project**

The purpose of the project is to develop a booklet to restart, rebuild, and sustain the Quartz Hill High School agricultural education program. The conductor is an alumnus of the high school and wished that he could have been a part of a high school ag education program. The program will be based on four main components: classroom instruction, Future Farmers of America (FFA), Supervised Agricultural Experience (SAE), and running a Farmers' market in the Quartz Hill area.

### **Objectives of the Project**

The objectives to accomplish the devised plan of this project are to:

1. Gain knowledge about high school education, FFA, SAE, farmers' markets, conflicts, issues, and information about current failing/successful high school agricultural education programs.
  - Literature review and research
2. Develop a basis for funding and gaining support for the new program.
3. Construct a curriculum flowchart for the classroom instruction portion of the agricultural education program.
4. Organize the features involved with starting a Quartz Hill Farmer's Market
5. Devise program information.
  - Goals of program
  - Program description
  - Student expectations and goals
  - Teacher job description

### **Definition of Important Terms**

***Agricultural Education program-*** A school program where students are exposed to diverse information about the agricultural industry, including but not limited to animal science, agribusiness, ag mechanics, and horticultural.

***Future Farmers of America or National FFA Organization (FFA)-*** A youth based organization that enhances the leadership skills, develops personal growth, and implements career development to the students.

***Supervised Agricultural Experience (SAE)***- A “learn by doing” youth program where students learn work based skills and is supported by the National FFA Organization.

## **Summary**

Agricultural Education is an important aspect in developing and maintaining the American agricultural industry because it set the foundation for future development. High school education programs are the foundation for establishing the next generation of agricultural industry supporters. The problem is that some members of society, administrators, students, and teachers don’t understand how important agricultural education programs are in regards to an alternative and positive method for student development.

Restarting, revising, and sustaining an agricultural education program will help change perceptions and develop the agricultural leaders of tomorrow by educating students about agricultural. The importance of the project is to keep agricultural education apart of the curriculum in areas of the country that still have agricultural influences. Across America towns and cities are worthy of having educational programs that educate students about the agricultural industry that surrounds them. The purpose of the project is to develop a plan of attack to restart, rebuild, and sustain the Quartz Hill High School agricultural education program. The outcome will be a booklet on how to effectively develop and implement the new Quartz Hill High School Agricultural Education Program.

## **Chapter Two**

### **Review of Literature**

The purpose of this project is to design a report to effectively rebuild, restart, and sustain the agriculture education program at Quartz Hill High School (QHHS). This chapter will provide the necessary information in regards to the quality criteria, components of a high school agriculture program, and concerns for rebuilding, restarting, and sustaining a high school agriculture program.

#### **Quality Criteria**

The quality criteria for the purpose of this project are the dynamics of the city, school, and previous or current agriculture information for the appropriate district. The demographics of the city are informative for population concerns and program necessity based on the population. The town dynamics will provide information on the potential interest for agriculture education. The school demographics are reflective of the city demographics. The student population will provide background information on who will be in the program if the school has the student volume to fill the agriculture classrooms. Established curriculum, policies, and history will provide a base for the program. The rules and regulations are items of interest for establishing a new modern program. The history of the town and district are the foundations for what are successful methods as well as what is irrelevant data to focus for building the agriculture program.

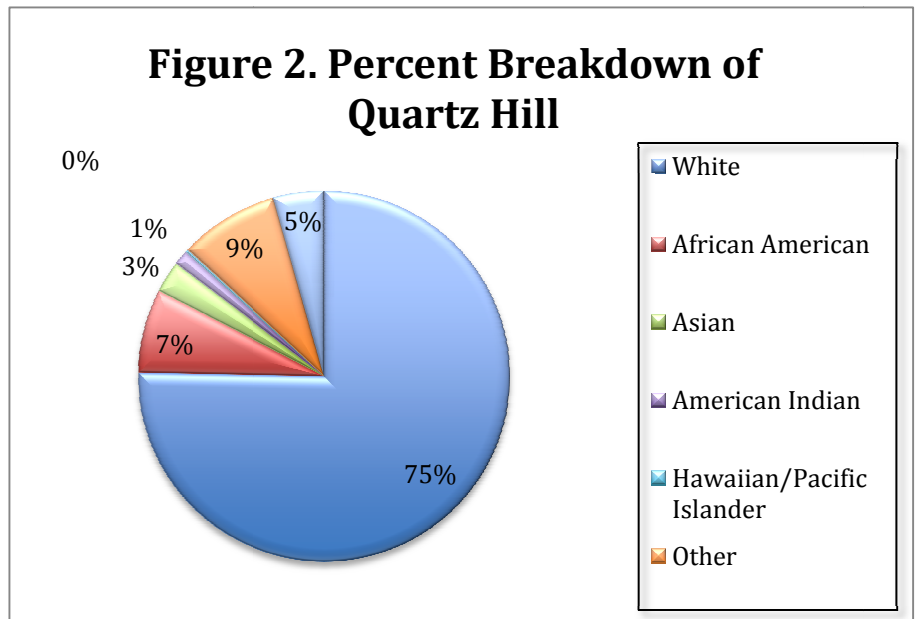
## **City of Quartz Hill Information, Demographics and History**

Quartz Hill High School is located in Quartz Hill, California. Quartz Hill is small rural town located about eighty miles north of Los Angeles adjacent to the cities of Lancaster and Palmdale. According to the 2010 US Census report the population in Quartz Hill was 10,912. The community demographics are broken down in Figure 1 and Figure 2. The city was settled back in the 1880s due to a discovery of quartz in the local foothills. Quartz Hill was an agricultural community that grew crops, mainly almonds and onions (AVHUSD, 2011). Today the agriculture isn't prevalent but many people have their own small livestock animals for recreational purposes such as horses, sheep, and goats. The outskirts of town are historically known regionally for its extensive alfalfa fields and fruit crops, farmers now are growing a wider variety of crops, such as carrots, onions, lettuce, and potatoes (Jalbert, 1995-2002.)

**Figure 1. Population of Quartz Hill**

<i>Race</i>	<i>Population</i>
White	8,218
African American	795
Asian	303
American Indian	142
Hawaiian/Pacific Islander	28
Other	947
Two or more races	479

(2010 US Census Report)



(2010 US Census Report)

### **Quartz Hill High School Demographics**

Quartz Hill High School has a student body of about 3,500 students. During the 2007-08 school year the student body population was 3,404 (Public School Review, 2011). Traditionally QHHS was predominately caucasian with non-Hispanic background. 19% of the students qualify for reduced or free lunch. There are 135 teachers. Ten teachers at Quartz Hill High are not highly qualified teachers and 125 of them are (Great schools, 2011). Figure 3 shows the demographics of Quartz Hill High School.

**Figure 3. Demographics of Quartz Hill High School (2007-08 school year)**

American Indian	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White	Total
23 (0.7%)	112 (3.3%)	16 (0.5%)	65 (1.9%)	739 (21.7%)	342 (10.0%)	2,103 (61.8%)	3,404

(Public School Review 2011)

## **District Information and Policy**

Quartz Hill high school is a member of the Antelope Valley Union High School District (AVUHSD). The district consists of nine main public high schools. The district's standards, "shall reflect the knowledge and skills needed for students to be adequately prepared for postsecondary education, employment, and responsible citizenship." The district standards are set up to meet the state recommended standards for secondary education

District content standards for English language arts, English language development, mathematics, science, health education, history-social science, physical education, visual and performing arts, world languages, and career technical education shall meet or exceed statewide model content standards adopted by the State Board of Education or the State Superintendent of Public Instruction as applicable (AVUSHD, 2011).

During the research for this project the AVUHSD didn't have any relevant data on any agriculture related educational programs offered by the district like Future Farmers of America or Supervised Agricultural Experience (SAE). There are two schools with agricultural programs in the district: Antelope Valley High School and Littlerock High School.

## **Curriculum**

Quartz Hill High School didn't have any web-based documents in regards to the past agriculture education curriculum. The high school district had several descriptions on their agriculture courses. The courses that were offered were; Agriculture and Natural Resources, Horse Science, Agriculture Geosciences, Agriculture Earth Science, Agriculture

Chemistry, Agriculture Biology, Environmental Horticulture Science, Viticulture, Agribusiness Economics, Floriculture, and Agriculture Economics (AVUHSD public document repository, 2011).

### **Components of a High School Agriculture Program**

High school agriculture education programs are the base for preparing and training the future of the agriculture industry. There are three main components to a high school agriculture program: classroom and laboratory instruction, supervised agricultural experience, and Future Farmers of America. Each component is critical for the development and full educational benefit to the students.

### **Classroom Instruction**

Classroom and laboratory instruction are the foundation for everything that occurs in the agricultural education program (Talbert, Vaughn, & Croom, 2005) Classroom instruction is where the theories and philosophy are explained to students (National FFA Organization, 2011). In the classroom, students learn concepts dealing with a broad spectrum of agricultural and agribusiness topics. The classroom instruction is followed by the laboratory instruction. Here, the concepts and theories are carried through to their application. The students are taught “hands-on” skills that can be used for practical and occupational purposes (Talbert, Vaughn, & Croom, 2005) The classroom yields more understanding of a subject on paper, in projects, and from direct instruction from the



teacher.

### **Supervised Agricultural Experience (SAE)**

The SAE component of an agriculture education program is the actual implementation of what the student learns (National FFA Organization, 2011). This is the “learn by doing” component for students and is a student project. The teacher will help the student develop a SAE project based on one or more of the SAE categories. According to the National FFA Organization the categories include: Entrepreneurship, Placement, Research and Experimentation, and Exploratory. The Entrepreneurship category is designed for students to own and operate an agricultural business. The placement category is designed for students to get a job or internship on a farm or ranch, at an agriculture-based business, or in a school or factory laboratory. The research and experimentation category is designed for students to plan and conduct a scientific experiment. The exploratory category is designed for students to explore careers in agriculture by attending an agriculture career fair, or creating a report or documentary on the work of a veterinarian. The SAE is real life skill building to help students gain work experience and responsibility (National FFA Organization, 2011).

### **Future Farmers of America (FFA)**

The FFA component of Agriculture Education is leadership skill building. FFA is designed to develop personal growth and career success. FFA has numerous systems to

deliver instruction in leadership. High School students participate in various events called Career Development Events (CDE) and Leadership Development Events. CDE events are contest that members compete in to test their skills learned through agricultural education instruction. There are twenty-three events such as prepared public speaking, parliamentary procedure, and various animal livestock judging. The events are designed to be competitive, emphasizing good sportsmanship and facilitating teamwork. The competitions have several stages for progress from regional, state, and national competitions increasing the interest from students and rewarding them for their efforts (National FFA Organization, 2011).

### **Sustainability for high school agricultural education programs**

A high school agricultural education program cannot exist without the students. The world is changing and society is changing with it. The ag industry is always trying to keep up with the evolving modern world. Agriculture education is a key constituent to a strong and educated industry. Sustainability is an increasingly hard factor for high school ag programs as the number of interested students, funds, and enthusiasm slowly fade away.

### **Recruitment**

The first step to establishing a high school education program is recruiting the students. Without the students the program cannot exist. A continuous supply of students is essential to accomplishing the goals of the program (Myers, Brea, & Dyer, 2004).

According to Journal of Agricultural Education factors that have been found to influence a student's decision to either enroll or not to enroll in an agricultural education course are the characteristics of the course, enhancement of personal identity, interest in the agricultural field, practical application of information in a future career, encouragement from significant other, and circumstantial or disavowance reasons (Myers, Brea, & Dyer, 2004).

The negative perceptions of the agriculture industry and FFA have been reasons to young students for not enrolling in Ag education courses. According to Dyer and Breja, the major obstacles to the successful recruitment of students in to the agriculture program are those associated with scheduling difficulties, guidance counselor support, competition from other programs and activities, image of agriculture, access to students, administrative support, and teachers having time to recruit. The main obstacle for recruitment of students into a high school Ag program is the quality and commitment of the teacher (Myers, Brea, & Dyer, 2004).

According to the Journal of Agriculture Education, solutions to these obstacles to increase the interests of students are to hire good quality teachers, increase program quality, diversify curriculum, career opportunities, public relations, and educate the administrators. Have in-service programs and annual training to better prepare the teachers. The program should be well represented and supported from faculty to janitors and administration to community members. Quality programs are diverse, organized, fun, and admired. Most of the common public will equate "Ag education" with "farming." A diverse curriculum will attract more students and offering every aspect of the agriculture industry will attract more students. FFA and SAE projects are not just helpful to students who are interested in agriculture and can be applied to many different tasks and/or jobs. Educating and informing the public on past student's accomplishments and how the program will help students who have never been directly exposed to Agriculture will help

diversify the program. Good public perception will increase public support. The support of the administrative staff is essential. Support from higher-level officials will automatically result in good public relations, financial support, assistance for all aspects of program, and recruitment (Myers, Brea, & Dyer, 2004).

### **Student Involvement and Retention**

A high school agriculture education is dynamic. The curriculum calls for a diverse, applicable, and career developing/technical agenda. Retaining the students is just as critical as recruitment. The current students need to be intrigued and proud of the program they are in and represent (French, 2010). Current students can be intrigued by new teams, classes, projects, and career development. The quality of the program is the key to student retention and involvement. What the students do in the class effects the desire of students to stay in the program (French, 2010). If students believe in what they do and have fun with their work, then they will stay involved (French, 2010). The need for achievement, an affiliation to something, and other social reasons can be attributed to why students select to join agriculture related courses.

### **Fundraising and Financial Assistance**

The start of something new requires money. There are several funding support programs for secondary agriculture education programs in California. Getting financial aid in the form of donations, grants, or scholarships will help with the success of an Ag

education program. The more financial support obtained results with the increase in the quality of the educational program.

Since 1917, with the passage of the Smith-Hughes Act, federal and state legislation has provided leadership for the implementation and improvement of agricultural education programs (California Agriculture Education, 2011; California Department of Education, 2011.) The California Department of Education, the Superintendent of Public Instruction, and the State Board of Education have strongly supported a comprehensive program of instruction in agriculture that integrates technical agriculture with strong academic foundations in core subjects. Two major federal and state programs provide support for agricultural education programs: the Carl D. Perkins Vocational and Technical Education Act of 1998 and the Agricultural Education Vocational Incentive Grant Program (California Agriculture Education, 2011).

The Agricultural Vocational Incentive Grant Program was initiated in 1983 with the passage of SB 187 and subsequent passage of state funds of \$3,000,000 with the legislative intent to assist and improve secondary vocational agriculture programs in California (California Agriculture Education, 2010). To qualify, a local education authority (LEA) must meet the following criteria:

- Have a properly credentialed vocational agriculture instructor hired.
- Make assurances that the following quality criteria are implemented and met by the program as outlined by the CDE Program Certification in Agricultural Education – Strategies Manual:
  - Curriculum and Instruction
  - Leadership and Citizenship Development
  - Practical Application of Occupational Skills
  - Facilities, Equipment, and Materials
  - Community, Business, and Industry Involvement
  - Career Guidance
  - Program Promotion
  - Program Accountability and Planning
  - Student Teacher Ratio (Optional)

- Full Year Employment (Optional)

The Carl D. Perkins Vocational and Technical Education Act of 1998 is a revised version that offers 1.3 billion dollars to vocational education programs (National FFA Organization).

A main component that could result to be very profitable is fundraising through the program. While community involvement can help fundraising efforts, events that involve the community through the program can be just as rewarding. Diversifying efforts and having a range of fundraising events will help with financial support of the program. The National FFA Organization has listed several ways to diversify efforts and offer fundraising ideas:

- Agriculture and FFA Foundation for planned gifts and bequests
- Senior Scholarship Raffle
- American FFA Degree Fund
- Ad sales in athletic programs and the FFA Week newsletter
- Fruit sale that sells more than \$30,000 in fruit each year
- 10% Award Program that encourages students to donate 10 percent of their proficiency awards
- Local dues (\$5 from more than 400 members)
- Greenhouse sales
- FFA Banquet Silent Auction
- Program sponsors (such as sponsorship of their Australia exchange program or other special programs)
- Community donations (often resulting from free community service provided by students)
- Quarterly newsletters listing accomplishments and donation needs
- FFA alumni fundraisers
- Product sales (fruit, meat and cheese, candy)
- Dunking booth at community event with FFA members, teachers, administrators and community leaders as the dunkees
- Food booths or concession stands
- Cow Pie Bingo - Takes a big area, works well at the county fair. Mark out 100 two-foot squares on an open piece of ground and number each one with paint. Arrange them 10 rows wide and 10 rows long. Sell squares for \$5 each. Enclose it with cattle panels. Turn Bessy the cow loose after feeding her. A few hours later she makes a

deposit on one of the squares. The owner of that square receives \$100. You can run this several days in a row at a county fair and sell all the squares each day.

- **Goat Insurance** – A crazy fundraiser that is fun for the entire community. The object is to sell insurance policies to protect people from having a goat penned in the middle of their lawn. You collect money two ways. First, you encourage someone to nominate another person to receive the goat in their lawn for a nominal fee of \$5. That nominated person's name goes into a pot. Then you contact the nominee and ask if they want goat insurance for \$10 since they have been nominated and could potentially have a goat in their yard. The person who does the nominating can stay anonymous or not, it's up to them. This can start a hilarious chain of events with the chapter being the beneficiary of the insurance policy. At the end of the nominating period (to be set by the chapter), names of those who do not have goat insurance are placed in a hat, and one name is drawn. That person receives the goat.
- **Free Topless Car Wash:** The name will draw people. When they come to get their car wash, chapter members explain they get the top of the vehicle washed but the rest of the vehicle will cost \$5-10 (National FFA Organization.)

### **An Idea to Make the Program Unique**

The Antelope Valley has a total population of 483,998 in 2009 (Greater Antelope Valley Economic Alliance, 2011). The area has several agriculture influences. The outskirts of town are covered with crop fields and farming. There is no small outlet for farmers, families, or anyone to have a major, consistent, and fun agriculture recreational environment to share. A farmer's market in the Antelope Valley is an easy, essential, and desired program that could help put the excitement into the QHHS agriculture program. The program would sell it's own products, organize the event, and it would be a great recruitment, retention, and program building experience. Offering the ability for students to plan, organize, revise, sustain, and be responsible for such a major event may help bolster the prestige of an agriculture program. Such responsibilities offer a diverse range of jobs students may do and be interested in learning.

Purdue University has created a step-by-step process to plan a farmers market. The

United States Department of Agriculture lists over 19,000 farmers reporting farmers' markets as their sole marketing outlet. There are three components that are required to begin and operate a farmers' market: a location, vendors, and customers. The Quartz Hill and Antelope Valley have all three of those requirements. A series of meetings is the best way to plan, organize, and implement a farmers' market.

- Meeting 1-Interest (examine community and farmer interest) This meeting should explore the possibility of establishing a farmers' market and determine community interest from farmers and consumers. The meeting should be open to suggestions and opposition.
- Meeting 2-Size (create market share worksheet and vendor/consumer ratio) The second meeting is figuring out how large to have the meeting with the right amount of vendors with number of consumers.
- Meeting 3- Location (examine physical location, desired atmosphere, amenities) Location is important. The best area for parking, space for everything
- Meeting 4-Operating the market (season dates and determine market master) The purpose of this meeting will be to determine the logistics of the event like how often the farmers' market will take place, when the market will take place, and the information and discussion from the last three meetings should be completed. The market master should be selected.
- Meeting 5-Money (organize sponsorship, evaluate budgets, rates and fees) This meeting should focus on the expense and income related to finance the farmers' market.
- Meeting 6- Rules (create bylaws and develop market rules) The purpose of this meeting will establish a structure for the market operations.
- Meeting 7-Promotion (promote, advertise, arrange media coverage, and publicity) Publicize the market's existence (Purdue University.)

Having a series of meetings, assuming the support and personnel are established will provide a solid foundation to implementing and running a farmers' market. This aspect of the program could be the spark plug that can reignite the interest in the QHHS agriculture program but the responsibility would be immense (Hofmann & Dennis, 2007).



## **Conclusion**

The Antelope Valley is a large suburban area located close to Los Angeles. The diverse demographics offer a wide range of people and interests. Quartz Hill High School is a high school that is locally renowned for its overall prestige as a high school institution. Another facet that could help educate and develop the youth by having a quality agriculture program to educate, prepare, and train young adults for an agriculture-related future. The area around Quartz Hill has many agriculture influences. The three main components of a high school Ag program are classroom and laboratory instruction, SAE, and FFA. The state has many incentive acts to finance the program but program fundraising is the main source of finance for the agriculture education program. A unique aspect to set QHHS apart from other Ag programs is to have a student-run farmers' market in Quartz Hill.

## **Chapter Three**

### **Methodology**

In order to develop a high school agricultural program plan it is essential to organize ideas, information, and processes. The general ideas for developing the program plan were organized based off the national FFA website about agricultural education. The best ways to rebuild, reinstate, and sustain a program are to identify the goals of the program, identify why the program is being developed, and identify how the goals will be met. The goals for the QHHS FFA program are to rebuild the program, reinstate the program, and sustain the program.

#### **Rebuild**

The rebuilding phase for the program plan is researching how the program will be constructed. The data will be collected from consulting agricultural professionals in the local area. Ideas for local professionals include but are not limited to educational experts, the regional FFA supervisor, local farmers/local agricultural professionals, and past and present local residents.

Educational experts are members of the district who have experience with program development, district policies and procedures, and current district FFA teachers. The district office and other high schools are examples of where to find local educational expert opinion and insight.

Each part of California has a designated FFA region. The region a high school is in has a supervisor who is employed by the California Department of Education. A regional FFA supervisor is in charge of programs, organization, and maintenance of FFA related programs. The regional FFA supervisor will have information about how current FFA programs maintain recruitment, interest, and program development.

The community will be a main force behind program participation, support, and labor. The FFA program should be invested into the community and the community should be invested into the program. Local interests are companies, business, and people who would be willing to help with the program. For example, the Antelope Valley has an increasing solar industry, which could use experienced welders. Perhaps a strong welding program at Quartz Hill would help the industry grow as well. Help from the local interests could be donations, labor, in class demonstrations, outside demonstrations, or any service that benefits the goals of the program.

Residents provide insight similar to local professionals but from a public and social perspective. Residents who have been in the community for a long period of time may provide history about the community, school, and the past program at Quartz Hill High School. Established residents know what the community was and may describe the evolution of the town. Information about the past may provide information about why and how the previous program didn't succeed. Newer or younger residents will provide current insight. What does the community want to see and what are their interests.

There is no limit to the number of potential participants. The compiled list should be large yet fit specific qualifications. The local professionals list should be people seen as respectable and contributing members of the community. It is expected that not all members of the list will reply. Therefore a process must be introduced to gather information.

Gathering information from the local professional is a step-by-step process. The first step of the communication process should be an initial email or letter. The written letter should be a general informational letter. The letter should consist of background information about the development of the new agricultural education project. This letter will let the members of the list learn about the program, what the program's goals are, and why industry support is so important.

There are several ways to affectively gather information. Each type of contact may respond best to a different type of communication. Once a contact has established himself or herself as willing member to help, arrange a meeting, email, phone call, or other method of communication that is best for the contact to discuss the details about the project. For example businesses may respond better to an email rather than a letter. Local residents may respond better to verbal communication rather than an email. It is important to use the best method of communication possible.

### **Reinstate**

The second goal of the program plan is to reinstate the QHHS agricultural program. Recruitment is a major component of restarting the program. The process of restarting will take time, patience, and diligence for all components involved with developing the new program. The restarting process has many tasks to accomplish but persistence will lead to the fulfillment of the

program's goals. Program reinstatement should be addressed to administration, local community, and students.

Approval of administration is required to implement an agricultural program. Therefore administration needs to be informed about agriculture, FFA, and the details about what defines a high school agriculture program. A meeting and presentation should be held with administration and potentially faculty and staff. This presentation should be a "sales pitch" type presentation. The presentation needs organization and clarity. Information and data should be gathered, interpreted, and presented in the best way for the audience to understand. Research topics about agriculture, high school education, high school agriculture education, local community, school/district information, curriculum, potential ideas, and any other topics that would help secure support from coworkers and administration. The research and information can be found on the Internet, contacting the local farm bureau, contacting the local chamber of commerce, and contacting other local officials. Having an agriculture program isn't the focal point of a complete program. FFA, SAE, and classroom instruction develop young people into young leaders, better students, and better people and not just dealing with animals and other agricultural related activities for fun. If feasible have a curriculum of classes for the administration to look over and evaluate. Options for curriculum can be found by analyzing other schools curriculum. The other high schools in the high school district have agriculture classes that may be used as a guideline for the new program at QHHS. Administration will be the defining factor for the program's approval, however, local support will help influence their decision.

Recruiting local support will help secure supplies, labor, and help for rebuilding the program. Local businesses should be contacted via telephone, letters, email, or visits about their potential support. Contacting friends, online research, examining a phone book, or contacting the

local farm bureau are methods to find potential local business. Contact local agriculture companies from farms, ranches, supply stores, etc. Contact other non-agriculture business to just ask for any potential help or interest. There is no number limit for this list. The best idea is contacting multiple people and companies for help. Anything from money, supplies, letters expressing interest, or anything that brings progress to the program should be accepted.

In order to establish support from local businesses make a connection to why and how your program will help that business. The members who are developing the program should help them understand that there help will be beneficial to there community, schools, but also there business. The list of what needs to be done to address short-term goals for the program would be a main point during the meetings with local professionals. One person doesn't run a FFA program and obtaining local interest will help establish support the program. Ultimately the support the local companies offer will go straight to the students of the program which is the most important step.

Recruiting the student might be the most difficult part of rebuilding a program. The students are the reason for having the program so the program should be designed for there best interest. Informing the students of what a high school agriculture program means is vital. The goal is to have the students be invested into the program as much as the program is invested in them. Use brochures, fliers, conversations and social media to expose the new program. Include the various components of a high school agriculture program like leadership opportunity, professional development, supervised agricultural experience and not just the assumed farming and livestock components that is thought of with the word "agriculture." Have a booth set up during lunch hour, club fairs, football games, or other school social events to meet the student body and expose the potential new program. It would be wise to start recruiting at local middle schools too. The curriculum should be established based on what they like yet still meets educational

standards. Also, a survey can be sent to the entire student body. The students could be asked if they are interested in maybe joining the program or taking agriculture classes and what classes they would be interested in taking. The students will want to know who is teaching the program. If possible recruit fellow faculty members who are well liked by the student body as ambassadors for the program.

### **Sustaining the Program**

The final goal of the program plan is to devise ways to sustain the newly developed program. As a program maintain the help and support of administration and community. The teachers, boosters, and any other involved official should stay in contact with supporters. The program supporters want to help if there is an established and constant relationship.

The list of short term and long term goals for the program should be updated on a consistent basis, perhaps once a semester. A potential hindrance for achieving goals is finances. The money behind a program may unfortunately determine some quality in the program. A schematic budget may be an imperative component of the program. The ability to track financial inputs and outputs will help secure program organization and direction. The ability to know what a program can and can't do in regards to finances will help avoid bankrupting thus ending your program.

High school FFA is active meaning students, parents, faculty, staff, and the community need to be energized by the FFA program. A local farmers market is something that the Antelope Valley doesn't have a strong presence of. With the growing trend organic foods and buying local a proposal is to establish a QHHS FFA Farmer's Market. The students could run the event, sell items at the event, and organize the event. Contact the local chamber of commerce to plan and

get approval for the QHHS FFA Farmers market. Purdue University and their Department of Agricultural Economics released a guideline to start a Farmer's Market.

The construction of the program plan will be done in Microsoft Word, Microsoft Excel and Microsoft PowerPoint. Tables, figures, and other images will be gathered from the Internet and from taking pictures of Quartz Hill High School.

### **Population**

The population that evaluated this projected was local farmers of the Antelope Valley, administrative and faculty members in the Antelope Valley Union High School District, residents of the Antelope Valley, and a small number of Agricultural Education students at California Polytechnic State University, San Luis Obispo. The individuals were apart of the group that offered ideas on how to develop the program plan. Their feedback was for constructive purposes on how to improve the plan if it were to be implemented.

### **Data Collection**

The participants were given an opportunity to look over and read the program report. Then they were asked to offer feed back and constructive criticism. The questions were designed on ways to improve the program plan so if it were to be implemented there would be insight from all parties on how to make it better. A sheet was sent to each member along with the program plan that addressed potential issues. The evaluating members were asked one question.

*What methods could be altered or added to this program report to increase the effectiveness of the presentation if it were to be implemented?*



### **Data Analysis**

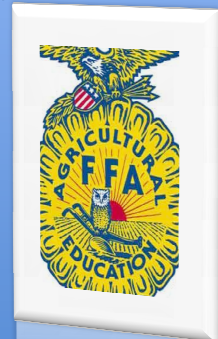
The data was collected and reviewed to determine methods to improve the program plan. A small report was drafted on how to improve the program plan and what could be done to improve the plan's effectiveness.

## **Chapter Four**

### **Results and Discussion**

In the following pages there is a report representing how to rebuild, revise, and restart a high school agricultural education program. The report was devised to act as a resource for administrative and educational professionals to educate, utilize, or reference when starting, revising, or learning about a vocational education program related to agricultural. The report was designed specifically for Quartz Hill High School but the data and information can be applied to any location. Quartz Hill High School once had a strong agricultural education program but currently does not offer such courses.

A Guide to restarting, revising, and rebuilding the  
Agricultural Education Program at  
Quartz Hill High School



## Table of Contents

A Venn diagram with three overlapping circles. The top circle is red and labeled "Instruction". The bottom-left circle is yellow and labeled "SAE". The bottom-right circle is blue and labeled "FFA". The intersection of all three circles contains a photograph of four students smiling. The intersection of "Instruction" and "SAE" shows a student working on a project. The intersection of "Instruction" and "FFA" shows a student in a lab coat. The intersection of "SAE" and "FFA" shows a student in a lab coat.

## **Introduction**

“State champions for the third year in a row, Quartz Hill High School Future Farmers of America will again represent California at the agriculture organization's national convention in Kentucky. The Quartz Hill High students beat out 22 other FFA student chapters in designing an information booth that showcases California's agriculture industry (Hager.)”

Quartz Hill High School was once a productive and competitive agricultural education program in California. The school had the students, teachers, and facilities to sustain a high school agriculture education program. The FFA program was used like a vehicle to drive the students to success.

This report contains a general plan to rebuild and sustain the Quartz Hill High School Agricultural Education/FFA Program. The plan will discuss some of the various ways to develop the program again in order to continue the ways of the past and develop students with an agricultural influence.

An agricultural education program is a way to prepare students for a successful career and a lifetime of informed choices in the global agriculture market. Agricultural education provides opportunities for leadership development, personal growth and career success. The

three components that help achieve those goals are classroom/laboratory instruction, supervised agriculture experience, and student leadership organizations.

The Quartz Hill community needs a high school agricultural education program in order to improve the educational and student output of the local high school district. The Antelope Valley has many industries where students can get involved and make an impact. Having a high school agricultural education program will help fulfill the jobs for the local agricultural industry, local aviation industry, and the growing local green energy industry among many others.

### **Importance, Reason, and Purpose**

The importance of the project is to sustain and develop the vocational aspect of education. Agricultural education develops students in many ways that a community needs for success. Agricultural Education has many aspects including but not limited to animal science, agricultural business, horticulture, mechanics, industrial technology, work-study learning, and leadership development. An agricultural program can also develop students in preparation for other industries like the aviation and green energy industries surrounding the Antelope Valley.

The reason for creating agricultural education at Quartz Hill High School would be to develop the cultural diversity of the school, enrich the academic curriculum of the school, and enhance community interaction. This report is being created is to:

- Provide an example user guide that outlines the processes on starting a new program
- Set a foundation for the QHHS Agricultural Education Program to begin redevelopment
- Improve the conductor's knowledge about FFA

The purpose of the project is to develop a plan to restart, rebuild, and sustain the Quartz Hill High School Agricultural Education Program. The program will be based on four main components: classroom instruction, National FFA Organization (FFA), Supervised Agricultural Experience (SAE), and running a Farmers' market in the Quartz Hill area. The author is an alumnus of the high school and wished that he could have been apart of a high school agricultural education program.

## **Rebuilding the Program**

Each agricultural education program is required to have certain documents and goals in order to function as a member of The National FFA Organization. Those documents include a Chapter Constitution which outlines the characteristics and activities of the program as well as how business is conducted. Following the Quartz Hill FFA Chapter Constitution is the chapter's Program of Work. A program of work is a document giving details to how we as a chapter plan to achieve our learning objectives. The constitution and program of work outlined on the following pages were adopted from the California High School FFA Constitution and adapted for the Quartz Hill Agricultural Education Program.



## ***Quartz Hill High School Agricultural Education Chapter Constitution***

### ARTICLE I – Name and Purposes

Section A     The name of this organization shall be the “Quartz Hill Chapter of the Future Farmers of America” and the letters; “FFA” may be used to designate the chapter, its activities, or members thereof.

Section B     The purposes for which this chapter is formed are as follows:

1.     To develop competent agricultural leadership.
2.     To create and nurture a love of agricultural life.
3.     To strengthen the relationship between the school and the community.
4.     To create more interest in the intelligent choice of agricultural occupations.
5.     To encourage members in the development of individual occupational experience programs and establishment in agricultural careers.
6.     To encourage members to improve the home and its surroundings.
7.     To participate in worthy undertakings for the improvement of the industry of agriculture.
8.     To develop character, train for useful citizenship, and foster patriotism.
9.     To participate in cooperative effort and community service.
10.    To encourage and practice reasonable economic decisions.

11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

## ARTICLE II – Organization

- Section A      The Quartz Hill Chapter of FFA is a chartered local unit of the California Association of Future Farmers of America, which is chartered by the National FFA Organization.
- Section B      This chapter accepts in full the provisions of the constitution and bylaws of the California Association of FFA as well as those of the National FFA Organization.

## ARTICLE III – Membership

- Section A      Membership in this chapter shall be of three kinds: (1) Active; (2) Alumni; and (3) Honorary, as defined by the National FFA Constitution.
- Section B      The regular work of this chapter shall be carried on by the active membership.
- Section C      Honorary membership in this chapter shall be limited to the Honorary Chapter FFA Degree.
- Section .D      Active members in good standing may vote on all business brought before the chapter. An active member shall be considered in good standing when:
1. They attend local chapter meetings with reasonable regularity.
  2. They show an interest in, and take part in the affairs of the chapter.
  3. Are properly affiliated with the state and national FFA organizations.
- Section E      Names of applicants for membership shall be filed with the membership committee.

## ARTICLE IV - Emblems

- Section A      The emblem of the FFA shall be the emblem for the chapter.
- Section B      Emblems used by the members shall be designated by the national organization of FFA.

## ARTICLE V – Membership Degrees and Privileges



Section A      There shall be four grades of active membership in this chapter. These grades are: (1) The Greenhand FFA Degree, (2) The Chapter FFA Degree, (3) The State FFA Degree, and (4) The American FFA Degree.

All “Greenhands” are entitled to wear the regulation bronze emblem pin. All members holding the Degree of Chapter FFA are entitled to wear the silver emblem pin All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section B      Greenhand FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements.)

1. Be regularly enrolled in a class in vocational education course for an agricultural occupation and have satisfactory and acceptable plans for a program of supervised farming, and/or other agricultural occupational experiences.
2. Learn and explain the FFA Creed, Motto, and Salute.
3. Describe the FFA emblem, colors, and symbols.
4. Explain the proper use of the FFA jacket.
5. Have satisfactory knowledge of the history of the organization.
6. Know the duties and responsibilities of the FFA members.
7. Personally own or have access to Official FFA Manual.
8. Submit written application for the Degree for Chapter records.

Section C      Chapter FFA Degree. Minimum qualifications for election: (Refer to State Constitution for a complete list of degree requirements.)

1. Must have the Degree of Greenhand and have a record of satisfactory participation in the activities of the local chapter.
2. Must have satisfactorily completed at least one year of instruction in vocational agriculture, have in operation an approved supervised farming, and/or other agricultural occupational experience program, and be regularly enrolled in a vocational agriculture class.
3. Be familiar with the purposes and programs of activities of the state association and national organization.
4. Be familiar with the provisions of the constitution of the local chapter.
5. Be familiar with parliamentary procedure.
6. Be able to lead a group discussion for fifteen minutes.
7. Must have earned by his/ her own efforts from his/ her supervised farming and/or other agricultural occupations program and deposited in a bank or otherwise productively invested at least \$150 or worked 100 hours on his/her SAE in excess of scheduled class time.

- Section D      State FFA Degree: Minimum qualifications for election:
1.      Qualifications for the State FFA Degree are those set forth in the Constitution of the State Association
- Section E      American FFA Degree. Minimum qualifications for election:
1.      Qualifications for the American FFA Degree are those set forth in the Constitution of the National FFA Organization.
- Section F      Special Committees shall review the qualifications of members and make recommendations to the chapter concerning degree advancement.

#### ARTICLE VI - Officers

- Section A      The officers of the chapter shall be as follows: President, Vice President, Secretary, Treasurer, Reporter, and Sentinel. The local Advisor shall be the teacher of vocational agriculture in the school where the chapter is located. Officers shall perform the usual duties of their respective offices.
- Section B      Officers shall be elected semi-annually or annually by a majority vote of the members present at a regular meeting.
- Section C      The officers of the chapter together with the chairmen in charge of the major sections of the annual program of activities shall constitute the Chapter Executive Committee. The Executive Committee shall have full power to act as necessary for the chapter in accordance with actions taken at chapter meetings and various regulations or bylaws adopted from time to time.
- Section D      Honorary members shall not vote nor shall they hold any office in the chapter except that of Advisor.
- Section E      Chapter officers must hold the Chapter FFA Degree, except during the first year after the chapter is organized.

#### ARTICLE VII - Meetings

- Section A      Regular chapter meetings shall be held once a month during the school year and once during the remaining months of the year at such time and place as is designated by the Chapter Executive Committee. Special meetings may be called at any time.

- Section B Standard meeting equipment shall be used at each meeting. All regular meetings shall open and close with the official ceremony. Parliamentary procedure shall be used in transacting all business at each meeting.
- Section C Delegates, as specified by the State Constitution, shall be elected annually from the active membership to represent the chapter at the State Leadership Conference. Other delegates may be named as necessary in order to have proper representation at various other FFA meetings within the State.
- Section D A majority of the active members listed on the secretary's membership roll shall constitute a quorum, and a quorum must be present at any meeting at which business is transacted or a vote taken committing the chapter to any proposal or action.

#### ARTICLE VIII - Dues

- Section A Local dues in this chapter shall be fixed annually by a majority vote of the active members.
- Section B Full local, state, and national dues shall be paid by all active members.
- Section C No member shall be considered as active and in good standing unless he pays full local, state, and national FFA dues.
- \*\*Dues payment shall follow the appropriate local, state, and national laws regarding student payment to such an organization affiliated with a public school.\*\*

#### ARTICLE IX - Amendments

- Section A This constitution may be amended or changed at any regular chapter meeting by a two-thirds vote of the active members present providing it is not in conflict with the state association constitution or that of the National FFA Organization.
- Section B Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of either the state association or the national organization.

## ***Quartz Hill Agricultural Education Program of Work***

<b>Activity</b>	<b>Goals</b>	<b>Ways and Means</b>
<u>Division 1. Supervised Experience</u>		
Improving SAE Programs	Chapter sponsor activity to increase size and scope of SAE programs of members	a. Chapter members obtain loans from bank
<u>Division 2. Cooperation</u>		
Learning to work together	Cooperate with civic clubs, agricultural agencies, and agricultural business organizations	a. Arrange to send chapter members to organizations
<u>Division 3. Community Services</u>		
Assist in community	To make the community a better place to live	a. Parliamentary Procedure demonstration.
	To improve public relations	b. Serve at community sponsored dinners and BBQs
	To develop civic responsibility	
<u>Division 4. Leadership</u>		

<b>Activity</b>	<b>Goals</b>	<b>Ways and Means</b>
Providing leadership	Members participate in chapter public speaking and creed contest	<ul style="list-style-type: none"> <li>a. Give grade and/or points</li> <li>b. Have challenging and well planned Program of Work</li> <li>c. Provide members with information in FFA Constitution</li> </ul>

#### Division 5. Investments and Savings

Encouraging thrift and investments	<p>Each chapter member complete one activity that encourages thrift and increased investments</p> <p>Chapter to earn sufficient money to finance activities</p>	<ul style="list-style-type: none"> <li>a. Prepare a chapter budget</li> <li>b. Have treasurer make a report at each meeting</li> <li>c. Recognize members in increasing their investments</li> <li>d. Check candidates' earnings before raising to next degree</li> <li>e. Use one or more of the following to raise chapter funds: <ul style="list-style-type: none"> <li>1. Farmers Market</li> <li>2. BBQs, Barn Dance, Donations</li> </ul> </li> </ul>
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#### Division 6. Conduct of Meetings

Planning and conducting satisfactory chapter meetings	<p>Hold ten regular meetings during the year.</p> <p>Use all of the official chapter paraphernalia</p> <p>Use proper official ceremonies at meetings</p>	<ul style="list-style-type: none"> <li>a. Have meetings once monthly</li> <li>b. Schedule executive committee meetings</li> <li>c. Prepare well planned programs for meetings</li> <li>d. Provide activity after each meeting</li> <li>e. Provide refreshment at each meeting</li> <li>f. Discuss calendar with school administration</li> <li>g. All officers memorize parts for all meetings</li> <li>h. Acquire all necessary paraphernalia and equipment from FFA</li> </ul>
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Activity	Goals	Ways and Means
		Supply Service
		i. Officers wear official FFA jacket at meetings
		j. Display FFA banner
		k. Have Sentinel prepare FFA meeting room
		l. Provide special training on ceremonies for new officers
Using officers effectively	Chapter select qualified officers	a. Select by end of April
	Invite state officers to visit chapter	b. Keep chapter minutes up to date
	Chapter use official secretary's book	c. Follow approved method of recording minutes
		d. Treasurer keeps balance checked
<u>Division 7. Recreation</u>		
Having "fun" through planned recreation	Chapter provide organized recreational activities in:	a. Organize an achievement trip for the chapter
	a. Sports	b. Plan social activities
	b. Socials	c. Hold annual Barn Dance
	c. Organized tours	d. Participation in creating local farmers market
<u>Division 8. Public Relations</u>		
Promoting the FFA	Use various media to keep the public informed of FFA activities	a. Make extensive use of local newspaper
		b. Encourage proper wearing of official FFA clothing by members
		c. Community leadership connection/advisory council
		d. Maintain a scrapbook
		e. Conduct an 8 <sup>th</sup> grade orientation program
	Sponsor awards banquet	f. Present FFA awards at an annual awards banquet
		g. Use radio and TV media

<b>Activity</b>	<b>Goals</b>	<b>Ways and Means</b>
<u>Division 9. Participation in State and National Activities</u>		
Attending conventions	Two chapter members participate in State Convention activities	<ul style="list-style-type: none"> <li>a. Have chapter delegates attend State Convention</li> <li>b. Advisor counsel delegates prior to State Convention</li> <li>c. Wear official FFA uniform to convention activities</li> </ul>
Promoting National FFA	Observe National FFA Week during the week of George Washington's Birthday by sponsoring two activities	<ul style="list-style-type: none"> <li>a. Use material supplied by state association to promote FFA Week</li> <li>b. Bulletin board displays of FFA information</li> </ul>
Using National Foundation Awards	Chapter have entries in Foundation Award	<ul style="list-style-type: none"> <li>a. Provide information and application forms</li> <li>b. Keep accurate records on file for award programs</li> <li>c. Submit applications to state office on time</li> <li>d. Obtain and present FFA Foundation medals</li> </ul>
Subscribing to National FFA Magazine	At least 75% percent of members subscribe to magazine	<ul style="list-style-type: none"> <li>a. Include subscription rate in dues</li> </ul>
Competing in National Chapter Award Program	Meeting the requirements for Superior Chapter	<ul style="list-style-type: none"> <li>a. Plan Program of Work in fall</li> <li>b. Committee chairman and chapter officers consolidate each committee's accomplishments</li> <li>c. Keep program of work up to date</li> <li>d. Keep minutes of all community meetings and officer meetings in notebook</li> </ul>
Participating in judging activities	Enter qualified teams in judging contests	<ul style="list-style-type: none"> <li>a. Hold chapter contests</li> <li>b. Chapter assists individuals</li> </ul>

## **Establish Program Support**

### *Administration Support*

Administration support is pivotal to the success of any agricultural education program. In order to get the administration on board, they must be involved and included in the decisions and interworking of the program. It will be necessary to identify the key administration officials and establish a relationship with them. An official proposal would eventually need to be presented to them about this potential new program. Many members would be included and asked to be involved from counselors, community leaders, principal, parents, and the superintendent.

### *How to Involve “Key Players”*

#### A. Know Who the “Key Players” Are:

- ✍ These are the people in the community who can make or break any decision about the program
- ✍ They may not be visible at the table but work behind the scenes

#### B. How To Gain Their Support:

- ✍ Show value of agricultural education for a variety of students



- ✍ Demonstrate why local business and industry should be interested in agricultural education students/graduates
- ✍ Invite them to a personal meeting with team members
- ✍ Show them your proposal and promotion plan
- ✍ Ask for their support, not necessarily their time

#### C. Identify Other Key People to Accept Roles and Help Develop Action Plan

- ✍ Look for a lead person to guide and direct process
- ✍ Identify others who will accept roles in developing action plans as well as researching and forming partnerships
- ✍ After identifying the right people, assign roles in the plan development
- ✍ Utilize individual's strengths to assure success
- ✍ Widen your base of influence through networking
- ✍ Key Players will assist with getting others to "buy-in" to the plan

### *Establishing Community Support*

One of the purposes of the program would be to develop job opportunities for students in the community and its industries. In order for that to happen, support from the community will need to be established, understood, and constantly evaluated. Below is a sample survey to begin to establish that relationship with local businesses. This survey would be sent to many community members and businesses.

### *Business Survey*

Please complete this questionnaire to help us during the process of developing a proposal for an agricultural education program at Quartz Hill High School.

Name of business: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone/e-mail: \_\_\_\_\_

Business description: \_\_\_\_\_

\_\_\_\_\_

Number of workers employed: \_\_\_\_\_

What opportunities for employment do you have for high school students?

\_\_\_\_\_

\_\_\_\_\_

What job skills do you look for in a potential employee?

---

What career experiences would you like potential employees to have?

---

Would you be interested in developing a relationship with the Antelope Valley Union High School District to help agriculture students develop job skills and find career paths?

**Yes** ☐

**No** ☐

### *Hiring a Competent Instructor*

Success in any agricultural education program begins in the classroom. The agricultural education teacher should be someone specifically trained and educated in secondary agricultural education. The teacher should demonstrate the character and personality that will uphold the goals of the program as well as understand the dynamics of the school and community culture. They will also have to have a significant amount of self-discipline and determination to develop and sustain this program. The standard process for hiring, payment, and other contract logistics will be decided and finalized by the administration. On the following page, there is a general job description for a secondary agriculture instructor to assist the administration in the hiring process.



### *Job Description – Secondary Agriculture Instructor*

The following is a general job description and listing of responsibilities of a secondary agriculture instructor. It is not an all-inclusive list but does include general responsibilities of most high school agriculture teachers.

#### Classroom Instruction

- Teach local day agriculture classes
- Prepare and evaluate teaching schedule, curriculum, and teaching calendars
- Conduct field trips, both in and out of district
- Secure materials for resale to students (e.g. welding metal, wood, etc.)
- Prepare teaching plans, demonstration plans, and teaching materials for all classes

#### Supervised Agricultural Experience Program (SAE)

- Visit students' SAE projects once per semester and at least once during the summer, or a minimum of 180 visits per year.
- Assist students in keeping SAE records
- Assist students in exhibiting livestock, crops and agricultural mechanics projects at fairs and shows

#### FFA

- Serve as advisor for the FFA chapter
- Assist students in coordinating FFA activities at the local, area, district, state and national levels
- Prepare and train FFA and agriculture contest teams and entries
- Assist students in preparing applications for proficiency awards, state and American Degrees, etc.

- Assist students in conducting a public relations program for the local FFA chapter and agriculture department.

#### Other

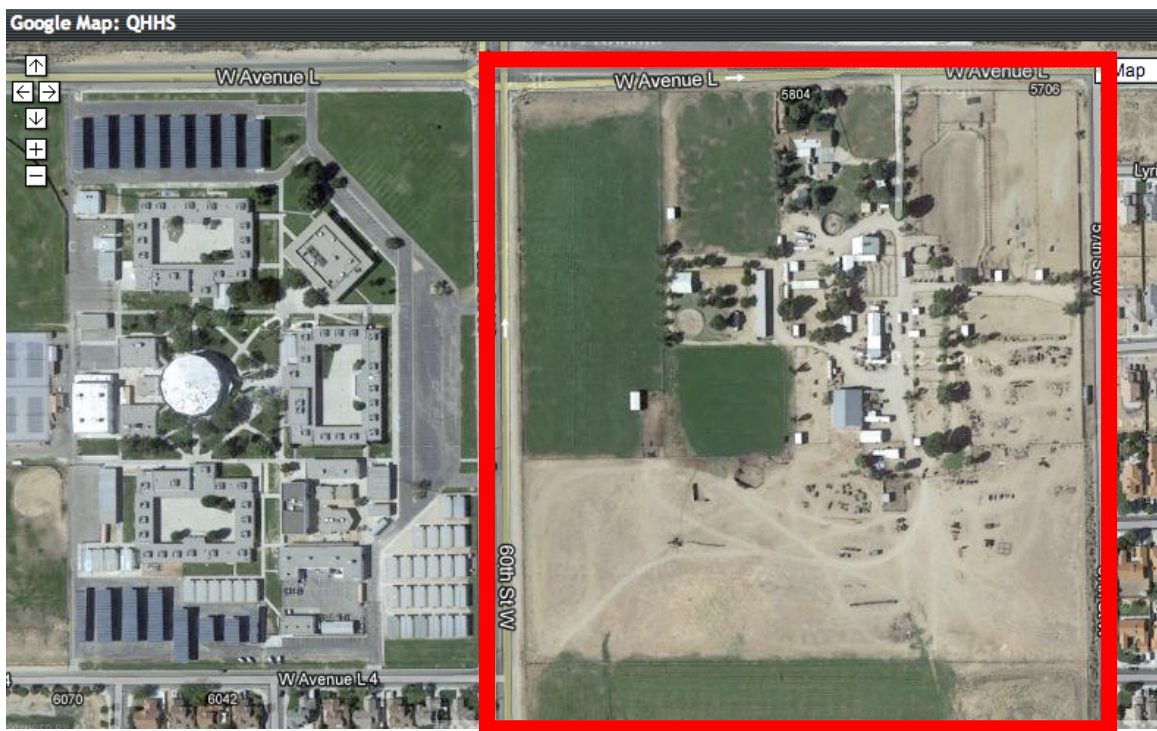
- Advise and coordinate the local FFA Alumni chapter
- Prepare and track the budget for the agriculture program each year.
- Coordinate, maintain inventories, and keep record of the agriculture resale accounts for classroom and shop supplies
- Purchase supplies and equipment for the classroom, office and shop facilities
- Inventory the supplies and equipment of the agriculture program
- Cooperate in maintaining, planning, and improving the physical facilities
- Complete and file required reports with the Department of Secondary Education

### *Facility Location*

Quartz Hill High School is located on an 80-acre campus on the northwest side of the Antelope Valley. Much of the surrounding area is residential neighborhoods or open space. The campus has a space dedicated to an agricultural education program already, which could be renovated to house the new program. Another option would be to somehow utilize the ranch property across the street.

QHHS Campus





## **Budget**

A preliminary budget will help administrators, teachers, and parents understand what the program will need to jump start its success financially. Materials and equipment needed to teach the courses for the program are the primary purchases required for the chapter. Items would include textbooks, workbooks, classroom supplies, and other necessary materials. The next priority would be materials to publicize our program to the community and promote our program for more support through our leadership activities. Lastly, our program will need materials to support our SAE projects.

	<i>Revenue</i>	<i>Expenses</i>
<b>Classroom</b>		
Supplies		-\$500.00
Textbooks, workbooks, etc.		-\$1,500.00
FFA Computer		-\$700.00
Misc. Expenses		-\$300.00
<b>Leadership</b>		
Chapter Dues/Start Up fees	\$1,000.00	
Dues	\$500.00	
Banner		-\$150.00

<b>SAE</b>		
Ag Dept. Truck		-\$3,000.00
Ag. Dept Camera		-\$100.00
Misc. Supplies		-\$300.00
Misc. Expenses		-\$1,000.00
Misc. Revenue (Donations, Ag Incentive Grant, etc.)	\$10,000.00	
<b>Totals</b>		
	\$11,500.00	-\$7,550.00
<b>Ending Balance</b>		\$3,950.00

## **Curriculum Flowchart**

The curriculum would be based on the state standards for agricultural education. The curriculum would be designed to offer students different elective classes that offered experience in vocational agriculture. These courses would be approved from administration in order to satisfy high school and college-level academic requirements as well as meet the needs and interests of the students.

Projected Curriculum and flow chart:

<b>QHHS Agricultural Education Flowchart</b>			
Year I	Year II	Year III	Year IV
Agricultural Biology	Agricultural Chemistry	Veterinary Science	
Earth Science	Plant Science	Floral Design	Horticultural Science
	Ag Mech I	Ag Mech II	Welding
			Ag Government
			*General Lab
		*Ag Business	*Ag Business
	*Ag Leadership	*Ag Leadership	*Ag Leadership

\* denotes elective credit

## California High School Agriculture State Standards

<http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf#page=11>

<http://calaged.csuchico.edu/resourcefiles/curriculum/RevisedBasicCoreCurriculum/rcore.htm>

### **Farmers Market**

Purdue University has created a step-by-step process to plan a farmers market. There are three components that are required to begin and operate a farmers' market: a location, vendors, and customers. The Quartz Hill and Antelope Valley have all three of those requirements. A series of meetings is the best way to plan, organize, and implement a farmers' market.

- Meeting 1-Interest (examine community and farmer interest) This meeting should explore the possibility of establishing a farmers' market and determine community interest from farmers and consumers. The meeting should be open to suggestions and opposition.
- Meeting 2-Size (create market share worksheet and vendor/consumer ratio) The second meeting is figuring out how large to have the meeting with the right amount of vendors with number of consumers.
- Meeting 3- Location (examine physical location, desired atmosphere, amenities) Location is important. The best area for parking, space for everything
- Meeting 4-Operating the market (season dates and determine market master) The purpose of this meeting will be to determine the logistics of the event like how often the farmers' market will take place, when the market will take place, and the information and discussion from the last three meetings should be completed. The market master should be selected.
- Meeting 5-Money (organize sponsorship, evaluate budgets, rates and fees) This meeting should focus on the expense and income related to finance the farmers' market.

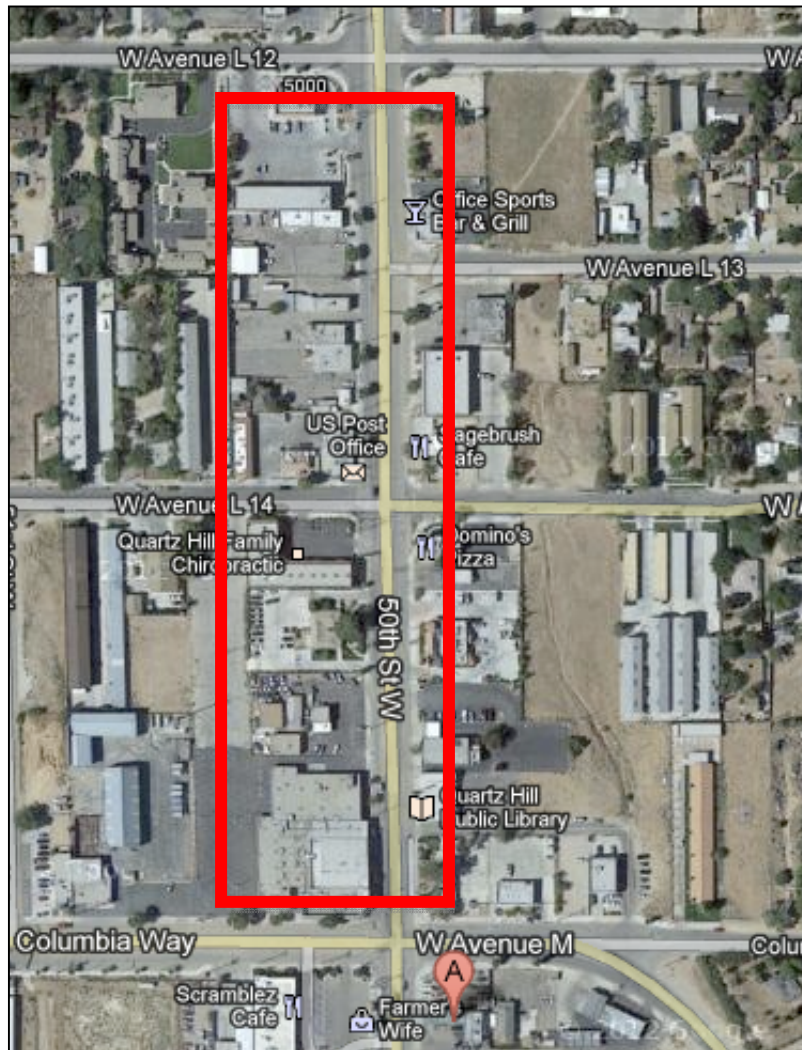


- Meeting 6- Rules (create bylaws and develop market rules) The purpose of this meeting will establish a structure for the market operations.
- Meeting 7-Promotion (promote, advertise, arrange media coverage, and publicity) Publicize the market's existence (Purdue University.)

Having a series of meetings, assuming the support and personnel are established will provide a solid foundation to implementing and running a farmers' market. This aspect of the program could be the spark plug that can reignite the interest in the QHHS agriculture program but the responsibility would be immense.

Location:

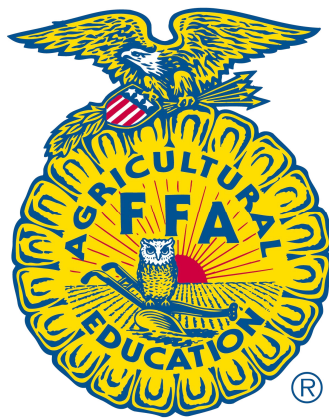
50<sup>th</sup> Street West between Ave L-12 and Columbia Way (Ave M) in Quartz Hill



## Conclusion

The contents of this report were developed to help reintroduce agricultural education into the Quartz Hill community. Agricultural Education is a program used to instruct students with hands on learning that develops student's skills. An agricultural education program is a way to prepare students for a successful career and a lifetime of informed choices in the global agriculture market. Agricultural education provides opportunities for leadership development, personal growth and career success. The three components that help achieve those goals are classroom/laboratory instruction, supervised agriculture experience, and student leadership organizations.

The Quartz Hill community has strong roots of agricultural. The community was developed from agricultural practices. A reintroduction of agricultural education would help sustain agricultural in the community and provide a strong outlet for student's work ethic, creativity, and development.



## Chapter Five

## **Conclusion**

Agricultural Education is an important aspect in developing and maintaining the American agricultural industry. The youth who participate in secondary agricultural education programs are taught a diverse range of subjects as well as leadership skills and responsibility from student run projects. There are many intangible qualities that students learn through agricultural education.

Based upon the project review the report has sufficient information to lay a basic foundation for starting a new agricultural education program. Agricultural education programs in California are diverse. Each program has course offerings and projects based upon community resources and influences. Starting a program is a unique process that varies for each program. However, there is enough information in the project to help educate people about what an agricultural education consists of.

If I were to do this project over I would change many things to increase the use and implementation of the report. One item I would change is to have an administrative contact at the school to help with policies and implementation procedure. The second item that would be changed is to have a question or theory incorporated into the report as test. A test or problem to get evidence on would have helped to have data and results about what the report lacked and what it was sufficient in from an outsider's perspective. The third item that would've been changed for the report would be to have it be applied to a program that was getting implemented as I was doing my report. That would have given the report meaning and helped an agricultural program get started as opposed to being an idea.

Overall the project and report was a vital way to educate myself about what is an agricultural education program. As a non-FFA member growing up I needed a way to educate myself about what an agricultural education is and how it works. The project was beneficial and aided in my developed as a high school agricultural education teacher.

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