Reflections on Established
“Quality Criteria Standards”

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QUALITY CRITERIA 1 - INSTRUCTION AND STANDARDS

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

1.1 The content of the Agriculture Program has been assessed against and where necessary, modified to satisfy the Standards.

1.2 The curriculum is in written form and includes:

- 1.2.1 Course description(s), goals, objectives, and outlines
- 1.2.2 Course program duration
- 1.2.3 Description of major instructional methodologies/strategies
- 1.2.4 Performance standards for program completers
- 1.2.5 Student evaluation procedures

The Agriculture Program at Elko High School (EHS) consists of three parts, the classroom, SAE, and FFA. The Agriculture science classes promote many interests in agriculture science and consist of three career pathways that meet the needs for direct employment in our local community and state economy. Freshmen start their pathway with Agriculture Science I. This class is a rigorous yet varied class developed to capture students’ personal interest in different career pathways of many agriculture fields. Curriculum consists of many different areas from animal science, plant science, soil science, agriculture engineering technology, natural resources, and general agriculture science. From this course, students then decide which pathway to continue on for further electives and/or science credit. This allows students to continue their course of study in an area more specific to their interest whether animal, plant, or mechanical sciences.

The Animal Science Pathway consists of Ag Science 2, Ag Science 3, and Ag Science 4, and Veterinary Science. The Plant Sciences Pathway consists of Ornamental Horticulture, Landscape Management, Natural Resources, and Greenhouse Management.

The Agricultural Mechanical Engineering Technology Pathway consists of Agricultural Mechanics, Welding 1, Welding 2, and Welding 3/4. Each of these areas allows our students to obtain college credit (through 2+2 agreements), advanced science credit, or humanities credit as long as they meet grade requirements.

Course syllabi include a description of course subjects and objectives, outlines of units, and details of assessments and performance outcomes. Currently, curriculum and standards are still in development throughout our state, as of this point we have developed curriculum in the following areas:

- Agriculture Science I & II
- Agriculture Science III (Agriculture Communication)
- Agriculture Science IV (Agriculture Business)
- Agriculture Mechanics (Agriculture Mech. Engineering Technology)
- Animal Science
Standards for all the above capstone courses have content standards, as well as performance standards. All standards are written by the agriculture teachers of that subject based off the state curriculum, then sent to industry leaders and teachers from other subject areas for support standards in math, science, communication and technology. Based on the value raking from the industry that will lead students into entry-level employment, the final standards are selected and an assessment test created, tested, and evaluated. Students who meet or exceed the performance standards have developed/learned and understand the content standard in that specific curriculum. Performance standards were developed with specific benchmarks for teacher and student understanding. There are accommodations made for students based on IEP/504 plans. Every student who is a program completer additionally takes an employability standard’s assessment.

Further Curriculum in the state is currently being developed. I had a major roll this year (12-13) in the Agriculture Science 3/4 and Animal Science curriculum. After completion at the state level for the Nevada State Board of Education, I was asked to develop standards and the assessment the state would use. This gave me a greater understanding of how to align my lessons with the standards and guide my students to competency.

1.3 Academic courses, technical preparation course sequences, and workplace learning sequences are structured in career path clusters.
1.4 Curriculum and instruction provide students with career path information and planning strategies. Career performance standards are interwoven and reinforced throughout the curriculum.
1.5 Integration across disciplines is evident in planning curriculum development, instruction, and assessment.
1.6 The curriculum indicates that students in agriculture education courses/programs engage in specific activities designed to enhance academic skills in math, science, communication, and technology.
1.7 Each course of study incorporates higher order thinking skills and includes the application of group, individual decision-making, and interpersonal skills.
1.8 Evidence exists that Agriculture courseware sequenced to support the Agriculture clusters identified in each career path.
1.9 Courses of study for each program indicate planned, logical, and articulated sequence of learning experiences required meeting the identified instructional objectives.
1.10 Instruction is competency-based, sufficient in duration, current and relevant, and reflects the knowledge, attitudes, and skills currently required in the identified career path.
1.11 Information Technology instruction is provided throughout the Agriculture program to assist students with career path objectives.
1.12 The Agriculture standards have been designed to serve the needs of all students, especially those with special learning needs resulting from academic and economic disadvantages, and mental, emotional, and physical disabilities.
1.13 Documentation exists that validate course/program articulation and sequencing between and among feeder schools, high schools, adult education, community colleges, and four-year institutions.
1.14 The program uses business and industry sponsored resources and support, such as guest speakers, equipment, demonstrations, field trips, student scholarships, community learning sites, partnerships, and placement opportunities.

All courses in the agriculture department at EHS are year-long which allows for sufficient competency for instructional objectives. There is a logical sequence of courses allowing students to receive general training and skills as well as grow in their experience through advanced courses. Student opportunities increase as they progress in the program in each sequence. The science courses allow students to earn a science credit or they may count as an elective. Once students get into the upper division third and fourth year class they may earn college credit (up to 6 units) with the 2+2 articulation agreement.

Students also interact with numerous guest speakers and community groups like local florists, ranchers, and organizations like the Farm Bureau in the classroom and through onsite field trips. The goal of these experiences is to develop learning, partnerships, scholarship and placement opportunities. Furthermore, our relationship with these entities allows us as educators to be up to date with our equipment and demonstrations to enhance student learning.

Classes utilize hands-on based learning through labs and projects to develop student technical skills and people skills. These are achieved through presentations and demonstrations that allow them to take personal responsibility for their research and learning to further their employability skills. Additionally, our hands-on learning approach provides a nice fit for students with special needs and teachers accommodate these students in any way necessary to succeed in our classroom. Many student projects utilize computer programs like InDesign, Publisher, iMovie, Excel, PowerPoint to keep students up to date with technology. Classroom activities are recorded on their online Agricultural Experience Tracker (AET), and each student keeps a portfolio of their learning in the Ag department until graduation as an in depth record of skills developed.

In all Agriculture courses students complete career explorations in related fields and are encouraged to be developing their SAE to reflect these careers. Students are also encouraged to be involved with the FFA. SAE helps students apply the classroom knowledge in a hands-on way. Furthermore, students put their practical knowledge of corresponding pathways into practice and grow personally through the FFA chapter. Here they are developing the employability skills that will aid in job advancement, participating in community service, improving their fundraising abilities, advancing their communities and developing critical thinking abilities in CDE competitions.

**Supporting Evidence Appendix A:**
- EHS Agriculture Program Flow Chart(s)
- Career pathways (CTE)
- Course Descriptions
- 2+2 agreements
- Competency Certificate
- Cox Syllabi
- School Rules and Grading Policy
- Sample Lesson Plan & Assessment With Modifications
- District Special Need Services Forms
- Honorary Chapter Degree Example
- AET Enrollment Data
- Student Assessment Writing Invite Committee (Ag Communications)
- Student Video Contest Awards Publication
- Student Classroom AET Log
- Field Trip Pictures
QUALITY CRITERIA 2 – LEADERSHIP AND CITIZENSHIP DEVELOPMENT

“Students develop leadership, citizenry, interpersonal, and employment skills by participating in community service projects and cooperative, individualized, and competitive instructional activities through involvement in the FFA.”

2.1 All Agriculture students have full access to FFA.

The Elko High School (EHS) Agriculture department has had a functional, supported, and proud FFA chapter since 1930. Currently there are 264 students enrolled in agriculture classes, with 100% membership paid. We provide a large fundraiser at the beginning of the school year for students to pay for their membership, if necessary. FFA is taught in each class to develop leadership and citizenship skills, with announcements and relevant information posted and reviewed daily. This organization and energy allows us to have approximately 100 members active in chapter/community activities with about 60 members active in activities above the local level. These include competing in zone, state, and national competitions, as well as leadership development events.

2.2 The FFA Activities are integral to instruction, are conducted by the appropriate Agriculture instructors, and are supported by the administration of the local education agency.

The Ruby Mountain FFA Chapter is run by 9 officers and advised by 2.5 advisors. We meet once a week officially and communicate daily to ensure proper planning and clarity on the day/week/months ahead. We have strong administrative support for our chapter as we received Star Administrator awards for two faculty members this year and a star counselor award. We also offer two meetings a month for students to demonstrate and challenge their leadership abilities. Additionally, we have one special event a month that engages students in service activities or promotes healthy lifestyles in our community. All activities are open to members and roll sheets are recorded for each event and compiled into an “FFA Points” document for students to compete in their involvement. The most involved members then earn a fun activity trip and award at the end of the year. Additionally, all students record their FFA involvement in their AET weekly.

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

Furthermore, our chapter is very competitive at the state level as far as Career Development Events (CDEs). These competitive contests develop leadership traits; promote hands on skills, and strong critical thinking abilities that will help students no matter what their future career may be. Sample CDE experiences are also incorporated into classroom learning. For example, at the end of each livestock species unit, students participate in a judging/evaluation
unit that mirrors CDE contests to spark their interest as well as relate their classroom experience to FFA involvement. On our competitive teams, we have about 50 students that practice daily for approximately 5 months in preparation for our zone contest and the state title. Contests include Livestock Judging, Horse Judging, Best Informed Greenhand, Poultry Judging, Ag Issues, Job Interview, Prepared Public Speaking, Extemporaneous Public Speaking, Creed Speaking, Dairy Foods Judging, Dairy Cattle Evaluation, Ag Mechanics, and Floriculture.

Many of our other activities above the chapter level allow students to participate in personal growth and leadership development. We take approximately 20 students to our annual leadership camps in the summer and winter. Before the school year we take our officer team on a retreat to plan the year, and the POA for the chapter. Freshman (year 1) are encouraged to attend the Greenhand conference, and over 40 students attend our State Conference. To ensure students have an equal financial opportunity to attend these trainings we have fundraisers at the chapter level for students to earn money for their travels through jerky sales, trip-tip dinners, raffles and auctions.

To recognize the accomplishments of our students and the numerous activities throughout the year our chapter hosts a winter and spring banquet. Here students who meet the qualifications of the Chapter and Greenhand degrees receive them at our fall banquet. In attendance we have our active FFA alumni, advisory board members, school teachers and administrators that all support our chapter with a dinner and raffle that goes toward scholarship funds for our most outstanding/active members.

**Supporting Evidence Appendix B:**
- Chapter Program of Activities
- Agriculture Curriculum w/FFA as a Part of Curriculum
- FFA Unit Lesson Plans
- Officer Handbook
- Activity Sign-in Sheet Example
- FFA Points
- Supporting Pictures of Conferences
- Supporting pictures of Contest Participation
- Student FFA AET Officer Log
- Student FFA Activity Log
QUALITY CRITERIA 3 – PRACTICAL APPLICATION OF OCCUPATIONAL SKILLS

“Practical application of occupational skills is accomplished through classroom simulation of work-based experiences. These experiences are directly related to, and coordinated and evaluated with regular classroom instruction through involvement in a Supervised Agriculture Experience”.

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

The EHS Agriculture Department has many opportunities for supervised agriculture experience programs. During Agriculture Science I courses students explore many different career and SAE options. Through advanced courses students begin to narrow fields of career opportunities and research as well as understand choices for their futures. Guest speakers from different pathways and higher education are invited to share with students how and why to enter a field.

We have many students who live on small or large ranches that raise livestock or forage and/or are involved in equine activities for their SAE. Many students raise livestock for show at our local fair. For SAE possibilities on campus we utilize a large greenhouse that students manage and maintain under supervision. Here students learn the materials and a process of raising plants/trees, or landscape management. Outside of class hours they are paid for their labor and sell off products in a spring plant sale. Similarly, in the shop students learn the materials and skills necessary to repair, build or construct projects for a profit. In the Ag Science Lab students incubate and raise chicks for a profit and retain hens for egg sales in the hen house constructed as part of this master’s project. Students keep track of their hours in both their online AET record books as well as timecards that are part of the grading policy of courses. Furthermore, AET allows them to keep track of financial, classroom, and FFA related components as well.

3.2 If a community-based and/or work-based experience is included in the operation of a program, student supervision is accomplished through the cooperation of the credentialed instructor(s) and when appropriate the on-site supervisor(s).

Most of our students are involved in work experience SAE projects, whether paid or unpaid work experience. Students utilize the community and work at local businesses, feed stores, ranches, florist shops, or fabrication companies. Some students even own their own personal business enterprise. Regular project visits are conducted by the student’s respective advisor and recorded in AET.

3.3 If a community-based and/or work-site experience is included in the operation of a program, there is a specific training plan for each student that is used to guide and evaluate a student’s progress.
FFA advisors provide advice and guidance for students through classroom instruction, home/project visits, or during FFA activities and awards. Each month advisors check record book reports to advise the student in their project as well.

3.4 A variety of instructional strategies such as work exploration, experiences are available for all students.
3.5 Services and/or resources are available to assist special populations with the practical application of skills.

All classes perform career exploration assignments, attend field trips, job shadows, and create cover letters and resumes for careers in their respective courses. We are also very fortunate to have a 30 year veteran teacher, Mr. Shane Sutton, as our CTE facilitator. With his experience and industry connections we are able to find SAE experiences for special populations of students with the necessary modifications.

**Supporting Evidence Appendix C:**
- Student timecards (advanced classes)
- SAE Lesson Plan
- Student SAE Planner
- Home Visit Documentation
- Ag Program Productivity Report (AET)
- Student AET SAE Record Example
- State Degree Application
- Livestock Show Documents
- Supporting Pictures
  - Fair/show (animal production) Work experience(paid/unpaid)
QUALITY CRITERIA 4 – QUALIFIED AND COMPETENT PERSONNEL

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

4.1 Each instructor holds a valid Nevada teaching credential authorizing the teaching of the assigned Agriculture education courses.

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

The EHS Agriculture Department has three instructors, two of them full time. Shane Sutton is a 30 year veteran of Agriculture Education. He is a graduate from University of Wyoming and has 10 years of experience in Wyoming and 20 in Nevada. He currently serves as a part time advisor and teaches one class of veterinary medicine for the department. He holds a clear credential in Agriculture, as well as a supplemental in Life Science.

John Kohntopp has 11 years of experience under his belt. He is a graduate from College of Southern Idaho with his undergrad and credential as well as a master’s degree in Ag Education from Cal Poly San Luis Obispo. He holds a Welding Technology certificate and a clear Nevada credential in agriculture, as well as a supplemental is Life Science. He was raised on a cattle/hay ranch in Buhl, Idaho which serves as his industry experience.

I hold an undergraduate Bachelor of Science in Animal Science from California State University, San Luis Obispo and am currently finishing up my masters of Science in Agriculture Education through the university as well. I have a credential in Nevada with a supplemental science certificate as well as a Single Subject and Agriculture Specialist Credential in California. I am currently on my 1st year of full-time employment in Nevada, and spent a semester as a student teacher and a semester as a long-term substitute in agriculture in California. I have industry experience in Agricultural Communications through college, grew up raising and showing livestock and am married to a row crop farmer. These serve as the backbone to my experience in Agriculture education.

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

4.4 All Agriculture instructors annually participate in professional development activities that are designed to enhance their knowledge of AGRICULTURE skills, technology, instructional strategies, effective teaching techniques or integration of academic and agriculture instructions indicated in their professional development plan.

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

All the staff in our district are involved in multiple staff development programs. We train monthly in our Professional Development Program (PDP), with other Career Technical Education teachers. Each month we meet to discuss
and improve our ideas on teaching methodologies and classroom preparedness and review the outcome of these meetings with administration. We are also observed frequently by administration in our classrooms and extra-duty assignments. Our staff utilizes MyCAERT, CTE online, FFA Life Knowledge, and ICEV to keep lessons and materials engaging and up to date with our ever-changing industry. Guidance counselors work with our agriculture programs district wide to be up to date on new proficiency certificates, college articulation agreements, and course offerings.

4.6 Each Agriculture instructor is actively involved in professional subject matter and agriculture education associations.

4.7 At least one agriculture program instructor participates in the annual Leadership/Management conference sponsored by the Nevada Department of Education. Information and materials disseminated at the conference are shared with department staff members.

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

All of our staff are members of NATA (Nevada Agriculture Teacher’s Association), NAAE (National Association of Agriculture Educators, and ECTA (Elko County Teacher’s Association). Our State Agriculture Association (NATA/ACTE) holds two professional in services that we attend each year, one in the winter and one in the summer. As a department we love to attend Region 1 conference for NAAE to meet with Ag educators outside our state and continue to grow for the needs of our students. Also, we meet with all state CTE staff for a summer conference through the Nevada association of Career and Technical education to visit new business/issues/ideas. Mr. Kohntopp and I serve as FFA Advisors for the chapter and Mr. Kohntopp serves as the department head. Mr. Sutton is the director of CTE for the entire Elko County School District responsible for much of our curriculum development and much of our funding through grant money and proposals.

**Supporting Evidence Appendix D:**
- Cox’s, and Kohntopp’s Credentials – Sutton’s are written on tablets of stone and unable to be included.
- Observation Paperwork
- Professional Development Memberships
- Star Administrator/Counselor Awards (given to administrators/counselors Annually)
QUALITY CRITERIA 5 - FACILITIES, EQUIPMENT, AND MATERIALS

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

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

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

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

The EHS Agriculture Department has three instructional facilities on campus: the Ag science lab, greenhouse, and Ag shop. These facilities are maintained by the advisors, students and maintenance staff. They are reviewed each year by the CTE facilitator and advisory board for quality and safety assurance.

Although we do not have a school farm as of yet, the District is currently working on securing a facility. It will be a district accessible area on a state facility that used to be a youth training center with a 40’x60’ barn with stalls and show ring for student use, as well as classroom instruction. A house is on site for an Ag teacher and fields for crop production and soil evaluation are being sponsored by the local mines.

We have a 30’x 70’ greenhouse with water and electricity as well as drip/sprinkler system. The greenhouse produces many plants from poinsettias in the fall to a variety of products in the spring for a plant sale.

The Agriculture Mechanics shop is a 5000 sq. ft. facility with 10 SMAW welding booths, 5 GMAW welding stations, 2 TIG stations, a 52 ton shear, 20/20 compact tubing rod bender/ring roller, a plasma cam table and plasma torch, and cutting and gas welding tables. Outside is tank storage, as well as steel racks in two separate bays. The shop also has 2 large rollup doors, which allows for large equipment repairs. This plasma program allows us to produce saleable fundraising items that can be sold by students as part of their SAE and also generates additional funds for the Welding/Ag Mechanics program for future equipment and repairs.

This facility has two adequate locking tool rooms, many tool locking cabinets, and two upper level storage rooms. Attached to the shop facilities are both boys/girls bathrooms, and a 25’x35’ classroom. The classroom has a ceiling mounted multimedia projector and smart board for teaching purposes.

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

5.6 Adequate and secure storage space is provided for materials, supplies, records, and equipment.
The agriculture science classroom is located approximately 1000ft away with a large classroom with a teacher office and officer office/prep room. In this classroom there are 30 student desks, book shelves, and 24 student laptops in a locking storage cart. This room has a culture hood and refrigeration for student experiments, and also has a smart board projector for teacher/student use. Additionally, the school is equipped with a computer lab that we can utilize for our classroom needs. There is an Ag Science lab in the back with large lab tables, and locking facilities for small animal and hydroponic projects. Also 2 storage rooms are attached to this classroom area, one for food supplies and the other for tool supplies. All facilities are easily acceptable to handicapped students. These facilities are maintained by the advisors, students and maintenance staff and reviewed each year by the CTE facilitator and advisory board for quality and safety assurance.

**Supporting Evidence Appendix E:**

- Supporting Pictures From All Facilities
  - Greenhouse and fence outside growing area
  - Shop Facilities/Ag Science Facilities/Classroom
- School Farm Proposal
- Equipment and Inventory Documents
QUALITY CRITERIA 6 – COMMUNITIES, BUSINESS, AND INDUSTRY INVOLVEMENT

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

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

The EHS Agriculture Department has tremendous community involvement and support, especially in the advisory committee. We have an active Advisory Committee which incorporates broad specialties and ideas.

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

6.3 The advisory committee provides advice, support, counsel, written recommendations, and verification pertaining, but not limited to the following: instructional content, budget, program promotion, student recruitment, facilities, safety standards, equipment and materials, articulation, program planning, job placement, class size, supervised agriculture experience, FFA organizations, proficiency standards, new technology, and current industry practices.

The advisory committee reviews and provides input in short term plans and reviews our five year plan as well. They provide input on coursework and SAE experiences so our students can stay current and relevant with ever changing industries.

6.4 Agriculture staff actively participates in the advisory committee meetings.

6.5 The advisory committee meets a minimum of three times a year.

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

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

Each meeting is coordinated by the CTE director and Ag teachers with invitations sent out for each meeting with an agenda and minutes kept and turned into central office as part of the CTE monthly report approved by the school board. This committee helps with basic program direction and resources, letters of support when necessary, and evaluation of the program. This committee meets at least 3 times each year (once fall/once winter/once spring) and on an as needed basis when special problems arise.

This committee is made up of:

- Businessman (Ag Sales/Service) Bob Cavender
- Rancher (cattle/sheep/hay producer) Tom Barnes
- Range Manager (Nevada Department of Wildlife) Joe Doucette
- ASCS Paul Blackburn
- Education (Community College Ag Professor) Heather Steele
- Ag students (Ruby Mountain FFA president/vice President) Lauren Gates/Casey Dack
- Industry/Labor (mechanics business/Parent) Ron Warmbrodt
- Industry/Floral Andi Rensvold
- FFA advisor/Agriculture Teacher Shane Sutton
- FFA advisor/Agriculture Teacher Lindsay Cox
- FFA advisor/Agriculture Teacher John Kohntopp

**Supporting Evidence Appendix F:**
- Advisory Committee Member List
- Advisory Committee Meeting Minutes
QUALITY CRITERIA 7 – CAREER GUIDANCE

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

7.1 Ongoing individual assessments, counseling, career planning, and support services are initiated no later than the 9th grade for all students, including special populations.

7.2 Agriculture staff assists guidance counselors and other resource personnel to provide career guidance activities, which include:

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

The EHS Agriculture Department has developed a recruitment and retention program for incoming students as well as students currently enrolled in the program. Our recruitment program consists of numerous visits each year to the local elementary schools for Ag awareness presentations. Additionally, the FFA officer team hosts 8th grade classes at the Ag department and provides presentations on what the program offers in the career pathways, hands-on demonstrations to introduce SAE’s, and fun activities to introduce the leadership development component in FFA. Eighth grade students who enroll are invited to attend summer leadership conference in Tahoe to get involved early.

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

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

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

7.5 With the assistance of their Agriculture Instructor, Agriculture students annually review their career development plan, refine their occupational choice.

Our retention program for students simply begins in the classroom with high energy, engaging instruction where students learn and grow in their understanding and relationship to the agriculture industry. Instructors use methods and techniques like Seth Derner’s Engaging Moments (E-moments). Additionally, the idea of celebrating students and learning is built into our classroom setting with leadership, involvement and academic awards at our annual chapter banquet. This transforms our classroom into an environment where everyone feels comfortable and eager to learn.

Additionally, when students apply their classroom learning in their SAE projects and everyday life, it increases their involvement and desire to stay a part of the program. Furthermore, students can use the information and skills learned when
they are encouraged to join Career Development Events such as public speaking, judging teams or Agriscience fair projects. Our chapter has a long history of success and awards in competition activities which are the most exciting part of our department for our students.

Our career pathways are posted in the guidance department and the Ag classes. In addition, students take interest exams and surveys through the district to help place them in the pathway that fits them best. During registration, counselors and teachers communicate to place students and utilize a sign off system on student request sheets to ensure students will get the correct classes to complete the pathway they desire. The science credit incentives offered to students help them to stay in our program and still make progress towards graduation and university admission. Also three and four year students interact with guest speakers from Great Basin Community College (Agriculture Dept./Welding Program/Diesel Program) each year. During these visits students are encouraged to participate in the 2+2 articulation agreements. Furthermore Wyo-Tech institute and UTI technical institute have a chance to visit with classes on educational and training opportunities for student career choices.

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

Our program used to consists of 10% active student involvement, with 220 students enrolled and about 20 students present and participating at most activities. Our goal this year was to increase active participation by making students aware of opportunities in strong and comprehensive FFA lessons, providing well planned activities that are fun, and orchestrating and welcoming atmosphere. We ensure discrimination of race, disability, or disadvantaged students is not welcome in our department. Our program enrollment in these areas is consistent with school demographics. Furthermore, we have a high enrollment of Special Needs Students as our hands-on learning approach accommodates these students interest and improves their success. Students, parents and counselors continue to select our program as a place of successful inclusion for these students. Additionally, we are usually the last elective to be cut out of a struggling students schedule due to their success in Ag classes. Due to these efforts our chapter meeting attendance has increased 400% and our participation in SAE and FFA activities has more than doubled.

Supportive Evidence Appendix G:
- Student Program Planning Sheets
- Program Summary Career Path Interests
- Careers Unit Sample Lesson
- CDE Attendance Verification Sheets
- Student AET CDE Competition Record
QUALITY CRITERIA 8 – PROGRAM PROMOTION

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

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

The EHS Agriculture Department provides many materials for program promotion to students, parents, and others interested in Ag Education. For example, we provide brochures and presentations at recruitment events, school bulletins and articles published in local news, and social media campaigns through Facebook and Twitter. We develop our plan for program promotion at the officer retreat and include it in the program of activities. All materials aim to reflect the diversity of our program and the broad range of interests accessible to all students.

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

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

At our incoming recruitment for 8th graders we provide brochures explaining our program components and opportunities. These brochures are available at our events throughout the year and are tailored for individual promotion needs. Additionally, 3rd and 4th year members provide a slide show presentation and explain the benefits of FFA involvements in their experience. To engage students at a younger age we host many petting zoos and Ag days at local events and elementary schools.

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

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

Throughout the year we publish many articles in the local paper, usually once a month, via the chapter reporter. We send a monthly report as part of the EHS newsletter to all home in our school and have articles published in the school paper. Both these news reports talk about upcoming events, and showcases achievements throughout our chapter and program. Furthermore, we place announcements over the school intercom weekly and have a web account on Facebook with pictures and some brief information for students to
interact and connect with each other and also to be up to date on events. All chapter events are kept in a record for the year as a chapter scrapbook by the historian.

Students in class are aware of our events and achievements by the bulletin info board which is updated weekly in both classrooms. Also student’s achievements plaques, and trophies are posted on the walls of our classrooms and FFA meeting room. To recap the year’s accomplishments we host a fall and spring banquet with community members in attendance to notify others of our program’s opportunities and student’s success.

Board members and administrators are monthly updated in our CTE monthly reports and by presentations with our students to receive board recognition for their placing’s. This report is a record of our meeting/visits/trips and travel throughout the month.

Also there are travel opportunities for active members at the chapter/state/and national level. Scholarship opportunities are available to those members who are very active during their high school career with our FFA chapter.

**Supporting Evidence Appendix H:**

- Recruitment Brochure
- EHS Facebook link
- Reporter’s Book
- Supporting Pictures
  - Chapter meeting Room Plaque/trophy wall
  - FFA Bulletin info Boards
  - FFA Week Activities
- School Board Recognition
- Scholarship Application
QUALITY CRITERIA 9 – PROGRAM ACCOUNTABILITY AND PLANNING

“There are an annual program assessment using input form instructors, administrators, students, other staff, and advisory committee members, which ensures that the program scope, design, content, instruction, and administration is meeting the program objectives. The annual assessment process is used to develop a Program Improvement Plan for the short and long-range administration and operation of agriculture education programs”

9.1 A performance-based assessment system issued to measure students’ performance in the application of vocational and academic skills and knowledge of occupational tasks.

EHS Agriculture Department participates in state wide performance assessments for pathway completers. Currently, our program only has an assessment in place for Employability Skills standards, but will adopt more assessments as they become available after pilots. Our students are also evaluated within our department for the technical skills and receive a certificate for the appropriate pathway.

9.2 There is an annual program assessment, including review of the Program Improvement Plan, using input from instructors, administrators, students, other staff, and advisory committee members based upon the Quality Criteria for High Schools Agriculture and Natural Resource Education.

We utilize our advisory committee for comments or recommendations for short term and long term goals. We discuss areas such as parent involvement, student recruitment, community involvement and financial issues.

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

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

Each year we submit an improvement plan to our CTE director for allocated funds. Our Carl Perkins is allocated through a committee. Career and tech instructors submit a needs list and comments to this committee each spring as they review the list and allocate moneys to different departments as needed.

Supportive Evidence Appendix I:

- Employability Skills Assessment Results
- CTE Monthly Reports
- Career and Technical Education Plan
- Graduate Follow-Up Survey
- Grant documents
QUALITY CRITERIA 10 - STUDENT TEACHER RATIO

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

10.1 Minimum Compliance Criteria:
1. Maximum enrollment per teacher in the classroom is 30 students per class.
2. Maximum enrollment per teacher in a shop or laboratory class is 20 students per class.
3. Maximum number of individual student per full-time equivalent for instruction and supervised agriculture experience programs and student actively engaged in FFA leadership activities is 60 students. For Agriculture Incentive Grant purposes, freshmen are counted as ½ when determining the 60-student limitation.

EHS counselors try not to insert too many students into our agriculture classes, unfortunately some class reach capacity and beyond. Thankfully, if it seems to be a problem our administration and counselors are very supportive of our choice to move students into other classes for the betterment of the student at hand as well as their peers and the classroom. Furthermore, as the year progresses we tend to have many students move away due to the mining economy of the area. Therefore, by mid-year our class numbers range from 10-15 students in a lab based course, to 20-25 in the more traditional classroom type courses.

10.2 Community Awareness and Commitment:
1. Invite your State Supervisor to speak to your site and district administration, and advisory committee on maintaining low class sizes.
2. Develop a student selection criteria policy that identifies those students who have an interest or should be placed in the Agriculture program.

Our CTE facilitator and State Supervisor communicate with our school district to ensure our classes remain low in size. EHS welding and Agricultural Mechanics classes start the year with an average of 24 students/class. These numbers do decrease to usually 20-22 by the first quarter, and then down to 18-20 at start of semester 2. This is due to class changes with no additional enrollment. Also we have some students move or drop out of school.

Agriculture Science classes on average have approximately 30-32 students. Most of these large numbers are freshman, which are ½ counts for the ratio. The other agriculture science classes (Animal/Greenhouse/Ag science II/III) are below the ratio of 30/teacher. These classes are on average 18-20 students, which is to the instructors advantage because these are more lab oriented courses which can be difficult with large class sizes.
Our program as far as SAE student/advisor ratio as of our 2012-2013 FFA roster shows 264 students in our Ag program, with each student enrolled automatically as a dues paying FFA member. In reality, not all are active members and only some students take advantage of SAE/contests/conferences, while others do not. Out of the 264 students approximately 150 are freshman therefore counting as 75 towards the ratio. The remaining 114 students would count as a whole, giving us as a department a 75.6 students/advisor. Therefore, we are slightly over our ratio.

This may seem negative, but as discussed above, not all students are active by choice in activities beyond classroom instruction for grading criteria. Therefore, student time and needs per advisor varies depending on their individual project scope, and their involvement and participation in FFA. Another component is both advisors currently teach a 0 hour, which gives us on an additional 25 students each in our ratio.

Supportive Evidence Appendix J:
- Current Class roll sheets
QUALITY CRITERIA 11 – FULL YEAR EMPLOYMENT

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

11.1 Effective instruction in Agriculture Education extends beyond the regular school day, school year, and school environment. The basic component of instruction occurs as group instruction in the classroom, shop or field during regularly scheduled classes September through June.

Elko County School District provides agriculture teachers a 36 day, (220) extended contract. Also, there is a 9-12% FFA stipend in addition to contract salary. Furthermore, the salary schedule is very competitive as the mining economy in the area is thriving due to the price of gold. We also receive financial support from the district for agriculture staff development trainings like NATA/ACTE/NAAE. Our travel, sub, and meal expenses are covered for all professional development trainings.

With this great financial support our advisors are able to provide a quality program of instruction that extends beyond the classroom and incorporates SAE and FFA supervision.

11.2 There are two additional major components of instruction: activities conducted as part of the program of work of the FFA Chapter and individually conducted activities of students’ supervised agricultural experience programs. These two components are integral to the total instructional program.

11.3 Minimum Compliance Criteria:
1. A minimum of one full-time equivalent teacher shall be employed during the summer months for each 75 agriculture students engaged in FFA and supervised agricultural experience during that period.
1. In addition to any preparation period otherwise provided to teachers at the program site, one project supervision period shall be provided in the agriculture teacher’s assignment during the regular school year for each 75 agriculture students actively engaged in FFA and supervised agricultural experience out-of-class activities.

Our extended contract is validated by the numerous home and project visits we make with our students and the lengthy leadership and CDE trips that require sufficient driving distances and time away from home. Unfortunately, we do not have a project period for SAE visits because we all teach a “zero” period to accommodate our growing program and student demand for classes. However, we are provided an extra seventh of our base salary for this assignment.

Due to this, most of our visits occur on the weekend over the school year or over the summer when many students have fair projects. Furthermore, we spend countless hours afterschool advising students on projects and developing their record keeping abilities. One way to rationalize how we can visit student’s projects or ideas during the school week/day is our school time schedule because we get out early at 2:35, so we are able to work with students afterschool with
sufficient daylight and time before our spouses get off work and family responsibilities conflict.

One of the most unique components of teaching in Nevada is how competitive and numerous CDE opportunities are at each school. Most schools compete in almost every CDE with advisors, like me, coaching 10 different teams for 4-5 months. This consumes our time every day with morning practices starting at 6:30 (an hour before school), lunch practices, and afterschool help. Though very time consuming and labor intensive, it easily becomes a strong point for our program and our advisor’s favorite part of the job. Once teams win at our state level, advisors and students spend the summer prepping before national convention as well.

**Supportive Evidence Appendix K:**
- Advisor Responsibility Matrix
- Advisor Contract Levels
- Summer Contract Calendar
- Contract agreement (copy from master agreement)
QUALITY CRITERIA 12 – PROGRAM ACHIEVEMENT

“The Agriculture Program meets the requirements of the Program of Activities (attach checklist).”

The Ruby Mountain FFA Chapter participates in numerous activities throughout the year as indicated in the program of activities. Additionally, we apply for a National Chapter Award and receive three stars in our state and progress to national competition each year.

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**Supportive Evidence Appendix L:**
- *National Chapter Award Application*

*Additionally, please reference Program of Activities under Appendix B*
Appendix A
Agricultural Science I

- Agricultural Science II
  - Agricultural Science III
    - Veterinary Medicine
  - Agricultural Science IV
    - Greenhouse Management

- Ornamental Horticulture
  - Landscape Management

- Agricultural Mechanics
  - Welding I
  - Welding II
  - Welding III/IV
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AGRICULTURAL COURSES

The Agricultural Education program at the high school are designed to give an opportunity to work and learn about the production and marketing of crops and livestock or other experiences necessary for successful careers in agriculture.

Introduction to Agriculture and Animal Science/Plant Science fulfill the science requirement for high school graduation. These courses, however, do not meet NCAA requirements for Physical Science.

ANIMAL/PLANT SCIENCE Grades 9 - 1 year

Prerequisite: Introduction To Agriculture

Animal Science provides an in-depth study of animal husbandry and related topics. Students receive academic and practical experiences. Units include animal production and management, physiology, nutrition, health and disease, genetics, selection and showing. Plant Science is designed to instruct and familiarize the student with knowledge of plant materials. Units covered in this course are plant identification, plant fertilization, rural ecological techniques, proper usage of water, entomology, and to make the students aware of the relationship between human and plant. Students are required to undertake and complete a garden project. FFA is promoted to encourage the student’s interest in this area of agriculture. Record keeping is also continuously taught.

ORNAMENTAL HORTICULTURE Grades 10-12 - 1 year

Prerequisite: Introduction To Agriculture

Ornamental Horticulture provides the student and use in commercial and home beautification endeavors. Units cover plant physiology, identification, propagation, landscape design and management, nursery practice is emphasized. FFA is promoted to encourage the students’ interest in this area of agriculture. Record keeping is also continuously taught.

AGRICULTURE MECHANICS Grades 10-12 - 1 year

This work course is designed to develop basic skills in welding, woodwork, and building agriculture related structures. Units covered in this course include: basic agriculture math areas, electrical wiring, basic engine service and tune-ups. Individual and group project involvement. Included also is shop safety, tool identification, and proper usage of power tools. FFA is promoted to encourage the students’ interest in this area of agriculture. Record keeping is also continuously taught.
ADVANCED AGRICULTURE MECHANICS Grades 11-12 - 1 year

Prerequisite: Agriculture Mechanics

This course is designed to develop skills beyond those of basic introduction. Areas covered are advanced ship management, proper care of tools and farming equipment, trouble-shooting and over-hauling of small engines. Emphasis is placed on the individual’s ability to undertake and complete projects with minimum supervision. FFA is promoted to encourage students’ interest in the area of agriculture. Record keeping is continuously taught.

AGRICULTURE BUSINESS/COMPUTERS Grades 11-12 - 1 year

Prerequisite: Introduction To Agriculture

Agriculture Business is a class designed to familiarize the student with various aspects of record keeping with special emphasis in Agriculture Business. Uses of microcomputers in agriculture will also be introduced with respect to Farm Management and the FFA. FFA is promoted to encourage the student’s interest in this area of agriculture. Record keeping is also continuously taught.

ADVANCED ANIMAL SCIENCE Grades 11-12 - 1 year

Prerequisite: Introduction To Agriculture

Advanced Animal Science is designed for the student who wishes a further and more detailed study in certain areas in the field of Animal Science. The course is broken down into four units (one each quarter). One unit will cover basic equitation, horse handling, and horse management. A second unit deals with advanced equitation and horse training. The third and fourth deal with small animal, wildlife management and training. FFA is promoted to encourage the students’ interest in this area of agriculture. Record keeping is continuously taught.

AGRICULTURE SKILLS AND FFA LEADERSHIP Grades 11-12 - 1 years

Prerequisite: Introduction To Agriculture

This course is designed to improve leadership abilities in students. Students learn various skills associated with classroom units which carry over into areas of Agriculture Production. Units such as speech, Insect and Pest Control, Computers, Agriculture Business Management, Co-ops and Vegetable Evaluation and Selection are covered. Record keeping is also continuously taught.
TECH PREP PROGRAM ARTICULATION AGREEMENT
BETWEEN GREAT BASIN COLLEGE AND
ELKO COUNTY SCHOOL DISTRICT
11/24/2010

This Articulated Agreement has been enacted to facilitate the transfer of students taking the following high school course(s) listed by earning college credit for the equivalent Great Basin College course(s) listed. This agreement is the result of an articulation meeting involving the faculty and administration at both Elko County School District and Great Basin College.

This agreement will be reviewed every year by Great Basin College and High School program representatives. Recommendations for amending this agreement are made during a meeting scheduled in the fall of each year. Any changes will be reflected in a revised agreement and submitted for joint high school program and GBC program approval.

1. ARTICULATED COURSES
This articulation agreement applies to the following courses:

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<td>AGSC 110 Introduction to Ag Management</td>
</tr>
</tbody>
</table>

2. ARTICULATION PROCEDURE
Participants will follow approved procedures between Elko County School District and Great Basin College outlined in the Tech Prep Memorandum of Understanding. A Tech Prep Memorandum of Understanding from Great Basin College and Elko County School District outlining the articulation, implementation, and marketing of the Tech Prep program is required and will be renewed each year.

3. COMPETENCIES
A list of competencies (in the form of a list, syllabus or class curriculum) for the aforementioned articulated courses are attached to this document. Students must maintain a minimum grade of “B” in the articulated high school course to receive credit at GBC and take the course as a Junior or Senior, or complete the final course in a series as a junior or senior.

This articulation agreement was updated on 9/12/12 to match new course names for secondary courses and college prefix changes. Agreements will be fully updated as new secondary standards are developed.
4. APPROVAL

The following signatures represent and uphold this agreement.

John Khahtya 11/21/11
High School Instructor

Tracy Shane 11/21/11
GBC Instructor

High School Principal

Heather Steel 11/3/11
GBC Tech Prep Coordinator

Tech Prep Representative

Bret Murphy 1/22/11
Dean of Applied Sciences

Mike McFarlane 1/27/11
Vice President of Academic Affairs

Great Basin College is an Equal Opportunity/Affirmative Action agency and does not discriminate on the basis of race, color, religion, gender, national origin, age, political affiliation, or disability. The following person has been designated to handle inquiries regarding the non-discrimination policies: Affirmative Action Officer, Great Basin College, 1500 College Parkway Elko, Nevada 89801 (775)753-2181.
4. APPROVAL
The following signatures represent and uphold this agreement.

High School Instructor

Date 1-18-11

High School Principal

Date 1/18/11

Tech Prep Representative

Date 1-20-11

Tracy Shane
GBC Instructor

Date 1/20/11

Heather Steel
GBC Tech Prep Coordinator

Date

Bret Murphy
Dean of Applied Sciences

Date

Mike McFarlane
Vice President of Academic Affairs

Date
TECH PREP PROGRAM ARTICULATION AGREEMENT
BETWEEN GREAT BASIN COLLEGE AND
ELKO COUNTY SCHOOL DISTRICT
11/24/2010

This Articulated Agreement has been enacted to facilitate the transfer of students taking the following high school course(s) listed by earning college credit for the equivalent Great Basin College course(s) listed. This agreement is the result of an articulation meeting involving the faculty and administration at both Elko County School District and Great Basin College.

This agreement will be reviewed every year by Great Basin College and High School program representatives. Recommendations for amending this agreement are made during a meeting scheduled in the fall of each year. Any changes will be reflected in a revised agreement and submitted for joint high school program and GBC program approval.

1. ARTICULATED COURSES
This articulation agreement applies to the following courses:

<table>
<thead>
<tr>
<th>Elko County School District Course</th>
<th>Great Basin College Course and Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag Science I, II, and Ag Leadership</td>
<td>AGSC 102 Agriculture Communication and Organizations</td>
</tr>
</tbody>
</table>

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4. APPROVAL
The following signatures represent and uphold this agreement.

John Kats 11/6/11
High School Instructor

Tracy Shane 1/9/11
GBC Instructor

Mika Alper 1/11
Date
High School Principal

Heather Steel 1/13/11
Date
GBC Tech Prep Coordinator

Tech Prep Representative

Bret Murphy 1/22/11
Date
Dean of Applied Sciences

Mike McFarlane 1/27/11
Date
Vice President of Academic Affairs

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4. APPROVAL
The following signatures represent and uphold this agreement.

High School Instructor

Date

High School Principal

Date

Tech Prep Representative

Date

Tracy Shane
GBC Instructor

Date

Heather Steel
GBC Tech Prep Coordinator

Date

Bret Murphy
Dean of Applied Sciences

Date

Mike McFarlane
Vice President of Academic Affairs

Date

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4. APPROVAL
The following signatures represent and uphold this agreement:

Donald Nasha 1-18-11  
High School Instructor

Tracy Shane 11/11  
GBC Instructor

Leslie Holpoch 1-18-11  
High School Principal

Heather Steel 3-1-11  
GBC Tech Prep Coordinator

Lisa 2-17-11  
Tech Prep Representative

Bret Murphy 3-1-11  
Dean of Applied Sciences

Mike McFarlane 3-8-11  
Vice President of Academic Affairs

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4. APPROVAL
The following signatures represent and uphold this agreement.

B.E. [Signature] 1/21/11 Date
High School Instructor

[Signature] Date
High School Principal

[Signature] 1/28/11 Date
Heather Steel
GBC Tech Prep Coordinator

[Signature] 1/28/11 Date
Bret Murphy
Dean of Applied Sciences

Mike McFarlane 3/8/11 Date
Vice President of Academic Affairs

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Tech Prep Application for Summer 2013

Print and sign this page

Remember that you must receive an "A" or "B" & take the classes as a Jr. or Sr. to receive Tech Prep credit.

<table>
<thead>
<tr>
<th>Your High School</th>
<th>Elko High School (Elko County)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year of Graduation</td>
<td>2014</td>
</tr>
<tr>
<td>Your Name</td>
<td>EHS Example Student</td>
</tr>
<tr>
<td>Date of Birth</td>
<td>January 1, 2013</td>
</tr>
<tr>
<td>Mailing Address</td>
<td>P. O. Box 123 Elko, NV 89801</td>
</tr>
<tr>
<td>Phone Number</td>
<td>(775) 555-1212</td>
</tr>
<tr>
<td>Selected Classes</td>
<td>Ag Science I, II, and Ag Business</td>
</tr>
</tbody>
</table>

Student Signature

Date

*By signing this form, you agree that your high school may release your transcript to GBC, in order to check your eligibility for Tech Prep credits. You are also providing permission to allow GBC to enroll you and give you credits for GBC courses. You MUST sign this form, otherwise you will not receive your Tech Prep credits.

For questions call: 775-753-2303

This printed, signed form is due to the Tech Prep Office by May 1, 2013
Return to your teacher or counselor or send to:
Heather Steel
GBC Tech Prep Office
1500 College Pkwy
Elko, Nevada 89801

Administrative Use Only:

<table>
<thead>
<tr>
<th>Call Number</th>
<th>Subject</th>
<th>Course Number</th>
<th>Section Number</th>
<th>Class Title</th>
<th>Credit</th>
<th>Summer</th>
</tr>
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<tbody>
<tr>
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<td>Selected Classes</td>
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</table>

_________________________________________  ______________________________
Student Signature                        Date

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</tbody>
</table>

GBC Student ID:
COMPETENCY CERTIFICATE
This is to certify that

Achieved the performance levels acknowledged on the reverse side for the career path of Agriculture and Natural Resource Education for

AGRICULTURE SCIENCE ONE & TWO
And is therefore recognized
This ___ Day of ____________, 20____

________________________    ________________________
Instructor                        Administrator

AGRICULTURE & NATURAL RESOURCES EDUCATION
AGRICULTURE SCIENCE ONE AND TWO

Employability, academic and technical skill competencies for Agriculture Science one and two are listed below. The rating exceeds / meets / Approaches Standard is intended to define the student’s performance level on standard.


<table>
<thead>
<tr>
<th>E</th>
<th>M</th>
<th>A</th>
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</thead>
<tbody>
<tr>
<td><strong>Agriculture &amp; Society</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 ID Ag Products</td>
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<tr>
<td>1.2 Ag in Society</td>
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<td></td>
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<tr>
<td>1.3 Economy of Ag</td>
<td></td>
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<tr>
<td><strong>Animal Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Livestock Selection</td>
<td></td>
<td></td>
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<tr>
<td>2.2 Animal Facilities</td>
<td></td>
<td></td>
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<tr>
<td>2.3 Reproduction Physiology</td>
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<tr>
<td>2.4 Animal Nutrition</td>
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<td>2.5 Animal Health</td>
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<tr>
<td>2.6 Animal Welfare</td>
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<tr>
<td><strong>Plant &amp; Soil Science</strong></td>
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<tr>
<td>3.1 Plant Classification</td>
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<tr>
<td>3.2 Plant Physiology</td>
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<tr>
<td>3.3 Plant Reproduction</td>
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<tr>
<td>3.4 Soil &amp; Plant Production</td>
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<tr>
<td>3.5 Plant Nutrition &amp; Health</td>
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<td>3.6 Economy of Plants</td>
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<tr>
<td><strong>Supervised Agriculture Experience</strong></td>
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<tr>
<td>4.1 Work Based Skill Attainment</td>
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<td><strong>Leadership / FFA</strong></td>
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<tr>
<td>5.1 Leadership Development</td>
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<tr>
<td><strong>Agriculture Business</strong></td>
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<td></td>
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<tr>
<td>6.1 Marketing of Ag Products</td>
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<tr>
<td>6.2 Agriculture Sales</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.3 Principles of Management</td>
<td></td>
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<tr>
<td>Ag Mechanics</td>
<td></td>
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</tr>
<tr>
<td>7.1 Principals of Tools &amp; Safety</td>
<td></td>
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<tr>
<td>7.2 Power Systems</td>
<td></td>
<td></td>
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<tr>
<td><strong>Natural Resources</strong></td>
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<tr>
<td>8.1 Stewardship of Natural Resources</td>
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<tr>
<td>8.2 Environmental Impacts</td>
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</tr>
<tr>
<td>8.3 Importance of Mining</td>
<td></td>
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<tr>
<td>8.4 Wildlife Management</td>
<td></td>
<td></td>
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<tr>
<td><strong>Employability Skills</strong></td>
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<td></td>
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<tr>
<td>9.1 Problem-Solving</td>
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<tr>
<td>9.2 Critical Thinking</td>
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<tr>
<td>9.3 English Language Arts</td>
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<tr>
<td>9.4 Technology Proficiency</td>
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<tr>
<td>9.5 Leadership &amp; Teamwork</td>
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<tr>
<td>9.6 Workplace Ethics</td>
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<td>9.7 Resource Management</td>
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<td>9.8 Career Planning</td>
<td></td>
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<tr>
<td>9.9 Job Retention &amp; Lifelong Learning</td>
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</tbody>
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<table>
<thead>
<tr>
<th>E</th>
<th>M</th>
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<tbody>
<tr>
<td><strong>Student Name</strong></td>
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<tr>
<td>Date Entered:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date Completed:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructor Signature</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2013
Students
ALSTATT, ABIGAIL BRIANN
BECKSTEAD, JARED A
BELL, CAITLIN M
CERVANTES, JENNIFER
EDGAR, KAYLA L
GOMEZ, JOSE E
HIGHT II, MICHAEL D
HOLLADAY, COREY N
JIMENEZ, BRENDA
LANGLEY, MIRANDA LYNN
MICHEL, ALISSA T
MOLYNEUX, KELSEY L
MORENO, SHELBY D
MURILLO, VANESSA
NIEVES, CRISTIAN J
PEREZ, JAZMIN J
RANDALL, RIAN P
SANDERS, LANE J
WILLIAMS, PATRICIA A
YOUNG, LEONA C
ZEISZLER, LEIGHA M
COURSE: Ag 1

I. COURSE DESCRIPTION

This course is a laboratory-based course that will provide students with the basic theories and principles related to Agriculture with an emphasis on Plant and Soil Sciences, Leadership Development, Animal Sciences and Natural Resource Management. Students are expected to maintain a Supervised Agriculture Experience Programs and leadership development through activities in the FFA. Membership in the Nevada FFA Career and Technical Student Organization is required. Science Credit is available for students completing Agriculture Science I and II.

A. COURSE GOALS

1. Students shall become familiar with the safe use of livestock facilities, restraint equipment, and tools necessary for animal housing and care.
2. Students shall develop an understanding of the principles in animal nutrition and feeds.
3. Students shall learn the structure, function, and maintenance of the major organ systems of an animal.
4. Students will understand the principles of livestock breeding and Mendelian genetics, and the importance of heritability in a breeding program.
5. Students shall develop an in-depth understanding of specific health problems, related to cattle, sheep, swine, horses, poultry, and rabbits, and the identification, treatment, and prevention of these problems.
6. Students shall learn internal and external livestock pests and control.
7. Students shall demonstrate an understanding of the basic principles of care, raising, breeding, selection, and selling of large animals.
8. Students shall understand the basic concepts of soil and land management.
9. Students shall understand and practice techniques in plant science management and crop production.
10. Students shall expand their scope and activity in their individual Supervised Agriculture Experience Program.
11. Students shall understand methods used to market agriculture commodities.
12. Students shall understand the practices used in sales, service, and promotion of agriculture products.
13. Students shall understand the use of land in Nevada and the U.S. regarding agriculture, recreation and mining.
14. Students shall expand their leadership opportunities through activities in the FFA.
B. GENERAL RULES

1. **Respect** everyone’s physical and emotional safety, right to learn, and property.
2. **Be on time.** (Tardy penalties:
   - 1st = 25 push ups
   - 2nd = add 30 sit ups
   - 3rd = add 1 minute wall sit
   - 4th = becomes a three minute wall sit
   - 5th = all exercises plus 10 minutes helping in the Ag program. Each additional tardy after 5 is time earned helping the program.
3. **Be on task.** No cell phones or ipods in the classroom.
4. **Be organized.** The student must place his/her name on all papers or may not receive credit. Handouts and graded/returned work should be kept in the student’s notebook for evaluation unless the instructor indicates otherwise.
5. Eating, drinking (except bottled water), or gum chewing in the classroom is not allowed without prior permission from the instructor.
6. Three bathroom passes are allowed per semester. Unused passes receive extra credit.

C. COURSE FORMAT/ ASSESSMENT

1. Forty five percent classroom instruction, including:
   - Discussions, demonstrations, lectures, examinations, reading assignments, and guest speakers
2. Forty percent laboratory and/ or field instruction, including:
   - Science laboratory experience, field research projects, and participation in lab activities
3. Fifteen percent participation
   - One point per day based on behavior and participation.

D. GRADING

1. Grading is 70% Summative and 30% Formative. The grade breakdown for this class will be as follows:
   - 90-100% A
   - 80-89% B
   - 70-79% C
   - 60-69% D
   - <60% F

*Cheating will not be tolerated and will result in a zero for that assignment!!*

E. REQUIRED MATERIALS
1. Each day you come to class you must bring:
   - Binder paper
   - Writing utensils
   - A good attitude and will to learn

**F: ATTENDANCE AND PARTICIPATION**

Ag 1 uses many hands-on activities, labs and group interactions for learning and sharing of information; therefore attendance on a daily basis is critical to your success in this course. Students must be responsible, respectful and cooperative participants throughout the activities in this course. If you have an excused absence, you have the same number of days as your absence to turn in the missed work and make up any missed tests. No exceptions. Work must be clearly labeled: “ABSENT on (date)” in large letters at the top of the page or it will not receive full(any credit. You should plan to take tests with the class even if you were absent the day before the test. After an absence ask to look at someone’s agenda to see what assignments you missed, and then see the missed work box before or after class.

**II: COURSE OUTLINE**

A. FFA/SAEs
B. Contests
C. Careers
D. Animal Agriculture as Science
E. Livestock
F. Wildlife
G. Small Animals
H. Alternative Animals
I. Animal Behavior
J. Animal Welfare
K. Soils
L. Plant Physiology and Anatomy
M. Plant management and care
N. Commodities
O. Consumer Concerns
P. Employability

I have read and fully understand the expectations, departmental rules, grading procedures, and make-up regulations for the Agriculture Integrated Science course. Please return the entire form to the instructor.

Parent/Guardian Signature: ________________________________________________ Date:

Student Signature: ________________________________________________________ Date:
The Board of Trustees recognizes that a system of grading student achievement can help the student, teacher, and parent/guardian assess a student’s progress toward personal educational goals and assist the student in the completion of those goals. The Board also recognizes that teachers are professionals and are counted on to accurately measure a student’s level of mastery of course content in a fair and just manner and that administrators are responsible for intervening if a teacher’s grading system does not appear to be fair and just.

The Board of Trustees expects all teachers’ grading systems to be at the “Meets” level on the Grading System Rubric. All administrators are expected to ensure that a teacher’s grading system is at the “Meets” level on the Grading System Rubric and that the rubric is used to resolve disputes regarding a teacher’s grading practices.

**District Grading System Rubric**

<table>
<thead>
<tr>
<th>Category</th>
<th>Emergent</th>
<th>Approaches</th>
<th>Meets</th>
<th>Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>The majority of the student’s grade is based on non-academic performance.</td>
<td>The student’s grade is based on academic and non-academic performance.</td>
<td>The student’s grade is based on his or her level of mastery of Nevada State Standards and/or District Curriculum Guides.</td>
<td>The student’s grade is based on essential outcomes (learning Targets) that have been identified for the courses.</td>
</tr>
<tr>
<td>Formative Assessments</td>
<td>The majority of the student’s grade is determined using formative assessments.</td>
<td>The student’s grade is determined using over 30% formative assessments.</td>
<td>The student’s grade is determined using 30% or less formative assessments.</td>
<td>Formative assessments are used to guide instruction.</td>
</tr>
<tr>
<td>Summative Assessments</td>
<td>The student’s grade is determined using no summative assessments.</td>
<td>The student’s grade is determined using less than 70% summative assessments.</td>
<td>The student’s grade is determined using 70% or more summative assessments.</td>
<td>The student’s grade is determined using 100% summative assessments.</td>
</tr>
<tr>
<td>Grading Practices</td>
<td>The student is not provided any recourse to improve grades. The student is given zeros for all missing formative and summative assessments and is not allowed to redo any assignments.</td>
<td>The student is provided with limited opportunities to improve his or her grades. Opportunities are designed to be exceedingly difficult and punitive. The student is provided with limited opportunities to redo assignments on which he or she received a zero.</td>
<td>The student is provided with fair and reasonable opportunities to improve his or her grades. The teacher provides students that have received zeros with fair and reasonable opportunities to mitigate the effects of those zeros on the student’s final grade. No extra credit.</td>
<td>The student is provided with multiple opportunities to demonstrate mastery of the course content without adverse effects to his or her grade. No extra credit.</td>
</tr>
<tr>
<td>Category</td>
<td>Emergent</td>
<td>Approaches</td>
<td>Meets</td>
<td>Exceeds</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Point Values</td>
<td>The point values assigned to academic assessments create a situation where students' grades become unchangeable by future academic assessments.</td>
<td>The point values assigned to academic assessments unfairly skews students' grade.</td>
<td>The point values assigned to academic assessments ensure that students’ level of performance is accurately reflected.</td>
<td>The value of the latest assessments evidence is not affected by previous assessments if the student demonstrates an increased level of mastery.</td>
</tr>
<tr>
<td>Timeliness of Grading</td>
<td>Formative and summative assessments are rarely assigned, collected, graded or entered into PowerSchool.</td>
<td>Formative and summative assessments are assigned and collected but are not entered into PowerSchool within a week of the assignment due date.</td>
<td>Formative and summative assessments are corrected and entered into PowerSchool within one week of the assignment due date. Larger or more complex assignments are corrected and entered into PowerSchool within two weeks of the assignment due date.</td>
<td>Formative and summative assessments are corrected and entered into PowerSchool within a few days of the assignment due date and students are involved in tracking their progress toward mastery of course content. Larger or more complex assignments are corrected and entered into PowerSchool within one week of the assignment due date.</td>
</tr>
</tbody>
</table>

The above Grading System Rubric has been developed to establish general grading system requirements. The district’s long term goal is to transition to a standard based grading policy which is reflected in the "Exceeds" column.

**Guidelines for Entering Scores into PowerSchool**

1. Use complete words and student/parent friendly language in the title and description of your assignment.
2. Do not enter a "0" prior to the due date of formative or summative assessments. This will deflate the value of a student’s current grade, confuse parents, and make it difficult to determine extra-curricular eligibility.
3. Use only two categories for grades.
   a. Formative (weighted must be within the 0%-30% range).
   b. Summative (weighted must be with the 70%-100% range).
4. The administration at each secondary school will designate which day eligibility checks will be made each week. All formative and summative assignments that were due at least one week prior to that date must be corrected and entered into PowerSchool by noon on the day designated for eligibility checks. Larger or more complex assignments must be corrected and entered into PowerSchool within two weeks of the assignment due date.
5. Only teachers are allowed to enter grades into PowerSchool. Student access to PowerSchool Teacher is a violation of the acceptable use agreement and FERPA.
6. Students that have been absent for any reason will have a minimum of two days for each day they were absent to complete formative and summative assessments that were due while they were absent.
Reporting Terms and Semester Grade Calculations

1. Grading terms for elementary, middle and high school will be divided into two semesters.
2. All secondary courses will be at least one semester in length and .5 credits per course will be awarded to students upon the successful completion of each semester.
3. A progress report will be sent home at the mid-term and will indicate the student's current grade. At the end of each semester the report card will indicate the student's final semester grade.
4. Grades will be stored at the end of each semester.
5. The semester final exam will be the last summative assessment for the course and will be entered into the summative category.

Grade Calculation Formulas

The following grading formula will be used to calculate grades.

Semester Grade Calculation Formula:

Formative

(Points Earned / Total Point Possible) X Formative weight percentage = ______

Summative

(Points Earned / Total Point Possible) X Summative weight percentage = ______

Total ______

Semester Grade Calculation Example:

0%-30% Formative and 70%-100% Summative including semester exam:

Formative

(356/450) * .3 = 24% Formative Weight Range 0% - 30%

Summative

(435/550) * .7 = 55% Summative Weight Range 70% -100%

Total 79%
Standards Based Achievement Levels

The following rubric can be used by teachers who choose to use a standard based grading system to explain a student's level of achievement in relationship to the essential outcomes for the courses they teach:

A = Exceeds Standard 90-100%

The student consistently meets, and at times, exceeds that standard. With relative ease and accuracy, the student grasps, applies, processes and extends the key concepts of this standard for this grade level.

B = Meets Standard 80-89%

The student meets the standard. With limited errors, the student grasps, applies, and processes the key concepts of this standard to demonstrate meeting the standard for this grade level.

C = Approaches Standard 70-79%

The student is beginning to, and occasionally does meet the standard. The student is beginning to process, grasp, and apply the key concepts and skills for this grade level, but may require teacher assistance.

D = Below Standard 60-69%

The student has difficulty meeting minimum expectations. Additional assistance is needed.

F = Missing Evidence 0-59%

No evidence to support learning of essential outcomes.

Definitions

- **Scores**: The number (or letter) given to any student assessment or performance.
- **Grades**: The number (or letter) reported at the end of a period of time as a summary statement of student performance.
- **Achievement**: Level of mastery of course standards
- **Growth**: Improvement by an individual relative to prior performance.
- **Progress**: Improvement by an individual relative to a goal or standard.
- **Formative Assessments**: On-going assessments, reviews, and observations in a classroom. Teacher's use formative assessments to improve instructional methods and provide student feedback throughout the teaching and learning process.
- **Summative Assessments**: Typically used to evaluate the effectiveness of instructional programs and services at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention.
- **Essential Outcomes**: Learning Target, benchmarks, grade level indicators, grade level expectations, learning outcomes, lesson objectives, or clear statements of intended learning.
I. Identification:

CDE Standards Addressed: CLF6657 Boutonnière Construction
Lesson number in this unit: 4
Length (time): 55 minutes
Best Month: Towards completion of unit, during wedding project so students can apply previous knowledge

II. Specific Instructional Objectives

Using problem-based instruction, each student will be able to:

1. Identify with 100% accuracy the materials used the boutonnière construction (e.g., wire, floral tape, ribbon, pins).

2. Determine with 100% accuracy the order and methods of boutonnière construction.

3. Construct one simple boutonnière for the wedding client following principles of design and her style.

III. Equipment and Materials

Have enough materials for 15 students:

- Silk flowers
- Peacock feathers
- Greenery
- Wire
- Floral tape
- Boutonnière pins
- Scissors

IV. Academic Language

To build academic knowledge students will interact with a wedding scenario that uses these terms, speak terminology during problem solving in class and handle materials to construct a boutonnière.

- Silk flowers
- Boutonnière
- Wire
V. Teaching Procedures
   a. Anticipatory Set:
      Name game. Students will race around the room to collect one and only
      one note card taped to the wall. Once returned to their seat each student
      will stand, say their name, and address the question they got about
      themselves.

      Tape note cards all over the classroom. On note cards have questions
      such as:

      What is your favorite type of music?
      What is your favorite hobby?
      What is your favorite color?
      What is your favorite sport? (to play or watch)
      What is your favorite animal?
      If you could buy any vehicle for yourself, what would it be?
      What is your favorite TV Show?
      What is your favorite movie?
      What is your favorite book/thing to read?
      Where is your favorite place?
      What is your favorite food?
      What is your favorite restaurant?
      What is your favorite song?
      What is your favorite thing to wear?

      We all have favorite things and we just shared a lot of really cool unique
      ones. Does anyone in here, even your best friend, have the same taste in
      every category as you? (No) Why is that? (Because we are all different)

      Today we are talking about making boutonnières for personal flowers in a
      wedding. How does this concept of us all having different tastes relate to
floral design in the wedding industry? (Each bride will like something different, we need to cater to that.)

Definitely, and today we have a particular bride, and like we just said, we need to cater to her today and solve her problem by designing and making boutonnieres to fit her wedding or else Bridezilla will get you.

b. Stated Objectives:
   o Identify materials used in boutonniere construction.
   o Determine the order and methods of boutonniere construction.
   o Construct one boutonniere for the wedding client.

c. Purpose:
This idea of problem solving in construction is a great life skill. How many of us want to go to college? Move out of our parent’s house? Yeah and when I moved out, we had to get some furniture for me to use. Have you ever been to target or Wal-Mart and seen the pre-boxed furniture you need to assemble? How would you go about building that piece of furniture from a bunch of pieces in a box to say a finished bookshelf?

The problem solving, design and construction skills we will utilize today will be essential for constructing anything in life, be it an Ag mechanics project or anything in our homes, or possibly for one of our wedding clients in the future.

d. Input Presentation:

<table>
<thead>
<tr>
<th>Subject Matter</th>
<th>Teaching Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give students Info set #1 explaining what a boutonniere is, the bride’s problem, and a picture of the finished boutonniere she wants.</td>
<td>Problem-based learning:</td>
</tr>
<tr>
<td>Curiously enough, the boutonniere and the bridal bouquet were created for similar reasons: to ward off bad smells, disease, and evil</td>
<td>What do we know?</td>
</tr>
<tr>
<td>Allow 3 minutes to answer</td>
<td>What do we need to know?</td>
</tr>
<tr>
<td></td>
<td>What materials are necessary to make a duplicate of this boutonniere?</td>
</tr>
</tbody>
</table>
spirits. I still haven’t figured out how a flower could hold back an evil spirit or two, they keep the demons away and the ladies close by - what’s not to like?

Meet today’s problem

Assign groups of three, a director, a question/answer, and a reporter.

Bride found picture online, it’s too expensive to order and out of her budget. She wants you to recreate it for her instead.

Info set #2: She wants the boutonnière in any combo of colors! She’s flexible, but looking for something creative to catch her eye using materials she already has.

These are the materials provided.

Supplies
- 1 Peacock feather
- 2 Silk flowers
- Greenery
- Wire
- Floral tape

Construct boutonnières:
Give students instruction sheet, allow them to use their creativity by picking through a silk flowers, greenery, and peacock feathers.

Questions. Then have each group report back to the class.

Back in groups of three, a director, a question/answer, and a reporter.

What do we know?
What do we need to know?
What are the steps we must perform to construct a duplicate boutonnière?

Allow 3 minutes to answer questions. Then have each group report back to the class.

Give a demo
1. Remove excess plumes, trim stem and cut off bottom portion of feather off. (Save
2. Trim flower to desired length and wire around the top and down the stem
3. Line flower stem up with peacock feather and tape. (Pay attention to the height and proportion of arrangement, everything else will work downwards. Tape becomes sticky when stretched.)
4. Add greenery, plumes if desired, and tape.
5. Add another flower. Wire, and tape.

Once completed and self-evaluated on provided form, bring to instructor for evaluation and boutonniere Pin

Pin should only enter the boutonniere, not stick out

e. Check for Understanding (write out fully):
Have students who finish early fill out the self-evaluation sheet, then have instructor review and assign a score.

f. Guided Practice (application…. Bullets or paragraph):
Students construct boutonnieres.

g. Quest Activities (optional):
While students are turning in boutonnieres for evaluation, put a sticker with name on the bottom of each. Arrange number cards in the room. A gallery will be created of all the student work. Give each student a note card to decide with one vote for which boutonnière should win the bride’s eye. Have students raise hands and tally votes on board. Give winner candy bar.

h. Review/ Summary:
Just as individually unique as you all are, so are our finished projects! Today we successfully solved our bride’s problem, identified the materials needed for boutonnière construction, and put those building skills to the test while we made some wonderful pieces for the women in her wedding party to wear.

Now we have another problem. One of the boutonnieres was lost in transit to the wedding. The bride calls you frantically on the phone. Luckily she has all the materials left over from our lesson today and can put together another boutonniere. She calls you frantically on the phone, and asks you to tell her how to do construct the boutonniere. With your shoulder partner and the note card provided, write out your phone conversation explaining the amount of what materials she should use and the steps she should take to the boutonnière. She is frantic, so you must be very clear! This is your ticket out the door. What questions do you have?

i. Assessment (of Lesson’s Objectives):

Floral Design
Boutonnière

Instructions: Circle the number in the “Self Evaluation” column that best represents your work.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Self Evaluation</th>
<th>Teacher Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silk flower is properly wired and taped</td>
<td>Wire/ Stem showing</td>
<td>/10</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Greenery, filler, and peacock feathers used properly to fill open space</td>
<td>No filler used or not spaced</td>
<td>/5</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Tail is taped properly and curled with no wire showing</td>
<td>No curl and/or wire showing</td>
<td>/5</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Overall size and design of Boutonnière is</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Floral Design

#### Unit: Personal Flowers

#### Lesson: Boutonnière Making

Mrs. Cox

<table>
<thead>
<tr>
<th>boutonnière is appropriate for customer</th>
<th>Boutonnière is incorrect for customer</th>
<th>right for customer</th>
<th>/5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 3 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>Overall my boutonnière is a....</th>
<th>___/25</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Now that you have experience what would you change/improve on for next time? (Fill in box to right with what you would specifically do different to improve to earn back points or extra credit.)</th>
<th>I would change....</th>
</tr>
</thead>
</table>

### j. Closure (synthesis, prep for tomorrow):

Great work today, let's clean up our area and restore it to the shape we found it. The next class deserves the same workspace we had! Be sure to tell everyone who sees your boutonnière today how it makes you individually unique!

### k. Independent Practice (homework):

Sketch out a creative design of a complete boutonnière you would like to make. Think of unique pieces to include and what or whom the boutonnière would be for. Include in your floral design sketchbook.

### l. ELL/ Special Needs:

Have ELL/special needs students partnered with another student to have a support in completing worksheets and boutonnière.
The following is confidential student information –
to be shared with classroom teacher(s) only

To: The Teachers of a Dalton Burnam
From: Krystal Thacker, M103 (ext. # 2103)
Date: September, 2012
Re: Mainstream Accommodations

The above named student is an individual with special needs who has been placed in your regular education class. The student requires placement in the regular education setting to be in his/her least restrictive environment. However, he or she may need special accommodations or modifications in order to experience success in your classroom. These adaptations may be as simple as giving a shortened assignment, allowing extra time to complete work, taking a test using notes, adjusting the grading scale based upon effort, etc...

After working with this student, should you have any questions regarding him/her or how to best meet needs, please contact me. If the student's grades, behavior, or attendance become unsatisfactory, please let me know so that I can reconsider accommodations and placement issues. I am also available to review this student’s pertinent IEP issues with you, at your convenience, and would be happy to do so.

I greatly appreciate your help and professionalism with this student, and want to promote his/her success in your classroom.

Below, I have included comments as the student's areas of general strength, weakness, behavioral issues, health related issues, or any other information that might be useful to you while working with this student. Please remember that this information is highly confidential.

This student does not have a study skills class.
Again, thank you sincerely,

Krystal Thacker

Accommodations: Attached
Strengths and Weaknesses: Attached
Behavioral Issues: None at this time
Health Issues: None

*** This student moved into Nevada and will have new accommodations to becoming soon.

Teachers Notified:
B. Sethaler
L. Cox
C. Klekas
J. Kohntopp

P. McAnany
The following program Modifications/Accommodations address individual student needs and are necessary to enable the student to be involved in and to progress in the general education curriculum:

Are Modifications/Accommodations needed for this student?  □ Yes  □ No

Duration of Services  From: 10/13/2011 To: 10/12/2012

Language of Delivery:  English

SPECIAL LANGUAGE PROGRAMS

□ Yes  □ No  BEHAVIOR INTERVENTION PLAN  □ Yes  □ No  ASSISTIVE TECHNOLOGY

Modifications/Accommodations:

ELA, Science, Social Studies, Math

Check for understanding
Extra time for oral responses
Frequent and immediate feedback
Opportunity to leave class for specialized assistance (ie. oral test administration)
Peer tutoring/assistance/note taking
Short instructions (1 or 2 steps)
Simplify vocabulary
Visual aids/organizers (pictures, flashcards, etc.)
Accommodate tests/assignments
Reduced penalty for spelling/grammatical errors
Word bank
Dictionary
Set goals

ELA

Mnemonic Devices-BME, FANBOYS
word bank
graphic organizers-plot line, flow chart, venn diagram
punctuation chart of rules
main idea chart
plot line
subject/verb cards

Math/Science

Calculator
Number lines
Pictorial models of fraction bars or fraction circles
Pictorial models of 2 and 3 dimensional figures
Mnemonic Devices - Ned/Donkey, PEMDAS, KHDMDCM (metric conversions), KCO, KCF
Place value chart
Provide correctly completed examples
Description of process needed to solve a problem.

Notes:
Granbury Independent School District
600 W Bridge Street
Granbury, TX 76048 - 817-408-4050
Granbury Middle 11/26/1996

Student input

Indicate the student's appropriate measurable post-secondary goal, based on age-appropriate transition assessments related to:

Training/Education and Employment (including postsecondary education options):
Dalton met prior to the ARD to discuss transition plans for the future. The interview consisted of discussion on current instruction, community participation, employment, post secondary education and the acquisition of daily living skills, including transportation. Dalton would like to pursue a career where he can work with people and work with machines.

A discussion was held about the different requirements and post secondary options that universities, colleges and vocational schools offer. Encouragement was given to explore internet sites for career and postsecondary information pertaining to this career choice. Optional internships were provided.

A Four Year Plan of coursework will be discussed regarding the courses necessary to meet graduation requirements along with elective/core classes towards career interest.

General education coursework with special education inclusion support in science and social studies is provided. Math and English is provided in the special education setting. This is also projected for 2012-13.

Dalton is interested in obtaining a driver's license. Encouragement to participate in a driver's education program was given.

Independent Living Skills (where appropriate):
The student exhibits appropriate independent living skills, as described in the Training/Education and Employment section of this plan.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dalton sees his strengths in being an activity starter, calm, and a good follower.</td>
<td>Dalton sees need in the area of reading and taking responsibility. He needs to identify an area of interest in a career pathway for HS.</td>
</tr>
</tbody>
</table>

Preferences/Interests
Dalton reports liking sports, outdoor pursuits like fishing and hunting, and keeping pets.

Transition Services (including courses of study) needed to support the student in reaching the determined post-secondary goals.
8th: A Four Year Plan of coursework was discussed with the student regarding graduation requirements along with elective/core classes towards career interest to meet post secondary goal as noted in the Training, Education and Employment section of this plan.

Instruction (formal or informal) what the student needs to complete needed courses, succeed in general curriculum, and gain needed skills within age-appropriate instructional environments.
8th: The student will meet with the case manager by the next Annual ARD to discuss a Four Year Plan to plan classes to assist in meeting post secondary goal.

Related/Instructional Service Needs: what student needs to benefit from special education
The student does not require related/instructional services to access the general education curriculum. Projected Related/Instructional Services Needs:
It is projected that the student will not require related/instructional services for the duration of this ARD.

Development of Employment and Other Post-School Adult Living (focus on development of work related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and actual employment)

Functional Vocational Evaluation needed at this time.
National FFA Organization

The National Organization of Agricultural Education Students Founded in 1928

This certifies that _______ was awarded the Honorary Chapter FFA Degree of the _______ Chapter, National FFA Organization and is entitled to this testimonial. Given this _______ day of _______, _______.

Chapter President

Chapter Advisor

The FFA Mission is to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.
This page is intentionally left blank because this appendix contains confidential student information.
March 26, 2013

Lindsay Cox  
Elko High School  
987 College Avenue  
Elko, NV 89802

Dear Ms. Cox:

Congratulations on your selection as a member of the Agriculture Leadership, Communication & Policy Standards writing team. The focus of this team will be on updating the existing standards. As a writing team member, your participation is the most important element in the Department of Education’s initiative to develop career and technical education skill standards and, we are asking that you commit to a minimum of three, two-day sessions. In some areas, additional sessions may be necessary, but this will be your team’s decision.

Your first writing session is scheduled in Carson City on May 6th and 7th. A tentative agenda is enclosed.

The Office of Career, Technical, and Adult Education (CTE) will make travel arrangements for the writing team members and, if requested, will reimburse the schools or districts for substitute teachers. My assistant, Lisa Morigeau, will contact you regarding travel arrangements, and reimbursement policies.

Your dedication and time is greatly valued in the development of career and technical education skill standards for Nevada. If you have any questions or need any assistance, please call me at 775-687-7281.

Sincerely,

[Signature]

Agriculture Education Program Professional

Cc. Mike Altenburg, Principal  
Shane Sutton, CTE Facilitator
2012 Video Contest Winners

First Place
Amberlee Burrows
Sierra Nevada FFA

Second Place
Steven Nameth, Lachlan McQueary, Ms. Lindsay Cox (Ag Teacher), and Lewis Mendive
Ruby Mountain FFA

Third Place
Zach Holt and Klint Cardinal
Moapa Valley FFA

Thank You To Everyone Who Submitted Videos!

2013 Nevada Farm Bureau
Women’s Leadership Committee
Video Contest
Promoting Agriculture is Fun and Easy!

Video Categories
Day in the life of farmer/rancher
OR
Food: From Farm 2 Fork

Video Divisions
Senior Division: 9th - 12th grade
YF&R Division: Ages 18 - 35

Learn more at www.nvfb.org
### Journal

<table>
<thead>
<tr>
<th>Options</th>
<th>Date</th>
<th>Description</th>
<th>In</th>
<th>Out</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4/12/2013</td>
<td>Course-related Activity 1: Planned planting in the greenhouse and learned about the plant unit through an agriculture textbook.</td>
<td>10.00</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td>3/4/2013</td>
<td>Course-related Activity 1: Equine Unit</td>
<td>15.00</td>
<td>2.00</td>
</tr>
<tr>
<td></td>
<td>2/25/2013</td>
<td>Course-related Activity 1: Beef Unit: In this unit we learned about cattle behavior and breeds. We also learned some of the cattle and other important facts.</td>
<td>10.00</td>
<td>2.00</td>
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<tr>
<td></td>
<td>1/28/2013</td>
<td>Course-related Activity 1: Rhubarb/Fructose opening and closing ceremonies in groups.</td>
<td>7.00</td>
<td>1.00</td>
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<td></td>
<td>1/15/2013</td>
<td>Course-related Activity 1: Animal Sciences</td>
<td>10.00</td>
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</tr>
<tr>
<td></td>
<td>12/11/2012</td>
<td>Course-related Activity 1: Floral Unit</td>
<td>9.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>12/4/2012</td>
<td>Course-related Activity 1: CDEE experiences and types.</td>
<td>10.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>11/1/2012</td>
<td>Course-related Activity 1: CDEE Unit: learned CDEE vocabulary, examples, and benefits.</td>
<td>10.00</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td>10/11/2012</td>
<td>Course-related Activity 1: Creed Unit: learned the 7TH Creed and how to properly recite it as well as some examples of Creed questions.</td>
<td>20.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>10/1/2012</td>
<td>Course-related Activity 1: Creed Unit: learned the FFA Creed and how to properly recite it as well as some examples of Creed questions.</td>
<td>20.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>9/11/2012</td>
<td>Course-related Activity 1: FFA Unit: Learned FFA history, colors, motto, mission, dress, and other facts.</td>
<td>20.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Tuesday, April 30, 2013**

4/30/2013
Students demonstrating their “hands on learning” side effects during a class field trip to the Wright Cattle Ranch.

On one particular field trip to a sheep and goat operation, we liked a goat so much, we took it home.
Appendix B
PROGRAM OF WORK

RUBY MOUNTAIN

FFA CHAPTER

ELKO HIGH SCHOOL

ELKO NEVADA

FFA
ARE YOU AN ACTIVE MEMBER?

Are you an active member?
The kind that would be missed.
Or are you just content
That your name is on the list?

Do you attend the meetings
And mingle with the flock?
Or do you stay at home
And criticize and knock?

Do you take an active part
To help the work along?
Or are you satisfied to be
The kind that just belong?

There’s quite a program scheduled
That means success if done
And it can be accomplished with
the help of everyone.

So attend the meeting pronto!
And help with hand and heart.
Don’t be just a member
But take an active part.

~Source Unknown~
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**Presidents Letter**

Dear Ruby Mountain FFA Members,

Our Ruby Mountain FFA Chapter humbly welcomes you to the year 2012-2013. We are very happy to have you was a member and part of our family. I say family because that’s really what we are, a big family that works together, plays together, and even though we have our disagreements, we cooperate together as well. As a member and part of our family, we would love to have you join us in events such as chapter meetings, career development events, and events in the community. This year we are going to make the best of what we do and we will have a blast!

FFA does the best that they can in trying to help and encourage out members. Not only do we give them a family and lots of friends, we provide the means for members to develop career skills that they are guaranteed to use in the future. This year we want to focus on communication, dedication, and committees. We want members to know what is happening so they can be dedicated to help in the committees that have been formed. Furthermore, we also will focus more on getting the members involved in student, chapter, and community development through different activities that we have planned throughout the year.

Every member has the opportunity to become a part of our organization. Every member can contribute to our chapter and all contributions are welcome. I thank you for being a part of our family and my fellow officers and I are looking forward to seeing you during various activities.

Because remember: “When you do nothing, you feel overwhelmed and powerless. But when you get involved, you feel the sense of hope and accomplishment that comes from knowing you are working to make things better.” (-Unknown)

Yours truly,

Ruby Mountain FFA 2012-2013 President
Lauren Gates
Ruby Mountain FFA Membership by Class

Veterinary Science, teacher Shane Sutton: Dillon Avery, Cheyann Edson, Brice Ehler, Mckenzie Frazure, Antonio Guzman, Richard Hanna, Khiara Henry, Shelby Jones, Marriah Kraus, Jordan Lauretta, Stephanie Luna, Hadi McMillan, Fernando Mendive, Stephen Nameth, Joaquin Sandavol, Chad Schumacher, Lindsey Skidmore, Destanie Stewart, Stephanie Vargas, Jason Wright, Marissa Young.

Agriculture Science 1, teacher Lindsay Cox: Dalton Burnam, Jessica Carlos, Leticia Cervantes, Priscila Cossyleon, Alex Erickson, Michael Gallagher, Jose Gonzales, Lily Hernandez, Jonathan Herrera, Branden Holt, Alejandro Ibarra, Natanlie Kump, Rafael Luna, Hannah Margolis, Clarissa Martinez, Jesus Montes, Harlie Moore, Andrew Myers, Rigoberto Quintero, Antonio Rios, Roberto Robles, Chelsea Sessions, Kyle Shurtz, Nicholas Smiley, Sanghoon Sohn, Patrick Thompson, Jillian Wright.

Agriculture Science 1, teacher, Lindsay Cox: Jaydyn Benoit, Alex Braverman, Kayden Byington, Brianne Carroll, Andrew Clark, Danielle Cortes, Jose Curiel, Tre Delagrito, Logan Faust, Selena Frenandez, Elissa Gonzalez, Alanis Harrelson, Bodie Irvin, Peio Laughlin, Maiela Mendez, Alexis Mora, Randy Quesada, Mariela Quintero, Stephanie Robles, Cole Schick, Melissa Serrano, Ryan Stevens, Dylan Tuttle, Mayeli Villa

Agriculture Business, teacher Lindsay Cox: Shelby Jones, Lachlan McQueary, Tess Turk

Agriculture Leadership, teacher Lindsay Cox: Shandra Green, Madeleine Jenkins, Jordan Lauretta, Stephanie Luna, Fernando Mendive, Stephan Nameth


Agriculture Science 2, teacher Lindsay Cox: Abigail Alstatt, Jared Beckstead, Alexandra Beeson, Caitlin Bell, Jennifer Cervantes, Kayla Edgar, Lorrin Eklund, Diego Gaytan, Jose Gomez, Cody Hackler, Michael Hight, Corey Holladay, Brenda Jimenez, Miranda Langly, Alissa Michel, Kelsey Molyneux, Shelby Moreno, Vanessa Murillo, Cristian Nieves, Jazmin Perez, Rian Randall, Lane Sanders, Dalton Smith, Taylyr Smith, Seearia Tresner, Patricia Williams, Leona Young, Leigha Zeiszler.


Agriculture Met 1, teacher John Kohntopp: Connor Altenburg, Dalton Burnam, Trista Consoli, Wyatt Darling, Gavin Demaline, Orlando Dennison, Kendrick Drake, Tyler Escalera, Larry Grogan, Cody Kerns, Juan Martinez, Fernando Mendive, Travis Nichols, Austin Ogle, Ian Pattani, Brian Pearson, Spencer Peterson, Omar Robles, Lane Sanders, Dalton Smith, Hunter Smith, Bryant Talavera.

# 2012-2013 FFA Activities

## June
- 11-12 Officer Retreat @ Angel Lake

## August
- 2 Livestock Weigh In
- 3 Livestock Show and Sale

## September
- 5 Chapter Meeting
- 11 Greenhand Conference
- 19 Chapter Meeting
- 19 Freshman BBQ
- 27 Soils and Range
- 30 Chapter Mtg

## October
- 3 Chapter Meeting
- 11 Tri-Tip Dinner
- 17 Chapter Meeting
- 22 National Conference
- 24 Vet Med Competition

## November
- 6 Ruby Mountain Potluck
- 7 Chapter Meeting
- 15 Festival of Trees

## December
- 5 Chapter Meeting
- 19 Chapter Meeting

## January
- 16 Chapter Meeting

## February
- 1 Winter Leadership
- 6 Chapter Meeting
- 11 Winter Leadership Training
- 16 National FFA Week
- 20 Chapter Meeting

## March
- 1 Northern Zone
- 18 Nevada State Conference

## April
- 10 Livestock Evaluation
- 10 Chapter Meeting
- 11 Officer Elections
- 16 Banquet

## June
- 8 FFA Clay Shooting
- 17 SLC
Ruby Mountain FFA Chapter Goals

- To insure that our incoming freshman and Greenhands feel welcome and become active in our chapter. We plan to ensure that all of our new Greenhand are prepared when the time comes for them to receive their Greenhand degree. We plan to accomplish this by having more social events and visiting our freshman classes early on in the year.

- We want to ensure that all members prosper from being in our chapter. To ensure this we work towards our members receiving their appropriate degrees. FFA degrees are an example of the growth and development that our members achieve through their FFA careers.

- Our chapter wants to get our name more out and known in our community. FFA is such a wonderful opportunity for so many students that we want out community to know more about us. We plan on achieving this by reporting our achievements to the public.

- We are going to work very hard this year to give more back to our community. We plan to accomplish this by going through a series of community service activities.

- We want to achieve brother hood in our chapter. We plan to accomplish this by providing our club with regular team work events.

- Our Chapter wants to our members in agriculture opportunities and responsibilities. We plan to accomplish this by providing our members with educational material for their projects and by advisor involvement.

- Our Ruby Mountain FFA chapter wants to help develop leadership qualities in our members. We plan to accomplish this by providing them with opportunities to participate in state and national leadership camps and conventions. We will also provide them with opportunities in our chapter to step up as an individual.
<table>
<thead>
<tr>
<th>Standing Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Chairperson(s)</strong></td>
</tr>
<tr>
<td>Lauren Gates, Casey Dack</td>
</tr>
<tr>
<td><strong>Tri – Tip BBQ Chairperson(s)</strong></td>
</tr>
<tr>
<td>Casey Dack</td>
</tr>
<tr>
<td><strong>Greenhand Initiation Committee Chairperson(s)</strong></td>
</tr>
<tr>
<td>Lauren Gates</td>
</tr>
<tr>
<td><strong>Points Committee Chairperson(s)</strong></td>
</tr>
<tr>
<td>Lachlan McQueary, Shelby Jones</td>
</tr>
<tr>
<td><strong>National FFA Week Chairperson(s)</strong></td>
</tr>
<tr>
<td>Logan Zeiszler</td>
</tr>
<tr>
<td><strong>FFA Banquet Committee Chairperson(s)</strong></td>
</tr>
<tr>
<td>Lauren Gates and New President</td>
</tr>
<tr>
<td><strong>Sports and Recreation Chairperson(s)</strong></td>
</tr>
<tr>
<td>Shelby Jones and Steven Nameth</td>
</tr>
</tbody>
</table>
# Chapter Budget

For the period of August 2012 to July 2013

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance on Hand</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>Membership Donations</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>FFA Banquet</td>
<td>$300.00</td>
</tr>
<tr>
<td>Fund Raisers &amp; Raffles</td>
<td>$15,000.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$1,000.00</td>
</tr>
<tr>
<td><strong>Total Receipts</strong></td>
<td><strong>$193,000.00</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>Estimates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dues (to state and national)</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>Fundraisers/Raffles</td>
<td>$14,000.00</td>
</tr>
<tr>
<td>FFA Livestock Show</td>
<td>$750</td>
</tr>
<tr>
<td>Potluck</td>
<td>$200</td>
</tr>
<tr>
<td>State Convention</td>
<td>$5,000</td>
</tr>
<tr>
<td>Lunch Meeting/Freshman BBQ Meeting</td>
<td>$1,050</td>
</tr>
<tr>
<td>FFA Supplies</td>
<td>$300</td>
</tr>
<tr>
<td>Dances</td>
<td>$300</td>
</tr>
<tr>
<td>FFA Week</td>
<td>$300</td>
</tr>
<tr>
<td>FFA Banquet</td>
<td>$1,900.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$100.00</td>
</tr>
<tr>
<td>Leadership Training</td>
<td>$500.00</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$26,400.00</strong></td>
</tr>
</tbody>
</table>
**CDE Chapter Results, Team and Individual**

**Ag Issues – 3rd Place**  
Lauren Gates  
Kelly Bicknell  
Sadie Schick  
Jason Wright  
Casey Dack  
Lewis Mendive  
Tess Turk

**Horse Evaluation (A Team) – 3rd place**  
Stefanie Luna  
Todd Wolf  
Aj Vega  
Abby Alstatt

**Horse Evaluation (B Team)** -  
Leigha Zeiszler

**Ag Mechanics –**  
Lachlan McQueary  
Aj Vega  
Todd Wolf  
Logan Zeiszler

**Livestock Evaluation –**  
Sadie Shick  
Casey Dack  
Kelly Bicknell  
Stefanie Luna

**Best Informed Greenhand –**  
Abby Alstatt  
Leigha Zeiszler  
Wyatt Griggs  
Corey Holladay  
Marty Zumwalt  
Brenda Jimenez  
Ian Pattani

**Meats Evaluation –**  
Jess Goicoechea  
Maddy Jenkins  
Corey Holladay  
Ian Pattani

**Creed –**  
Leigha Zeiszler (2nd high individual)

**Poultry –**  
Stevo Nameth  
Marty Zumwalt  
Jess Goicoechea

**Dairy Foods –**  
Jason Wright  
Shelby Jones  
Maddie Jenkins  
Jordan Lauretta

**Prepared Public Speaking –**  
Shelby Jones

**Extemporaneous Public Speaking –**  
Lewis Mendive

**Rituals –**  
Abby Alstatt  
Leigha Zeiszler  
Wyatt Griggs  
Corey Holladay  
Marty Zumwalt  
Brenda Jimenez  
Ian Pattani

**Floriculture –**  
Lauren Gates (3rd high individual)  
Kelly Bicknell  
Tymeri Brackenbury  
Stevo Nameth

**Vet Medicine –**  
Kelly Bicknell (1st high individual)  
Sadie Schick
Brief History

The FFA is an integral part of Agriculture Education. Our chapter was one of the first chapters to be established in the year 1929 and we were chartered in 1945. Our chapter has always had members that love to participate and many of them are already working in the agriculture area when they finally join our chapter at the high school level. Our chapter FFA meetings are held twice a month and that’s the way that is has always been. There are also many enjoyable activities such as Conferences, Field Days, Parliamentary Procedure, Public Speaking Contests and the Fair. Record keeping is continuously taught in all Agriculture Education courses. All of these activities enable the students to gain leadership skills as well as to allow them to have fun. Our chapter is one of the oldest, but it is also one of the best.

Chapter Presidents

1965-1966
H Thomsan
1966-1967
Dick Prunty
1968-1969
Glen McKnight
1969-1970
Dennis Dieroth
1970-1971
Pete Bottari
1971-1972
Paul Bottari
1972-1973
Robert O'donal
1974-1975
Del Bieorth
1975-1976
Pete Mori
1976-1977
Jerry Phillips
1980-1981
Jess Sustacha

1981-1982
Chris Johnson
1983-1984
Kelly Horton
1985-1986
D Doval
1986-1987
Shammy Rhoads
1987-1988
Don Noorta
1988-1989
Liz Barns
1989-1990
Clint Connelley
1990-1991
Tony Buzzetti
1991-1992
Melissa Barns
1992-1993
Mich Buzzetti
1993-1994
Mari Paoli

1994-1995
Candice Lunino
1995-1996
Joani Cooney
1997-1998
Amber Krenka
1999-2000
Chad Ventez
2001-2002
John Beitia
2003-2004
Dillan Krenka
2005-2006
Pedro Zugazaga
2009-2010
Khatlyn Micheli-Gordan
2010-2011
Kayla Barkdull
2011-2012
Kelly Bicknell
2012-2013
Lauren Gates
Ruby Mountain Chapter Constitution and By-Laws

Article I – Name and Purposes

Section A. The name of the organization shall be “The Ruby Mountain Chapter of the FFA.”

Members are hereinafter referred to as “FFA” 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, aggressive rural, and agricultural leadership.
2. To create and nurture a love of agricultural life.
3. To strengthen the confidence of students of agricultural education in themselves and their work.
4. To create more interest in the intelligent choice of agricultural occupations.
5. To encourage members in the development of individual occupational experience programs in agriculture and establishment in agriculture careers.
6. To encourage member to improve the home and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To participate in cooperative effort.
9. To develop character, train for useful citizenship, and foster patriotism.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized recreational activities.

Article II – Organization

Section A. The Ruby Mountain Chapter of FFA is a chartered local unit of the Nevada Association of FFA, which is chartered by the National Organization of FFA.
Section B. This chapter accepts in full the provisions in the constitution and by-laws of the Nevada Association of FFA as well as those of the National Organization of FFA.

Article III – Membership

Section A. Membership in this chapter shall be of three kinds:

1. Active; 2. Alumni; 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

1. Parents of State FFA Degree holders have first priority.

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. Attends local chapter meetings with reasonable regularity.
2. Shows an interest in, and takes part in the affairs of the chapter and his dues are paid regularly.

Section E. Names of applicants for membership shall be filed with the secretary.

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 uniform and these obtained from concerns officially designated by the National Organization of FFA.

Article V – Membership Degrees and Privileges

Section A. There shall be two grades of active membership in this chapter. These grades are:

1. Greenhand Degree
2. Chapter FFA Degree

All “Greenhands” are entitled to wear the regulation bronze emblem pin.

Section B. Greenhand Degree. Minimum qualification for election:
1. Be regularly enrolled in a class in agricultural education and have satisfactory and acceptable plans for a program of supervised agriculture.

2. Be familiar with the purposes of the FFA and the program of work of the local chapter.

3. Recite from memory the Creed of the FFA.

4. Receive a majority vote of the members present at a regular meeting of the chapter.

Section C. Chapter FFA Degree. Minimum qualifications for election:

1. Must have held the Degree of Greenhand for at least one year immediately preceding election to the Chapter FFA 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 agricultural education class.

3. Be familiar with parliamentary procedure.

4. Be familiar with the provisions of the constitution of the local chapter.

5. Be familiar with purposes of work of the State Association and National Organization.

6. Be able to lead a group discussion for fifteen minutes.

7. Must have earned by his own efforts from his supervised FFA program and deposited in a bank or otherwise productively invested at least $50.00.

8. Receive a majority vote of the members present at a regular local chapter meeting.

Article VI – Officers

Section A. The officers of the chapter shall be as follows:

1. President

2. Vice President

3. Secretary
4. Treasurer
5. Reporter
6. Sentinel
7. Historian
8. Advisor

The Advisor shall be the teacher of Agricultural Education in the school where the chapter is located. Officers shall perform the usual duties of their respective office.

Section B. Officer shall be elected annually by a majority vote of the members present at the regular meeting, from nominations in April to be installed at the regular banquet. The nominating committee shall consist of one person from each class.

Section C. The chapter officers, and the class officers together with the chairman of the committees of the annual program of work shall constitute the Chapter Executive Committee. This committee shall have the power to act as necessary for the chapter in accordance with actions taken at chapter meeting and various regulations or by laws 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 Degree of Chapter FFA.

Article VII – Meetings

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

Section B. Three delegates shall be elected annually from the active membership to represent the chapter at the State FFA Convention. Other delegates may be named as necessary in order to have proper representation at various meetings.

Section C. A 30% of the active members listed on the secretary’s membership roll shall constitute a quorum and a quorum must be present at any meeting in which business is transacted.
Article VIII – Dues

Section A. Local dues in this chapter shall be fixed annually by a majority vote of the active members and will be paid by November 1 of each year.

Article IX – Amendments

Section A. This constitution may be amended or changed at any regular meeting by a two-thirds vote of the active members present, providing it is not in conflict with the State Constitution or that of the National Organization of FFA.

Section B. By-laws 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 by-laws conflict in no way with the constitution and by-laws of either the State Association or the National Organization of FFA.

Revised and Adopted November 1985
### STUDENT DEVELOPMENT ACTIVITY PLANNING SHEET: FORM POA-2

**Committee:** LEADERSHIP  
**Activity:** LEADERSHIP CONFERENCES & ACTIVITIES

**Members Responsible:** Casey Dack and Lauren Gates

<table>
<thead>
<tr>
<th>Goals</th>
<th>Steps</th>
<th>Target Date</th>
<th>Est. Costs</th>
<th>Results &amp;/or Notes</th>
</tr>
</thead>
</table>
| Goal 1: Have at least 20 members attend FFA Summer Leadership Camp in June with equal number of boys and girls. | ✓ FFA officers will advertise Leadership camp by posting posters outside in the school hall ways  
✓ Advisor/Officers show Camp video to all Ag classes  
✓ Advisor will give all interested an information packet.  
✓ Officers speak to all Ag Classes. | April-May | Personal Costs | |
| Goal 2: Have 30 or more members attend state convention               | ✓ Announce at FFA Chapter meeting.  
✓ Make posters with dates.  
✓ Announce at FFA Chapter meeting. | February | Personal Costs | |
| Goal 3: Have new members participate in all the chapter activities.   | ✓ Book hotel rooms.  
✓ Find chaperones/bus.  
✓ Post updates about our chapter throughout the Elko Daily Newspaper. | Year Round | Personal Costs | |
| Goal 4: Have our members promote our chapter throughout our community.| ✓ FFA officers will advertise Leadership camp by posting posters outside in the school hall ways  
✓ Advisor/Officers show Camp video to all Ag classes  
✓ Advisor will give all interested an information packet.  
✓ Officers speak to all Ag Classes. | April-May | Personal Costs | |
| Goal 5: Have 20 or more members attend Winter Leadership Camp.         | ✓ Announce at FFA Chapter meeting.  
✓ Make posters with dates.  
✓ Announce at FFA Chapter meeting. | January | Personal Costs | |
| Goal 6: Get more committees started with different members.           | ✓ Book hotel rooms.  
✓ Find chaperones/bus.  
✓ Post updates about our chapter throughout the Elko Daily Newspaper. | Year Round | Personal Costs | |
<table>
<thead>
<tr>
<th>Goals</th>
<th>Steps</th>
<th>Target Date</th>
<th>Est. Costs</th>
<th>Results &amp;/ or Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Award 2 scholarships to deserving chapter members to attend college.</td>
<td>✓ Create scholarship application</td>
<td>May, 2013</td>
<td>$300-750 raised</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Announce scholarship opportunity at monthly meetings and hand out application</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Have two teachers judge applications and pick two winners.</td>
<td>February, 2013</td>
<td>$100.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Inform winners and have students recognized on the morning announcements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 2: To have 30 members of the Ruby Mountain FFA Chapter attend the Winter Leadership Conference.</td>
<td>✓ Promote WLT to all of the members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Promote WLT around the school campus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Inform the requirements to go to the members</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Committee: SCHOLARSHIP

Activity: Leadership Conference and Awards Banquet Scholarships

Members Responsible: Logan Zeiszler and Stephen Nameth
## STUDENT DEVELOPMENT ACTIVITY PLANNING SHEET: FORM POA-2

**Committee:** CAREER SKILLS  
**Activity:** CAREER DEVELOPMENT EVENTS (C.D.E.’S)

**Members Responsible:** Lauren Gates and Casey Dack

<table>
<thead>
<tr>
<th>Goals</th>
<th>Steps</th>
<th>Target Date</th>
<th>Est. Costs</th>
<th>Results &amp;/or Notes</th>
</tr>
</thead>
</table>
| 1. Participate in 10 different CDE’s. | ✓ Officers and Advisor develop list of CDE’s to participate in.  
✓ Assign each officer to a team to manage practice dates and training details. | Year Round | | |
| 2. Have 35% of membership participate in CDE’s. | ✓ Make a calendar of events available to all members.  
✓ Post calendar and upcoming events on the website.  
✓ Announce dates and times of practices and contests at meetings and in class. | Year Round | | |
| 3. Publicize CDE participants and results in the Elko Daily Press with pictures and in school announcements. | ✓ Post CDE sign up in classroom and during the chapter meetings  
✓ Involve alumni and agriculture community members in training teams.  
✓ Have the chapter reporter take photos at events.  
✓ Have each officer edit the articles  
✓ E-mail articles and photos to paper and administration. | Year Round | | |
Committee: Leadership  Activity: Chapter Officer Leadership Training Retreat

Members Responsible: Entire Chapter Officer Team

<table>
<thead>
<tr>
<th>Goals</th>
<th>Steps</th>
<th>Target Date</th>
<th>Est. Costs</th>
<th>Results &amp;/ or Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Conduct a Chapter Officer Leadership Training workshop to complete the chapter’s program of activities and have all 7 officers attend.</td>
<td>✓ Seven Officers and two advisor met on June 10-11 and conducted a Chapter Officer Leadership Training at the Angel Lake, Wells. ✓ The chapter’s program of activities, activities calendar, and chapter budget was completed.</td>
<td>June 10-11, 2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 2: The FFA officer team will create a calendar listing all leadership activities and dates and distribute them to all FFA members.</td>
<td>✓ Type up a calendar listing all FFA leadership activities. ✓ Make copies for all FFA members. ✓ Distribute calendars to each FFA member when they pay their FFA dues.</td>
<td>August 27, 2012</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**CHAPTER DEVELOPMENT ACTIVITY PLANNING SHEET: FORM POA-2**

Committee: FINANCIAL Activity: FUNDRAISING

Members Responsible: Logan Zeiszler and Lindsey Skidmore

<table>
<thead>
<tr>
<th>Goals</th>
<th>Plan of Action</th>
<th>Target Date</th>
<th>Est. Costs</th>
<th>Results &amp;/ or Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Have each member sell a minimum of 10 jerky items</td>
<td>Goal 1:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Advertise.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>✓ Decide when to sell, how to sell, and what flavors to sell. (Teriyaki, Old Fashioned/Original, Honey Glazed, and Pepperoni)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Adviser will sell during class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 2: Conduct 2 Tri-tip Sales and conduct a committee to help set up and sell tickets.</td>
<td>Goal 2:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Set two dates in fall and spring.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Print tickets to presell.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Announce at fall and spring meetings.</td>
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<td></td>
<td>✓ Locate meat-slicers and propane stoves.</td>
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<tr>
<td></td>
<td>Fall 2012</td>
<td>October, 2012</td>
<td>$10.00</td>
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<td>May, 2013</td>
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## CHAPTER DEVELOPMENT ACTIVITY PLANNING SHEET: FORM POA-2

**Committee:** RECRUITMENT  
**Activity:** MEMBERSHIP PROMOTION

**Members Responsible:** Shelby Jones and Lindsey Skidmore

<table>
<thead>
<tr>
<th>Goals</th>
<th>Steps</th>
<th>Target Date</th>
<th>Est. Costs</th>
<th>Results &amp;/or Notes</th>
</tr>
</thead>
</table>
| Goal 1: Incorporate and recognize FFA activities/competition teams during school pep rallies. | ✓ Have a recruitment booth set up at fairgrounds.  
✓ Have fun recreational activities at meetings.  
✓ Conduct a Grammar #2 Elementary School recruitment visit in the spring.  
✓ Contact coaches and principals for approval.  
✓ Educate students with presentation  
✓ Officers dress similarly with FFA shirts  
✓ Get approval from principals.  
✓ Acquire tables for booths  
✓ Decorate tables with photos, etc.  
✓ 3 officer man each table  
✓ Encourage students to pay dues.  
✓ Have activities at the booths.  
✓ Email elementary school principals for approval.  
✓ Develop program and presentation. | Spring 2013 |            |                |
| Goal 2: Have 7 FFA Booths at the fairgrounds.                         |                                                                                                                                                                                                     | Spring 2013 |            |                |
| Goal 3: Have officers plan a FFA Grammar Recruitment in the elementary school. |                                                                                                                                                                                                     | Spring 2013 |            |                |
FFA Officers 2012 – 2013

Chapter Officers:

President.................................................... Lauren Gates
Vice-President.............................................. Casey Dack
Secretary.................................................... Shelby Jones
Treasurer..................................................... Logan Zeiszler
Reporter..................................................... Steven Nammeth
Sentinel..................................................... Lachlan McQueary
Historian.................................................... Lindsey Skidmore
Advisor..................................................... Mrs. Lindsay Cox
Ag Science
Advisor..................................................... Mr. John Kohntopp
Ag Mechanics
Horticulture
Advisor..................................................... Mr. Shane Sutton
Vet Med

Zone Officers:

President.................................................... Rick Barnes
Vice President............................................ Sarah Krum
Secretary.................................................. Lauren Gates
Treasurer................................................... Ethan Marshall
Reporter................................................. . Rebekah Krum
Sentinel.................................................... Sean Miklovic
Advisor..................................................... Mr. Aaron Albisu

State Officers:

President.................................................... Margaret Wright
Vice President…………………………… Lynn Dodge

Secretary………………………………… Shelby Downs

Treasurer……………………………... Kyndra Smith

Reporter………………………………… Kylen Flannagan

Sentinel………………………………… Cory Schrecengost

Advisor………………………………… Mrs. Heather Dye

**National Officers:**

President…………………………….. Ryan Best

Secretary……………………………… Jason Troendle

Eastern Region Vice President…… Kenneth Quick

Central Region Vice President……Alicia Hodnik

Southern Region Vice President… Cain Thurmond

Western Region Vice President… Seth Pratt.

Advisor………………………………… Dr. Steve Brown
THE FFA COLORS
The FFA colors are national blue and corn gold.

The FFA Motto:
Learning to Do,
Doing to Learn,
Earning to Live,
Living to Serve.

The FFA Salute:
I pledge Allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with Liberty and Justice for all.

The FFA Mission
FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. To accomplish this mission, FFA:

- Develops competent and assertive agricultural leadership.
- Increases awareness of the global and technological importance of agriculture and its contributions to our well-being.
- Strengthens the confidence of agriculture students in themselves and their work.
- Promotes the intelligent choice and establishment of an agricultural career.
- Encourages achievement in supervised agricultural experience programs.
- Encourages wise management of economic, environmental, and human resources of the community.
- Develops interpersonal skills in teamwork, communications, human relations, and social interaction.
- Builds character and promotes citizenship, volunteerism, and patriotism.
- Promotes cooperation and cooperative attitudes among all people.
- Promotes healthy lifestyles.
- Encourages excellence in scholarship.
THE FFA CREED

By:
E.M. TIFFANY

I believe in the future of agriculture, with a faith born not of words but of deeds-achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so-for others as well as myself; in less need for charity and more of it when needed; in being happy myself and playing square with those whose happiness depends upon me.

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community, which will stand solid for my part in that inspiring task.

*The creed was written by E. M. Tiffany, and adopted at the 3rd National Convention of the FFA. It was revised at the 38th Convention and the 63rd Convention.*
## Unique Inner Chapter Activities

**August**
- 2 Livestock Weigh In
- 3 Livestock Show and Sale

**September**
- 5 Chapter Meeting
- 19 Chapter Meeting
- 19 Freshman BBQ
- 30 Chapter Meeting

**October**
- 3 Chapter Meeting
- 11 Tri-Tip Dinner
- 17 Chapter Meeting

**November**
- 6 Ruby Mountain Potluck
- 7 Chapter Meeting
- 15 Festival of Trees

**December**
- 5 Chapter Meeting
- 19 Chapter Meeting

**January**
- 16 Chapter Meeting

**February**
- 6 Chapter Meeting
- 20 Chapter Meeting

**April**
- 10 Chapter Meeting
- 11 Officer Elections
- 16 Banquet
POINT AWARD SYSTEM

This year’s credit system is for officers and advisors to determine which members will receive points and be eligible to go to State Conference. Your eligibility to go depends on your participation in FFA activities all year. Only limited number of people will be able to participate. We use this system to determine who has earned the right to participate. Everyone has an equal chance to earn credits and must receive 25 to be eligible to go. Participation is the key and your participation will be up to you.

Below is a list of activities for which you may receive credits. Before or after completing an activity or participating in an event, you must sign the attendance sheet in order to receive credit.

POSSIBLE CREDITS

Field Days and Judging Days
1. Judging day and practices
2. Field days
3. Contests
4. Degrees/Awards received
5. Offices held or screened for
6. Meetings
   a) Attending or bringing refreshments to the meetings
7. Scholarship (Semester)
   a) 3.0 GPA or greater (must submit report card every semester)
8. Fair participation (by non-exhibitor)
9. Committee Meetings
10. Misc. points
AGRICULTURAL COURSES

The Agricultural Education program at the high school are designed to give an opportunity to work and learn about the production and marketing of crops and livestock or other experiences necessary for successful careers in agriculture.

Introduction to Agriculture and Animal Science/Plant Science fulfill the science requirement for high school graduation. These courses, however, do not meet NCAA requirements for Physical Science.

ANIMAL/PLANT SCIENCE Grades 9 - 1 year

Prerequisite: Introduction To Agriculture

Animal Science provides an in-depth study of animal husbandry and related topics. Students receive academic and practical experiences. Units include animal production and management, physiology, nutrition, health and disease, genetics, selection and showing. Plant Science is designed to instruct and familiarize the student with knowledge of plant materials. Units covered in this course are plant identification, plant fertilization, rural ecological techniques, proper usage of water, entomology, and to make the students aware of the relationship between human and plant. Students are required to undertake and complete a garden project. FFA is promoted to encourage the student’s interest in this area of agriculture. Record keeping is also continuously taught.

ORNAMENTAL HORTICULTURE Grades 10-12 - 1 year

Prerequisite: Introduction To Agriculture

Ornamental Horticulture provides the student and use in commercial and home beautification endeavors. Units cover plant physiology, identification, propagation, landscape design and management, nursery practice is emphasized. FFA is promoted to encourage the students’ interest in this area of agriculture. Record keeping is also continuously taught.

AGRICULTURE MECHANICS Grades 10-12 - 1 year

This work course is designed to develop basic skills in welding, woodwork, and building agriculture related structures. Units covered in this course include: basic agriculture math areas, electrical wiring, basic engine service and tune-ups. Individual and group project involvement. Included also is shop safety, tool identification, and proper usage of power tools. FFA is promoted to encourage the students’ interest in this area of agriculture. Record keeping is also continuously taught.
**ADVANCED AGRICULTURE MECHANICS** Grades 11-12 - 1 year

Prerequisite: Agriculture Mechanics

This course is designed to develop skills beyond those of basic introduction. Areas covered are advanced ship management, proper care of tools and farming equipment, trouble-shooting and over-hauling of small engines. Emphasis is placed on the individual’s ability to undertake and complete projects with minimum supervision. FFA is promoted to encourage students’ interest in the area of agriculture. Record keeping is continuously taught.

**AGRICULTURE BUSINESS/COMPUTERS** Grades 11-12 - 1 year

Prerequisite: Introduction To Agriculture

Agriculture Business is a class designed to familiarize the student with various aspects of record keeping with special emphasis in Agriculture Business. Uses of microcomputers in agriculture will also be introduced with respect to Farm Management and the FFA. FFA is promoted to encourage the student’s interest in this area of agriculture. Record keeping is also continuously taught.

**ADVANCED ANIMAL SCIENCE** Grades 11-12 - 1 year

Prerequisite: Introduction To Agriculture

Advanced Animal Science is designed for the student who wishes a further and more detailed study in certain areas in the field of Animal Science. The course is broken down into four units (one each quarter). One unit will cover basic equitation, horse handling, and horse management. A second unit deals with advanced equitation and horse training. The third and fourth deal with small animal, wildlife management and training. FFA is promoted to encourage the students’ interest in this area of agriculture. Record keeping is continuously taught.

**AGRICULTURE SKILLS AND FFA LEADERSHIP** Grades 11-12 - 1 years

Prerequisite: Introduction To Agriculture

This course is designed to improve leadership abilities in students. Students learn various skills associated with classroom units which carry over into areas of Agriculture Production. Units such as speech, Insect and Pest Control, Computers, Agriculture Business Management, Co-Ops and Vegetable Evaluation and Selection are covered. Record keeping is also continuously taught.
AGRICULTURE CURRICULUM

Students may receive a 3rd Science credit on successful completion of Agriculture I and II courses or Ornamental Horticulture and Greenhouse Management courses. (Students must successfully complete 1 year of Physical Science and Biology before receiving this 3rd science credit.)

Membership in the Nevada FFA Career and Technical Student Organization is required in all Agricultural classes.

HAGR001 - AGRISCIENCE I (Year) - H/O – Freshman

To develop an understanding of the economic importance of agriculture in Nevada and the U.S. This course will provide the student with the working knowledge of a Supervised Agriculture Experience Program and record keeping. The student will be able to obtain information in selecting a career in the field of agriculture using opportunities available in the FFA and leadership development activities. Students will also study introductory plant and animal science principles. Science credit is available on completion of Agriscience I and II courses.

HAGR002 - AGRISCIENCE II (Year) - H/O – Sophomore
Prerequisite: Agriscience I

Students will expand on skills and knowledge from Agriculture Science I with an emphasis on Plant and Soil Sciences, Agriculture Business, Animal Sciences and Natural Resource Management. Students are expected to maintain and expand their Supervised Agriculture Experience Programs and leadership development through activities in the FFA. Membership in the Nevada FFA Career and Technical Student Organization is required. Science Credit is available for students completing Agriscience Science I and II.

HAGRO03 - AGRISCIENCE III / Communication & Policy (Year) - H/O - Junior
Prerequisite: Agriscience II

This course is designed for students that have completed Agriculture Science I and II. The emphasis of the course is on leadership development, communications, agriculture policy, and students will actively engage in developing their Supervised Agriculture Experience program.

Tech Prep Credit: Students who earn an "A" or "B" in Agriscience III will be awarded college credit from Great Basin College. (Students must be a junior or senior in high school.)

HAGR004 - AGRISCIENCE IV / Business & Marketing (Year) - H/O - Senior
Prerequisite: Agriscience III

This course will deal with economic principles, practices involved in successful farm organization and
operation including working out management plans for an agricultural business - enterprise, agricultural marketing practices, cooperatives, Federal, State, and Local Tax management, agricultural policies and programs, food and fiber distribution systems and agriculture leadership. Students are required to be members of the Nevada FFA Career and Technical Student Organization.

Tech Prep Credit: Students who earn an "A" or "B" in Ariscience IV will be awarded college credit from Great Basin College. (Students must be a junior or senior in high school.)

HAGR005 - AMET WELDING I (Year) - H/O – Sophomore

To develop Welding skills through observation, learned information, and practiced skills. In using many different types of welding and metal working tools and equipment. Safety being a primary and mandatory learning tool in the shop classes. This course will introduce students into the many different processes of welding in Agriculture and Industry applications

HAGR006 - AMET WELDING II (Year) - H/O – Junior (2 Hour Block)
Prerequisite: AMET Welding I, Ag Mechanics I, or written admission from Instructor

To develop Welding skills through observation learned information, and practiced skills, as well as prior knowledge gained in prerequisite course AMET Welding I. In using many different types of welding and metal working tools and equipment. Safety being a primary and mandatory learning tool in the shop classes. This course will introduce students into the many different processes of welding in Agriculture and Industry applications

Tech Prep Credit: Students who earn an "A" or "B" in AMET Welding II will be awarded college credit from Great Basin College. (Students must be a junior or senior in high school.)

HAGR007 - AMET WELDING III (Year) - H/O – Senior (2 Hour Block)
Prerequisite: AMET Welding I, II, or written admission from Instructor

To develop Welding skills through observation learned information, and practiced skills, as well as prior knowledge gained in prerequisite course AMET Welding II. In using many different types of welding and metal working tools and equipment. Safety being a primary and mandatory learning tool in the shop classes. This course will introduce students into the many different processes of welding in Agriculture and Industry applications. Project construction will be a large part of this course and students learning with application of many areas.

Tech Prep Credit: Students who earn an "A" or "B" in AMET Welding III will be awarded college credit from Great Basin College. (Students must be a junior or senior in high school.)
HAGR013 - VETERINARY MEDICINE (Year) - H/O – Junior
Prerequisite: Agriscience I

Veterinary Medicine is a year-long course designed to acquaint students with a career in veterinary medicine. Topics to be covered include careers in veterinary medicine, disease control, livestock management, and simple operations. Students are required to be members of the FFA Career and Technical Student Organization.

Tech Prep Credit: Students who earn an "A" or "B" in Vet Medicine will be awarded college credit from Great Basin College. (Students must be a junior or senior in high school.)

HAGR015 - ORNAMENTAL HORTICULTURE (Year) - H/O - Freshman

This course is designed to introduce to the student the skills and knowledge needed in order to successfully grow and care for plants used in the home, parks, and near buildings. Other areas emphasized include: plant identification, propagation, turf grass culture, and careers and opportunities in the ornamental horticulture field.

HAGR016 - AG MECHANICS I (Year) - H/O – Freshmen

This course will introduce students to the various trades and mechanic skills in the agriculture industry. Students will gain experience with shop safety and organization, tools of the trades, basic farm mechanics, small engines, welding, construction, plumbing and pipe-fitting, and electricity. Students will learn basic preventative maintenance and service on engines and equipment - (checking - changing of oil, fuel; gear boxes, transmissions, and water systems).

Tech Prep Credit: Students who earn an "A" or "B" in AG Mechanics I will be awarded college credit from Great Basin College. (Students must be a junior or senior in high school.)

HAGR017 - GREENHOUSE MANAGEMENT (Year) - H/O – Junior/Senior
Prerequisite: Ornamental Horticulture or Agriscience I

This one semester or one year course is designed to give students a technical understanding and working knowledge of the greenhouse industry. Emphasis is given to job opportunities, as well as the development of technical skills procedures used by professionals in the greenhouse management field. Approximately seven weeks will be spent in classroom instruction and the remainder of the time will be on practical lab experience in greenhouse management. Actual crops will be propagated by the students and the greenhouse will be operated as an actual business, utilizing a School-to-Work format with partnerships formed with private businesses. Upon completion of this course, the students will have the necessary skills to enter the field of greenhouse management as an entry worker.
**HAGR022 - NATURAL RESOURCES (Year) - H/O - Freshmen**

Students will be introduced to concepts of soil science, water ecology, soil and water conservation, forestry, mining, and fish and wildlife. This course is designed to interest students in the significance of the environment around us and how different ecosystems depend on each other. Students will learn natural resources management techniques.

**HAGR018 - LANDSCAPE MANAGEMENT (Year) - H/O - Sophomore**

This one semester or year course is designed to give students a technical understanding and working knowledge of the landscape industry. Emphasis is given to job opportunities, as well as the development of technical skills and procedures used by landscape professionals. Approximately eight weeks will be spent in classroom instruction and the remainder of the time will be on practical lab experience. Students will be involved in the planning, drawing, and the construction of landscape projects and upon completion of this course; students will have the necessary skills to enter the field of landscape construction.
I. Identification:

Course title: Ag Biology
Teaching Unit: FFA
CDE Standards Addressed:
- ANR.FS.10.1 Understand the aims, purposes, history, and structure of the FFA student organization, and know the opportunities it makes available.
- ANR.FS.9.1 Understand the characteristics and benefits of teamwork, leadership, and citizenship in the school, community, and workplace settings.
- ANR.FS.9.2 Understand the ways in which pre-professional associations, such as the Future Farmers of America (FFA), and competitive career development activities enhance academic skills, promote career choices, and contribute to employability.

- ELA.9-10.R.CAGT.2.3 Generate relevant questions about readings on issues that can be researched.
- ELA.9-10.W.2.3b Write expository compositions, including analytical essays and research reports that convey information and ideas from primary and secondary sources accurately and coherently.
- ELA.9-10.W.2.3d Write expository compositions, including analytical essays and research reports that include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.
- ELA.9-10.W.RT.1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

Lesson number in this unit: 1
Length (time): 51 minutes
Best Month: August – Early Sep
II. Specific Instructional Objectives

- Students will explore the aim, purpose, history, and structure of the FFA.
- Students will identify at least four benefits to being involved in the FFA.
- Students will select two opportunities to get involved in/learn more about in the FFA.

III. Equipment and Materials
a. Tons of FFA memorabilia/pictures/items

IV. Academic Language

V. Teaching Procedures
a. Anticipatory Set:
   Room set up with as much FFA materials as possible with music playing that represents being part of a club or organization (YMCA, Me and my Gang by Rascal Flats, All the Single Ladies by Beyonce, etc).

Two questions:
1. List as many groups/clubs that they know of, and
2. List the clubs that they have been a part of.
   Examples, possibly clubs you were a member of (CSF, Band, Football Team, 4-H, etc).

Combine their lists with a partner and be ready to share with the class in 2 minutes.
   As students share, record clubs on writing surface
   Asks students to share why there are so many different clubs?
   Who can join them?
How do you join?
What are the benefits to joining a club?

b. Stated Objectives:
   i. Students will explore the aim, purpose, history, and structure of the FFA.
   ii. Students will identify at least four benefits to being involved in the FFA.
   iii. Students will select two opportunities to get involved in/learn more about in the FFA.

c. Purpose: Introduce what the FFA is, the aim, purpose and a brief history from ppt.

Tell students why you are here (in this job, tell a personal story about how FFA changed your life) share with them another very exclusive club that only certain people are eligible for. Input

Presentation:

<table>
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<tr>
<th>Subject Matter</th>
<th>Teaching Methods</th>
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<tbody>
<tr>
<td>Play National FFA Video. Upon completion of the video, ask students to think about reasons that they should be involved in the FFA. See next activity &quot;A list of benefits!&quot;</td>
<td>Ask students to list out loud benefits that they think exist (from what they know, have heard, or saw in the video). As they share, record them quickly on the writing surface. Lead discussion to the fact that all of these reasons likely fit into four categories: Friends, Travel, Money, Fun (there are other categories, but these will likely result in the most buy in from students at this point). Pass out FFA Benefits handout (attached below). Ask students to record the benefits listed on the board on their worksheet in the appropriate</td>
</tr>
</tbody>
</table>
d. Check for Understanding (write out fully):

We have a great list so far, but I think we still have a lot more opportunities out there to explore. As you look around the room, you will notice many FFA related items. There are posters, trophies and awards, scrapbooks, displays, newspaper clippings, travel and conference information and more. When you hear the word "Explore," you will have 10 minutes to travel around the room and check out all of the cool FFA information pictures and displays. As you find cool information, be sure to record it down on your worksheet, along with a description of what you saw. Feel free to write any questions you come up with on the board, like "Where was that picture with all the animals taken at?" and so on. We will answer your questions at the end of the gallery time. Please be very careful with the materials as some are very old and are very valuable to our chapter. Also please do not monopolize or crowd any station, everyone will get a chance to see everything. What can I clarify? EXPLORE!

Monitor students as they visit your stations. Assist them with writing questions on the board to be covered at the end of the activity. "Great Work!!! So who will share some of the cool items they found on their journey around the room?" Allow for some sharing and them move into the questions on the board, with a focus on how students can get involved in these activities.

e. Guided Practice (application…. Bullets or paragraph):

Ask students to share what benefits they hope to gain by participating in these FFA events. TLD into “People skills”. What is the value of people skills? Relate to life knowledge.

f. Quest Activities (optional):
Unit: FFA
Lesson: Benefits of FFA Involvement
Lindsay Cox

Have students cite some people skills as a class, then set a personal goal for two people skills they would like to grow in this year. Then have them select an FFA activity where they can accomplish that.

g. Review/ Summary:
We’ve seen some great benefits to being involved in the FFA, so all that’s left is to know the upcoming events we can get involved in. (Pass out calendar)

h. Assessment (of Lesson’s Objectives):
So thanks for all your hard work today, I hope you have discovered some cool FFA opportunities! In a moment we will take a few minutes to apply what we discovered. Each of you will be given a sheet of paper and writing utensils. You will have _______ minutes to create a poster that advertises the benefits of FFA.

Why should someone get involved/join? Be creative and include the information you learned today." Show and explain rubric. Display the posters, after evaluating them, around the room.

Use Rubric for Posters for Evaluation

i. Closure (synthesis, prep for tomorrow):
Thank students for all their hard work and complement them on their posters. Before they go, ask them to do a little challenge work tonight. Have them ask their parents if they are members of any groups or clubs (either now or in the past), and why they joined. What were/are the benefits? Independent Practice (homework):

j. ELL/ Special Needs:
Chapter Officer Duties

Chapter officers serve a vital function in FFA. By taking a major leadership role, these students grow from the experience and benefit the chapter. It should be the officers' goal to lead by example and encourage other members to participate in chapter activities. The following are general duties expected of all officers.

- A genuine desire to be a part of a leadership team.
- A willingness to accept responsibility.
- A sincere desire to work with all chapter members in meeting their leadership, personal and chapter goals.
- A commitment to lead by example.
- A knowledge and understanding of the chapter, state and national FFA constitutions, bylaws and programs.
- A working knowledge of parliamentary procedure.
- An ability to memorize and recite their parts in the official ceremonies.

President: Stationed by the rising Sun

"The rising sun is the token of a new era in agriculture. If we will follow the leadership of our president, we shall be led out of the darkness of selfishness and into the glorious sunlight of brotherhood and cooperation."

1. Preside over meetings according to accepted rules of parliamentary procedure.
2. Appoint committees and serve on them as an ex-officio (non-voting) member.
3. Coordinate the activities of the chapter and evaluate the progress of each division of the Program of Activities.
4. Represent the chapter in public relations and official functions.
Chapter Officer Duties

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- A working knowledge of parliamentary procedure.
- An ability to memorize and recite their parts in the official ceremonies.

Vice President: Stationed by the plow

"The plow is the symbol of labor and tillage of the soil. Without labor, neither knowledge nor wisdom can accomplish much. My duties require me to assist at all times in directing the work of our organization. I preside over meetings in the absence of our president, whose place is beneath the rising sun."

1. Assume all duties of the president if necessary.
2. Develop the Program of Activities and serve as an ex-officio (non voting) member of the POA committees.
3. Coordinate all committee work.
4. Work closely with the president and advisor to assess progress toward meeting chapter goals.
5. Establish and maintain a chapter resource file.
Chapter Officer Duties

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- A working knowledge of parliamentary procedure.
- An ability to memorize and recite their parts in the official ceremonies.

Secretary: Stationed by the ear of corn

"I keep an accurate record of all meetings and correspond with other secretaries wherever corn is grown and FFA members meet."

1. Prepare and post the agenda for each chapter meeting.
2. Prepare and present the minutes of each chapter meeting.
3. Place all committee reports in the designated area
4. Be responsible for chapter correspondence.
5. Maintain member attendance and activity records and issue membership cards.
6. Keep the Program of Activities wall chart up-to-date.
7. Have on hand for each meeting:
   a. Official FFA Chapter Secretary’s Book including minutes of the previous meeting.
   b. Copy of the Program of Activities including all standing and special committees.
   d. Copies of the chapter constitution and bylaws.
Chapter Officer Duties

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- A knowledge and understanding of the chapter, state and national FFA constitutions, bylaws and programs.
- A working knowledge of parliamentary procedure.
- An ability to memorize and recite their parts in the official ceremonies.

Treasurer: Stationed by the emblem of Washington

“I keep a record of receipts and disbursements just as Washington kept his farm accounts—carefully and accurately. I encourage thrift among the members and strive to build up our financial standing through savings and investments. George Washington was better able to serve his country because he was financially independent.”

1. Receive, record and deposit FFA funds and issue receipts.
2. Present monthly treasurer’s reports at chapter meetings.
3. Collect dues and special assessments.
4. Maintain a neat and accurate FFA Chapter Handbook: Secretary, Treasurer & Program of Activities Workbook or the computer software.
5. Prepare and submit the membership roster and dues to the National FFA Organization in cooperation with the secretary.
6. Serve as chairperson of the earnings and savings committee.
**Chapter Officer Duties**

Chapter officers serve a vital function in FFA. By taking a major leadership role, these students grow from the experience and benefit the chapter. It should be the officers’ goal to lead by example and encourage other members to participate in chapter activities. The following are general duties expected of all officers.

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- A willingness to accept responsibility.
- A sincere desire to work with all chapter members in meeting their leadership, personal and chapter goals.
- A commitment to lead by example.
- A knowledge and understanding of the chapter, state and national FFA constitutions, bylaws and programs.
- A working knowledge of parliamentary procedure.
- An ability to memorize and recite their parts in the official ceremonies.

**Reporter: Stationed by the Flag**

"As the flag covers the United States of America, so I strive to inform the people in order that every man, woman and child may know that the FFA is a national organization that reaches from the state of Alaska to Puerto Rico and from the state of Maine to Hawaii."

1. Plan public information programs with local radio, television, newspaper and service clubs and make use of other opportunities to tell the FFA story.
2. Release news and information to local and regional news media.
3. Publish a chapter newsletter.
4. Prepare and maintain a chapter scrapbook.
5. Send local stories to area, district and state reporters.
6. Send articles and photographs to FFA New Horizons and other national and/or regional publications.
7. Work with local media on radio and television appearances and FFA news.
8. Serve as the chapter photographer.
Chapter Officer Duties

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Sentinel: Stationed by the door

“Through this door pass many friends of the FFA. It is my duty to see that the door is open to our friends at all times and that they are welcome. I care for the meeting room and paraphernalia. I strive to keep the room comfortable and assist the president in maintaining order.”

1. Assist the president in maintaining order.
2. Keep the meeting room, chapter equipment and supplies in proper condition.
3. Welcome guests and visitors.
4. Keep the meeting room comfortable.
5. Take charge of candidates for degree ceremonies.
6. Assist with special features and refreshments.
Chapter Officer Duties

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- An ability to memorize and recite their parts in the official ceremonies.

Historian

1. Develop and maintain a scrapbook of memorabilia in which to record the chapter's history
2. Research and prepare items of significance of the chapter's history.
3. Prepare displays of chapter activities and submit stories of former members to the media.
4. Assist the reporter in providing photography for chapter needs.
Chapter Officer Duties

Chapter officers serve a vital function in FFA. By taking a major leadership role, these students grow from the experience and benefit the chapter. It should be the officers' goal to lead by example and encourage other members to participate in chapter activities. The following are general duties expected of all officers.

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Chaplin

1. Present the invocation at banquets and other functions.
2. Coordinate FFA participation at local area churches during National FFA Week.
3. Conduct reflections services at summer camps and conferences.
Chapter Officer Duties

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- An ability to memorize and recite their parts in the official ceremonies.

Photographer

1. Take pictures at all FFA activities throughout the year.

2. Maintain photography equipment and make sure it is prepared for each event.

3. Store all FFA pictures taken after the event on the FFA memory stick.

4. Print any pictures needed for the FFA scrapbook and those needed for FFA displays.

5. Assist the Historian in the development and maintenance of the scrapbook of memorabilia in which to record the chapter's history.

6. Assist in the preparation of displays of chapter activities and the pictures for stories submitted of former members to the media.

7. Assist the reporter in providing photography for chapter needs.
Chapter Officer Duties

Chapter officers serve a vital function in FFA. By taking a major leadership role, these students grow from the experience and benefit the chapter. It should be the officers’ goal to lead by example and encourage other members to participate in chapter activities. The following are general duties expected of all officers.

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Committee Chairman

1. Assume all duties of the president if necessary.
2. Assist in the development of the Program of Activities.
3. Coordinate all committee work.
4. Assist in maintaining a chapter resource file.
5. Maintain the chapter website.
Ruby Mtn. FFA
Officer Contract

1. Congratulations on becoming a ruby mtn. FFA Officer. Your office brings with it responsibilities that is fitting an officer of any organization. If you feel that you are unable to do this, or follow all regulations and procedures that are established by the FFA Advisors, you should reconsider now, being an officer, by talking to your FFA Advisor.
2. Officers must attend on time all FFA meetings, Committee meetings, and chapter activities necessary. Failure to do so will result in the following:
   A. 1st Time: Loss of three points
   B. 2nd Time: Loss of privilege to go on Point Award Trip / Ditch Day Trip
   C. 3rd Time: Removal from FFA Office

3. Officers must maintain a 2.0 GPA in school. Officers will have grades checked at the end of each quarter. Failure to maintain a 2.0 GPA will result in the following:
   A. If an Officer is below a 2.0 GPA at the end of a quarter they will be placed on probation during the next quarter.
   B. If at the end of the probationary quarter the Officer has still not brought their GPA up to a 2.0 they will be removed from Office.

4. Attendance in school is important. Students that have 9 or more absences per quarter that are not school related, will be removed. (School related absences include sports, FFA, Band, Club Events approved by the FFA advisor or school administration.)
   In the event of a major illness or injury, the advisor may allow students special consideration.

5. Failure to return this contract by specified time,(July 22, 2010), will result in your automatic removal from office.

Student’s Signature ___________________________ Date ______________
Parent’s Signature ___________________________ Date ______________
Principal’s Signature ___________________________ Date ______________
Advisor’s Signature ___________________________ Date ______________
Ruby Mtn. FFA has a three strikes and you’re out policy. A strike can be acquired for not completing a responsibility for your office, being excessively late to an event, not attending or leaving event, or other infraction of the FFA code of Ethics and general chapter procedures.

Offense:


Date:_____________________

Offense Number: (Circle One)

Strike 1

Strike 2

Strike 3

Student’s Signature ___________________________ Date ________________

President’s Signature___________________________ Date _______________

Advisor Signature____________________________ Date ________________
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<td>J.J. Christensen</td>
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<tr>
<td>Casey Dack</td>
<td>Cody Hackler</td>
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<td>Brenda Jimenez</td>
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<td>Dylan Turtle</td>
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<td>Lona Bury</td>
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<td>Marty Zunvalto</td>
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# Points List

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<td>Creed Competition</td>
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<td>Festival of Trees</td>
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<td>Potluck</td>
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</table>
All leadership participants at the 2013 Nevada State FFA Conference.

Students with a conference presenter at Winter Leadership Training.
The Rituals (Opening and Closing Ceremonies) Team competing.

A student competing in the Livestock Contest at Lovelock.

Ag Mechanics students practicing for their CDE contest.
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>4/9/2013</td>
<td>FFA Office Activity/President/Chapter Officer Meeting: Planning the meeting and working with the officer team to plan activities, meetings, and discuss other aspects of the chapter. Once a week.</td>
<td>In: 0.00 Out: 4.00</td>
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<tr>
<td>3/5/2013</td>
<td>FFA Office Activity/President/Chapter Officer Meeting: Planning the meeting and working with the officer team to plan activities, meetings, and discuss other aspects of the chapter. Once a week.</td>
<td>In: 0.00 Out: 4.00</td>
</tr>
<tr>
<td>2/8/2013</td>
<td>FFA Office Activity/President/Chapter Officer Meeting: Planning the meeting and working with the officer team to plan activities, meetings, and discuss other aspects of the chapter. Once a week.</td>
<td>In: 0.00 Out: 4.00</td>
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<td>1/9/2013</td>
<td>FFA Office Activity/President/Chapter Officer Meeting: Planning and participate in Chapter Meeting and discuss happenings twice a month.</td>
<td>In: 0.00 Out: 2.00</td>
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<tr>
<td>1/8/2013</td>
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<td>12/5/2012</td>
<td>FFA Office Activity/President/Chapter Chapter Meeting: Planning and participate in Chapter Meeting and discuss happenings twice a month.</td>
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<td>12/4/2012</td>
<td>FFA Office Activity/President/Chapter Officer Meeting: Planning the meeting and working with the officer team to plan activities, meetings, and discuss other aspects of the chapter. Once a week.</td>
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<tr>
<td>11/7/2012</td>
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<td>10/2/2012</td>
<td>FFA Office Activity/President/Chapter Officer Meeting: Planning the meeting and working with the officer team to plan activities, meetings, and discuss other aspects of the chapter. Once a week.</td>
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<td>8/28/2012</td>
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<td>5/9/2012</td>
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<td>5/1/2012</td>
<td>FFA Office Activity/President/Chapter Officer Meeting: Planning the meeting and working with the officer team to plan activities, meetings, and discuss other aspects of the chapter. Once a week.</td>
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<td>8/23/2011</td>
<td>FFA Office Activity/Reporter/Chapter: Office Meeting (Working with the officer team to plan activities, meetings, and discuss other aspects of the chapter. Once a week.)</td>
<td>0.00</td>
</tr>
<tr>
<td>5/3/2011</td>
<td>FFA Office Activity/Reporter/Chapter: Office Meeting (Working with the officer team to plan activities, meetings, and discuss other aspects of the chapter. Once a week.)</td>
<td>0.00</td>
</tr>
<tr>
<td>4/26/2011</td>
<td>FFA Office Activity/Reporter/Chapter: Office Meeting (Working with the officer team to plan activities, meetings, and discuss other aspects of the chapter. Once a week.)</td>
<td>0.00</td>
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<tr>
<td>11/9/2009</td>
<td>FFA Office Activity/Reporter/Chapter: Office Meeting (Working with the officer team to plan activities, meetings, and discuss other aspects of the chapter. Once a week.)</td>
<td>0.00</td>
</tr>
<tr>
<td>Date</td>
<td>Description</td>
<td>Hours</td>
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</tr>
<tr>
<td>12/19/2019</td>
<td>Other FFA-related Activity:Cherry Creek FFA Competition Activity</td>
<td>Inc: 0.00, Out: 5.00</td>
</tr>
<tr>
<td>12/3/2019</td>
<td>Other FFA-related Activity:Camp Cherry Creek Festival of Trees</td>
<td>Inc: 0.00, Out: 6.00</td>
</tr>
<tr>
<td>11/8/2012</td>
<td>Other FFA-related Activity:Meeting #3 - A meeting where the Greenhand and Chapter Officers were awarded and a live auction and raffle were held for the alumni.</td>
<td>Inc: 0.00, Out: 6.00</td>
</tr>
<tr>
<td>10/15/2012</td>
<td>Other FFA-related Activity:Convention National Convention where I participated in the first Veterinary Medicine CDE at the National level.</td>
<td>Inc: 0.00, Out: 9.00</td>
</tr>
<tr>
<td>9/12/2012</td>
<td>Other FFA-related Activity:Convention State Round Table for the first year FFA members and the State Officer Training.</td>
<td>Inc: 0.00, Out: 24.00</td>
</tr>
<tr>
<td>9/7/2012</td>
<td>Other FFA-related Activity:Chapter Jerky Sale: Selling jerky for the chapter.</td>
<td>Inc: 0.00, Out: 10.00</td>
</tr>
<tr>
<td>8/3/2012</td>
<td>Other FFA-related Activity:Stock Show: WWF Stock Show &amp; Sale</td>
<td>Inc: 0.00, Out: 48.00</td>
</tr>
<tr>
<td>6/19/2012</td>
<td>Other FFA-related Activity:Camp Cherry Creek Summer Leadership Camp &amp; Leadership Camp where chapter officers are trained and the members participate in different activities. The camp lasted until Saturday.</td>
<td>Inc: 0.00, Out: 24.00</td>
</tr>
<tr>
<td>6/10/2012</td>
<td>Other FFA-related Activity:Camp Cherry Creek Officer Retreat: Where the new officers got to know each other better and plan the year's activities. I was the new chapter president.</td>
<td>Inc: 0.00, Out: 24.00</td>
</tr>
<tr>
<td>5/18/2012</td>
<td>Other FFA-related Activity:Camp Cherry Creek Grammar Elementary Ag Day: The members of the chapter set up stations and taught the elementary kids from Grammar Elementary about different things in agriculture.</td>
<td>Inc: 0.00, Out: 8.00</td>
</tr>
<tr>
<td>5/10/2012</td>
<td>Other FFA-related Activity:Meeting #2 - Troy Tip-Off: Fund raising.</td>
<td>Inc: 0.00, Out: 8.00</td>
</tr>
<tr>
<td>5/3/2012</td>
<td>Other FFA-related Activity:Meeting #1 - End of the Year Banquet: Awards are presented, new officers are elected, and several degrees ceremonies take place.</td>
<td>Inc: 0.00, Out: 5.00</td>
</tr>
<tr>
<td>3/20/2012</td>
<td>Other FFA-related Activity:Convention State Round Table for the first year FFA members and the State Officer Training.</td>
<td>Inc: 0.00, Out: 9.00</td>
</tr>
<tr>
<td>2/24/2012</td>
<td>Other FFA-related Activity:Camp Cherry Creek National FFA Week: Different activities at lunch and after school.</td>
<td>Inc: 0.00, Out: 3.00</td>
</tr>
<tr>
<td>2/23/2012</td>
<td>Other FFA-related Activity:Camp Cherry Creek National FFA Week: Different activities at lunch and after school.</td>
<td>Inc: 0.00, Out: 3.00</td>
</tr>
<tr>
<td>2/22/2012</td>
<td>Other FFA-related Activity:Camp Cherry Creek National FFA Week: Different activities at lunch and after school.</td>
<td>Inc: 0.00, Out: 3.00</td>
</tr>
<tr>
<td>2/21/2012</td>
<td>Other FFA-related Activity:Camp Cherry Creek National FFA Week: Different activities at lunch and after school.</td>
<td>Inc: 0.00, Out: 3.00</td>
</tr>
<tr>
<td>2/20/2012</td>
<td>Other FFA-related Activity:Camp Cherry Creek National FFA Week: Different activities at lunch and after school.</td>
<td>Inc: 0.00, Out: 3.00</td>
</tr>
<tr>
<td>2/15/2012</td>
<td>Other FFA-related Activity:Cherry Creek National FFA Week: Different activities at lunch and after school.</td>
<td>Inc: 0.00, Out: 3.00</td>
</tr>
<tr>
<td>12/15/2011</td>
<td>Other FFA-related Activity:Spring FFA Convention where I participated in the first Veterinary Medicine CDE at the National level.</td>
<td>Inc: 0.00, Out: 9.00</td>
</tr>
<tr>
<td>12/5/2011</td>
<td>Other FFA-related Activity:Cherry Creek Festival of Trees: A day in the Festival of Trees.</td>
<td>Inc: 0.00, Out: 6.00</td>
</tr>
<tr>
<td>11/3/2011</td>
<td>Other FFA-related Activity:Meeting #2 - Rocky Mountain FFA Petrovich: A meeting where the chapter and greenhand officers are awarded and the Alumni officers are elected.</td>
<td>Inc: 0.00, Out: 4.00</td>
</tr>
<tr>
<td>10/13/2011</td>
<td>Other FFA-related Activity:Spring FFA Convention Cherry Creek National FFA Week: Different activities at lunch and after school.</td>
<td>Inc: 0.00, Out: 8.00</td>
</tr>
<tr>
<td>9/9/2011</td>
<td>Other FFA-related Activity:Meeting #3 - A meeting where the new chapter officers got to know each other better and plan the year's activities. I was the new chapter president.</td>
<td>Inc: 0.00, Out: 10.00</td>
</tr>
<tr>
<td>8/20/2011</td>
<td>Other FFA-related Activity:Meeting #1 - Troy Tip-Off: Fund raising.</td>
<td>Inc: 0.00, Out: 5.00</td>
</tr>
<tr>
<td>8/5/2011</td>
<td>Other FFA-related Activity:Stock Show: Different activities at lunch and after school.</td>
<td>Inc: 0.00, Out: 48.00</td>
</tr>
<tr>
<td>6/21/2011</td>
<td>Other FFA-related Activity:Camp Cherry Creek Summer Leadership Camp: A leadership camp where chapter officers are trained and the members participate in different activities. The camp lasted until Saturday.</td>
<td>Inc: 0.00, Out: 9.00</td>
</tr>
<tr>
<td>6/9/2011</td>
<td>Other FFA-related Activity:Meeting #3 - A meeting where the new chapter officers got to know each other better and plan the year's activities. I was the new chapter president.</td>
<td>Inc: 0.00, Out: 24.00</td>
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<td>5/13/2011</td>
<td>Other FFA-related Activity:Camp Cherry Creek Grammar Elementary Ag Day: The members of the chapter set up stations and taught the elementary kids from Grammar Elementary about different things in agriculture.</td>
<td>Inc: 0.00, Out: 8.00</td>
</tr>
<tr>
<td>5/4/2011</td>
<td>Other FFA-related Activity:Meeting #1 - Troy Tip-Off: Fund raising.</td>
<td>Inc: 0.00, Out: 2.00</td>
</tr>
<tr>
<td>4/28/2011</td>
<td>Other FFA-related Activity:Meeting #3 - A meeting where the new chapter officers got to know each other better and plan the year's activities. I was the new chapter president.</td>
<td>Inc: 0.00, Out: 5.00</td>
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<tr>
<td>Date</td>
<td>Activity Description</td>
<td>In</td>
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<td>------------</td>
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</tbody>
</table>
| 4/14/2011  | Other FFA-related Activity:other Chapter  
Tri-tip Sales - handing out our Tri-tip dinner that was sold via tickets at an earlier date. | 0.00| 8.00 |
| 4/6/2011   | Other FFA-related Activity: other Chapter  
Chapter Meetings - stand and participate in Chapter Meeting and discuss happenings twice a month. | 0.00| 2.00 |
| 3/21/2011  | Other FFA-related Activity: other Chapter  
Conversion Date  
Nevada State FFA Convention/CDE Competitions and various sessions. | 0.00| 94.00|
| 3/2/2011   | Other FFA-related Activity: other Chapter  
Chapter Meetings - stand and participate in Chapter Meeting and discuss happenings twice a month. | 0.00| 2.00 |
| 2/25/2011  | Other FFA-related Activity: other Chapter  
National FFA Week - Different activities at lunch and after school. | 0.00| 3.00 |
| 2/24/2011  | Other FFA-related Activity: other Chapter  
National FFA Week - Different activities at lunch and after school. | 0.00| 3.00 |
| 2/23/2011  | Other FFA-related Activity: other Chapter  
National FFA Week - Different activities at lunch and after school. | 0.00| 3.00 |
| 2/22/2011  | Other FFA-related Activity: other Chapter  
National FFA Week - Different activities at lunch and after school. | 0.00| 3.00 |
| 2/21/2011  | Other FFA-related Activity: other Chapter  
National FFA Week - Different activities at lunch and after school. | 0.00| 3.00 |
| 2/2/2011   | Other FFA-related Activity: other Chapter  
Chapter Meetings - stand and participate in Chapter Meeting and discuss happenings twice a month. | 0.00| 2.00 |
| 1/9/2011   | Other FFA-related Activity: other Chapter  
Chapter Meetings - stand and participate in Chapter Meeting and discuss happenings twice a month. | 0.00| 2.00 |
| 1/7/2010   | Other FFA-related Activity: other Chapter  
Chapter Meetings - stand and participate in Chapter Meeting and discuss happenings twice a month. | 0.00| 2.00 |
| 11/8/2010  | Other FFA-related Activity: other Chapter  
Feedback to the meeting where the Greenhand and Chapar Degree were awarded and a live auction an sale were held for the alumni. | 0.00| 2.00 |
| 11/3/2010  | Other FFA-related Activity: other Chapter  
Chapter Meetings - stand and participate in Chapter Meeting and discuss happenings twice a month. | 0.00| 2.00 |
| 10/14/2010 | Other FFA-related Activity: other Chapter  
Tri-tip Sales - handing out our Tri-tip dinner that was sold via tickets at an earlier date. | 0.00| 8.00 |
| 10/6/2010  | Other FFA-related Activity: other Chapter  
Chapter Meetings - stand and participate in Chapter Meeting and discuss happenings twice a month. | 0.00| 2.00 |
| 9/10/2010  | Other FFA-related Activity: other Chapter  
National FFA Week - Different activities at lunch and after school. | 0.00| 3.00 |
| 9/1/2010   | Other FFA-related Activity: other Chapter  
National FFA Week - Different activities at lunch and after school. | 0.00| 3.00 |
| 8/3/2010   | Other FFA-related Activity: other Chapter  
Freshman BBQ - freshman BBQ where all of the freshmen get together and meet the rest of the chapter. | 0.00| 5.00 |
| 7/13/2010  | Other FFA-related Activity: other Chapter  
Summer Leadership Camp - Leadership camp where chapter officers are trained and the members participate in different activities. The camp lasted until Saturday. | 0.00| 96.00|
| 5/13/2010  | Other FFA-related Activity: other Chapter  
Chapter Meetings - stand and participate in Chapter Meeting and discuss happenings twice a month. | 0.00| 8.00 |
| 9/5/2010   | Other FFA-related Activity: other Chapter  
National FFA Week - Different activities at lunch and after school. | 0.00| 2.00 |
| 4/22/2010  | Other FFA-related Activity: other Chapter  
Chapter Meetings - stand and participate in Chapter Meeting and discuss happenings twice a month. | 0.00| 2.00 |
| 4/7/2010   | Other FFA-related Activity: other Chapter  
Chapter Meetings - stand and participate in Chapter Meeting and discuss happenings twice a month. | 0.00| 2.00 |
| 3/23/2010  | Other FFA-related Activity: other Chapter  
Conversion Date  
Nevada State FFA Convention/CDE Competitions and various sessions. | 0.00| 94.00|
| 3/3/2010   | Other FFA-related Activity: other Chapter  
Chapter Meetings - stand and participate in Chapter Meeting and discuss happenings twice a month. | 0.00| 2.00 |
| 2/26/2010  | Other FFA-related Activity: other Chapter  
National FFA Week - Different activities at lunch and after school. | 0.00| 3.00 |
| 2/28/2010  | Other FFA-related Activity: other Chapter  
National FFA Week - Different activities at lunch and after school. | 0.00| 3.00 |
| 2/24/2010  | Other FFA-related Activity: other Chapter  
National FFA Week - Different activities at lunch and after school. | 0.00| 3.00 |
| 2/23/2010  | Other FFA-related Activity: other Chapter  
National FFA Week - Different activities at lunch and after school. | 0.00| 3.00 |
| 2/22/2010  | Other FFA-related Activity: other Chapter  
National FFA Week - Different activities at lunch and after school. | 0.00| 3.00 |
| 2/10/2010  | Other FFA-related Activity: other Chapter  
National FFA Week - Different activities at lunch and after school. | 0.00| 3.00 |
| 2/9/2010   | Other FFA-related Activity: other Chapter  
Chapter Meetings - stand and participate in Chapter Meeting and discuss happenings twice a month. | 0.00| 2.00 |
| 3/3/2010   | Other FFA-related Activity: other Chapter  
Chapter Meetings - stand and participate in Chapter Meeting and discuss happenings twice a month. | 0.00| 2.00 |
| 1/3/2010   | Other FFA-related Activity: other Chapter  
Chapter Meetings - stand and participate in Chapter Meeting and discuss happenings twice a month. | 0.00| 2.00 |
| 12/2/2009  | Other FFA-related Activity: other Chapter  
Chapter Meetings - stand and participate in Chapter Meeting and discuss happenings twice a month. | 0.00| 2.00 |
| 11/4/2009  | Other FFA-related Activity: other Chapter  
Chapter Meetings - stand and participate in Chapter Meeting and discuss happenings twice a month. | 0.00| 2.00 |
| 10/15/2009 | Other FFA-related Activity: other Chapter  
Tri-tip Sales - handing out our Tri-tip dinner that was sold via tickets at an earlier date. | 0.00| 8.00 |
| 10/7/2009  | Other FFA-related Activity: other Chapter  
Chapter Meetings - stand and participate in Chapter Meeting and discuss happenings twice a month. | 0.00| 2.00 |
| 9/18/2009  | Other FFA-related Activity: other Chapter  
Jerkie Sale - Selling jerky for the chapter. | 0.00| 10.00|
| 9/12/2009  | Other FFA-related Activity: other Chapter  
Chapter Meetings - stand and participate in Chapter Meeting and discuss happenings twice a month. | 0.00| 2.00 |
5/24/2008
Other FFA-related Activity
Hosting/Chapter
Freshman BBQ
where all of the freshmen get together and meet the rest of the chapter.

8/16/2008
Other FFA-related Activity
Hosting/Chapter
Breakfast with Alumni:

Tuesday, April 30, 2013
Appendix C
<table>
<thead>
<tr>
<th>Monday</th>
<th>Date</th>
<th>Project Description</th>
<th>Time Spent</th>
<th>Stdnt./Inst. Signature</th>
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<table>
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# Elko High School
Greenhouse/OH
Time/Work Card

<table>
<thead>
<tr>
<th>Monday</th>
<th>Date</th>
<th>Project Description</th>
<th>Time Spent</th>
<th>Stdnt./Inst. Signature</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>4-15</td>
<td>Lift &amp; watered</td>
<td>45 min</td>
<td>By/MB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Washed hands</td>
<td></td>
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<table>
<thead>
<tr>
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<th>Date</th>
<th>Project Description</th>
<th>Time Spent</th>
<th>Stdnt./Inst. Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4-16</td>
<td>Re-organized tables</td>
<td>40 min</td>
<td>By/MB</td>
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<tr>
<td></td>
<td></td>
<td>Washed hands</td>
<td>5 min</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Voted for officer</td>
<td>5 min</td>
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<th>Stdnt./Inst. Signature</th>
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<tbody>
<tr>
<td></td>
<td>4-17</td>
<td>Watered 3 pots</td>
<td>5 min</td>
<td>By/MB</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Washed hands</td>
<td>5 min</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Washed whole plants</td>
<td>40 min</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thursday</th>
<th>Date</th>
<th>Project Description</th>
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<th>Stdnt./Inst. Signature</th>
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<tbody>
<tr>
<td></td>
<td>4-18</td>
<td>Watered whole plants</td>
<td>60 min</td>
<td>By/MB</td>
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<table>
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<tr>
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<th>Project Description</th>
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<th>Stdnt./Inst. Signature</th>
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<tbody>
<tr>
<td></td>
<td>4-19</td>
<td>Watered plants</td>
<td>25 min</td>
<td>By/MB</td>
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<tr>
<td></td>
<td></td>
<td>Washed hands</td>
<td>3 min</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Project Description</td>
<td>Time Spent</td>
<td>Stdnt./Inst. Signature</td>
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<td></td>
</tr>
<tr>
<td>4-15-13</td>
<td>Filled in holes in plants in greenhouse</td>
<td>45min</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-16-13</td>
<td>Worked in greenhouse</td>
<td>45min</td>
<td></td>
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<tr>
<td>4-17-13</td>
<td>Watched video and took notes</td>
<td>45min</td>
<td></td>
<td></td>
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<tr>
<td>4-18-13</td>
<td>Watched video and took notes</td>
<td>45min</td>
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<tr>
<td>4-19-13</td>
<td>Gone</td>
<td>45min</td>
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Lesson Plan: Benefits of a quality SAE program.

Part of Unit: FFA Supervised Agricultural Experiences (SAE)

Lesson Plan Overview / Details
Students will identify four benefits of a properly selected, well managed SAE: earning money, making employment connections and skill development/experience (Lesson 2 of 5 in SAE unit).

Lesson Time

Standards

California Career and Technical Education Standards

- ANR.FS.10.2 Manage and actively engage in a career-related, supervised agricultural experience.
- ANR.FS.9.3 Understand how to organize and structure work individually and in teams for effe...

California Academic Content Standards

- ELA.9-10.R.CAGT.2.5 Extend ideas presented in primary or secondary sources through original analysis...

Objectives and Goals
At the end of the lesson, students will be able to describe three benefits of a high-quality, well managed SAE.

Activities in this Lesson

- SAE CSI - Hooks / Set
  Show your class the accompanying video "CSI: Southpark". Ask them to describe what happens in the show "Southpark" (responses should range- but generally should fall into the idea that these crazy kids cause mischief in their small town). After a few responses, ask them if they have ever seen the show "CSI". For those who have, ask them to briefly summarize what happens in CSI (people try to figure out what happens at a crime scene). Next, ask the class what skills the CSI investigators use to do their jobs (observation skills, using tools and equipment, communication, etc.) Today, the class will be similar to Southpark CSI. A bunch of crazy teens will do some investigative work and use their observation and communication skills to draw conclusions about topics and scenarios that may be unfamiliar. Yesterday the class discovered what an SAE is. Review with the class the information they learned about SAEs- what it stands for, the different types, and examples of SAEs that will fit into the different types. This information comes from the SAEP power point presentation. Today we will be discovering new information to add to our current knowledge of SAEs. Specifically, we're going to look at
how creating and managing a high-quality SAE can be more than merely a task for this class, but can add some huge benefits to our lives!

- Southpark CSI [ Watch Video ] [ Download Original Video ]
- Rotating Learning Stations - Other

Manipulate the layout of your classroom to create three "learning stations". Label each learning station as A, B and C so all students can see the location of each learning station. Set the instruction sheets and materials for each at the appropriate learning stations. For A, put 10-12 copies of "Station A" directions (with the hieroglyphics). For B, put 5-6 copies of the "Station B" directions and 10-12 copies of the Station B song lyrics. For C, put 10-12 copies of "Station C" directions. Have students pull out their SAE notes packet from the previous day and direct them to the "Learning Stations- SAE Benefits" page. Instruct students to read the directions silently. Review the directions as a class. Demonstrate the sound that will be their cue to rotate between stations (bell, whistle, etc.). Remind them how long they have to use their CSI skills at each station (5-6 minutes). Split up your class into three equal groups and label them as A, B and C. This will indicate where they will start. Direct them as to how they will rotate (A to B, B to C, C to A, etc.). Send them to their groups and point them at the clock so they can monitor their own time. During this time, circulate throughout the room to monitor their progress and answer any questions. After 6 minutes, indicate it is time to switch groups by ringing the bell, blowing the whistle, etc. Send them to their next location. Repeat this process until every group has completed all three stations. After everyone is done, go through each station and process the desired result. Ask students what they believed was the answer to the clues presented to them. Process to the point where you get the correct answer. For A, it is Job Skills/Experiences. For B, it is Money. For C, it is Contacts. Have them record each correct benefit on the "Final Benefits" portion of the page. Once they've recorded each benefit, discuss the "how" and "why" part of each. How might an SAE build job skills and experiences? Look at the notes they took yesterday about different examples of SAEs and decipher from one SAE example how it builds employable skills. Repeat this process with the two other benefits. Now that we know this information, let's make something fun out of it!

- SAE benefits learning stations [ Download ] Use for Rotating Learning Stations activity
- Benefits Rap - Assessment

Many years ago, a rapper named Puff Daddy (now known as PDiddy) performed a rap that highlighted one of the biggest benefits of being a rap star. The rap was called "All About the Benjamins". Ask them what the specific message of the song is (money is a benefit to being a rapper). The task of your students is to make a 30 second rap about one of the benefits of an SAE. Put them back into their original groups (A, B and C). They are to make a rap that corresponds to the benefit associated with that letter. Indicate that it must be 30 seconds long to earn points. They must write it as a group and perform it as a group. Each person must play a role in the development and presentation. The rap must center on the benefit they've been assigned and its affiliation with SAEs. For example, it should really say how an SAE helps them earn that benefit. Give them 5-6 minutes to develop the rap and then have them perform it as a group. Evaluate the knowledge of content based on the quality of information given in the rap.

- Closure

To wrap up the day, let's review a few key pieces of information. We began the day by putting ourselves in the mindset of a Southpark CSI investigator. We used our keen observation and communication skills to determine the major benefits of having a good SAE. What was one benefit? (Review all three). Tomorrow, we’ll take a look at how we then reap these benefits by
planning a quality SAE for you in the coming years. Thanks for a great day!
### myPLAN

California Agricultural Education
Supervised Agricultural Experience Plan

<table>
<thead>
<tr>
<th>Description of Activity</th>
<th>Year One in Agriculture</th>
<th>Year Two in Agriculture</th>
<th>Year Three in Agriculture</th>
<th>Year Four in Agriculture</th>
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<tbody>
<tr>
<td><strong>Name of SAE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship or</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>placement? Which career</td>
<td></td>
<td></td>
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<tr>
<td>area does this fit into?</td>
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<tr>
<td><strong>Resources Needed</strong></td>
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<tr>
<td>Include land, equipment,</td>
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<tr>
<td>buildings, money and</td>
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<tr>
<td>human resources needed</td>
<td></td>
<td></td>
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<tr>
<td>to begin and manage your</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>SAE and who is</td>
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<td></td>
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<tr>
<td>responsible for providing</td>
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</tr>
<tr>
<td>each.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Contacts</strong></td>
<td></td>
<td></td>
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<tr>
<td>Who will you contact and</td>
<td></td>
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<tr>
<td>communicate with to</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>begin and maintain your</td>
<td></td>
<td></td>
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<tr>
<td>project?</td>
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<tr>
<td><strong>Needs from Ag Staff</strong></td>
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<tr>
<td>What do you need from us</td>
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<tr>
<td>relative to your SAE?</td>
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<tr>
<td>Help finding one? Advice?</td>
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<td>Supervision?</td>
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<td><strong>Goals</strong></td>
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<td>What are the goals you</td>
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<td>within the school year?</td>
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<td>What are the long term</td>
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<td>goals you have for SAE</td>
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Elko High School Agriculture Department
Home Visit Report 2012-2013

Student's Name: ______________________
Grade: ____________
Date: ______________

Parent's Names: ____________________________________________

➢ Student's Course Enrolled: ________________________________

➢ FFA Interest? __________________________________________

➢ SAE Project Idea or Goals? _______________________________

➢ Academic/Career Goals? _________________________________

➢ What are you going to do for FFA Credits? ________________

➢ What upcoming events can you go to? _____________________

Misc. Information: ________________________________________

Signatures:

__________________________________________ Date
Student

__________________________________________ Date
Parent

__________________________________________ Date
Teacher

*Parent's will receive a copy of this sheet sent home with student after the visit.

• Record Book • Brochure • Data Sheet • New Horizons • POA •
## Ag Program Productivity Report

Ruby Mountain  
Updated: 4/30/2013 7:47:00 AM

### Yearly Active Students

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<th>2005</th>
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<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>4</td>
<td>7</td>
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<td>47</td>
<td>168</td>
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<td>201</td>
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### Journals

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<th>19%</th>
<th>25%</th>
<th>57%</th>
<th>54%</th>
<th>21%</th>
<th>16%</th>
<th>56%</th>
<th>15%</th>
<th>88%</th>
<th>88%</th>
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</thead>
<tbody>
<tr>
<td>% with Journals</td>
<td>50%</td>
<td>25%</td>
<td>57%</td>
<td>54%</td>
<td>21%</td>
<td>16%</td>
<td>56%</td>
<td>15%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>Average Journal Backdating (days)</td>
<td>2,335</td>
<td>1,498</td>
<td>1,232</td>
<td>984</td>
<td>693</td>
<td>276</td>
<td>79</td>
<td>268</td>
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<td>Journal Entries - Least Productive 25%</td>
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<td>Journal Entries - Most Productive 25%</td>
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<td>4</td>
<td>10</td>
<td>6</td>
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<td>17</td>
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### Total Journal Hours

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<td>309</td>
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<td>580</td>
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<td>96</td>
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### SAE Projects

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<th>Students with SAEs</th>
<th>19%</th>
<th>25%</th>
<th>57%</th>
<th>54%</th>
<th>21%</th>
<th>16%</th>
<th>56%</th>
<th>15%</th>
<th>88%</th>
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</tr>
</thead>
<tbody>
<tr>
<td>% with SAEs</td>
<td>100%</td>
<td>50%</td>
<td>50%</td>
<td>29%</td>
<td>33%</td>
<td>17%</td>
<td>8%</td>
<td>7%</td>
<td>5%</td>
<td>11%</td>
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<tr>
<td>Average Transaction Backdating (days)</td>
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<td>849</td>
<td>636</td>
<td>46</td>
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<td>Number of SAEs - Least Productive 25%</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of SAEs - Average</td>
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<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Number of SAEs - Most Productive 25%</td>
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<td>1</td>
<td>3</td>
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### Total SAE Return (Profit)

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<th>Total SAE Return (Profit)</th>
<th>$0</th>
<th>$0</th>
<th>$910</th>
<th>$230</th>
<th>$1,149</th>
<th>$345</th>
<th>$8,946</th>
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<tbody>
<tr>
<td>Return - Least Productive 25%</td>
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<td>$0</td>
<td>$-230</td>
<td>$-230</td>
<td>$-139</td>
<td>$0</td>
<td>$0</td>
<td>$-262</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td>Return - Average</td>
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<td>$0</td>
<td>$455</td>
<td>$-115</td>
<td>$164</td>
<td>$31</td>
<td>$639</td>
<td>$290</td>
<td>$910</td>
<td>$375</td>
<td>$103</td>
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<td>$137</td>
<td>$499</td>
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[http://www.theaet.com/Chapter/Reports/Chapter/Productivity.aspx](http://www.theaet.com/Chapter/Reports/Chapter/Productivity.aspx)  
4/30/2013
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<tr>
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<td>3/23/2013</td>
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<td>3/7/2013</td>
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<td>2/25/2012</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Location/Activity</td>
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<tr>
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<td>------------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
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<tr>
<td>2/3/2011</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Beauty and the Beast</td>
</tr>
<tr>
<td>1/1/2011</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Tack-Up/Cleaning: I have an agreement worked out with my mom. I feed and clean pens in the mornings. This entry is for the year of 2011.</td>
</tr>
<tr>
<td>1/1/2011</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Showring - Vet Trips 2013: This entry includes all of the hours spent taking my horses to the horse shows/horse contest in Spring Creek and to the veterinarian's office in Garnerville.</td>
</tr>
<tr>
<td>1/1/2011</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Rodeo Practice for 2011: I spent 4 hours working at the horse shows in Spring Creek.</td>
</tr>
<tr>
<td>12/31/2010</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>New Years Eve Rodeo: I had a 1 hour drive, and 1 hour of barrel racing.</td>
</tr>
<tr>
<td>12/26/2010</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Equestrian Montage Breakaway: I got the barn ready.</td>
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<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Las Vegas HS Rodeo: I miss the 12 hour round trip, and 6 hours competing.</td>
</tr>
<tr>
<td>11/13/2010</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Elko HS Rodeo: I miss the 12 hour round trip, and 6 hours competing.</td>
</tr>
<tr>
<td>9/24/2010</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Elko HS Rodeo: I miss the 12 hour round trip, and 6 hours competing.</td>
</tr>
<tr>
<td>9/18/2010</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Nevada State HS Rodeo Finals in Elko: This includes 5 hours of competing in barrels, poles, goat tying, and breakaway roping.</td>
</tr>
<tr>
<td>6/16/2010</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Nevada State HS Rodeo Finals in Elko: This includes 5 hours of competing in barrels, poles, goat tying, and breakaway roping.</td>
</tr>
<tr>
<td>5/29/2010</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Eureka HS Rodeo: I miss the 12 hour round trip, and 6 hours competing.</td>
</tr>
<tr>
<td>5/22/2010</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Battle Mountain HS Rodeo: This includes the 12 hour round trip, and 6 hours competing.</td>
</tr>
<tr>
<td>5/15/2010</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Winnemucca HS Rodeo: This includes the 12 hour round trip, and 6 hours competing.</td>
</tr>
<tr>
<td>5/8/2010</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Washou HS Rodeo: I miss the 12 hour round trip, and 6 hours competing.</td>
</tr>
<tr>
<td>4/17/2010</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Douglas HS Rodeo: I miss the 12 hour round trip, and 6 hours competing.</td>
</tr>
<tr>
<td>4/30/2010</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Panaca HS Rodeo: This includes the 12 hour round trip, and 6 hours competing.</td>
</tr>
<tr>
<td>4/10/2010</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Fallon HS Rodeo: I miss the 12 hour round trip, and 6 hours competing.</td>
</tr>
<tr>
<td>3/20/2010</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Fernley HS Rodeo: I miss the 12 hour round trip, and 6 hours competing.</td>
</tr>
<tr>
<td>1/28/2010</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>5th Grade Rodeo: I miss the 12 hour round trip, and 6 hours competing.</td>
</tr>
<tr>
<td>1/1/2010</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Tack-Up/Cleaning: I have an agreement worked out with my mom. I feed and clean pens in the mornings. This entry is for the year of 2011.</td>
</tr>
<tr>
<td>1/1/2010</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Rodeo Practice for 2010: I spent 4 hours working at the horse shows in Spring Creek and to the veterinarian's office in Garnerville.</td>
</tr>
<tr>
<td>1/1/2010</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Showring - Vet Trips 2010: This entry includes all of the hours spent taking my horses to the horse shows/horse contest in Spring Creek and to the veterinarian's office in Garnerville. (This is the year that we had to get stem cell surgery and I had to make several trips in Garnerville.)</td>
</tr>
<tr>
<td>11/21/2009</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Las Vegas HS Rodeo: I miss the 14 hour round trip and 6 hours of competition.</td>
</tr>
<tr>
<td>11/14/2009</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Elko HS Rodeo: I miss the 14 hour round trip and 6 hours of competition.</td>
</tr>
<tr>
<td>9/17/2009</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Feed the horses 1/30/09/0/0/0/</td>
</tr>
<tr>
<td>9/17/2009</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Feeding for 2009: I fed every day 1/1/0/0/0/0/0</td>
</tr>
<tr>
<td>9/17/2009</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Feeding for 2009: I fed every day 1/1/0/0/0/0/0</td>
</tr>
<tr>
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<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Showring - Vet Trips 2010: This entry includes all of the hours spent taking my horses to the horse shows/horse contest in Spring Creek and to the veterinarian's office in Garnerville.</td>
</tr>
<tr>
<td>9/3/2009</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Showring - Vet Trips 2010: This entry includes all of the hours spent taking my horses to the horse shows/horse contest in Spring Creek and to the veterinarian's office in Garnerville.</td>
</tr>
<tr>
<td>8/28/2009</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Showring - Vet Trips 2010: This entry includes all of the hours spent taking my horses to the horse shows/horse contest in Spring Creek and to the veterinarian's office in Garnerville.</td>
</tr>
<tr>
<td>8/28/2009</td>
<td>Experience-related Activity: Rodeo - Horse SAE</td>
<td>Showring - Vet Trips 2010: This entry includes all of the hours spent taking my horses to the horse shows/horse contest in Spring Creek and to the veterinarian's office in Garnerville.</td>
</tr>
</tbody>
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### Journal

<table>
<thead>
<tr>
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<th>Date</th>
<th>Description</th>
<th>Hours</th>
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<tr>
<td></td>
<td>2/25/2013</td>
<td>Animal Care/Small Animal Care-Chicken</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>2/25/2013</td>
<td>Animal Care/Small Animal Care-Chicken</td>
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</tr>
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<td></td>
<td>2/25/2013</td>
<td>General Care and Obedience Practice</td>
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<tr>
<td></td>
<td>1/16/2013</td>
<td>Animal Care/Small Animal Care-Chicken</td>
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<tr>
<td></td>
<td>1/16/2013</td>
<td>Animal Care/Small Animal Care-Chicken</td>
<td>0.00</td>
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<td>Animal Care/Small Animal Care-Chicken</td>
<td>1.00</td>
</tr>
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<td></td>
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<td>Animal Care/Small Animal Care-Chicken</td>
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<tr>
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<td>Animal Care/Small Animal Care-Chicken</td>
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</tr>
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</table>
INSTRUCTIONS
2006 - 2012 Nevada State FFA Degree Application

READ THIS FIRST!!

1. Read this entire page of instructions before you begin.

2. Make a backup copy of this file.

3. Use the "Tab" key to go to the next cell that will accept information.

4. **DO NOT CUT and PASTE information from one cell to another, it will corrupt the template!**

5. Begin with the Cover page and complete pages in numerical order.

6. You must enter your beginning date and year on page 2.

7. You must use only whole numbers. **NO DECIMALS!!** (Decimals will cause math check errors.) Do not put negative numbers in any cells.

8. You **MUST** place an "X" above your last record year on page 8a or 8b before you enter values.

9. Passing your cursor over the red dot or corner in a cell will open a helpful hint message.

10. All Checklist items on Page 14 must indicate "MET" or "YES" must be circled to qualify.

11. If the application is altered in any way, it will be **SUBJECT TO DISQUALIFICATION.** This includes copying the application into a word document, altering the space given for responses for any question or changing the font size below 10 points. For fairness all applications must respond to questions in the space provided.
NEVADA FFA DEGREE
FOR USE BEGINNING IN 2006

2013 NV State FFA Degree

Sponsored as a special project of the National FFA Foundation by
Pioneer Hi Bred International Inc.
Farm Credit Systems
Case IH
National FFA Foundation

STATE: NV
CHAPTER #: NV 0004
Member ID # 553639550
(9 Digit Number)

1. Name (As you want it to appear on the certificate.): Tess Turk
2. Name as it appears on the FFA chapter roster (If different.) Tess Turk
3. Gender: Male X Female
4. Home Telephone Number: ____________________________
5. Address: (street/R.R./box no.)
   City: ELKO State: NV Zip: 89801
   6. E-mail Address: ____________________________
7. Complete FFA Chapter Name: Ruby Mountain
8. Name of High School: Elko Senior High School
9. School Address: (street/RR./box no.)
   987 College Avenue
   School City: Elko State: NV School Zip: 89801
10. School Telephone Number (including area code): 775-738-8684
11. Chapter Advisor(s): Shane Sutton, John Kohntopp, Lindsay Cox

12. Statement of Candidate and Parent
    We have prepared this application and certify that the records are true, complete and accurate and we hereby permit for publicity purposes the use of any information included in the application with the exception of the following:

    Date
    ____________________________
    Parent or Guardian Signature

    Date
    ____________________________
    Candidate’s Signature

13. Certification
    We have verified the application of ____________________________ Tess Turk ______________ and find that the statements contained herein are such that we are able to recommend him/her for the American FFA Degree. Furthermore, we verify that he/she has conducted themselves in a manner to be a credit to the organization, chapter, school and community.

    Date
    ____________________________
    Chapter President Signature

    Date
    ____________________________
    Chapter Advisor Signature

    Date
    ____________________________
    Superintendent or Principal Signature

    Date
    ____________________________
    State Advisor or State Executive Committee Signature

14. Candidate’s Scholastic Record
    I hereby certify that ____________________________ Tess Turk ______________ has achieved a high school record of “C” or better and has a satisfactory record of scholarship and participation in school activities.

    Date
    ____________________________
    Administrator or Counselor (indicate which)

__________________________________________
DO NOT ALTER THIS APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!
Tess Turk

14. Date of Birth: ____________________________ 15. Age: ____________
   (Month)   (Day)   (Year)

16. Name of Parents/Guardians
   a. Father:  THOMAS TURK       FIREFIGHTER
   b. Mother:  MARLENE TURK       MINI STORAGE

18. Year FFA Membership Began: 2009

19. Year Received the Chapter FFA Degree: 2010

20. If you have graduated from high school, year graduated: 2013

21. If no, give date you left school: ____________

22. Years of Agricultural Education Offered (grades 7-12) in high school last attended: ____________

23. Years & Hours of Ag Education Completed in High School: 3.5  and  4
   (Years)   (Hours)

24. Semester or Quarters Postsecondary/Vo-Tech Education Completed: or
   (Semesters) (Quarters)

25. Semesters or Quarters of Four Year College Completed: or
   (Semesters) (Quarters)

26. Major: ____________________________ School Attended: ____________________________

27. Had continuous active FFA membership for the past 24 months: YES


29. World Experiences in Agriculture -- Date of International Placement: ____________

30. Have your State and National FFA Dues been Paid? YES

II. Taxes

   Have you complied with all the regulations for filing local, state and federal tax returns? NO

   If Yes, for what years did you file the required returns?

   ____________________________

   Note: Most states require the submission of an SAE agreement with the American Degree application. Please check with your state FFA staff or submit a copy of your most recent SAE agreement with your application.

   State Use Only: I want to be considered for the following:
   _______ Star Farmer
   _______ Star in Agribusiness
   _______ Star in Agricultural Placement
   _______ Star in Agriscience

   Note to Star Applicants: Additional information is required of Star applicants. Put your application in the following order:
   American Degree application, Star Battery, Additional Supplemental Information, Personal History, SAE Agreements
   Resume, Employer &/or Instructor Statement; 6 pictures. For Research/Experientiation SAE Programs Only
   Additional abstracts and results are required.

   Note: Please refer to "American Degree Handbook" 2006 for information to assist in completion of this application. For
   more information contact your local FFA advisor, your State FFA staff or the National FFA Organization (317) 802-4254

   DO NOT ALTER THIS APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!

Our House Enterprises - Version 2 (NV 553639550) 5/10/2013
## I. Candidate's Supervised Agricultural Experience Program

**A. Supervised Agricultural Experience Program by Year:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Entrepreneurship, Placement, and/or other SAE Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Enterprise, Description, Size, Title, Site, Hours, etc.)</td>
</tr>
<tr>
<td>1st Year</td>
<td>Rodeo- Horse SAE (4 head)</td>
</tr>
<tr>
<td></td>
<td>Steers (2 head)</td>
</tr>
<tr>
<td></td>
<td>Heifers/ Calf (2 head)</td>
</tr>
<tr>
<td></td>
<td>Class: Ag Science 1</td>
</tr>
<tr>
<td>8/17/2009 to Dec. 31 2009 (Year)</td>
<td></td>
</tr>
<tr>
<td>2nd Year</td>
<td>Heifers/ Calf (2 head)</td>
</tr>
<tr>
<td></td>
<td>Rodeo- Horse SAE (4 head)</td>
</tr>
<tr>
<td>Jan. 1 to Dec. 31 2010 (Year)</td>
<td></td>
</tr>
<tr>
<td>3rd Year</td>
<td>Rodeo- Horse SAE (4 head)</td>
</tr>
<tr>
<td></td>
<td>Heifers/ Calf (2 head)</td>
</tr>
<tr>
<td>Jan. 1 to Dec. 31 2011 (Year)</td>
<td></td>
</tr>
<tr>
<td>4th Year</td>
<td>Heifers/ Calf (2 head)</td>
</tr>
<tr>
<td></td>
<td>Rodeo- Horse SAE (4 head)</td>
</tr>
<tr>
<td></td>
<td>Class: Animal / Vet Medicine</td>
</tr>
<tr>
<td></td>
<td>Class: Ag Policy / Communications</td>
</tr>
<tr>
<td></td>
<td>Class: Ag Business</td>
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<tr>
<td>Jan. 1 to Dec. 31 2012 (Year)</td>
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<tr>
<td>5th Year</td>
<td></td>
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<tr>
<td>Jan. 1 to Dec. 31 2013 (Year)</td>
<td></td>
</tr>
<tr>
<td>6th Year</td>
<td></td>
</tr>
<tr>
<td>Jan. 1 to Dec. 31 2014 (Year)</td>
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</tr>
<tr>
<td>7th Year</td>
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</tr>
<tr>
<td>Jan. 1 to Dec. 31 2015 (Year)</td>
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</tr>
<tr>
<td>8th Year</td>
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</tr>
<tr>
<td>Jan. 1 to Dec. 31 2016 (Year)</td>
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</tr>
</tbody>
</table>
# II. Income, Expense and Hours Summary of Supervised Agricultural Experience Program

of Candidate:

(Do not include ownership/entrepreneurship SAE in this section):

<table>
<thead>
<tr>
<th>Year</th>
<th>Job Title</th>
<th>Total Hours Worked</th>
<th>* Gross Earnings</th>
<th>** Total Expenditures</th>
<th>Net Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total (A + B)</td>
<td>(A)</td>
<td>(B)</td>
<td>(C - D)</td>
</tr>
<tr>
<td></td>
<td>Type of Work and/or Other SAE Description</td>
<td>Unpaid (A)</td>
<td>Paid (B)</td>
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</table>

<table>
<thead>
<tr>
<th>#1</th>
<th>8/17/2009 to Dec. 31 2009 (Year)</th>
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</tr>
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<tbody>
<tr>
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<td>Jan. 1 to Dec. 31 2010 (Year)</td>
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</tr>
<tr>
<td>#3</td>
<td>Jan. 1 to Dec. 31 2011 (Year)</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>#4</td>
<td>Jan. 1 to Dec. 31 2012 (Year)</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL 1st YEAR: XXXXXXXXXXXXXXXXXXXX

TOTAL 2nd YEAR: XXXXXXXXXXXXXXXXXXXX

TOTAL 3rd YEAR: XXXXXXXXXXXXXXXXXXXX

TOTAL 4th YEAR: XXXXXXXXXXXXXXXXXXXX

* Gross Earnings is the total earned prior to any deductions or expenses.

** Expenditures that are a requirement for your placement, directed laboratory or research/experimentation SAE. (Do not include taxes or FICA, taxes go on Page 11, line 22e)

DO NOT ALTER THIS APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!
II. Income, Expense and Hours Summary of Supervised Agricultural Experience Program

of Candidate:  (CONTINUED)  
(Do not include ownership/entrepreneurship SAE in this section):

<table>
<thead>
<tr>
<th>Year</th>
<th>Job Title and/or Other SAE Description</th>
<th>Total Hours Worked</th>
<th>* Gross Earnings (C)</th>
<th>** Total Expenditures (D)</th>
<th>Net Earnings (C - D)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Unpaid (A)</td>
<td>Paid (B)</td>
<td>Total (A + B)</td>
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</tr>
<tr>
<td>Jan. 1 to Dec. 31 2013</td>
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<tr>
<td>Jan. 1 to Dec. 31 2014</td>
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<td>Jan. 1 to Dec. 31 2016</td>
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</tr>
</tbody>
</table>

* Gross Earnings is the total earned prior to any deductions or expenses.

** Expenditures that are a requirement for your placement, directed laboratory or research/experimentation SAE. (Do not include taxes or FICA, taxes go on Page 11, line 22e)

DO NOT ALTER THIS APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!
III. Candidate’s Inventory Statement

* Inventories A, B, C, and D identified below, are **CURRENT/OPERATING** Assets **ONLY**.

**A. Candidate’s investment in harvested and growing crops:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

**TOTAL** $0

(Transfers to Page 9, Line 1. d. 1.)

**B. Candidate’s investment in feed, seed, fertilizer, chemicals, supplies, prepaid expenses, and other current assets:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** $0

(Transfers to Page 9, Line 1. d. 2.)

**C. Candidate’s investment in merchandise, crops and livestock purchases for resale:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** $0

(Transfers to Page 9, Line 1. d. 3.)
III. Candidate's Inventory Statement (continued) (candidate's share only)

D. Candidate's investment in raised market livestock and poultry:

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rodeo- Horse SAE</td>
<td>4</td>
<td>$34,702</td>
</tr>
<tr>
<td>Heifers/ Calf</td>
<td>2</td>
<td>$227</td>
</tr>
</tbody>
</table>

**TOTAL** $34,929

(Transfers to Page 9, Line 1. d. 4.)

( Inventories E, and F below are NON-CURRENT/CAPITAL ASSETS ONLY.)

E. Candidate's investment in non-depreciable draft, pleasure, or breeding livestock and poultry:

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ramon</td>
<td>1</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

**TOTAL** $10,000

(Transfers to Page 9, Line 2. a. 1.)

F. Candidate's investment in depreciable draft, pleasure or breeding livestock:

<table>
<thead>
<tr>
<th>Description</th>
<th>Acquisition Cost (A)</th>
<th>Depreciation Claimed to Date (B)</th>
<th>Balance (A minus B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heifer Calf</td>
<td>$1,000</td>
<td>$200</td>
<td>$800</td>
</tr>
</tbody>
</table>

**TOTAL** $1,000 $200 $800

(Transfers to Page 9, Line 2. a. 2.)

DO NOT ALTER THIS APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!

Our House Enterprises - Version 2

Page 6

(NV 553639550) 5/10/2013
III. Candidate's Inventory Statement (continued)  
(candidate's share only)  
( Inventories G, H, and I below are NON-CURRENT/CAPITAL ASSETS ONLY.)

G. Candidate's investment in machinery, equipment, and fixtures:

<table>
<thead>
<tr>
<th>Description</th>
<th>Acquisition Cost (A)</th>
<th>Depreciation Claimed to Date (B)</th>
<th>Balance (A minus B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakaway Ropes</td>
<td>$120</td>
<td>$96</td>
<td>$24</td>
</tr>
<tr>
<td>Horse Boots</td>
<td>$102</td>
<td>$82</td>
<td>$20</td>
</tr>
<tr>
<td>Spurs</td>
<td>$100</td>
<td>$80</td>
<td>$20</td>
</tr>
<tr>
<td>Cippers</td>
<td>$100</td>
<td>$80</td>
<td>$20</td>
</tr>
<tr>
<td>Team Ropes</td>
<td>$80</td>
<td>$64</td>
<td>$16</td>
</tr>
<tr>
<td>Show Halter</td>
<td>$72</td>
<td>$58</td>
<td>$14</td>
</tr>
<tr>
<td>Goat Strings</td>
<td>$54</td>
<td>$43</td>
<td>$11</td>
</tr>
<tr>
<td>Feed Buckets</td>
<td>$32</td>
<td>$26</td>
<td>$6</td>
</tr>
<tr>
<td>Breakaway Hondus</td>
<td>$24</td>
<td>$19</td>
<td>$5</td>
</tr>
<tr>
<td>Show Sticks</td>
<td>$21</td>
<td>$17</td>
<td>$4</td>
</tr>
<tr>
<td>Pitch Fork,Reins</td>
<td>$35</td>
<td>$28</td>
<td>$7</td>
</tr>
</tbody>
</table>

**TOTAL** $740 $593 $147  
(Transfers to Page 9, Line 2. a. 3.)

H. Candidate's investment in depreciable land improvements, buildings, and fences:

<table>
<thead>
<tr>
<th>Description</th>
<th>Acquisition Cost (A)</th>
<th>Depreciation Claimed to Date (B)</th>
<th>Balance (A minus B)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
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<td>$0</td>
<td>$0</td>
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<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

**TOTAL** $0 $0 $0  
(Transfers to Page 9, Line 2. a. 4.)

I. Candidate's investment in land:

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL** $0  
(Transfers to Page 9, Line 2. a. 5.)

DO NOT ALTER THIS APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!

Our House Enterprises - Version 2  
Page 7  
(NV 553639550)  
5/10/2013
# IV. Income and Expense Summary
of Entrepreneurship Supervised Agricultural Experience Program

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Current/Operating Income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Closing Current/ Operating Inventory</td>
<td>$6,126</td>
<td>$11,649</td>
<td>$29,889</td>
<td>$34,929</td>
</tr>
<tr>
<td>b. Beginning Current/ Operating Inventory</td>
<td>$0</td>
<td>$6,126</td>
<td>$11,649</td>
<td>$29,889</td>
</tr>
<tr>
<td>c. Change in Current/ Operating Inventory (a minus b)</td>
<td>$6,126</td>
<td>$5,523</td>
<td>$18,240</td>
<td>$5,040</td>
</tr>
<tr>
<td>d. Cash Sales</td>
<td>$10,304</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Value of Products Used at Home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Value of Production Transferred or Bartered</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Value of Ag Labor Exchanged for Non-Cash Operating Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Total Current/Operating Income (c through g)</td>
<td>$16,430</td>
<td>$5,523</td>
<td>$18,240</td>
<td>$9,962</td>
</tr>
<tr>
<td><strong>2. Current/Operating Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Current/ Operating Inventory Purchased</td>
<td>$1,500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Cash Current/ Operating Expenses-Feed</td>
<td>$4,644</td>
<td>$3,150</td>
<td>$3,240</td>
<td>$3,240</td>
</tr>
<tr>
<td>c. Non-Cash Current/ Operating Expenses-Feed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Cash Current/ Operating Expenses-Other</td>
<td>$124</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Non-Cash Current/ Operating Expenses-Other</td>
<td>$3,930</td>
<td>$2,373</td>
<td>$15,000</td>
<td>$1,800</td>
</tr>
<tr>
<td>f. Total Current/ Operating Expenses (add a thru e)</td>
<td>$10,198</td>
<td>$5,523</td>
<td>$18,240</td>
<td>$5,040</td>
</tr>
<tr>
<td><strong>3. Net Current/Operating Income</strong></td>
<td>$6,232</td>
<td>$0</td>
<td>$0</td>
<td>$4,922</td>
</tr>
</tbody>
</table>

(1h minus 2f)

**4. Non-Current/Capital Transactions**

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Closing Non-Current/Capital Inventory</td>
<td>$11,542</td>
<td>$11,344</td>
<td>$11,146</td>
<td>$10,947</td>
</tr>
<tr>
<td>b. Non-Current/Capital Sales</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Beginning Non-Current/Capital Inventory</td>
<td>$11,542</td>
<td>$11,344</td>
<td>$11,146</td>
<td></td>
</tr>
<tr>
<td>d. Non-Current/Capital Purchases</td>
<td>$11,740</td>
<td>$11,344</td>
<td>$11,146</td>
<td>$0</td>
</tr>
<tr>
<td>e. Net Capital Transactions (a+b minus c minus d)</td>
<td>($198)</td>
<td>($198)</td>
<td>($198)</td>
<td>($199)</td>
</tr>
</tbody>
</table>

**5. RETURN TO CAPITAL LABOR & MANAGEMENT (3 + 4e)**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>$6,034</td>
<td>($198)</td>
<td>($198)</td>
<td>$4,723</td>
</tr>
</tbody>
</table>

**6. TOTAL RETURN TO CAPITAL LABOR & MANAGEMENT**

| | | | |
|---|---|---|
| (5A+5B+5C+5D+5E+5F+5G+5H) | | |
| (Years 1- 4) | | $10,361 |

(5A+5B+5C+5D ONLY)

---

DO NOT ALTER THIS APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!
# IV. Income and Expense Summary of Entrepreneurship Supervised Agricultural Experience Program

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Current/Operating Income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Closing Current/Operating Inventory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Beginning Current/Operating Inventory</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>c. Change in Current/Operating Inventory (a minus b)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>d. Cash Sales</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Value of Products Used at Home</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Value of Production Transferred or Bartered</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Value of Ag Labor Exchanged for Non-Cash Operating Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Total Current/Operating Income (c through g)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>2. <strong>Current/Operating Expenses</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Current/Operating Inventory Purchased</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Cash Current/Operating Expenses-Feed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Non-Cash Current/Operating Expenses-Feed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Cash Current/Operating Expenses-Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Non-Cash Current/Operating Expenses-Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Total Current/Operating Expenses (add a thru e)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>3. <strong>Net Current/Operating Income</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1h minus 2f)</td>
<td></td>
<td></td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>4. <strong>Non-Current/Capital Transactions</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Closing Non-Current/Capital Inventory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Non-Current/Capital Sales</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Beginning Non-Current/Capital Inventory</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>d. Non-Current/Capital Purchases</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Net Capital Transactions (a+b minus c minus d)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. <strong>RETURN TO CAPITAL LABOR &amp; MANAGEMENT</strong> (3 + 4e)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>6. <strong>TOTAL RETURN TO CAPITAL LABOR &amp; MANAGEMENT</strong></td>
<td>XXXXXXXX</td>
<td>XXXXXXXX</td>
<td>XXXXXXXX</td>
<td>$10,361</td>
</tr>
<tr>
<td>(5A+5B+5C+5D+5E+5F+5G+5H)</td>
<td>XXXXXXXX</td>
<td>XXXXXXXX</td>
<td>XXXXXXXX</td>
<td></td>
</tr>
</tbody>
</table>

*DO NOT ALTER THIS APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!*
V. Candidate's Financial Balance Sheet Statement

A. Assets:

<table>
<thead>
<tr>
<th>Assets</th>
<th>Beginning Value on Date Entered Ag (A)</th>
<th>Ending Value at End Of Last Complete Record Year (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. CURRENT/OPERATING ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Cash on-hand, checking and savings</td>
<td>$13,842</td>
<td>$1,430</td>
</tr>
<tr>
<td>b. Cash value --bonds, stocks, life insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Notes &amp; accounts receivable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Current/Operating Inventory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Candidates investment in harvesting and growing crops.</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>2. Candidates investment in feed, seed, fertilizer, chemical, supplies, prepaid expenses, and other current/operating assets.</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>3. Candidate's investment in merchandise, crops, and livestock purchased for resale.</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>4. Candidate's investment in raised market livestock &amp; poultry.</td>
<td></td>
<td>$34,929</td>
</tr>
<tr>
<td><strong>5. Total Current/Operating Inventory</strong> <em>(Add d1 through d4)</em></td>
<td>$0</td>
<td>$34,929</td>
</tr>
<tr>
<td>e. Subtotal-productively invested current/operating assets</td>
<td>$13,842</td>
<td>$36,359</td>
</tr>
<tr>
<td><em>(1a+1b+1c+1d5)</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Non-productively invested personal assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>g. Total current/operating assets</strong> <em>(e+f)</em></td>
<td>$13,842</td>
<td>$36,359</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. NON-CURRENT/CAPITAL ASSETS:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Non-current/capital inventory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Candidate's investment in non-depreciable draft, pleasure and breeding livestock and poultry.</td>
<td></td>
<td>$10,000</td>
</tr>
<tr>
<td>2. Candidate's investment in depreciable, draft, pleasure, and breeding livestock.</td>
<td></td>
<td>$800</td>
</tr>
<tr>
<td>3. Candidate's investment in machinery, equipment and fixtures.</td>
<td></td>
<td>$147</td>
</tr>
<tr>
<td>4. Candidate's investment in depreciable land improvements, building and fences.</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>5. Candidate's investment in land.</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td><strong>6. Subtotal-productively invested non-current/capital assets</strong></td>
<td></td>
<td>$10,947</td>
</tr>
<tr>
<td>b. Non-productively invested personal non-current/capital assets.</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td><strong>c. Total non-current/capital assets</strong> <em>(2a Line 6 + 2b)</em></td>
<td>$0</td>
<td>$10,947</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3. TOTAL PRODUCTIVELY INVESTED ASSETS</strong> <em>(1e + 2a Line 6)</em></td>
<td>$13,842</td>
<td>$47,306</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4. TOTAL NON-PRODUCTIVELY INVESTED ASSETS</strong> <em>(1f + 2b)</em></td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5. TOTAL ASSETS</strong> <em>(3 + 4)</em></td>
<td>$13,842</td>
<td>$47,306</td>
</tr>
</tbody>
</table>

Candidate's total beginning current operating inventory on Page 8a, line 1b for the first year covered by the application, matches page 9, line 1d5, Total Beginning Value on Date Entered Ag Column (A). **MET**

Candidate's total ending current operating inventory on Page 8a or 8b, line 1a for the last year covered by the application, matches page 9, line 1d5, Total Ending Value at the time of Application Column (B). **MET**

Beginning non-current/capital inventory as recorded on Page 8a, line 4c, for the first year covered by the application = the total non-current/capital assets reported on Page 9, Line 2a6 for the Beginning Value on Date Entered Ag Column (A). **MET**

Closing non-current/capital inventory as recorded on Page 8a or 8b, Line 4a, for the last year covered by the application = the total capital assets reported on Page 9, Line 2a6, ending value at the end of the last complete record year Column (B). **MET**

*DO NOT ALTER THIS APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!*

Our House Enterprises - Version 2 (NV 553639550) 5/10/2013
V. Candidate’s Financial Balance Sheet Statement (continued)

B. Liabilities & Equity

<table>
<thead>
<tr>
<th>Liabilities &amp; Equity</th>
<th>Beginning Value on Date Entered Ag (A)</th>
<th>Ending Value at End Of Last Complete Record Year (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6. CURRENT/OPERATING LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Accounts and notes payable</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Current/operating portion of non-current/capital debt</td>
<td>(the portion of non-current debt during this calendar year)</td>
<td></td>
</tr>
<tr>
<td>c. Subtotal - current/operating liabilities associated with productively invested assets</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>d. Current/operating liabilities associated with non-productive personal assets</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>7. TOTAL CURRENT/OPERATING LIABILITIES</strong></td>
<td>(c + d)</td>
<td>$0</td>
</tr>
<tr>
<td><strong>8. NON-CURRENT/CAPITAL LIABILITIES:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Notes &amp; chattel mortgage (total notes &amp; chattel mortgage minus current portions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Real estate mortgages, contracts (total real estate mortgages; contracts minus current portions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Other non-current/capital liabilities (total other non-current/capital liabilities minus current/operating portions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Subtotal - non-current/capital liabilities associated with productively invested assets</td>
<td>(a+b+c)</td>
<td>$0</td>
</tr>
<tr>
<td>e. Non-current/capital liabilities associated with non-productive personal assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Total non-current/capital liabilities</td>
<td>(d+e)</td>
<td>$0</td>
</tr>
<tr>
<td><strong>9. TOTAL LIABILITY ON PRODUCTIVE ASSETS</strong></td>
<td>(Page 10, line 6c+8d)</td>
<td>$0</td>
</tr>
<tr>
<td><strong>10. TOTAL LIABILITY ON NON-PRODUCTIVE/PERSONAL ASSETS</strong></td>
<td>(Page 10, line 6d+8e)</td>
<td>$0</td>
</tr>
<tr>
<td><strong>11. TOTAL LIABILITIES</strong></td>
<td>(Page 10, line 9 + 10)</td>
<td>$0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OWNER'S EQUITY/NET WORTH</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Productively invested</td>
<td>(Page 9, line 3 minus Page 10, line 9)</td>
<td>$13,842</td>
</tr>
<tr>
<td>b. Non-productively personally invested</td>
<td>(Page 9, line 4 minus Page 10, line 10)</td>
<td>$0</td>
</tr>
<tr>
<td>c. Total Owners Equity/Net Worth</td>
<td>(Page 10, line 12a+12b)</td>
<td>$13,842</td>
</tr>
</tbody>
</table>

| **13. Change in Productively Invested Owner’s Equity** | XXXXXXXXXXX | $33,464 |
| (Page 10, line 12a, column B minus 12a, column A) | XXXXXXXXXXX |                                               |

| **14. Change in Non-Productively/Personal Invested Owner’s Equity** | XXXXXXXXXXX | $0 |
| (Page 10, line 12b, column B minus 12b, column A) | XXXXXXXXXXX |                                               |

| **15. Gain or Loss in Owner’s Equity** | XXXXXXXXXXX | $33,464 |
| (Page 10, line 13+14) |                                               |

| **16. Working Capital** | XXXXXXXXXXX | $36,359 |
| (total current/operating assets minus total current/operating liabilities) | $36,359 |                                               |

| **17. Current Ratio** | XXXXXXXXXXX | $1 to $1 |
| (total current/operating assets divided by current/operating liabilities) | $1 to $1 |                                               |

| **18. Debt-To-Equity Ratio** | XXXXXXXXXXX | $1 to $1 |
| (Total liabilities divided by total owner's equity/net worth) | $1 to $1 |                                               |

DO NOT ALTER THIS APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!

Our House Enterprises - Version 2 (NV 553639550) 5/10/2013

Page 10
V. Candidate’s Financial Balance Sheet Statement  (continued)

C. Summary of Productively Invested Capital

<table>
<thead>
<tr>
<th>19 Supervised Agricultural Experience Program Equity</th>
<th>Ending Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Total of productively invested equity</td>
<td>(Page 10, Line 12a, Column B) $47,306</td>
</tr>
<tr>
<td>b. Total educational expenses</td>
<td></td>
</tr>
<tr>
<td>(ONLY tuition, fees books are allowable on this line item)</td>
<td></td>
</tr>
<tr>
<td>c. Total productively invested equity</td>
<td>(Page 11, Line 19a + 19b) $47,306</td>
</tr>
</tbody>
</table>

| 20. Total Non-Productive/Personally Invested Equity | (Page 10, Line 12b, Column B) $0 |
| 21. Total Equity                                   | (Page 11, Line 19c+20) $47,306 |

<table>
<thead>
<tr>
<th>22. Non-Supervised Experience Program Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Candidate's earnings and income from agricultural activities not part of an SAE $23,103</td>
</tr>
<tr>
<td>b. Earnings from non-agricultural activities</td>
</tr>
<tr>
<td>c. Income other than earnings (Gifts and inheritances)</td>
</tr>
<tr>
<td>d. Total non-supervised experience program income</td>
</tr>
<tr>
<td>e. Total other personal expenses (including taxes and FICA)</td>
</tr>
<tr>
<td>f. Net non-supervised experience program income</td>
</tr>
</tbody>
</table>

| 23. Total Qualifying Productively Invested Equity | (Page 11, line 19c minus 22f) $24,203 |

| 24. Value of Unpaid Labor                          | (Page 4, Grand Total Column A x 3.33) 0 |

| 25. Adjusted Qualifying Productively Invested Equity | (Page 11, line 23 +24) 24203 |

D. Summary of Source and Use of Funds:

<table>
<thead>
<tr>
<th>26. Earnings from Supervised Agricultural Experience Program</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Candidate's return to capital, labor and management</td>
<td>(Page 8b, Line 6) $10,361</td>
</tr>
<tr>
<td>b. Grand total net earnings from wage earnings</td>
<td>(Page 4, Grand Total Net Earnings Column) $0</td>
</tr>
<tr>
<td>c. Total SAE Earnings</td>
<td>(Page 11, line 26a+26b) $10,361</td>
</tr>
<tr>
<td>d. Value of unpaid labor</td>
<td>(Page 4, Grand Total Column A x 3.33) 0</td>
</tr>
<tr>
<td>e. Adjusted total SAE earnings</td>
<td>(Page 11, line 26c+26d) 10,361</td>
</tr>
</tbody>
</table>

| 27. All Other Earnings and Income                          |
|-------------------------------------------------------------|-----------------|
| a. Candidate's earnings & income from agricultural activities not part of the SAE | (Page 11, line 22 a) $23,103 |
| b. Total agricultural related earnings                      | (Page 11, line 26c+27a) $33,464 |
| c. Earnings from non-agricultural activities                | (Page 11, line 22b) $0 |
| d. Income other than earnings                               | (Page 11, line 22c) $0 |
| e. Total non-agricultural related income                    | (Page 11, line 27c+27d) $0 |
| f. Total source of funds                                    | (Page 11, line 27b+27e) $33,464 |

| 28. Use of Funds                                           |
|------------------------------------------------------------|-----------------|
| a. Total educational expenses                              | (Page 11, line 19b) $0 |
| b. Total other personal expenses (including taxes and FICA)| (Page 11, line 22e) $0 |
| c. Total use of funds for personal expenditures            | (Page 11, line 28a +28b) $0 |

| 29. Maximum Possible Increase in Owner's Equity            | (Page 11, line 27f minus 28c) $33,464 |

| 30. Gain or Loss in Owner's Equity                         | (Page 10, line 15, Column B) $33,464 |

* Line 25 must be equal to or exceed $1000 (333 unpaid hours outside class) MET
** Line 26e must be equal to or exceed $1000 (333 unpaid hours outside class) MET
*** Line 30 is equal to or less than Line 29. MET

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Our House Enterprises - Version 2 (NV 553639550) 5/10/2013
### VI. Leadership Activities

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>LEVEL (Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jr FFA Coordinator</td>
<td>10</td>
</tr>
<tr>
<td>Vice President</td>
<td>09</td>
</tr>
<tr>
<td>Chapter - Cooperation</td>
<td>10</td>
</tr>
<tr>
<td>Chapter - Finance</td>
<td>12</td>
</tr>
<tr>
<td>Student - Leadership</td>
<td>11</td>
</tr>
<tr>
<td>Dairy Cattle: State FFA Convention</td>
<td>11</td>
</tr>
<tr>
<td>Rituals: Northern Zone Competition</td>
<td>10</td>
</tr>
<tr>
<td>Rituals: State FFA Competition</td>
<td>10</td>
</tr>
<tr>
<td>Horse: Northern Zone Competition</td>
<td>11</td>
</tr>
<tr>
<td>Dairy Cattle: Northern Zone Competition</td>
<td>11</td>
</tr>
<tr>
<td>Agricultural Issues Forum: Issues Forum</td>
<td>12</td>
</tr>
<tr>
<td>Agricultural Issues Forum: Northern Zone Competition</td>
<td>12</td>
</tr>
<tr>
<td>Agricultural Issues Forum: Courthouse Presentation</td>
<td>12</td>
</tr>
<tr>
<td>Agricultural Issues Forum: NV State FFA Convention</td>
<td>12</td>
</tr>
<tr>
<td>Summer Leadership Camp at Tahoe</td>
<td>10, 11</td>
</tr>
<tr>
<td>Chapter Meeting</td>
<td>09, 10, 11, 12</td>
</tr>
</tbody>
</table>

### VII. School and Community Activities:

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trick-or-Treat for Canned Goods - 9.00 hours</td>
<td>2009-2011</td>
</tr>
<tr>
<td>Community Easter Egg Dying - 7.00 hours</td>
<td>2011</td>
</tr>
<tr>
<td>EHS Blood Drive - 6.00 hours</td>
<td>2009-2011</td>
</tr>
<tr>
<td>Kiwanis Buckaroo Breakfast - 6.00 hours</td>
<td>2010-2011</td>
</tr>
<tr>
<td>Cowboy Poetry Presentations - 9.00 hours</td>
<td>2010</td>
</tr>
<tr>
<td>Jury Duty - 2.00 hours</td>
<td>2012</td>
</tr>
<tr>
<td>Flagview Read Across America - 2.00 hours</td>
<td>2011</td>
</tr>
<tr>
<td>Maintained Flower Gardens in the Park - 20.00 hours</td>
<td>2009</td>
</tr>
</tbody>
</table>
## XII. Checklist of Minimum Qualifications

All items must be checked as having met in order for the candidate to qualify for the degree.

<table>
<thead>
<tr>
<th>Local Advisor</th>
<th>State Advisor</th>
<th>Circle &quot;Y&quot; if the Statement is &quot;YES&quot; and &quot;N&quot; if the Statement is &quot;NO&quot;.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MET</td>
<td>! 1. Candidate has been an active FFA member for at least the immediate past 24 months, Cover Page B, Line 27. (Please consult the local &amp;/or state copy of the FFA membership roster for each year.)</td>
<td>Y    N</td>
</tr>
<tr>
<td>Y N</td>
<td>2. Candidate has the Chapter FFA Degree.</td>
<td>Y    N</td>
</tr>
<tr>
<td>Y N</td>
<td>3. Candidate has satisfactorily completed the equivalent of the last two years (360 hours) of systematic secondary school instruction in an agricultural education program or have completed the program of agricultural education offered at the school last attended or completed two years of a secondary agriculture education and one year of a post-secondary agriculture program at a technical school or university. (Cover Page B, Lines 20, 21, 22 &amp;or 23.)</td>
<td>Y    N</td>
</tr>
<tr>
<td>Y N</td>
<td>4. Candidate has in operation and has maintained records to substantiate an outstanding supervised agricultural experience program through which exhibits comprehensive planning, managerial &amp; financial expertise. Page 2</td>
<td>Y    N</td>
</tr>
<tr>
<td>MET</td>
<td>5. Business/Enterprises listed on Page 2 relate to the income/expense recorded on Pages 3 &amp; 4 and Pages 5 - 8.</td>
<td>Y    N</td>
</tr>
<tr>
<td>MET</td>
<td>6. After the first year the beginning current inventory, Pages 8a &amp; 8b, Line 1b, is the same as the closing current inventory for the previous year, Pages 8a &amp; 8b, Line 1a.</td>
<td>Y    N</td>
</tr>
<tr>
<td>MET</td>
<td>7. After the first year the beginning non-current inventory, Pages 8a &amp; 8b, Line 4c, is the same as the closing non-current inventory for the previous year, Pages 8a &amp; 8b, Line 4a.</td>
<td>Y    N</td>
</tr>
<tr>
<td>MET</td>
<td>8. All non-cash operating expenses recorded on Pages 8a &amp; 8b, Lines 2c and 2e are also reported as income on Page 11, Line 22a or offset on Pages 8a &amp; 8b as barter labor or production on Lines 1f and/or 1g or by a combination of these preceding two areas.</td>
<td>Y    N</td>
</tr>
<tr>
<td>MET</td>
<td>9. The candidate's total return to capital, labor and management recorded on Page 8a or 8b, Line 6, has been transferred to Page 11, 26a.</td>
<td>Y    N</td>
</tr>
<tr>
<td>MET</td>
<td>10. Candidate's closing non-current/capital inventory as recorded on Page 8a or 8b, Line 4a, for the last year covered by the application, equals the total capital assets reported on Page 9, Line 2a6., ending value at the end of the last complete record year Column (B).</td>
<td>Y    N</td>
</tr>
<tr>
<td>MET</td>
<td>11. Candidate's beginning non-current/capital inventory as recorded on Page 8a, line 4c, for the first year covered by the application, equals the total non-current/capital assets reported on Page 9, Line 2a6 for the Beginning Value on Date Entered Ag Column (A).</td>
<td>Y    N</td>
</tr>
<tr>
<td>MET</td>
<td>12. Candidate's total beginning current/operating inventory on Page 8a, line 1b for the first year covered by the application, matches page 9, line 1d5, Total Beginning Value on Date Entered Ag Column (A).</td>
<td>Y    N</td>
</tr>
<tr>
<td>MET</td>
<td>13. Candidate's total ending current/operating inventory on Page 8a or 8b, line 1a for the last year covered by the application, matches page 9, line 1d5, Total Ending Value at the time of Application Column (B).</td>
<td>Y    N</td>
</tr>
<tr>
<td>MET</td>
<td>14. The total net wage earnings recorded on Page 4 have been transferred to Page 11, Line 26 b.</td>
<td>Y    N</td>
</tr>
<tr>
<td>MET</td>
<td>15. Candidate has earned at least $1000 or worked at least 300 unpaid hours outside scheduled class time. Page 11, Lines 25 and 26e</td>
<td>Y    N</td>
</tr>
<tr>
<td>MET</td>
<td>16. The maximum possible increase in owner's equity, Page 11, Line 29, exceeds (or is at least equal to) the gain in owner's equity, Page 11, Line 30.</td>
<td>Y    N</td>
</tr>
<tr>
<td>Y N</td>
<td>17. Candidate has a record of satisfactory participation in activities on the chapter and state levels, Page 12.</td>
<td>Y    N</td>
</tr>
<tr>
<td>Y N</td>
<td>18. Candidate has achieved a high school course record of &quot;C&quot; or better and has a satisfactory record of scholarship &amp; participation in school activities certified by the school administrator or counselor, Cover Line 13.</td>
<td>Y    N</td>
</tr>
<tr>
<td>Y N</td>
<td>19. The application is signed by the candidate, parent/guardian, chapter president, chapter advisor, administrator and state advisor, Cover Page Lines 11 and Line 12.</td>
<td>Y    N</td>
</tr>
<tr>
<td>Y N</td>
<td>20. The application has not been altered in any way. It will be &quot;DISQUALIFIED&quot;. This includes copying the application into a word document, altering the space given for responses for any question or changing the font size below 10 points. For fairness all applicants must respond to questions in the space provided.</td>
<td>Y    N</td>
</tr>
<tr>
<td>Y N</td>
<td>21. Both the Local and State Advisor have checked items 1-23 on Page 13.</td>
<td>Y    N</td>
</tr>
</tbody>
</table>

! The computer will automatically make these transfers or check these items.
In general, you are allowed to attached one 'extra' page with supplemental information about your projects. Ideas include a photo collage, a special description of your projects, etc.

If you had additional activities on Page 12 that did not fit in the allowed space, they will be listed below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Chapter</th>
<th>Area</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFA Livestock Show and Sale</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Elko County Fair</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter Leadership Training</td>
<td>11</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Grammar Ag Days</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Livestock Judging Zone</td>
<td>11</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Dairy Judging Practice</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter Christmas Party</td>
<td>09,10,11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenhouse Spring Flower Planting</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ruby Mtn Tri-Tip Dinner</td>
<td>09,10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenhand Conference</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenhand BBQ</td>
<td>09,10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elko County Fair and Livestock Show</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greenhand conf</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFA Week Night Activity - Movie Night</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter Potluck</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFA Christmas Party</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFA meeting</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of the Year Banquet</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of the Year Banquet.</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Festival of Trees</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFA Potluck</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tri-tip Dinner</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tri Tip BBQ</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFA Week Lunch Activity - Bingo</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFA Week Lunch Activity - Games</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFA Week Lunch Activity - Team Roping</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFA Chapter Meeting</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FFA meeting cancelled do to finals</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kick Off BBQ</td>
<td>11</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FFA Fair & Sale

Rules and Regulations

OFFICIAL DRESS FOR 4-H AND FFA

All exhibitors are required to wear their organization’s official uniform (FFA Official dress for showing livestock does include black slacks/pants) whenever showing, auctioning and/or representing their respective clubs or chapters on fair property. Sunglasses may only be worn when medically necessary, otherwise, NO SUNGLASSES. Closed-toe shoes must be worn at all times and are part of the show attire.

ANIMAL CARE AND WELLNESS

The FFA Fair & Sale is a learning environment for the citizens of Nevada and adjoining fellow states to seek out and appreciate the great wellness and care given to the animals of our world. The standards of animal wellness and care set by the FFA Fair & Sale are first and foremost present to ensure the utmost in humane care, stress-free exhibition and preventive wellness care. The exhibitors of these animals are bound to meet these obligations of wellness and care for both competitive and non-competitive exhibition. In doing so the exhibitors will ensure that their animals will be provided with proper nutrition. This includes clean, fresh water at all times, ensure their animals’ bedding is appropriate and clean, and practice the highest standards of competition ethics while exhibiting at the FFA Fair & Sale.

GENERAL INFORMATION

1. The FFA and 4-H clubs will not be responsible for any accidents that may occur on the grounds or in the buildings.
2. The FFA and 4-H clubs will exercise care to ensure the safety of exhibits, but will not be responsible for losses or damage which may occur.
3. All animals must be free of disease and conform to all State and local health regulations. Please note State regulation following these rules.
4. All persons with animals are responsible for proper watering, feeding and grooming of their exhibit and general appearance of their allocated space.
5. FFA advisers/4-H Leaders have the right to pull livestock from the sale, students from showing/selling; and purchasing and raising livestock in future years (animal health/improper treatment of animals/lack of time commitment).

ANIMALS NOT MEETING WEIGHT REQUIREMENTS:

1. All animals not meeting weight requirements may be exhibited in showmanship classes only. The animals are not eligible for sale in auction. Animals shall be removed from the grounds by completion of livestock sale.
2. Federal law prohibits the shipment of meat, which is altered with drugs or chemicals. Livestock owners must certify that their animals have been withdrawn from drugs and chemicals.
USE OF PAYLEAN

We in no way encourage the use of Paylean at our FFA fair. This product if used incorrectly can have detrimental effect to animal’s health/meat quality. If any student has questions or is planning on using muscle growth additives/feeds you must contact advisor prior to feeding/purchasing.

When it comes to Paylean®, “more is not better”. Research data has shown that there is no additional effect of increasing the dosage beyond 18 g/T. Additionally, this is illegal! Paylean® is not approved for use as a top dressing, only as a completely mixed feed.

The effects of Paylean® will be maximized after 2-4 weeks of feeding. While most pigs will take 6-7 weeks to grow from 150 to 240 pounds, the effects of Paylean® are realized much sooner. Feeding beyond the label directions is not beneficial and is illegal.

Not every pig needs Paylean® to win. Pigs that are not completely structurally sound may not be able to withstand the added muscle (and corresponding stress on the joints) and may experience feet and leg problems.

Additionally, it appears that pigs that have been fed Paylean® handle stress differently than those which have not, and problems can be amplified with the inclusion of clipping, transporting, showing and the high frequency of the stress gene in show pigs.

Additionally, many argue that we have selected pigs to be lean enough (or even too lean) for the industry today. Bacon is currently one of the most valuable cuts from a hog carcass (although certainly not a lean cut). However, approximately .6 inches of back fat are needed to produce a good belly for bacon. Many of the show pigs are much leaner than that and hence their bellies cannot be used, forfeiting value. Since our fair is a consumer driven event, we need to protect the buyers and the carcass value they receive.

****Any exhibitor that overuses Paylean as determined by the butcher will receive market price for their animal and forfeit their premium price back to the buyer. The buyer will still retain the meat.

COMMISSION

A 7% commission cost will be taken out of the participant’s checks to help cover the following expenses associated with our fair and sale.

- Transportation of animals
- Judge (travel, lodging, time)
- Prizes
- Paper/materials
- Belt Buckles
- Operation Materials (scale brain)
AGE GROUPS (Showmanship classes)
Senior – 16 years or older
Intermediate – 12 – 15 years old
Junior – 11 years or younger

SWINE
Pig Weigh-In - Thursday 6-8 p.m.
Minimum weight requirement for sale #200 lbs.
Maximum weight payment will be #280 lbs.
Showmanship (Sr.-Int.-Jr.) – 8:30 a.m.
Market Class

SHEEP
Sheep Weigh-In – Friday 7-8 a.m.
Minimum weight requirement #90 lbs.
Scrape Number required at sign in.
Age Requirement for Market Class– under 1 year of age
Showmanship (Sr.-Int.-Jr.)
Market Class
Breeding Classes
   Ewe Lamb                Ram Lamb
   Yrl. Ewe                Yrl. Ram
   Aged Ewe               Aged Ram

STEERS
Steer Weight-In - Friday 7-8 a.m.
Minimum weight requirement for sale - #1000 lbs.
Showmanship (Sr.-Int.-Jr.)
Market Class
Breeding Classes
   Heifer Calf            Bull Calf
   Yrl. Heifer            Yrl. Bull
DAYS EVENTS

First Friday in August

Thursday - Pig weigh in 6-8 p.m.

Friday – Fair and Sale

7-8 a.m. – Steer and Sheep Weigh-In

8:30 a.m. – Swine Showmanship

   Market Swine

   Sheep Showmanship

   Market Sheep

   Breeding Sheep

   Beef Showmanship

   Market Beef

   Breeding Beef

5:00 p.m. - Dinner and Sales Announcements

6:00 p.m. - Sale
# FFA Livestock Show

907 College Avenue
Elko, NV 89801

Exhibitor’s Name (Please Print)

Date of Birth

Address (Street)

City, State

Zip Code

Telephone __________________________ Cell Phone __________________________

E-mail Address __________________________

<table>
<thead>
<tr>
<th>Division #</th>
<th>Class #</th>
<th>Lot #</th>
<th>Name of Animal</th>
<th>Tag Number</th>
<th>Breed</th>
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</table>

Please accept the entries indicated above, subject to the rules and classifications governing the exhibit as published in the premium book or policies of the FFA Livestock Show, by which I hereby agree to be governed, and further declare that all statements made in connection with said entries are true. I hereby release the FFA Livestock Show from all damages or loss to or caused by my exhibits.

 Owners Signature (if under 18, signature of parent or guardian)

**Office Use Only**

Exhibitor # __________________________

Date Payment Received __________________________

Check # __________________________

Date Posted __________________________
SALE ORDER FORM

FFA Livestock Sale
987 College Avenue Elko, NV 89801

SWINE                                      BEEF                                      SHEEP
Sale Order Number: ______________________  Tag Number: ______________________
Consigned by: ______________________________________________________________
   Sale Weight: ______________________
   X Price Per Pound: ______________________
   = Gross Sale: ______________________
Buyer Number: ______________________  Buyer Name: ______________________

(Check One)
   ___ CUSTOM
   ___ RESALE
   ___ LIVE PICK-UP

Animals will be processed at the following packing plants listed below:

   Pigs and Lambs:  Carlin Inc. – Jerome – 208.324.4439
   Steers:  Kraft’s Butcher Shop – Elko – 775.753.9747

By signing below, I am an authorized agent for the company or group listed above and accept responsibility of payment to the FFA Livestock Sale –EHS, for the entire purchase for the business or group regardless of how many individual buyers are involved in the purchase of the animal.

Buyer Signature: ______________________  Buyer No.: ______________________
Supervising swine ownership SAE projects for the FFA Fair and Show.

A project visit with a freshman student in her cattle production placement project.

At a home visit with a student’s rodeo equine management SAE.
Appendix D
Summary of a Public School Teacher's Credentials

<table>
<thead>
<tr>
<th>Teacher License Number: 95607</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Lindsay M. Cox</td>
</tr>
<tr>
<td>Employed Status:</td>
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<tr>
<td>License Status:</td>
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<td>Licensed</td>
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<td>County:</td>
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<td>Issue Date:</td>
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<td>Renewed Date:</td>
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### LICENSE INFORMATION

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<th>Type</th>
<th>Kind</th>
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<th>Endorsement</th>
<th>Effective Date</th>
<th>Exp Date</th>
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<td>NON-RENEWABLE</td>
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<td>BIOLOGICAL SCIENCE</td>
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### PROVISION INFORMATION

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<td>9994</td>
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License data is current as of: 4/24/2013

Print Certificate

Previous Search

New Search

http://nvteachersearch.doc.nv.gov/TeacherLicenseNameSearchResults.aspx

4/25/2013
State of Nevada  
License for Educational Personnel  
License No. 0000095607  

This License Certifies That  
Lindsay M. Cox  

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

<table>
<thead>
<tr>
<th>Type of License</th>
<th>Kind of License</th>
<th>Issued</th>
<th>Endorsements</th>
<th>Expires</th>
<th>Provision Code(s)</th>
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<td>AGRICULTURE EDUCATION(8/28/2012)</td>
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<tr>
<td></td>
<td>CTE</td>
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</tr>
</tbody>
</table>

Each teacher or other educational employee who is required to hold a license is responsible for securing, maintaining and renewing his/her license [NAC 381.025(1)].

[Signature]
State Superintendent of Public Instruction
Your license/endorsement(s) were issued to you on a provisional basis. In order to maintain validity of any particular license or endorsement, all provision(s) must be removed by the date(s) specified below. Provision # 1-4, as well as any competency testing provisions, MUST be fulfilled in order to keep the initial and all subsequent license(s)/endorsement(s) valid. Course work provision(s) could affect validity of subsequent license(s)/endorsement(s) issued to you.

Provision Code Summary

<table>
<thead>
<tr>
<th>Code Number</th>
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<td>0001</td>
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<td>0002</td>
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</tr>
</tbody>
</table>

NOTE: Many endorsements issued by this office are contingent upon holding a valid teaching license. Therefore, before you allow any endorsement to become invalid for failing to remove a provision, it is strongly suggested that you contact the Office of Teacher Licensure to ensure that your ability to utilize the license/endorsement is not compromised.

The license holder is encouraged to read all supplemental material provided with this license for important information regarding specifics for removing a particular provision. If provisions attached to a license or endorsement is not removed within the timeframe specified, the license/endorsement will become invalid until such a time as the provision(s) is removed or until the license expires, at which time it CANNOT be renewed.

Credits utilized to remove provisions CANNOT be applied toward renewal of the license.

Official transcripts and NTE score reports must be submitted to the Office of Teacher Licensure to remove provisions.
State of Nevada
License for Educational Personnel
License No. 0000095607

This License Certifies That
Lindsay M. Cox

Has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

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<tr>
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State Superintendent of Public Instruction

Each teacher or other educational employee who is required to hold a license is responsible for securing, maintaining and renewing his/her license [NAC 381.025(1)].
Your license/endorsement(s) were issued to you on a provisional basis. In order to maintain validity of any particular license or endorsement, all provision(s) must be removed by the date(s) specified below. Provision # 1-4, as well as any competency testing provisions, MUST be fulfilled in order to keep the initial and all subsequent license(s)/endorsement(s) valid. Course work provision(s) could affect validity of subsequent license(s)/endorsement(s) issued to you.

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<tr>
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Credits utilized to remove provisions CANNOT be applied toward renewal of the license.

Official transcripts and NTE score reports must be submitted to the Office of Teacher Licensure to remove provisions.
State of Nevada
License for Educational Personnel
License No. 0000066543

This License Certifies That
JOHN R KOHNTOPP

has complied with the prescribed rules and regulations of the Commission on Professional Standards in Education and that the Superintendent of Public Instruction has granted this license which authorizes the holder to provide service in the schools of the State of Nevada in the following areas:

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<thead>
<tr>
<th>Type of License</th>
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Expires  Provision Code(s)
11/23/2013  0004
11/23/2013
11/23/2013

Keith W. Rhoads
State Superintendent of Public Instruction

Each teacher or other educational employee who is required to hold a license is responsible for securing, maintaining and renewing his/her license [NAC 391.025(1)].
TEACHER'S NAME: Lindsay Cox

SCHOOL: Elko High School

CLASS OR SUBJECT LEVEL ASSIGNMENT: Agriculture Teacher

Instructions: In addition to summative narrative relating to specific job performance, please check boxes (a), (b), (c), (d) and (g) below and ensure that narrative statements are written addressing each area in the appropriate section of the evaluation concerning this teacher. If deficiencies exist and/or recommendations for improvement will be made concerning these areas, check boxes (e) and (f) and ensure that narrative statements are made in appropriate sections of the evaluation.

Pursuant to NRS 391.3125(6) and Elko County School District Policy the evaluation below includes, without limitation:

a. ☑ An evaluation of the classroom management skills of the teacher
b. ☑ A review of the lesson plans and the work log or grade book of pupils prepared by the teacher
c. ☑ An evaluation of whether the curriculum taught by the teacher is aligned with the standards of content and performance established pursuant to NRS 389.520, as applicable for the grade level taught by the teacher
d. ☑ An evaluation of whether the teacher is appropriately addressing the needs of the pupils in the classroom, including, without limitation, special educational needs, cultural and ethnic diversity, the needs of pupils enrolled in advanced courses of study and the needs of pupils who are limited English proficient
e. □ If necessary recommendations for improvements in the performance of the teacher
f. ☑ A description of the action that will be taken to assist the teacher in correcting any deficiencies reported in the evaluation
g. ☑ A statement by the administrator who evaluated the teacher indicating the amount of time that the administrator personally observed the performance of the teacher in the classroom.

1. **Commentations/Teacher Strengths.**
   a.) Ms. Cox’s skill in organizing classroom activities has greatly contributed to an atmosphere of warmth, trust and respect. She is obviously in total control of her classroom and her students respect her for it.
   b.) Ms. Cox brings insight and understanding to the many reports and documents teachers are required to complete. All paperwork is completed on time and done correctly.
   d.) Ms. Cox adapt her approach and materials to meet the diverse cultural backgrounds, intellectual capabilities and/or physical characteristics of her students

2. **Growth or Progress made by the teacher this year or continued performance at a high level since last evaluation.**
   c.) Ms. Cox’s selection and organization of subject matter reflects the intent of the state/district-adopted course of study. Every effort is made to see that each student meets or exceeds the standard for each course of study.
3. Teacher’s deficiencies at the time of this evaluation.

None noted at this time.

4. Recommendations for Improvement, if necessary.

Continue to foster relationships within the Nevada FFA community. Continue to lend leadership and expertise to the state curriculum committees.

g. I have personally observed this teacher in excess of 100 minutes.

This Probationary Evaluation is:
☐ Satisfactory
☐ Unsatisfactory

This Post-Probationary Evaluation is:
☐ Satisfactory
☐ Unsatisfactory Year 1*
☐ Unsatisfactory Year 2**

* Pursuant to NRS 391.3125, if a post-probationary teacher receives an unsatisfactory evaluation, the post-probationary teacher must be evaluated three (3) times in the immediately succeeding school year.

**Pursuant to NRS 391.3129, a post-probationary employee who receives an unsatisfactory evaluation in two (2) consecutive school years shall be deemed to be a probationary employee.

Probationary Employee Use Only

Please be advised that, pursuant to Nevada law, your contract may not be renewed for the next school year. If you receive an “unsatisfactory” evaluation on the first or second evaluation, or both evaluations for this school year, and if you have another evaluation remaining this school year, you may request that the evaluation be conducted by another administrator. You may also request, to the administrator who conducted the evaluation, reasonable assistance in correcting the deficiencies reported in the evaluation for which your requested assistance, and upon such request, a reasonable effort will be made to assist you in correcting those deficiencies.

☐ I acknowledge that I have read and understand the above statement ______ (employee’s initials)

☐ I have received an unsatisfactory evaluation on my first and/or second evaluation and request that my next evaluation be conducted by another administrator ______ (employee’s initials)

☐ I request reasonable assistance in correcting the deficiencies reported in this evaluation ______

(employee’s initials)

Post-Probationary Employee Use Only

☐ I request reasonable assistance in correcting the deficiencies reported in this evaluation ______

(employee’s initials)
Both Probationary and Post-Probationary Employees

☐ I have reviewed this evaluation and have received a signed copy for my personal use. My signature does not necessarily indicate agreement.

☐ I disagree with this evaluation [attach comment(s) if desired]

Mike Argenberg  Principal  1/8/13
Signature of Evaluator  Title  Date

Signature of Teacher  1/31/13  Date
ELKO COUNTY SCHOOL DISTRICT
TEACHER ANALYSIS AND EVALUATION

TEACHER’S NAME: Lindsay Cox

SCHOOL: Elko High School

CLASS OR SUBJECT LEVEL ASSIGNMENT: Agriculture

Instructions: In addition to summative narrative relating to specific job performance, please check boxes (a), (b), (c), (d), (e) and (f) below and ensure that narrative statements are written addressing each area in the appropriate section of the evaluation concerning this teacher. If deficiencies exist and/or recommendations for improvement will be made concerning these areas, check boxes (e) and (f) and ensure that narrative statements are made in appropriate sections of the evaluation.

Pursuant to NRS 391.3125(6) and Elko County School District Policy the evaluation below includes, without limitation:

a. ☑ An evaluation of the classroom management skills of the teacher
b. ☑ A review of the lesson plans and the work log or grade book of pupils prepared by the teacher
c. ☑ An evaluation of whether the curriculum taught by the teacher is aligned with the standards of content and performance established pursuant to NRS 389.520, as applicable for the grade level taught by the teacher
d. ☑ An evaluation of whether the teacher is appropriately addressing the needs of the pupils in the classroom, including, without limitation, special educational needs, cultural and ethnic diversity, the needs of pupils enrolled in advanced courses of study and the needs of pupils who are limited English proficient

e. ☑ If necessary recommendations for improvements in the performance of the teacher
f. ☑ A description of the action that will be taken to assist the teacher in correcting any deficiencies reported in the evaluation
g. ☑ A statement by the administrator who evaluated the teacher indicating the amount of time that the administrator personally observed the performance of the teacher in the classroom.

1. **Commendations/Teacher Strengths.**

   a. Ms. Cox has created a climate of fairness, caring, and respect. She maintains standards for behavior. She reinforces effort and provides recognition. Ms. Cox maximizes instructional time.

   d. Ms. Cox has a very diverse range of students. She has made accommodations for students with special needs. She embraces cultural differences in her students. She has expectations for all her students. All students are encouraged to identify similarities and differences, to summarize information, to take notes, and work together cooperatively. Ms. Cox attributes include but are not limited to: providing cues, providing an advanced organizer, and asking questions based on prior learning.

2. **Growth or Progress made by the teacher this year or continued performance at a high level since last evaluation.**

   b. Ms. Cox has made a seamless transition to the Elko High School Ag. Department. She is very adapt in power school and power grade. Her entries are timely and
accurate. Moreover her planned instructional practices lend themselves to engaging and supporting all students in learning.

c. Ms. Cox is making herself more familiar with the Nevada State Standards as they pertain to the Agriculture curriculum. Her instruction is appropriate to grade level standards. She communicates learning objectives to her students at the start of each lesson. In her area of expertise, leaning is always made relevant. She always creates opportunities for students to make themselves familiar with key vocabulary.

3. **Teacher’s deficiencies at the time of this evaluation.**

e. None noted at this time.

f. N/A

4. **Recommendations for Improvement, if necessary.**

Continue to increase the level cognition amongst your students through questions, assessments, and classroom activities.

g. I have observed this teacher in excess of 100 minutes.

<table>
<thead>
<tr>
<th>This Probationary Evaluation is:</th>
<th>This Post-Probationary Evaluation is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Satisfactory</td>
<td>☐ Satisfactory</td>
</tr>
<tr>
<td>☐ Unsatisfactory</td>
<td>☐ Unsatisfactory Year 1*</td>
</tr>
<tr>
<td></td>
<td>☐ Unsatisfactory Year 2**</td>
</tr>
</tbody>
</table>

* Pursuant to AB 229 (2011), if a post-probationary teacher receives an unsatisfactory evaluation, the post-probationary teacher must be evaluated three (3) times in the immediately succeeding school year.

**Pursuant to AB 225 (2011), a post-probationary employee who receives an unsatisfactory evaluation in two (2) consecutive school years shall be deemed to be a probationary employee.

RECOMMENDATIONS:

1. I recommend that this probationary teacher (check appropriate box):
   - ☑ Not applicable at this time.
   - ☐ Be reemployed for the second year of the probationary period.
   - ☐ Be reemployed for the third year of the probationary period.
2. I recommend that this post-probationary teacher (check appropriate box):

☐ Not applicable at this time.

☐ Be reemployed in his/her post-probationary position (Contract years ____________)

☐ Be reemployed as a probationary teacher (Contract years ____________)

☐ Be not reemployed pursuant to provisions of NRS 391.311 to 391.3194 inclusive.

Mike Aftersberg  
Principal  
11/28/12

Signature of Evaluator  
Title  
Date

Probationary Employee Use Only

Please be advised that, pursuant to Nevada law, your contract may not be renewed for the next school year. If you receive an “unsatisfactory” evaluation on the first or second evaluation, or both evaluations for this school year, and if you have another evaluation remaining this school year, you may request that the evaluation be conducted by another administrator. You may also request, to the administrator who conducted the evaluation, reasonable assistance in correcting the deficiencies reported in the evaluation for which your requested assistance, and upon such request, a reasonable effort will be made to assist you in correcting those deficiencies.

☐ I acknowledge that I have read and understand the above statement ___________ (employee’s initials)

☐ I have received an unsatisfactory evaluation on my first and/or second evaluation and request that my next evaluation be conducted by another administrator ___________ (employee’s initials)

☐ I request reasonable assistance in correcting the deficiencies reported in this evaluation ___________ 
(employee’s initials)

Both Probationary and Post-Probationary Employees

☐ I have reviewed this evaluation and have received a signed copy for my personal use. My signature does not necessarily indicate agreement.

☐ I disagree with this evaluation [attach comment(s) if desired]

Larry  
Signature of Teacher  
11/2012

Date

Page 3

White copy – Central Office  
Canary Copy – File  
Pink Copy – Employee’s
NAE Regional Vice President

Date
April 20, 2013

Professional business meetings.
and has participated in eighteen hours of professional development activities and

Regional Conference Participation
The National Agricultural Education Association

This is to certify that

Lindy Cox

has attended the NAAE Region 1 Conference in

Oregon (OR)
Certificate of Credit
In-service  2013

This certifies that

Cox  Lindsay

Last Name  First Name  MI

has successfully completed the requirements of

Agriculture Education Midwinter In-service  SDE – 28 - 2013

Course Title

Course Number

on January 11-12, 2013 and is awarded 1.0 renewal credit(s) according to the regulations of the Nevada State Board of Education.

Instructor of In-service Course

Dr. James W. Guthrie
Superintendent of Public Instruction
NEVADA FFA ASSOCIATION
STAR ADMINISTRATOR APPLICATION

Name __________ Tim Wickersham __________ Position ________ Vice Principal__________

School __________ Elko High School ______________________________________________________________________

Address __________ 987 College Ave. ______________________________________________________________________

Phone _______ 775-738-7281 __________

In the lists that follow, place a check in the space at the left of each statement, which the applicant has done during the current application year. The application year for this recognition program is January 1 - December 31. To be recognized as a Star Administrator the applicant must be able to check at least ten (10) items. This will qualify the applicant for Bronze recognition.

If the applicant qualifies for Bronze recognition and can check at least twenty (20) items, he/she shall qualify for Silver recognition. Likewise, if the applicant qualifies for Silver recognition and can check at least thirty (30) items, he/she shall qualify for Gold recognition.

___ X 1. Attend local chapter meeting
___ X 2. Attend local chapter banquet
___ 3. Meet with local Advisory Committee
___ X 4. Sit in on ag classroom instruction period
___ X 5. Promote FFA through parents' newsletter/school paper
___ X 6. Support chapter activities
___ X 7. Approve FFA field trips
___ X 8. Approve out-class-travel for ag teachers
___ 9. Attend a project visit to a local chapter member
___ X 10. Attend chapter activity
___ X 11. Member of Advisory Committee
___ X 12. Approve FFA activities during FFA Week
___ X 13. Approve monetary support for Agriculture Department
___ 14. Speak at local chapter meeting
___ 15. Speak at local chapter banquet
___ 16. Meet with local chapter officers to discuss Program of Work
___ 17. Attend Zone leadership activity
___ 18. Judge local public speaking contest
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<tr>
<th></th>
<th>19. Drive students to an FFA activity</th>
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<tr>
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<td>20. Attend NVATA Meeting</td>
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<tr>
<td>X</td>
<td>21. Promote ag program at a school board meeting</td>
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<td>22. Hold Honorary Chapter FFA Degree</td>
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<td>23. Authorize graduation credit for selected ag classes</td>
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<td>24. Attend State Leadership activity</td>
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<td>25. Attend National Leadership activity</td>
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<td>26. Judge contest above local level</td>
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<tr>
<td>X</td>
<td>27. Member of FFA Alumni/Ag Boosters</td>
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<tr>
<td></td>
<td>28. Support development of school farm &amp; laboratories</td>
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<tr>
<td>X</td>
<td>29. Assist with Ag Department curriculum development</td>
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<tr>
<td>X</td>
<td>30. Support reduced class size for ag classes</td>
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<td>31. Approve project supervision period for ag instructor</td>
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<td>32. Support extended summer contract for ag instructor</td>
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<tr>
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<td>33. Support FFA as an integral part of ag curriculum</td>
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<tr>
<td>X</td>
<td>34. Support SOEP as a mandatory part of every student's program</td>
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<tr>
<td>X</td>
<td>35. Provide for unique equipment needs for ag program</td>
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<td>36. Encourage counselors and staff to help interested students work agriculture programs into their schedules</td>
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<td>37. Purchase FFA animal at fair or contribute financially in another way to a student project</td>
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<td>38. Other ___________________________</td>
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**SIGNATURE OF APPLICANT ______________________________**

**FFA CHAPTER PRESIDENT ______________________________**

**FFA CHAPTER ADVISOR ______________________________**
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37. Purchase FFA animal at fair or contribute financially in another way to a student project
38. Other ____________________________________________________________________

SIGNATURE OF APPLICANT ______________________________

FFA CHAPTER PRESIDENT ______________________________

FFA CHAPTER ADVISOR ________________________________
Appendix E
Greenhouse facilities with secure fence for outdoor storage
Ag Mechanics shop facilities and Ag Science Lab facilities with storage rooms.
ELKO COUNTY SCHOOL DISTRICT
NYTC AGRICULTURE FACILITY PROPOSAL

The Agriculture Departments of Elko County School District are proposing the following to help meet objectives for their students through use of the Nevada Youth Training Center’s agricultural property.

1. Supervised Agriculture Experience (SAE) opportunities.

One of the main objectives of an Agriculture Program is to foster and enhance the students learning through out-of-classroom activities through an SAE. An increasing number of students come from an urban setting and have limited ability to plan and develop an SAE program. Our school laboratories do have greenhouse and mechanical opportunities for students. Having access to the NYTC facility would open up opportunities for Animal, Natural Resource and Horticultural Science SAE programs for students. Students would be able to work both individually and in teams to manage, care and market both animal and plant products using the facilities resources.

2. Agricultural Science and Technology instruction.

Having use of the facility would allow departments to have resources for real life teaching experiences in the areas of Animal Science, Horticulture, Range/Pasture Management, Soil Science, Irrigation Technology, and Ag Structure Building and Maintenance.

3. Community / Leadership activities.

The NYTC facility would be used to host and conduct activities with other educational or civic groups involving production Agriculture. Some of these activities would include cooperative efforts with the Nevada Extension Service (4-H), Ag in the Classroom organizations, Community Gardner/Landscape groups, and with elementary schools to promote Agriculture literacy. The facility would also be used to host FFA /4-H competitive events including Livestock Evaluation and Soils/Range Evaluation Career Development Events.
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Elko High Agriculture Advisory Board Meeting  
March 7th, 2013 6:00 P.M.

Members Present: Shane Sutton, John Kohntopp, Tom Barnes, John Goicoechea, Jamie Vega, Andy Rensvold.

The meeting was called to order at 6:00 P.M. Members viewed and commented on the FFA Chapter’s Ag Issue Presentation on Ag Teacher Shortages.

Mr. Sutton reported that a replacement for Mrs. Cox is in the hiring process. We currently have 5 applicants and interviews will begin A.S.A.P.

Mr. Kohntopp reported that requests for funding through the Perkin’s Grant will be due soon. The department is looking to up-date some shop equipment and add some aquaculture equipment to the Ag Sciences. In addition, a supplemental funding bill is in the legislature for Ag Education.

Mr. Sutton reported that next year’s enrollment figures are currently being registered for and should be available in April. The board will meet again at the end of April when enrollment and Perkin’s information is available.

The meeting was adjourned at 6:38.

Submitted by,

Shane Sutton
## 4-YEAR ACADEMIC PLAN FOR CLASS OF 2011 AND BEYOND

### AGRICULTURE ANIMAL SYSTEMS

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### CURRENT AGRICULTURE ANIMAL SYSTEMS POST-SECONDARY ARTICULATION(S)
- GBC - ANS 100 Elements of Livestock Production
- AGR 105 Ag Communication and Organization

### POST-SECONDARY PROGRAMS
- UNR
- CSI
- GBC
- Utah State

### CTSO CONNECTIONS
- FFA
- HOSA

### INDUSTRY CERTIFICATIONS
- VET TECH

### CAREER PATHWAY OPTIONS

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Approved 9/11/2007
## ELKO COUNTY SCHOOL DISTRICT
4-YEAR ACADEMIC PLAN FOR CLASS OF 2011 AND BEYOND

### AGRICULTURE MECHANICAL SYSTEMS

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### AGRICULTURE MECHANICAL SYSTEMS POST-SECONDARY ARTICULATION(S)
- GBC - DT 100 B Basic Shop Practice
- WELD 211 Welding I
- AGR 105 Ag Communication and Organization (W/ State FFA Degree)

### POST-SECONDARY PROGRAMS
- GBC
- GBC MTC SCHOLARSHIP
- TMCC
- WESTERN NEVADA COLLEGE

### CTSO CONNECTIONS
- FFA
- SKILLS USA

### INDUSTRY CERTIFICATIONS
- OSHA TRAINING
- AWS CERTIFICATION

### CAREER PATHWAY

- Agriculture, Food & Nat Resources
- Architecture & Construction
- Arts, A/V Tech & Communication
- Business, Management & Administration
- Education & Training
- Finance
- Gov & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections/Security
- Manufacturing
- Marketing, Sales & Service
- Science, Technology, Engineering & Math
- Transportation, Distribution & Logistics
- Non-Committed
- Other

Approved 9/11/2007
ELKO COUNTY SCHOOL DISTRICT
4-YEAR ACADEMIC PLAN FOR CLASS OF 2011 AND BEYOND

PLANT SCIENCE

NAME:______________________ SCHOOL:_________________________ Date:_____________________

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GR:ICULTURE PLANT SYSTEMS POST-SECONDARY ARTICULATION(S)
NRES 150 Fundamentals of Plant Science AGR Communication and Organization

POST-SECONDARY PROGRAMS
UNR CSI GBC
Utah State

CTSO CONNECTIONS
FFA HOSA

INDUSTRY CERTIFICATIONS
Pesticide Application License

CAREER PATHWAY

☐ Agriculture, Food & Nat Resources ☐ Architecture & Construction ☐ Arts, A/V Tech & Communication ☐ Business, Management & Administration ☐ Education & Training ☐ Finance

☐ Gov & Public Administration ☐ Health Science ☐ Hospitality & Tourism ☐ Human Services ☐ Information Technology ☐ Law, Public Safety, Corrections/Security

☐ Manufacturing ☐ Marketing, Sales & Service ☐ Science, Technology, Engineering & Math ☐ Transportation, Distribution & Logistics ☐ Non-Commited ☐ Other

Approved 9/11/2007
ELKO COUNTY SCHOOL DISTRICT
4-YEAR ACADEMIC PLAN FOR CLASS OF 2011 AND BEYOND

AGRICULTURE POLICY & COMMUNICATION/AG BUSINESS/NATURAL RESOURCE

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AGRICULTURE SCIENCE SYSTEMS POST-SECONDARY ARTICULATION(S)
AGR 105 Ag Communication and Organization

POST-SECONDARY PROGRAMS
UNR  CSI  GBC  Utah State

CTSO CONNECTIONS  FFA

INDUSTRY CERTIFICATIONS  Pesticide Application License

CAREER PATHWAY

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Approved 9/11/2007
Ruby Mountain
Agricultural Education Program Summary

Agricultural Education
Student Enrollment (Unduplicated)

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<tr>
<th>Male</th>
<th>Female</th>
<th>Total Unduplicated</th>
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<tbody>
<tr>
<td>52</td>
<td>41</td>
<td>93</td>
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</table>

3 Agricultural Education Teacher(s)
31 / 1 Student to Teacher Ratio

Gender Ratios
- Male
  - 52
  - 56%
- Female
  - 41
  - 44%

Student Career Path Interest
- Ag Business
- Environmental Service Systems
- Natural Resources Systems
- Power, Structural & Technical Systems
- Animal Science
- Food Prod. & Processing Systems
- Plant Systems

- 7; 8%
- 12; 13%
- 18; 19%
- 5; 5%
- 2; 2%
- 45; 49%
Ruby Mountain
Agricultural Education Program Summary (cont.)

### Ag Program Enrollment By Grade and Gender

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<td>9th</td>
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<td>11th</td>
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<td>12th</td>
<td>9</td>
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<tr>
<td>Prgm Total</td>
<td>52</td>
<td>41</td>
<td>93</td>
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</tbody>
</table>

**Percent Enrollment by Grade Level**

- 7th, 0.0%
- 8th, 0.0%
- 9th, 22.24%
- 10th, 32.34%
- 11th, 25.27%
- 12th, 14.15%
Agricultural Education Student Career Interest Form Summary

School District: Ruby Mountain  Date: 5/2/13

Number of Agricultural Education Instructors: 3

Please indicate the number of unduplicated students enrolled & receiving credit in Agricultural Education and their Career Interest Area/Pathway and gender.

Email &/or send this summary to your state office for Agricultural Education.

<table>
<thead>
<tr>
<th>Career Interest Area/Pathway</th>
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<td>13</td>
<td>19</td>
<td>16</td>
<td>9</td>
<td>9</td>
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</table>

Total Number of Unduplicated Students 93

The information on this form was derived from our records on file in the agriculture department and are accurate and correct to the best of our knowledge.

____________________________________  ______________________________________
Superintendent or Administrator        Agriculture Instructor(s)

____________________________________
Date
I. Identification:
   Course title: Floral Design
   Teaching Unit: Careers in Floral
   CDE Standards Addressed:
   - CLF 6751: Career Opportunities and Educational Requirements
   - CLF 723: The Resume (Personal Data Sheet)
   Lesson number in this unit: 3
   Length (time): 45 minutes
   Best Month: Mid to late spring.

II. Specific Instructional Objectives
   - Using good and bad resume examples, the student will be able to explain 80%
     of the purposes, organization, and design of a good resume.
   - Each student will create and edit their own one-page resume draft/outline
     based on criteria defined in a job description.

III. Equipment and Materials
   Enough for 15 students:
   - Resume Prezi
   - Handout #1 Prezi Student Wksht
   - Handout #2: Action Words List
   - Handout #3: Personal Qualities List
   - Floral Job Description
   - Handout #4: Resume Directions and Worksheet
   - Handout # 5 Reference Sample
   - Pen/pencil
   - Extra Paper
   - Highlighters

IV. Academic Language
   A lecture will provide definitions, handouts will illustrate the terms and concepts,
   and students will use the language in activities.
   - Resume
   - Job Description
• Action Verbs
• Action-Benefit statements
• Quantifiable Results

V. Teaching Procedures
a. Anticipatory Set:
   Ask Students: What things can you accomplish in 10 seconds?
   (Ex: Put on Chap Stick, teacher captures ideas on the board.)
   Once you have a list of simple, quick tasks, introduce this fact:

   “The average employer, looks at a resume an average of 10 seconds to decide to keep reading or toss it.”

   What does this tell us about the process of Resume writing?

b. Stated Objectives:
   Today we are going to:
   • Explain the purpose of a good resume.
   • Understand how to prepare a good, job-appropriate resume.
   • Create resume draft
   • Identify and fix problems with resumes

c. Purpose:

   How many more weeks until summer vacation?

   Sweet. Who wants to make some serious money at an awesome job this summer? How competitive will it be with all high school out, Cuesta, and cal poly students? What does this mean for us?

   Today what we will explore about resumes will make the difference between receiving a call for that awesome job interview, or getting tossed to the side after 10 seconds. The skills we develop will be crucial to obtaining work experience during high school, or employment after graduation.

d. Input Presentation:
Subject Matter | Teaching Methods
--- | ---
Purposes of a resume 1. Get an interview 2. Stand out 3. Show who you are 4. Highlight Qualifications | Student Prezi Handout: Hieroglyphic moment Students will make a hieroglyphic to capture each purpose of resumes. 5 minutes.

What Makes a Resume Good?  
• Professional  
• Clear  
• Concise  
• Reflects Relevant Info  
• Honest  
• Action-Benefit Statements  
• Quantifiable Results | Students will fill in blanks and definitions next to picture icons on Prezi Student Wksht. (3 minutes)

Making Action-Benefit Statements  
• Direct focus to Action Words hand out  
• Definition  
• Example: “Filed and photocopied papers” | Students will go through an example of a normal statement then see several improvement examples. Teacher will ask students to identify what phrases now make it action-benefit and what makes it quantifiable. (3 minutes)

What are the basic components of a resume? | Talk through Resume Directions and Outline

Resume Directions and Outline. | Ask students to brainstorm responsibilities and activities in their life that could demonstrate their skills for this resume and capture on board. (I.e. Floral class, SAE, softball..)

Where will our experiences come from? | Now that we know how our areas of experience to think about and how to make Action-Benefit statements, lets start brainstorming how to capture those ideas on our resume.

Step 1: Brainstorm
You’re the Expert Now: Let’s Get Critical
Show an enlarged version of an ineffective resume.

First, ask students to:
- Tell you their impressions of the resume's owner and his experience. (Checking Purpose)
- Then, ask students to analyze why they feel as they do. (Checking How to Prepare)
- Ask for suggestions about how the writer could improve the resume. (Checking How to Fix)

Next, show an effective resume.

Again ask students:
- Their impressions of the resume's owner and his experience. (Checking Purpose)
- Then, ask students to analyze why they feel as they do. (Checking How to Prepare)
- Ask for suggestions about how the writer could improve the resume. (Checking How to Fix)

f. Guided Practice (application…. Bullets or paragraph):
Students will create a resume outline using Hand out #4 - Resume Directions and Resume Fill In Sheet
g. Quest Activities (optional):
   Descartes Moment:
   When we hear “go” (Teacher models this) fold a sheet of paper into three equal sections. Write one question at the top of each section as follows:
   
   1. What do you know about writing a good resume?
   2. What do you think you know?
   3. What don’t you know yet?

   We will have two minutes to write answers to these questions, once you are finished hold your paper up in the air. What questions do we have? “GO”

   Now that everyone is done, when we hear “share” we will have three minutes to share our answers with our shoulder partners. In our partners lets help and answer or discuss any questions we may have left about resumes. If there’s a question we would like to bring to the whole classes attention please let us know. What questions are there? “Share”

h. Review/ Summary:
   Today we established the purposes of a good resume, and learned how to prepare and adjust our personal resume to get that awesome summer job. I’ll leave you with a challenge. Take this worksheet and design a creative resume on the computer to fit those purposes and good resume tips. Then, you’ll be sure to pass the 10-second test and not end up like this guy...
   Show “Resume Toilet Paper Video”

i. Assessment (of Lesson’s Objectives):
   Student’s typed resume to be turned in later.

j. Closure (synthesis, prep for tomorrow):
   In a few moments, all this work will come in handy as Ms. Hendrickson helps us build off of our resume for another crucial component of our job application process – the cover letter.

k. Independent Practice (homework):
Students will take their Resume worksheet and Resume Directions for Microsoft word to complete a resume on the computer for their independent practice.

I. ELL/ Special Needs:

Have ELL/special needs students partnered with another student to have a support in completing worksheets.
**Job Listing Id:** 779854  
**Job Title:** Customer Service/ Florist Shop Support

<table>
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<th>Application Deadline: 05/08/2011</th>
<th>Hours Worked per week: 30</th>
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<td>Computer Skills: Required</td>
<td>Duration of Job: Either Full or Part time, less than 6 months</td>
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<td>Occupational Skills: Required</td>
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</tr>
<tr>
<td>Job Location: Salem</td>
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</table>

**How to apply for this position:**
The employer has requested that Work Source Oregon pre-screen all applicants for this position. Please contact your Work Source Oregon office if you wish to apply for this job.

**Job Summary:**
- To obtain application information on this position you must have an imatch skills account.
- A FLORIST SHOP NEEDS IMMEDIATE SUPPORT (MOTHER'S DAY HELP) *** (WILL LAST APPROXIMATELY TWO WEEKS)*** IF QUALIFIED WILL PUT YOU TO WORK RIGHT AWAY

**Duties**
- The main responsibility of this position is to answer the telephone, take orders over the phone and then enter the information into the computer.
- Will also work directly with customers that come into the florist shop.
- This job requires very good writing, speaking and computer skills.
- It is a very high pace atmosphere.

**Requirements:**
- Excellent telephone skills to gather date information.
- Excellent Data Entry Computer Skills.
- Support to the designers in the shop as needed.
- Watering Plants.
- Sweeping the floor areas of work.
- Eligible writing speaking and computer skills.
- Able to work in a fast paced atmosphere.

**Required Computer Skills:**
- Use computers to enter, access and retrieve data.
- Use correct grammar, punctuation and spelling.

**Hours:**
- Approximately two weeks/ Varies hours, Days, 30 hours per week.

**Pay:**
- $9.00 to $9.50 per hour

**Job Classification:** Data Entry Keyers

**Compensation:**
- Salary: $9.00 per hour: depending upon experience

**Job Requirements:**
- Experience Required: At least 6 months
- Minimum Age: 18
- Education Required: High School Diploma/ GED
- Gender: N/A
Action Words

The following list of words can be used in describing your duties, skills, or abilities when completing an application, letter of application, resume, and thank you letter:

Accelerated  Controlled  Executed  Managed  Published
Accepted       Converted  Expanded  Manipulated  Recommended
Accomplished   Coordinated  Expedited  Marketed  Reconciled
Achieved       Coordinated  Experienced  Mastered  Recorded
Adapted        Copied     Explained  Measured  Recruited
Adjusted       Correlated  Facilitated  Merchandised  Rectified
Administered   Counselled  Familiarized  Modeled  Redesigned
Advised        Created    Familiarized  Modeled  Redesigned
Affected       Critiqued  Formulated  Modified  Reinforced
Allocated      Decided    Founded   Monitored  Related
Analyzed       Decorated  Generated  Negotiated  Reorganized
Anticipated    Defined    Governed  Nominated  Resarched
Appraised      Delegated  Grouped   Nominated  Resarched
Approached     Designed  Guided    Observed  Resolved
Approved       Detailed   Handled   Operated  Retrieved
Arranged       Determined  Headed    Ordered  Reviewed
Assembled      Developed  Hired     Organized  Revised
Assessed       Devised    Identified  Perceived  Revised
Assisted       Diagnosed  Imagined  Performed  Responsible
Balanced       Directed    Implemented  Performed  Responsible
Budgeted       Discovered  Improvised  Participated  Served
Built          Displayed  Increased  Perceived  Set up
Calculated     Dissected  Indexed   Persuaded  Shaped
Catalogued     Distributed  Influenced  Persuaded  Simplified
Chaired        Drafted    Informed   Pointed  Solved
Clarified      Dramatized  Initiated  Pioneered  Staffed
Classified     Earned     Innovated  Planned  Standardized
Collaborated   Edited     Inspected  Predicted  Streamlined
Collected      Educated   Inspired  Prepared  Strengthened
Communicated   Eliminated Installed  Presented  Structured
Compared       Empowered  Instituted  Presided  Supervised
Compiled       Encouraged  Integrated  Prevailed  Taught
Completed      Enforced   Interviewed  Prioritized  Trained
Composed       Engineered  Interviewed  Processed  Transcribed
Computed       Enlarged   Invented   Produced  Translated
Conceived      Enlightened Investigated Proficient  Transmitted
Conceptualized  Established  Justified  Programmed  Unified
Conducted      Estimated  Launched  Promoted  Utilized
Consolated     Evaluated  Led     Proposed  Validated
Consulted      Examined   Made     Provided  Verified
Contracted     Exchanged  Maintained Publicized  Wrote

Action Words taken from the ROP Job Finders Handbook.
# Personal Qualities

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Some basic skills are listed below, but you need to think about the skills you have attained in your classes, such as in agriculture, art, business, computers, foods, foreign language, health, industry and technology, music, and science.

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<td>Understand</td>
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<td>Write clearly</td>
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Objective
Write what position you would like to obtain and a short statement as to why. This should only be one sentence and starts with “To obtain...”

Relevant Experience
Job Position #1/Class #1(Floral), Company Name, 20__-20__.
• Write one responsibility that you complete during this job in Action-Benefit style.
• 2nd action word statement (You can have 2-3 bullets)

Education
School Name
Status (Ex: Sophomore, Junior)
Projected Grad Date: Month, Day, Year
G.P.A: __.__/4.0

Employment History
Job Position #1, Employer/Company Name, 20__-20__.
Do not bullet any tasks here, just list positions held. Most employers know the responsibilities of basic positions.

(If you have none make this “Skills” section - see below)

Activities & Awards
Bulleted list of school/community activities that you participate in. Or awards that you’ve received during high school. Be sure to include the year.
Examples:
• Chapter Greenhand President, Morro Bay FFA, 2010-2011.
• Johnson Livestock Judging Scholarship, 2010.

Skills
Bullet skills that you have that relate to the job.

References
Available upon request. (See references hand out)
OBJECTIVE: 

RELEVANT EXPERIENCE

EDUCATION

Morro Bay High School

Projected Grad Date: _____________
G.P.A: ___/_____

EMPLOYMENT HISTORY

ACTIVITIES/AWARDS

SKILLS

REFERENCES

Available upon request
REFERENCES

Mr. Robert Jones  
Teacher  
Atwater High School  
2201 West Fruitland  
Atwater, Ca. 95301  
(209) 357-6000  

Mrs. Hali Bream  
Teacher  
Atwater High School  
2201 West Fruitland  
Atwater, Ca. 95301  
(209) 357-6025  

Mrs. Lily Lee-Jones  
Teacher  
Atwater High School  
2201 West Fruitland  
Atwater, Ca. 95301  
(209) 357-6000
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Appendix H
Classes:

AgriScience & Leadership
- Ag Science: Years 1/2 - UC elective credit. Intro course. Basic plant & animal science, personal & leadership development, & Ag career awareness.
- Ag Leadership: Years 3/4 - knowledge, attitudes, skills & aspirations regarding leadership development.
- Veterinary Science: Years 3/4 – UC elective credit. Explore the vet profession. Basic principles, anatomy, health, diseases, & lab procedures.

Ag Mechanics & Welding
- Ag Mech/Welding 1: Year 2 - Develop knowledge, abilities & skills in safety, tools, woodworking, metalworking, project design, fasteners, arc welding and oxyacetylene welding.
- Ag Mech/Welding 2: Years 3/4 – Year two covering safety & tools, measurements, project design.

SAE Projects: More Than Just Cows and Plows
- Ag Business
- Ag Education
- Animal Breeding
- Animal Production
- Communications
- Crop Science
- Environmental Science
- Fabrication
- Floriculture
- Fruit Production
- Mechanics
- Food Science
- Community Development
- Horticulture
- Landscaping
- Marketing
- Natural Resources Management
- Outdoor Rec
- Processing
- Sales
- Technology
- Turf Grass Management
- Vet Medicine

Building UP!

Ruby Mtn FFA on Facebook
www.FB.com/
RubyMtnFFA

Mrs. Lindsay Cox
Mr. John Kohntopp
Mr. Shane Sutton
987 College Ave.
Elko, NV 89801

Ruby Mountain
FFA Chapter

Produce Your Future!

Grades 9-12: Ag education and FFA helps students discover:
- Passion in life
- Individual strengths
- New experiences
- Student success.

Through dynamic instruction, hands-on experience & development of life skills - Find out how much fun learning by doing can be!
Premier Leadership, Personal Growth & Career Success

FFA Activities:

**Career Development Events**
- Ag Mechanics
- Job Interview
- Prepared Public Speaking
- Extemporaneous Public Speaking
- Livestock Judging
- Horse Judging
- Dairy Judging
- Dairy Foods Judging
- Meats Judging
- Floriculture
- Poultry Judging
- Soils/Range
- Creed Speaking
- Rituals

**Leadership Conferences and Conventions!**
- State FFA Convention-Reno
- Winter Leadership Conference-Carson City
- Summer Leadership Camp-Lake Tahoe
- Greenhand Conference-Winnemucca
- National FFA Convention-Indianapolis, Indiana!

**Animal Fairs**
- FFA Livestock Show and Sale

**Local Events**
- FFA Week
- Socials/BBQ’s
- Donkey Basketball
- Tri-Tip BBQ
- Jerky Sales

**Leadership Opportunities**
- Committees
- Greenhand/Chapter Officer
- Zone and State Officer
- FFA Degrees

---

**The Benefits:**

**Fun**
No matter where you go or what you do you’re sure to have tons of fun at FFA activities.

**Travel**
Find yourself in places all over the state and the nation! From Winter Leadership Conference in Carson City to the National Convention in Indianapolis … the list is endless!

**Money**
Market SAE projects in our annual auction, snag an internship or receive a chunk of the over 2 million dollars in National FFA Scholarships yearly.

**Awards**
Win ribbons, trophies, plaques, and belt buckles while showing off your talents, skills, and accomplishments.

**Friends**
Meet other high school students near and far and build memories that will last a lifetime.
Ruby Mountain FFA Chapter
76 likes · 37 talking about this
Farming/Agriculture
The Ruby Mountain FFA Chapter at Elko High School.
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Chapter Membership Roster
Ruby Mountain FFA Chapter

Membership by Class

**Class: Veterinary Science Instructor: Shane Sutton:** Dillon Avery, Cheyann Edson, Brice Ehler, Mckenzie Frazure, Antonio Guzman, Richard Hanna, Khiara Henry, Shelby Jones, Marriah Kraus, Jordan Lauretta, Stephanie Luna, Hadi McMillan, Fernando Mendive, Stephen Nameth, Joaquin Sandavol, Chad Schumacher, Lindsey Skidmore, Destanie Stewart, Stephanie Vargas, Jason Wright, Marissa Young.

**Class: Agriculture Science 1 Instructor: Lindsay Cox:** Dalton Burnam, Jessica Carlos, Leticia Cervantes, Priscila Cossyleon, Alex Erickson, Michael Gallagher, Jose Gonzales, Lily Hernandez, Jonathan Herrera, Branden Holt, Alejandro Ibarra, Nataniel Kump, Rafael Luna, Hannah Margolis, Clarissa Martinez, Jesus Montes, Harlie Moore, Andrew Myers, Rigoberto Quintero, Antonio Rios, Roberto Robles, Chelsea Sessions, Kyle Shurtz, Nicholas Smiley, Sanghooon Sohn, Patrick Thompson, Jillian Wright.

**Class: Agriculture Science 1 Instructor: Lindsay Cox:** Jaydyn Benoit, Alex Braverman, Kayden Byington, Brianne Carroll, Andrew Clark, Danielle Cortes, Jose Curiel, Tre Delagrito, Logan Faust, Selena Frenandez, Elissa Gonzalez, Alanis Harrelson, Bodie Irvin, Peio Laughlin, Maiela Mendez, Alexis Mora, Randy Quesada, Mariela Quintero, Stephanie Robles, Cole Schick, Melissa Serrano, Ryan Stevens, Dylan Tuttle, Mayeli Villa

**Class: Agriculture Business Instructor: Lindsay Cox:** Shelby Jones, Lachlan McQueary, Tess Turk

**Class: Agriculture Leadership Instructor: Lindsay Cox:** Shandra Green, Madeleine Jenkins, Jordan Lauretta, Stefanie Luna, Fernando Mendive, Stephen Nameth

**Class: Agriculture Cox:** Jesse Aldridge, Conor Allard, Dustin Baum, Cameron Benbough, Andrew Coleman, Jennifer Covarrubias, Sabrina Elias, Madison Fillaff, Ryley Hicks, Katie Howard, Erik Kerr, Uriel Martinez, Pablo Palafox, Cameron Pimental, Wyatt Plumlee, Byron Reynolds, Janette Salas, Jovan Serrano, Brianna Sherman, Kyler Simpkins, Damien Stanton, Alecia Stevens, Edgar Uribe, Weston Warrick, Jessica Weber, Braydon Woods.

**Class: Agriculture Science 1 Instructor: Lindsay Cox:** Kenneth Alexander, Brinlee Baggett, Kyle Bell, Kandi Crandall, Isabella Dalzell, Mykel Dick, Timothy Fuller, Luis Gonzalez, Isabel Guzman, Tanner Haris, Mkenna Jakkola, Hilary Johnson, Markell Johnson, Ireelee Kroboth, Adrian Luna, Chelsea Melvin, Jordan Mendoza, Camron Montoya, Rachel Nielsen, Eliseth Reyes, Tyler Riley, Rodrigo Rivas, Luz Rodriguez, Vanessa Romero, Gurpreet Smara, Spencer Santti, Kali Syme, Mercedes Velasquez, Tyler Vera, Addison Watson.

**Class: Agriculture Science 1 Instructor: Lindsay Cox:** Katherine Allen, Mariah Arrey, Kalub Atkins, Kaily Beatty, Connor Bilbao, Lennie Bitsuie, Cristian Castro, Matthew Chacon, Everardo Cortes, Austin Cunningham, Mason Dixon,

**Class: Agriculture Science 2 Instructor: Lindsay Cox:** Abigail Alstatt, Jared Beckstead, Alexandra Beeson, Caitlin Bell, Jennifer Cervantes, Kayla Edgar, Lorrin Eklund, Diego Gaytan, Jose Gomez, Cody Hackler, Michael Hight, Corey Holladay, Brenda Jimenez, Miranda Langly, Alissa Michel, Kelsey Molyneux, Shelby Moreno, Vanessa Murillo, Cristian Nieves, Jazmin Perez, Rian Randall, Lane Sanders, Dalton Smith, Taylyr Smith, Seearia Tresner, Patricia Williams, Leona Young, Leigha Zeiszler.


**Class: AMET Ag Mech 2/3 Instructor: John Kohntopp:** Dillon Avery, Joseph Carpenter, Hooten Fullmer, Jose Gomez, Logan Melton, Charlie Neal, Braxton Gilliland, Anthony Goicoechea, Severyn Immenschuh, Lachlan McQueary, Sam Schick, Todd Wolf, Thomas Christiensen, Joshua Kirkwood, Wyatt Mendive, Jacob Owen, Brandon Ritz, Hunter Sandoval, Curtis Wilkin, Joshua Wines.

**Class: AMET Ag Mech 1 Instructor: John Kohntopp:** Connor Altenburg, Dalton Burnham, Trista Consoli, Wyatt Darling, Gavin Demaline, Orlando Dennison, Kendrick Drake, Tyler Escalera, Larry Grogan, Cody Kerns, Juan Martinez, Fernando Mendive, Travis Nichols, Austin Ogle, Ian Pattani, Brian Pearson, Spencer Peterson, Omar Robles, Lane Sanders, Dalton Smith, Hunter Smith, Bryant Talavera.

**Class: AMET Ag Mech 1 Instructor: John Kohntopp:** Marcus Auge, Dayton Breit, Enrique Castaneda, Jefferey Coats, Pedro Cortes, Aaron Croft, Melayna Elam, Erick Guerrero, John Hebel, Braytan Heskett, Wyatt Hooper, Leslie Jones, Hayden Kelly, Stefanie Luna, Dioncio Muniz, Jacob Power, Alexander Rasch, Aaron Richey, David Rivas, Simrantjit Samra, Storm Sherwood, Jose Zataray.
Treasurer: Logan Zeiszler

Reporter: Stephen Nameth

Historian: Lindsey Skidmore
May 2012 was the beginning of a new year for the chapter. The end of year banquet was held as it is each May, where members receive awards for their achievements. This banquet is also when the current chapter officers’ term ends, and new officers are installed.
May saw many activities hosted by the Ruby Mountain FFA Chapter. We held two fundraisers during the month; our bi-annual Tri-Tip BBQ Dinner and our Spring Greenhouse Sale. Also during the month, some members of our chapter volunteered their time to clean up around the Elko Golf course, and we also sent a team to compete in the inaugural Veterinary Medicine CDE. Receiving 2nd place, they went on to compete in National Convention. Towards the end of the month, our chapter presented the 2nd annual Ag Day for a local elementary school. Here, we set up stations that the elementary students went through, learning about animals, plants, and many other aspects of agriculture. Also in the month of May, we had to say goodbye to one of our advisors, Mr. Trent Coates, who had been advising our chapter for 5 years.

L-R: Jason Wright, Lewis Mendive, Jordan Lauretta.
Community Volunteering at the Elko Golf Course
Left: Lewis Mendive cooking Tri-Tip. Customers picking up their cooked Tri-Tip dinners

Spring 2012 Flower Sale!
EHS Greenhouse

Where: Elko High School Greenhouse
When: Every Wednesday-Friday during May
Times: Noon-1:00, 3-6:00 p.m.
What: Geraniums, Petunias, Begonias, Tomato Plants plus more!
Outside Pots, Window Boxes, Mixed Flats, & Hanging Baskets!

Prices
From $1 to $40. Depending on the plant.

Driving Directions
Turn onto 13th St. from Cedar or College. Then from 13th into the EHS Parking lot, and continue to drive until you see the Greenhouse!

Right: Flower Sale Flyer that was displayed around the community
June/July 2012
Ruby Mountain FFA News

By Steven Nameth
Ruby Mountain FFA Reporter

ELKO — As you can see, things are slowing down in the FFA world over the summer, but there are still a few things going on over the next few months so make sure to keep checking out our new spot in the Wednesday Schools section for updates about the Ruby Mountain Chapter.

June 10-11 the new chapter officers went to Angel Lake for the annual Officer Retreat, which is an overnight campout where the next year’s activities are discussed. The officer team planned out dates of yearly events like the Tri-Tip BBQ, and also came up with new events to be hosted by the chapter over the next twelve months. We are excited to announce these new ideas as the year rolls on.

On June 18-21, members from the Ruby Mountain FFA Chapter traveled about eight hours to Lake Tahoe for Nevada FFA’s annual Summer Leadership Camp, held at the 4-H campground. Fourteen chapters from across the Silver State attended the camp, which was hosted by the current State FFA Officers, with help from past state officers.

Attendees went to leadership building workshops during the week, and special workshops were set up to teach the new chapter officers different ways to run a smooth and successful chapter.

The camp isn’t all training though; it brings together FFA friends from around the state and has fun events like a lip sync contest, a dance, and different sport tournaments. Teams that consisted of Ruby Mountain members won both the volleyball and basketball tournaments on Wednesday night. We also got to head to the lake and swim, canoe, kayak, or just sit in the warmth on the beach.

The main excitement of the week was when everyone was divided up into six teams for a day of competition entitled “Lake Tahoe Extreme.” The teams battled each other in six different contests, some based on time, others on accuracy. It all came down to the tug-of-war, where two teams of about 30 would get on either side of the rope and battle for ultimate bragging rights. It was an awesome week and we would like to thank the current state officers as well as past officers Tyler Detomasi and Catelyn Sanders for putting on the great camp.

This August, we will be hosting our 28th annual Livestock Show and Sale at the Elko County Fairgrounds. The day starts out with swine and sheep shows, a BBQ in the afternoon, which is then followed by the livestock auction.

We will announce more details as we get closer to the show, so make sure to look for our next article near the end of July.

Left: Article printed in the Elko Daily Free Press on June 28th.

Below: Article printed on July 23rd.

Ruby Mountain FFA News

By Steven Nameth
Ruby Mountain FFA Reporter

We are less than 2 weeks away from Ruby Mountain FFA’s 28th annual Invitational Livestock Show and Sale.

This year’s show will be held on Friday, Aug., 3 and is open to all FFA and 4-H Members in the state. It will be at the Elko County Fairgrounds and all you have to do to be in the show is get there Friday morning and sign up. Below is a detailed schedule of the day’s events. Please note that the swine weigh in is held the night before the show.

Thursday, Aug. 2
Swine weigh-in: 5-7 p.m.

Friday, Aug. 3
Cattle and sheep weigh-in: 7-8 a.m.
Livestock show: 8:30 a.m.
Buyers’ BBQ: 5 p.m.
Livestock Auction: 6 p.m.

The sheep and swine will be loaded and trucked to Carlin Meats of Jerome, Idaho for cutting and wrapping unless the buyer decides to take care of the animal themselves. Any steers purchased will have to be taken care of by the buyer.

To show your animal, you must wear your FFA or 4-H official dress. There will be fitting, breeding, and showmanship classes. We encourage any 4-H or FFA member to attend and look forward to seeing you all there.

We’d also like to send a special thanks to all our buyers from last year, and we hope to see you again this year.
There wasn't very much going on with FFA during the summer. We attended the annual Summer Leadership Camp in Lake Tahoe, and the new officer team went on their Officer Retreat at Angel Lake outside of Wells, NV. Towards the end of July we began preparing for our 28th annual Livestock Show and Sale, which is an event open to all FFA and 4-H members in the state.

**Summer Leadership Camp - Attendees from our chapter.**
(Not pictured attendees: Jason Wright, Wyatt Hooper)

**Officer Retreat at Angel Lake**
L-R: Lachlan McQueary, Shelby Jones, Logan Zeiszler, Advisor John Kohntopp, getting sticks ready to roast marshmallows over the fire.

Logan and Kohntopp trying to catch dinner!
The Ruby Mountain FFA Invitational Livestock Show and Sale on Aug. 3 was a great success. We had a lot of fun putting it on for our state’s agriculturalists, and thank everyone who helped out during the day. The turnout was great, having people attending from FFA Chapters and 4-H Clubs from across the state. We look forward to next year’s sale and seeing you all again!

Below is a list of this year's Champions and Reserve Champions. There are generally four classes per animal: Junior, Intermediate, Senior, and Market. Some classes, due to the amount of showman, had to be combined. Senior Grand Champions in each of the three categories were the recipients of belt buckles designed with their respective animal.

Swine Fitting and Showing:
- Junior Grand Champion: Morgan Noorda
- Junior Reserve Champion: Sam Tomera
- Intermediate Grand Champion: Abby Estes
- Intermediate Reserve Champion: Mary Tomera
- Senior Grand Champion: Jake Romainos
- Senior Reserve Champion: Sierra Powell

Market Swine:
- Grand Champion: Garrett Tomera
- Reserve Champion: Abby Estes

Beef Fitting and Showing:
- Junior Grand Champion: Matt Barnes
- Junior Reserve Champion: Layne Zeisler
- Intermediate/Senior Grand Champion: Logan Zeisler

Market Steers:
- Grand Champion: Matt Barnes
- Reserve Champion: Layne Zeisler

Sheep Fitting and Showing:
- Junior Grand Champion: Ian Spratling
- Junior Reserve Champion: Gabe Spratling
- Intermediate/Senior Grand Champion: Montana Beck
- Intermediate/Senior Reserve Champion: Cody Kinsman

Market Sheep:
- Grand Champion: Montana Beck
- Reserve Champion: Sierra Powell

Below is a list of this year’s generous buyers. We would like to thank them for their support of FFA and agriculturalists from all over Nevada. We would also like to issue our appreciation to this year’s showmanship judge Tom Klein, Darla Barkdoll & IFA for donating the belt buckles and prizes, and Van Dack for being our auctioneer.

4B Welding
- Allie Bear Real Estate
- Alternative Drilling
- Barnick Gold
- Barry Sorensen
- Bob & Laureta Reed
- Boss Tanks
- Boyd Spratling
- J.M. Capriola’s
- Core International
- Donny Brook Ranch
- Earl Branham
- Gallagher Ford
- Great Basin Ecology
- High Mark Construction
- IFA
- Jim Filippini
- John & Sabrina Reed
- John Filippini
- Liberty Mutual-Tony Buzzetti
- North Slope Taxidermy
- Office Products
- Pattani Auto Body
- Pete Peters
- Redcore Drilling
- Roy’s Market
- Shane Draper
- South Fork Ranch
- Tona Tec Drilling

Submitted

FFA members show their hogs at the fairgrounds during the FFA show.
August was the beginning of the new school year, and the month of our annual Invitational Livestock Show and Sale. The event features different classes of showmanship during the morning, followed by a buyers BBQ and auction. We get numerous members from the community who come out to support the members by purchasing their animals.

The official flyer that was released for the Livestock Show and Sale.
President Lauren Gates and Advisor John Kohntopp doing the business end of the event

Vice President Casey Dack showing her pig

Abigail Alstatt helping direct pigs into the livestock scale for the official weigh-in.
September 2012
With school starting up again, the Ruby Mountain FFA has a crop of new Greenhands (first year FFA members) to bring into the chapter. The last couple weeks we have been introducing FFA to the new Ag classes, holding the first meetings of the year, and getting prepared for our upcoming events over the next month.

We would like to welcome all the new freshman to the chapter. All freshman in the Ruby Mountain FFA Chapter take AgriScience I, which is being taught by our new Ag teacher and FFA Advisor, Mrs. Lindsay Cox. In next week’s article we will discuss her background and what she is bringing to Elko High School.

Mrs. Cox is also in charge of the AgriScience II-IV classes, which students take as they excel through the program. Mr. John Kohniopp is teaching the Greenhouse and Welding classes, and Mr. Shane Sutton is celebrating his 30th year of teaching as the Veterinary Science instructor.

The Nevada FFA Association is holding the annual Greenhand Conference in Fallon this week. It is a conference exclusive for greenhands and first year sophomores, to introduce them to the opportunities in the FFA. Our chapter is sending 16 greenhands to participate this year.

We have also started our poinsettia plants in the greenhouse, and will begin the sales of those as we get closer to the holidays. We are growing three types of poinsettias; Freedom Red, Freedom White, and Ice Punch, which is a red/white mix. We also have three different sized pots, and will talk more about the greenhouse as we approach the sale.

We have started our annual Jerky Fundraiser as we do each fall, and will be selling through September. The funds raised not only go towards our chapter, they also go towards the travel cost for students to attend FFA events, such as the National FFA Convention in Indianapolis, Nevada State FFA Convention in Reno, and Winter Leadership Training Conference in Carson City. We appreciate the support of the community in this, one of our main fundraisers. The individual members are in charge of sales, so if you would like to support our chapter with a purchase please get a hold of an FFA member. Also feel free to “like” our new Facebook Page to keep up to date on chapter happenings: www.facebook.com/RubyMountainFFA.
before school started, we finally found one. Mrs. Lindsay Cox, a former FFA member, became the newest addition to our Ag Department. Flying back home to the Imperial Valley of southern California, her plane had to make an unexpected landing in Elko, and she decided to check out the high school. After meeting with the administration, she had found her new home!


←Lindsay Cox, Ruby Mountain's new Ag Advisor

During September, FFA activities really started to pick up. We sent 16 of our new Greenhands to the Greenhand Conference. We also had our Greenhand BBQ, which we hold for the new members to come and meet the older members. In the financial department, we started preparing for our first greenhouse fundraiser of the year, as well as our annual Jerky sales.
Our members playing a game of volleyball during the Greenhand BBQ

Crowding around the grill for dinner!
Ruby Mountain FFA Chapter
Elko High School
2012 Jerky Sale

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**Minislab Thin Sliced—32 Count Jars ($20)**

**16” Meat Sticks—20 Count Jars ($20)**

**“Natural Style” Jerky—6 Ounce Bags ($10)**

**Jerky Flavor Options:**

- **Mini Slab:**
  - Old Fashioned, Teriyaki,
  - Peppered, Honey Glazed

- **Meat Sticks:**
  - Pepperoni, Teriyaki,
  - Peppered

- **Natural Style:**
  - Original, Teriyaki,
  - Peppered, Honey Glazed

Sheet Created By:

Steven Nameth

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The order form for our annual Jerky Sale
October is, of course, the month of the National FFA Convention!

This year we had 2 former members, Gus Paoli and Kayla Barkdull, receiving their American degrees. From our chapter, we sent 6 people. The Vet Med CDE team went to compete on behalf of Nevada. The team consisted of Lauren Gates, Casey Dack, Lewis Mendive, and Lindsey Skidmore. Stephen Nameth and Lachlan McQueary also went to accept the National Chapter Award that our chapter received. In addition, we had our State Officer visit in October. Lynn Dodge, Shelby Downs, and Kyndra Smith did workshops with our chapter throughout the day, and also met with the chapter officers during lunch to give some tips.
State Officers presenting a workshop to our chapter.

← State Officer Shelby Downs talking to the 7th period Ag classes.
At Nationals after receiving our National Chapter Award.

L-R: Stephen Nameth, Lachlan McQueary, Lewis Mendive, Lindsey Skidmore, Casey Dack, Lauren Gates

⇐We were awarded a 2-Star National Chapter Award in 2012!⇒

One can Dream→
American Degree Recipients

Kayla Barkdull  |  Gus Paoli
Our last meal together before leaving Indy ➔

On the plane, about to take off!
November 2012
In November, we held our annual Fall Chapter Potluck. The Potluck is where we award the Greenhand Degree to all eligible Greenhands. We also award Chapter Degrees to our 2nd year members. We have our local Creed Speaking contest, and the winner goes on to represent Ruby Mountain at the State Convention. At the end of the night, we have the Alumni Auction. Businesses from around the community donate items to be auctioned, and the money raised is used for the Chapter Alumni Scholarships.

← Hannah Margolis presenting the FFA Creed. Hannah was the winner, and will be competing at State Convention.
Auctioneer Van Dack helping with our Alumni Auction.

Chapter Officers about to present the Greenhand degrees

Lewis Mendive was selected as Mr. FFA at the Potluck
December 2012
December didn't have much going on since it’s only about half a month due to the Christmas holidays. We did have a Christmas party, where we watched a movie and held a scavenger hunt. We also did some volunteer time for the local Festival of Trees. Our Officer team, with the help of some members, created a tree to be auctioned off at the event. Money raised from the Festival of Trees is split with a few of the non-profits in Elko.

← Lindsey Skidmore and Lewis Mendive helping construct the FFA tree.
Getting comfortable for the Christmas Party movie. We watched 8 Seconds!

The Christmas Party somehow turned into a rodeo!
January 2013
January was the beginning of most CDE Practices. We released news of the National FFA President coming to Elko, and also did some public service. Each January, the National Cowboy Poetry Gathering is held in Elko, where poets and musicians from around the world come together. In honor of this festival, we put together an Ag presentation for the local pre-school. The classes learned about different animals and the equipment used with them.
The pre-school classes learning about Agriculture

Tess Turk talking about her horse to a pre-school student

The kids getting to pet a chicken. Most have never even seen one before!
Ruby Mountain FFA News

By Steven Nameth
Ruby Mountain FFA Reporter

On Jan. 29, the Ruby Mountain FFA volunteered to help spread the word of agriculture and inform young minds about raising animals.

In honor of the Cowboy Poetry Gathering, our Agriculture Leadership class, led by Lindsay Cox, gave a presentation to students of the GBC Preschool morning classes. We brought chickens, rabbits, a goat, a horse and some horse tack, and explained to the wonderful students what each was and what they were used for. Afterward, they cycled through the different animal stations, some petting a chicken and a horse for the first time. We had a lot of fun teaching the kids about agriculture and know they had a great time as well. We’d like to thank GBC for having us.

Next Monday, our chapter will be heading to Carson City for the Nevada FFA Association’s annual Winter Leadership Training. Nomination Committee training and Nevada Agricultural Youth Legislative Experience Conference.

WLT separated into two different labs; one for freshmen and sophomores and another for juniors and seniors. During our two-day trip, we will learn how to be good leaders in our communities, and for the future.

The Nom-Com training is a bit different; each chapter in the state sends one member to WLT to learn the state officer nomination process, as the Nom-Com team is the committee that appoints the new state officers at State Convention.

The NAYLE Conference is designated for one junior and one senior from each chapter. It teaches members the legislative process, including how bills get passed for the state, and meeting with state representatives. Our Nom-Com representative is Steven Nameth, and our NAYLE attendees are Lewis Mendive and Lauren Gates.

With National FFA Week coming up, we will discuss it in our next article, so keep reading our articles in the Schools section on Wednesdays. Also, feel free to “like” our new Facebook Page to keep up to date on chapter happenings, and to contact the chapter: www.Facebook.com/RubyMountainFFA,

GBC Preschool students pet a chicken. Submitted

↑Article printed on February 18th. The article is an edited version of the Nevada FFA Association’s official press release about visiting FFA President, Clay Sapp, and was displayed on the front page.
In February, our chapter attended the annual Nevada FFA Winter Leadership Training, which was held in Carson City this year. We also celebrated National FFA Week 2013. During the week, we had different events at lunch and after school for our members to participate in. We also had a school-wide fundraiser called "Kiss & Milk the Goat." We put jars in every classroom, and students would put money in the jars. At the end of the week, the teacher with the most money had to kiss a goat! (our original milking goat was unavailable, so both teachers kissed the goat) The highlight of FFA week, however, was getting a visit from our National President - Clay Sapp. He gave us a presentation and then afterwards attended our Sports Night/BBQ, along with the Silver Sage FFA Chapter.

**FFA Week List of Events**

**Tuesday:**
- **Lunch:** Minute To Win It (Part 1) - Ag Room
- **After School:** National FFA President - 5:00pm, GBC Theater

**Wednesday:**
- **Lunch:** Chapter Meeting - Minute To Win It (Part 2) - Ag Room
- **After School:** Scavenger Hunt - 5:00pm, Ag Room

**Thursday:**
- **Lunch:** Relay Race - Ag Room
- **After School:** Movie Night - 5:00pm, Ag Room

**Friday:** (No After School Events)
- **Lunch:** Chorizo BBQ & Kiss/Milk the Goat! (Eagle)
  - Wear your FFA Shirt and get a Free Chorizo!
Juniors/Seniors learning Leadership Skills!

Mrs. Cox! Let me take a picture of you bowling!

Taking a Picture with Lanny the Lamb!
↑National President Clay Sapp taking a picture with our Chapter.

FFA Week Relay Race

↑Mrs. Neilson, 2nd place.

↑Mr. Hammer, 1st Place
Awards displayed throughout the Ag Science Class. We are literally out of room!
During FFA week, students from all over the school gather to watch a teacher “kiss” the goat for an annual awareness fundraiser.
Ruby Mountain FFA Livestock Judging Team

School Board Meeting May 14th
A Team: Casey Dack, Jordan Lauretta, Leona Young, Leigha Zeiszler
B Team: Jennifer Cervantes, Jillian Wright
Operations We Visited

- Sheep - Ramona, CA
- Swine - Julian, CA
- Cattle - Ranchita, CA
What we learned

The days we spent in California we obtained a great amount of information that we later applied to the state competition. Visiting three major operations, we learned more about swine, cattle, sheep and goats. Having a hands on experience helped us to better ourselves when handling and evaluating livestock.
Cattle Operation

At the cattle operation, we were able to work up close with heifers, and feeder calves. In the classroom, we are limited to online judging resources. Dealing with the live cattle in California, it helped us to better prepare for our competition. We were better able to focus on the priorities of evaluating cattle, which include: degree of muscling, condition/finish, growth capacity, soundness and structure.
Sheep Operation

During our time at the sheep facility, we learned how to properly handle and feel for finish and muscle covering. This handling helped us decide how to place the classes. At this operation we also saw a class of market goats that we handled to decide which of the kids was the most market ready.
Swine Operation

While we were at the swine operation, we learned how to properly distinguish between fat and muscle, what areas of the body need more dimension, and how to prioritize our options. Learning to base the placing off of muscle and structural soundness. Whoever best mixes those options, is the class winner.
During State

We had a great experience at our state livestock judging competition. We judged classes of market hogs, breeding gilts, market steers, two classes of bulls, market lambs, breeding ewes, and market goats. After the results the officials were very impressed. The coach for the Arizona state livestock judging team was so impressed with one of our members, Leona Young, that he told her to contact him in the future. Leona scored 691. Jennifer scored a 665. Jill scored a 664. Leigha scored a 663. Casey scored a 635. Jordan scored a 593.
State Competition Results

• Second High team
• Leona Young- First High Individual
• Jennifer Cervantes-Fifth High Individual
• Jill Wright- Seventh High Individual
• Leigha Zeiszler-Ninth High Individual
• Casey Dack- Fifteenth High Individual
• Jordan Lauretta- Twenty-Eighth High Individual
Thank you’s

We would like to thank the school board for approving our trip to California and taking time out of your meeting to listen to our presentation. We would also like to thank Mr. Shane Sutton for facilitating our trip and financing it. We would also like to thank our advisor Mr. John Kohntopp for supporting us on this trip and throughout the year. We would also like to thank our advisor and livestock judging coach Mrs. Lindsay Cox. Without her none of this would be possible and we would like to thank her for an amazing year.
RUBY MOUNTAIN FFA SCHOLARSHIP APPLICATION
(FFA ALUMNI)

Students Name: ____________________________________________

Address: ________________________________________________

High School: ___________ Town: ____________________________

Date of Birth: ___________ Year in School (Senior Only): ______

Years of Work Completed-4-H: ___ Agricultural Ed: ____________

The candidate plans to enroll at: ________________________________
Name of School

in _______________ Expected College Major: ______________________
Month Year

(To receive this scholarship, you must major in an Agricultural Subject)

We certify that the above statements are correct:

Signed: ___________________________________________________

Student Applicant ______________________ Address ______________________

Agricultural Instructor ______________________ Address ______________________

High School Principal ______________________ Address ______________________

Record of Supervised Agricultural Experience

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>SCOPE</th>
<th>NET INCOME</th>
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<tbody>
<tr>
<td>1ST YEAR</td>
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<td>2ND YEAR</td>
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<td>3RD YEAR</td>
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<tr>
<td>4TH YEAR</td>
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LEADERSHIP ACTIVITIES IN CHAPTER, SCHOOL, AND COMMUNITY

FFA Activities:

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School Activities:

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Community Activities:

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Appendix I
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<thead>
<tr>
<th>Row</th>
<th>First Name</th>
<th>Last Name</th>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>CASEY</td>
<td>DACK</td>
<td>92 / 100 (92%)</td>
<td>Met</td>
</tr>
<tr>
<td>2</td>
<td>LAUREN</td>
<td>GATES</td>
<td>88 / 100 (88%)</td>
<td>Met</td>
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<tr>
<td>3</td>
<td>MADELEINE</td>
<td>JENKINS</td>
<td>69 / 100 (69%)</td>
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<tr>
<td>4</td>
<td>SHELBY</td>
<td>JONES</td>
<td></td>
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<tr>
<td>5</td>
<td>JORDAN</td>
<td>LAURETTA</td>
<td>75 / 100 (75%)</td>
<td>Met</td>
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<tr>
<td>6</td>
<td>STEFANIE</td>
<td>LUNA</td>
<td>84 / 100 (84%)</td>
<td>Met</td>
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<tr>
<td>7</td>
<td>FERNANDO</td>
<td>MENDIVE</td>
<td>82 / 100 (82%)</td>
<td>Met</td>
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<tr>
<td>8</td>
<td>STEPHEN</td>
<td>NAMETH</td>
<td>89 / 100 (89%)</td>
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<tr>
<td>9</td>
<td>TESS</td>
<td>TURK</td>
<td>90 / 100 (90%)</td>
<td>Met</td>
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</table>
### Monthly Report of CTE Teacher

**FBLA-FFA-FCCLA-SKILLS USA-HOSA**

**2012-2013**

<table>
<thead>
<tr>
<th>Month:</th>
<th>CTE Area:</th>
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</thead>
<tbody>
<tr>
<td>School:</td>
<td>Youth Organization:</td>
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</tbody>
</table>

#### Enrollment

**Total of All CTE Courses**

<table>
<thead>
<tr>
<th>GENDER</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>Boys</td>
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<tr>
<td>Girls</td>
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**TOTAL OF ALL CTE COURSES**

#### Total of Youth Organization

<table>
<thead>
<tr>
<th>GENDER</th>
<th>TOTAL</th>
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<tbody>
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<td>Boys</td>
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<tr>
<td>Girls</td>
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**TOTAL IN YOUTH ORGANIZATION**

#### Meetings: (After school or evenings)

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Total</th>
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<tbody>
<tr>
<td>Number of Chapter Office Meetings</td>
<td></td>
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<tr>
<td>Number of Chapter Meetings</td>
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<tr>
<td>Number of Advisory Meetings</td>
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</table>

#### Public Relations

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
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<tbody>
<tr>
<td>Number of Published News Articles</td>
<td></td>
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<tr>
<td>Number of Public Programs Teacher or Youth Group was Involved in.</td>
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#### Visits - Activities

<table>
<thead>
<tr>
<th>Visit or Activity</th>
<th>Total</th>
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<tbody>
<tr>
<td>Number of Students Visited</td>
<td></td>
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<tr>
<td>Number of Parents, Business People Visited</td>
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</table>

Interesting Development in Chapter Activities or Program of Work Objectives Reached:

___________________________________________________

___________________________________________________

___________________________________________________
## STATEMENT OF ACTIVITIES FOR CTE PROGRAM

<table>
<thead>
<tr>
<th>Date</th>
<th>Who Visited</th>
<th>Reason for Visitation</th>
<th>Miles Traveled</th>
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Career and Technical Education Plan
Elko County School District
2007-2008

Goals of the Plan
1. Integrate the academic standards into the Career and Technical curriculum.

2. Gives students the opportunity to experience and understand all aspects of the industry.

3. Develop, improve or expand the use of state-of-the-art technology in the programs.

4. Provide high quality professional development for teachers, counselors, and/or administrators.

5. Develop and implement evaluations of the occupational program(s) including an assessment of how the needs of students from special populations groups are being met.

6. Initiate, improve, expand, and modernize quality occupational education programs.

7. Provide services and activities that are of sufficient size, scope, and quality to be effective.

8. Link secondary and postsecondary occupational programs, including implementing tech-prep programs.

9. Improve Student Leadership through goals and objectives of program CTSO’s.

Goals expanded:

1. Integrate the academic standards into the Career and Technical curriculum.

The objective of ECSD is to strengthen the academic and occupational skills of students participating in occupational education programs by strengthening the components of such programs through the integration of academic standards into secondary occupational courses or similar academic proficiency in postsecondary courses and through a coherent sequence of courses that assures learning in core academic and occupational subjects.

ECSD will insure the success of this goal by insuring that course instructors are aligning their curriculum to reflect compliance with state standards as adopted or currently under review in: Ag Science, Ag Mechanics, Ag Business, CADD, IT, Business Ed, Automotive, Construction, Family and Consumer Education, Early Childhood and Health Sciences.

Academic standards are specifically cross-walked or implied, and NASAA skills are incorporated into their respective programs. Programs such as Ag Science have been awarded science status by ECSD and students ill receive high school science credit for successful completion of the course.

Evaluation of the goal and activities include analyzing data from the Occupational Reporting System, NHSPE test results, and annual assessment for program improvement. The District will
monitor program participants’ achievement on state and local mandated ITED scores, district assessments, as well as review 1st and 2nd semester grades.

2. Gives students the opportunity to experience and understand of all aspects of the industry.

Our objective is to provide students with experience in and understanding of all aspects of the industry. By having the instructors integrate supervised work-based learning experiences, and career/industry and employment content standards into their programs, reflective of state standards. Agriculture, Welding, Business, Auto and Construction students regularly engage in repair and production of goods for the community as work-based components of their curriculum. Other students participate in job shadowing and student internships.

Our students score at the “meet or exceed” indicators relating to employability and business development as outlined in the respective Career and Technical Education Student Organization.

Evaluation of this goal is accomplished by feedback from local participating business and industry job shadow and student internship sites, along with student scores from CTSO competitions.

3. Develop, improve or expand the use of state-of-the-art technology in the programs.

The objective is to develop, improve or expand the use of state-of-the-art technology in the program, providing students with academic and occupational skills that lead to entry into the high technology and telecommunications field; and development of partnerships with high technology industries to offer voluntary internships and mentoring programs.

Instructors of selected programs will introduce students to variety of high tech components of equipment utilized in occupations and industries. Instructors introduce and utilize new technologies such as web-based resources into curriculum for enhanced delivery of information to students. Occupational Advisory Committee members serve as mentors for demonstrating new technologies in their workplace and as business partners and to assist with curriculum development.

Evaluation of this goal includes students demonstrating essential understanding and manipulation of new technologies by portfolios, equipment demonstrations, and by presentations in their curriculum areas. Another indicator is student participation rates and award placements in CTSO competitions.

4. Provide high quality professional development for teachers, counselors, and/or administrators.

The objective of this goal is to provide professional development for teachers, counselors, and/or administrators including, but not limited to: (a) training in state-of-the-art occupational education programs and techniques in effective teaching skills based on research, and in effective practices to improve parental and community involvement; (b) internship; externship programs which
provide business experience to teachers and other educational personnel who work with occupational students to ensure that they stay current with all aspects of the industry; (c) the use of an application of technology, including distance learning.

Staffs will be given annual opportunities for attendance at CTE conferences. Vendors will provide training on equipment and software. Our Northeastern Nevada Regional Professional Development Program (NNRPDP) trainings for CTE teachers include integrating academics with skill-sets. GBC Occupational Education Department will provide trainings to instructor in connection with articulated courses.

Evaluation will be accomplished by feedback from instructors that attend the professional development. Also student scores on the NHSPE will be monitored for improvement.

5. Develop and implement evaluations of the occupational program(s) including an assessment of how the needs of students from special populations groups are being met.

The objective of this goal is to increase the number of students from special populations that participate in CTE courses and to insure their needs are met in classroom as well as during participation in CTSO’s.

District instructors and counselors annually review selected course enrollment counts, completion rates, CTSO memberships, and student applications for GBC articulation credit. Barriers to participation and IEP’s are discussed and remedies found to help students be successful.

Appraisal of this goal is accomplished by analyzing data from the ORS report and OCR audits to assess the inclusion participation of special populations in CTE courses.

6. Initiate, improve, expand, and modernize quality occupational education programs.

The purpose of this goal is to develop, expand, and modernize our quality CTE programs through the purchase industry used and recognized equipment for students to use and learn skills on.

Instructors and advisory committees will review, select and purchase program supplies, software, and equipment for program enhancements that match industry standards and articulated agreements. Funding for equipment and software is made through the Perkins Basic Grant, site program funds, and money from other grants and sources.

Assessment of this goal is accomplished by The Occupational Advisory Committees for each area, teacher “needs assessments” for program supplies, software, and equipment submitted. Enrollment data and numbers of students transitioning to other related IT course offerings will also be considered as part of the evaluation process.
7. Provide services and activities that are of sufficient size, scope, and quality to be effective.

ECSD strives to provide services and activities that are of sufficient size, scope, and quality to be effective including technical skills committees and technical skill certificates, and that link, where applicable, secondary to postsecondary programs.

ECSD accomplishes this task by requiring Occupational Advisories Committees in all secondary schools. Teachers award Skill Certificates for terminal courses issued in Agriculture, Welding, Auto, Construction, IT and Business as noted in adopted curriculum. ECSD is involved in the continual development of new sequential programs such as IT strand with GBC or Auto Articulation and Trades programs with CSI/CCSN/TMCC, and require a periodic review of articulated curricula, for matching content.

Evaluation is accomplished with a periodic review by the Occupational Advisory Committee using assessments and evaluations. Articulation agreements approved and on file along with a MOU from GBC in regards to Tech Prep participation.

8. Link secondary and postsecondary occupational programs, including implementing tech-prep programs.

ECSD’s intent is to continue to linking secondary and postsecondary occupational programs through the Tech Prep program. We have over 30 Tech Prep Articulation Agreements at present and are working to include the Auto and Trades programs in that articulation process. ECSD and GBC have a working and current MOU for articulations and Tech Prep programs and services.

Evaluation is accomplished through periodic reviews of the articulation agreements with GBC and the associated curriculum.

9. Improve Student Leadership through goals and objectives of program CTSO’s.

ECSD will assist students in developing leadership skills through the local CTSO and curriculum from the CTSO that will be utilized in the classroom. Students will participate at local, state, regional, and national events. ECSD sets aside money from the general fund each year to help our CTE students and advisors attend national events. ECSD will continue to provide this valuable support for our students.

The evaluation for this goal will be utilizing the data obtained from the monthly reports that each program submits to the district Career and Technical Education Facilitator. The information that is gleaned from monthly reports and CTE advisory committee meeting is used by the District Advisory Committee in helping to determine the funding requests for the next program year.

Our plan also addresses the integration of academic standards into CTE curriculum, an evaluation of our student technical skills, and the sequence of courses to include the programs of study. These sections follow on the next few page.
While you were in attendance at _____________________ High School during the 2011-2012 school year, you were enrolled in a Career & Technical Education (CTE) course. Those courses were funded by a federal grant called the Carl D. Perkins Act of 2006. As per federal law, _____________________ School District is required to administer a ‘Follow-Up Survey’ of all successful CTE students who graduated high school with a standard, advanced or adult diploma.

Please complete the following survey and return it in the self addressed stamped envelope that has been provided.

If you have any questions regarding this survey, please contact _____________________ for assistance.

**By the end of January 2012 were you:**

1. □ Employed (only)
2. □ Enrolled in a college, technical school or university (only)
3. □ Enlisted in military service (only)
4. □ Employed *and* enrolled in higher education
5. □ Enlisted in military *and* furthering your education (at the same time)
6. □ None of the above (please note, only check this box if no other choice is applicable)

Your assistance in collecting this data is appreciated and assists in future development of CTE programs.

Please complete and return by ____________________.

Thank you,

______________________________

[district or your signature]
Career and Technical Education
FY’13 Application Guidelines
(Effective July 1, 2012 – June 30, 2013)

STATE COMPETITIVE GRANT

I. Overview – State CTE Fund

For fiscal year 2013, an estimated $3,543,822 is available in state funds to support career and technical education. Approximately thirty-one percent ($1.1 million) is allocated for competitive grants as described in this application; and approximately fifty-nine ($2,066,822) percent is allocated to districts based on duplicated CTE student counts in each high school for ongoing program improvement and maintenance. The remainder of funds is used for state leadership activities that include career and technical student organizations, standards and assessments development, professional development, and local assessment costs.

The CTE Skills for Employment and Lifelong Learning, which contain the Program Quality Criteria (PQC), and the supporting Site-Based CTE Program Assessment are available to use as self-evaluation tools to help determine program needs. Both documents may be accessed online at the following web address: http://www.doe.nv.gov/CTE_Standards.htm#CTE_Documents_and_Initiatives

II. Key Provisions of Competitive Funds

The purpose of State Competitive CTE grants is to drive change at the school or district level through the development and expansion of high school career and technical education programs.

Each school district may submit one (1) application. The maximum amount any district can apply for is $500,000.

In FY13, the competitive funds will be awarded to school districts and eligible charter schools that focus efforts to improve and develop CTE programs based on the following four funding purposes:

- **Organize, strengthen, develop and implement programs and course sequences according to the 2012-13 State CTE Course Catalog**
  The State CTE Course Catalog provides a listing of courses and recommended course sequences for career and technical education. School districts and schools are called upon to align courses and course sequences locally to match those in the Catalog.

  Funds can be used to develop and expand courses and programs to implement full course sequences as defined in the CTE Course Catalog.

- **Align programs and course sequences to the economic development priorities in the new State Plan for Economic Development**
  The State of Nevada commissioned the report *Unify, Regionalize, Diversify – An Economic Development Agenda for Nevada* to identify and establish the framework for economic
diversification in Nevada. To support the report, the Governor’s Office produced the State Plan for Economic Development (Moving Nevada Forward: A Plan for Excellence in Economic Development). The State Plan lists five objectives and strategic initiatives:

2. Advance Targeted Sectors and Opportunities in the Regions.
4. Catalyze Innovation in Core and Emerging Industries.
5. Increase Opportunity through Education and Workforce Development.

Objective 5 includes 3 key tactics to “Align Education, Career Training, and Workforce Development to Targeted Opportunities.” The objective states:

GOED (Governor’s Office of Economic Development) will work in collaboration with the Nevada Department of Education, NSHE, DETR, and other interested agencies to develop the foundational coursework necessary to prepare students for the industry sectors that will form the foundation of Nevada’s economy of the future.

Key Tactic #1 under Objective 5 focuses on establishing career and industry-based programs “which focus on specific programs, topics and distinguishing themes to prepare all students for Nevada’s future economy.”

The targeted sectors in the State Plan for Economic Development are: (1) Tourism, Gaming, and Entertainment; (2) Clean Energy; (3) Health and Medical Services; (4) Aerospace and Defense; (5) Mining, Materials, and Manufacturing; (6) Business IT Ecosystems; (7) Logistics and Operations; (8) Additional areas of Agriculture, Intangibles and Financial Enterprises, and Water Technology.

Also, the Governor’s Office of Economic Development identifies four key industries as the framework of Nevada’s economy: Renewable Energy; Manufacturing; Business and Financial Services; and Biotechnology.

Funds can be used to develop, improve and expand programs to support the alignment of CTE programs with the sectors in the State Plan.

- **Implement the new state standards for Employability Skills for Career Readiness**
  The State Board of Education adopted new employability skill standards as a requirement for all career and technical education programs that provide courses through the completion level. The new standards are shown below.

**DEMONSTRATE PERSONAL QUALITIES AND PEOPLE SKILLS**

- Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand
- Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability
- Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed
- Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace
- Demonstrate diversity awareness by working well with all customers and coworkers
• Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues
• Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative

DEMONSTRATE PROFESSIONAL KNOWLEDGE AND SKILLS
• Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions
• Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly
• Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks
• Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health
• Demonstrate understanding of workplace organizations, systems, and climates by identifying “big picture” issues and fulfilling the mission of the workplace
• Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills
• Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion
• Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work
• Demonstrate mathematics skills by using mathematical reasoning to accomplish tasks
• Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service

DEMONSTRATE TECHNOLOGY KNOWLEDGE AND SKILLS
• Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner
• Demonstrate proficiency with information technology by using computers, file management techniques, and software/programs effectively
• Demonstrate proper Internet use and security by using the Internet appropriately for work
• Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications

The employability skill standards are required for all CTE programs through the completion level and the State will establish a system to demonstrate student proficiency in the standards. The standards are designed to be integrated into the yearly instruction.

Funds can be used to support the implementation of the new Employability Skill Standards.

• **Program innovation**
  Program innovation is defined by new and creative approaches within an existing program that enhance teaching methodology, curriculum, course sequences, state standards and alignment with postsecondary education and other related industry credentials to better prepare students for success in a chosen career path.

Funds can be used to support the planning, development and implementation of program innovation.
III. Uses of Funds

Funds may be used for the following to achieve one or more of the funding purposes in this application:

1. Support standards and instruction
   Example: Expenses related to the development and implementation of programs of study, state standards, and instructional practices to support the full implementation of state-approved course sequences and alignment with regional and state economic development needs.

2. Support establishment of career and technical student organizations (CTSOs) (Competitive funds may be used to establish new CTSOs only at those sites where the CTSO does not exist.)
   Example: Allowable costs include instructional supplies, advisor training, student and advisor travel costs, and other expenses according to the allowable uses of funds guidelines.

3. Support work-based learning and entrepreneurship development
   Example: Extended teacher contracts not previously paid by other sources or hourly extra-duty pay to develop and monitor work-based activities. The application must show sustainability beyond the grant year.

4. Professional development and staff support
   Example: Support for professional development directly related to program development, program improvement and student learning outcomes.

5. Support facilities, equipment, and materials
   Example: Improvements to facilities for the sole purpose of enhanced student learning, equipment and supplies that have a direct impact on a program’s ability to meet industry standards.

6. Advisory Technical Skills Committee
   Example: Startup or reestablishment of or to improve participation in an active advisory committee.

7. Career exploration and guidance
   Example: Programs, services and activities to improve or expand career exploration and guidance opportunities for students.

8. Program promotion and marketing
   Example: Support for site-based or district-wide CTE, to include the development and distribution of marketing materials.

9. Program accountability
   Example: Expanding or improving data collection systems for accountability purposes.

10. Student – Teacher Ratio
    Example: Support for staffing for new and expanded programs, to minimize existing safety issues within a program, or prep-hour buyouts to expand enrollment by adding courses.

IV. Application Directions for Competitive Funds

These application guidelines must be followed by agencies applying for competitive funds. Applications will be approved based on the clarity of the narrative describing the overall strategy, expected outcomes and description of proposed expenditures. Agencies will submit one application describing how funds will be used to support the purposes described in these guidelines.

Each application must include the following components provided in the following order:

FY13 State CTE Competitive Fund Application
(1) **Cover page:** Use the required cover page as the first page of the application and include all requested information and signatures.

(2) **Assurances:** The district representative must sign the assurances provided in the appendix.

(3) **Budget:** Complete the proposed budget summary and budget detail. All proposed items of value and equipment must be itemized on the budget detail and include the proposed location(s) for the equipment items.

(4) **Funding Purpose, Project Narrative, Objectives, Outcomes and Timelines:** Each application must include a description of the proposed funding purpose(s) and supporting project(s) (i.e., program, service, activity) using the format provided in the appendix. A funding priority may include more than one project. The description must be thorough enough for the review committee to clearly understand what is being proposed and include the following: (1) funding purpose and project name; (2) proposed funding; (3) narrative describing the project elements and how they support the Key Provisions of Competitive Funds listed in Part II; (4) objectives and outcomes; (5) timeline for completion; (6) description of funding.

The narrative portion of this section may be up to two pages long. (The narrative portion does not include objectives and outcomes, timelines, description of funding, etc.)

(5) **Budget Narrative:** For each Funding Purpose and Project Narrative provide a budget narrative form a description of expenditures by budget category. For example, if funds are budgeted for supplies for a selected program, describe what the supplies are and how they will be used to develop or expand the program. **Staffing:** Describe the number of staff devoted to the project and their professional preparation. The sub-grant recipient must identify the full-time equivalency (FTE) of each position supported with funding. If a salary is paid partly from the grant and partly from another fund source, describe how the time allocated for cost objectives paid by state funds will be accounted for (i.e., personnel activity report or time log). Include a sample activity log if necessary.

If a salary is funded wholly by the state funds for one cost objective (i.e., program-related activities), the recipient must provide assurance that written documentation, provided minimally on a semi-annual basis, is filed by the supervising administrator to ensure all activities of the funded position are directly related to the cost objective of the sub-grant from which the position is funded.

If a salary is funded wholly by the state funds for more than one cost objective (i.e., program-related activities and administration), describe how the time allocated for each cost objective funded by state funds will be accounted for (i.e., personnel activity report or time log).

(6) **Demonstration of Collaboration:** Describe the role of the Advisory Technical Skills Committee in the development of a plan for all programs to meet the criteria. Describe other collaborative efforts showing how teachers, administrators and other stakeholders were involved in the planning process. The description must also include how the applicant collaborates with local and regional economic- and workforce-development agencies and organizations to support economic development priorities and initiatives.

(7) **Demonstration of Sustainability:** Describe how the agency (school district) has planned for continued sustainability of the proposed programs in this application and for CTE in general.
(8) **Evaluation Methods:** Describe how the agency will evaluate the success and outcomes of the objectives in this application. Include and timeline for the completion of the evaluation.

**Note:** By submitting an application, the local education agency agrees to provide the Department of Education information as needed to report to the Legislature on the effectiveness of state CTE funds.

### V. Submitting the Application

(1) **Application Package**
   a. Submit one application with a complete set of original signatures and one additional copy for the committee. All applications must be approved by the school district superintendent or designee.

   b. The application must be submitted in the order and format provided in these application guidelines. (1) Cover Page; (2) Assurances; (3) Budget Summary; (4) Budget Detail; (5) Funding Priority and Project Narratives that include objectives, outcomes and timelines and proposed funding; (6) Budget Narrative for each Funding Priority and Project Narrative; (7) Demonstration of Collaboration; (8) Demonstration of Sustainability; (9) Evaluation Methods.

   **Special note:**
   Incomplete applications or applications that are difficult to read and follow may not qualify for funding.

   c. Items requiring signature are the Application Cover Sheet, Assurances and Budget Summary Form.

   d. The application must be **single-sided, paginated, and stapled or clipped** in the upper left-hand corner. Pages must be **standard 8 1/2” x 11” paper.** The font size should be 12.

(2) **Mailing Address**
   Mail the original and copies to: Michael Raponi, Director
   Office of Career, Technical, and Adult Education
   Nevada Department of Education
   755 N. Roop Street, Suite 201
   Carson City, NV  89701

(3) **Application Deadline**
   The application must be received by **5:00 p.m. on May 25, 2012** to be eligible for funding.

(4) **Information**
   For additional information, contact the Office of Career, Technical, and Adult Education at the Nevada Department of Education at 775-687-7300.
FORMS:

- Application Cover Page
- CTE State Fund Assurances
- Budget Summary
- Budget Detail
- Funding Purpose and Project Narrative(s)
- Project Budget Narratives
- Prioritization of Funding Purposes and Projects
- Demonstration of Collaboration
- Demonstration of Sustainability
- Evaluation Methods
- Committee Review Sheet (Reference Only)
Fiscal Year 2013 CTE Competitive Grant
July 1, 2012 – June 30, 2013

APPLICATION COVER PAGE

Agency: ____________________________________________________________

Application Director: ________________________________________________
(Name, position and telephone number)

_________________________________________________________________
(Email address)

Fiscal Manager: _____________________________________________________
(Name, position and telephone number)

_________________________________________________________________
(Email address)

Monitoring Coordinator: _____________________________________________
(Name, position and telephone number)

_________________________________________________________________
(Email address)

Evaluation Coordinator: _____________________________________________
(Name, position and telephone number)

_________________________________________________________________
(Email address)

Accountability Reporting Coordinator: _________________________________
(Name, position and telephone number)

_________________________________________________________________
(Email address)

Advisory Technical Skills Committee: _________________________________
(Signature of authorized representative)  (Date)

_________________________________________________________________
(Printed name of authorized representative)

Application Submitted By: ___________________________________________
(Signature of authorized representative)  (Date)

_________________________________________________________________
(Printed name of authorized representative)
ASSURANCES
State CTE Fund

General

1. The local educational agency will assure that no state CTE funds will be used to provide career and technical education programs to students prior to the ninth grade, except that equipment and facilities purchased with funds may be used for such students.

2. The local educational agency will assure that no funds made available under this fund will be used to require any secondary school student to choose or pursue a specific career path or major.

Grants Management and Accountability

3. The local education agency will assure that maintenance of fiscal effort on either a per–student or aggregate expenditure basis is required.

4. The local education agency will assure that funds made available under this fund for career and technical education activities will supplement, and shall not supplant, non-federal funds expended to carry out career and technical education activities and tech-prep activities.

5. The local education agency will assure supporting documents for expenditures will be maintained for audit. Funds will not be commingled with other state and local funds and will be accounted for in a manner which will prevent loss of their identity as funds supporting specific career and technical education goals.

6. Effective and separate accounting procedures of the recipient will be employed to assure that funds from federal sources will not be commingled with state or local funds, but will be separately identified as expenditures of federal funds.

7. Fiscal control and funds accounting procedures shall be established as deemed necessary to assure proper disbursement of and accounting for state funds paid to a recipient for programs and projects.

8. The fiscal and statistical records are subject to and upon request will be made available for audit by the State of Nevada to determine whether the recipient has properly accounted for funds expended for career and technical education and services.

9. Records will be kept which fully disclose the amount and disposition of state funds allocated, as well as the total expenditures of funds for career and technical education programs and services supplied by funds from other sources. This must include time accountability sheets for individuals funded under the state CTE funds.

Personnel

10. School district career and technical instructors, counselors, supervisors, and other professional personnel involved in career and technical education who participate in state funded projects will be licensed in accordance with current Rules and Regulations established by the Commission on Professional Standards in Education.

Data Management

11. All eligible recipients participating in state funds will participate in, maintain, and utilize a performance accountability system in the reporting of all career and technical programs in the Nevada Career and Technical Education Reporting System (CTERS); provide data required for reporting the performance measures designated by the State’s performance indicators; and assure that staff involved in the accountability system receive the training necessary to maintain a quality system.

12. All eligible recipients will provide sufficient information to the State to enable the State to comply with the requirements of allocating funds to area trade schools and intermediate educational agencies.

Evaluation
13. Participating agencies will cooperate with and the Department of Education evaluation requirements.

14. An assurance that the applicant will comply with reporting procedures required by the Nevada Department of Education, which will assess the progress of its career and technical education programs and will include a review of outcomes related to the quality criteria indicators.

15. An assurance that the evaluation and review of programs will include the full participation of representatives of individuals who are members of special populations. This review shall be used to identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to career and technical education programs or success in such programs for individuals who are members of special populations and to evaluate the progress of individuals who are members of special populations in career and technical education programs assisted under this fund.

16. An assurance that the eligible recipient will comply with the Department of Education's requirements for State monitoring.

**Local Program Improvement Plan**

17. An assurance that if the applicant determines they are not making substantial progress in meeting the performance indicators approved by the State Board, the recipient of funds will develop a plan, in consultation with teachers, parents, and students concerned, for program improvement for the succeeding school year. The plan will describe how the recipient will identify and modify programs and will include a description of career and technical education and career development strategies designed to achieve progress to improve the effectiveness of the programs conducted with assistance under this fund, and will, if necessary, develop a description of strategies designed to improve supplementary services provided to individuals who are members of special populations.

**Community, Business, Industry, Parent/Student Involvement and Appeal**

18. An expedited appeals procedure is established by which community, business, industry, parents, students, teachers, and area residents concerned will be able to directly participate in State and local decisions that influence the character of programs under this fund affecting their interests; and technical assistance will be designed and provided to ensure that such individuals are given access to the information needed to use these procedures and will be notified regarding the procedure regarding complaints/appeals upon request.

**State Requirements**

19. The provision for advisory committees, program articulation, rural participation, program of study, academic integration, and career guidance and counseling, as described in the State CTE Plan will be fully implemented, as required.

______________________________________________
(Printed Name and Title of Authorized Representative)

__________________________       ______________
(Signature)       (Date)
# NEVADA DEPARTMENT OF EDUCATION
## Budget/Expenditure Summary

<table>
<thead>
<tr>
<th>OBJECT</th>
<th>DESCRIPTION</th>
<th>INSTRUCTION COST</th>
<th>SUPPORT SERVICES</th>
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<tr>
<td>200</td>
<td>200 Benefits</td>
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<td>300</td>
<td>300 Purchased Professional Services</td>
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<tr>
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<td>400 Purchased Property Services</td>
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<td></td>
<td>580 Staff Travel</td>
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<td>Other (520, 530, 540, 550, 560, 570, 590)</td>
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<td><strong>Total</strong></td>
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<td>600</td>
<td>610 General Supplies (exclude 612 in 610 total)</td>
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<td></td>
<td>612 Non Information Technology Items of Higher Value*</td>
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<tr>
<td></td>
<td>640 Books and Periodicals</td>
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<tr>
<td></td>
<td>650 Supplies – Information Technology Related (exclude 651 and 652 in 650 total)</td>
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<tr>
<td></td>
<td>651 Software</td>
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<tr>
<td></td>
<td>652 Information Technology Items of Higher Value*</td>
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<td><strong>Total</strong></td>
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<td>810 Dues and Fees</td>
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<td>890 Other Miscellaneous</td>
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<td><strong>Total</strong></td>
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<td></td>
<td>$</td>
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<tr>
<td>700</td>
<td>730 Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td>$</td>
</tr>
</tbody>
</table>

* All items of value and equipment must be itemized in the budget detail

** Indirect cost rates must be approved by the Department of Education before the subgrantee may budget for and charge those costs to the grant.

---

**Signature of Authorized Agency Representative**

**Date**

---

**Department of Education Use Only**

**Initial**

**Date Approved**

---

*FY13 State CTE Competitive Fund Application*
## Budget Detail / Supplemental Schedules

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>OBJECT CODE</td>
<td>TITLE OF POSITION/ PURPOSE OF ITEM</td>
<td>PROJECT TIME (FTE)</td>
<td>QUANTITY</td>
<td>SALARY, RENTAL OR UNIT COST</td>
<td>BUDGETED AMOUNT</td>
</tr>
</tbody>
</table>

*If additional space is needed, duplicate this page and number the additional pages. All items must be explained in specific terms. All items must be named and must be directly related and necessary to the operation of the program.*

*FY13 State CTE Competitive Fund Application*
Funding Purpose and Project Narrative

Narrative Directions: (1) Identify the funding purpose (i.e., Program Innovation); State the project name; (2) Identify the proposed funding; (3) Complete one narrative (up to two pages) for each primary project; the narrative must include a clear description of the proposal; (5) List the objectives and proposed outcomes for each primary project; (6) State the timeline for project completion; (7) Provide one budget narrative for each project.

Duplicate and provide the information on this page for each primary project.

<table>
<thead>
<tr>
<th>Funding Purpose (See pages 1-3):</th>
<th>Developing and Implementing Course Sequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Name:</td>
<td>Equipment and curriculum additions to existing programs to meet course sequencing objectives</td>
</tr>
<tr>
<td>Proposed Funding: $</td>
<td>171,573.00</td>
</tr>
<tr>
<td>Project Narrative (limit this narrative section to two pages, not including objectives, outcomes, timelines and description of funding, for each proposed project. The narrative must show how the proposed project supports the funding purpose):</td>
<td></td>
</tr>
</tbody>
</table>

ECSD has supported a strong, diverse CTE program for many years. Forty-four percent of all students in grades 9-12 are currently in one or more CTE programs. The District realizes the importance of offering rigorous Programs of Study for students and has been active in implementing POS initiatives at all school sites. The District has also been an active participant in allowing staff to participate in the development of the revised State Technical Skills process and CTECS Assessment development during this past year. With this in mind, the District is proposing funding to develop and strengthen the current course sequences, particularly in the Agriculture Mechanical Engineering Technology, Business / Marketing Education, Trades & Industry, Health Science, and Information Technology disciplines.

New State Skill Standards have been developed this past year in these three areas and through collaboration between Post-Secondary and Industry partners, a plan has been drafted to align ECSD courses to the standards and suggested sequences. It was determined that in order to achieve this objective that items of equipment and additions to existing curriculums would need to be in place to meet the expectations of the new standards. In addition, the District has updated the base technology at school sites and some existing platforms of instruction are out-of-date or incompatible with the new technology upgrades.

This proposal includes adding equipment to the Agriculture Mechanical Engineering Technology programs to facilitate instruction in basic Hydraulics applications, NCCER Curriculum Modules for instruction in Construction Technology at Elko HS and Wells HS, an upgrade in the current Adobe CS4 to CS6 to be compatible with the current District computer system for Elko HS, West Wendover HS and Spring Creek HS, equipment for expanding the current T&I programs at West Wendover HS to include Automotive / Diesel training, and provide software and equipment to support Business / Office Mgt sequences.
Objectives & Outcomes:
The primary objective of this project is to provide equipment, curriculum, and software to strengthen the sequencing of courses in programs at District sites. Due to the nature of these items, the District, in current budgetary times, cannot afford to purchase these items through the general fund accounts. Local industry, especially Mining, has been very supportive of the District CTE programs but additional resources are needed. It is the District's belief, that with these resources, proper essentials can be made available for students to reach the goals and expectations of the revised State Skill Standards in these areas.

Timeline for Completion:
If awarded, items will be purchased in July and in place for the 2012-13 school year.

Budget Narrative

A budget narrative must be completed for each funding purpose and project narrative. Provide a description of proposed expenses by object code. Expand/create additional pages as needed.

<table>
<thead>
<tr>
<th>Object Code 100/200</th>
<th>Salaries &amp; Benefits</th>
<th>Total: $ __________________</th>
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Description:

<table>
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<tr>
<th>Object Code 300</th>
<th>Purchased Professional Services</th>
<th>Total: $ __________________</th>
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Description:

<table>
<thead>
<tr>
<th>Object Code 500</th>
<th>Transportation Services, Staff Travel</th>
<th>Total: $ __________________</th>
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</table>

Description:

<table>
<thead>
<tr>
<th>Object Code 600</th>
<th>Supplies</th>
<th>Total: $ 96,871.00</th>
</tr>
</thead>
</table>

Description:
The following items are proposed under this budget category:
- 640 Books/Curriculum ($4925.00) NCCER Construction Technology Modules (texts/workbooks) for EHS and WHS
- 650 Items of Technology ($10,912.00) Dell Vostro V131 Laptops for on-line Meloir software applications for Auto / Diesel instruction at WWHS
- 651 Software ($60,414.00) Adobe CS6 Licenses for WWHS, EHS, SCHS IT programs (3@$14,350 ea.), LearnKey Certiport bundle for all Bus/Mkt programs, Microsoft Office 2010 Certification bundle for all Bus / Mkt programs, Adobe Graphic Design bundle for WWHS, EHS, SCHS IT programs, IC3, Microsoft, and Adobe CS6 eBooks for Bus & IT programs, Cengage On-Line Medical Terminology Licenses for SCHS, EHS, WHS, WWHS Health Science programs, MS Office Licenses for WWHS Dell Vostro Laptops (District Required)
- 652 Technology Items of Value ($20,900.00) HP Large format printers for SCHS, EHS, WWHS, and CHS Bus / Mkt and IT programs (shared) and Datamation Laptop Cart for WWHS Dell Vostro Laptops.

<table>
<thead>
<tr>
<th>Object Code 800 Dues and Fees/ Other Misc.</th>
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<td>Description:</td>
<td>Indirect Cost – 2.59%</td>
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<table>
<thead>
<tr>
<th>Object Code 700 Equipment</th>
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<tbody>
<tr>
<td>Description:</td>
<td>730 Items of Value $&gt;5000 – Professional tool kits (2) for WWHS Auto / Diesel programs and MF100-B Series Hydraulics Trainers (2) to be shared by EHS, SCHS, WHS, OHS Agriculture departments.</td>
</tr>
</tbody>
</table>
**Funding Purpose and Project Narrative**

**Narrative Directions:** (1) Identify the funding purpose (i.e., Program Innovation); State the project name; (2) Identify the proposed funding; (3) Complete one narrative (up to two pages) for each primary project; the narrative must include a clear description of the proposal; (5) List the objectives and proposed outcomes for each primary project; (6) State the timeline for project completion; (7) Provide one budget narrative for each project.

Duplicate and provide the information on this page for each primary project.

<table>
<thead>
<tr>
<th><strong>Funding Purpose</strong> (See pages 1-3): Program Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Name:</strong> Equipment for modern instruction and replacement</td>
</tr>
<tr>
<td><strong>Proposed Funding:</strong> $86,067.00</td>
</tr>
</tbody>
</table>

**Project Narrative** (limit this narrative section to two pages, not including objectives, outcomes, timelines and description of funding, for each proposed project. The narrative must show how the proposed project supports the funding purpose):

ECSD realizes the importance of supplying students with safe, industry standard CTE lab equipment. Many of these items of equipment are expensive to repair or replace or have simply become out dated. Through prior initiatives, including the Perkins, CTE Allocated, and CTE Competitive grant programs, the District has strived to meet this objective. Several labs within the District have been left unattended due to instructor vacancies as well and many items are not in usable order.

This past year, the District made a concerted effort to evaluate and take inventory of items that are in need of replacement in order for effective instruction to take place. The CTE Welding labs at Carlin HS and WWHS were found to be of major concern as enrollments at those two schools were increasing. The CHS lab has continually added to its inventory over the years but is facing even larger enrollments in CTE Welding due to the large growth in the Mining industry and opportunities for post secondary training in this field. WWHS has been without a qualified instructor for some time so the facility has not seen an upgrade for over six years. The FCS lab at Elko HS has had a student based embroidery enterprise for several years and because of the extreme use due to the program’s success, the main machine is beginning to wear out. The EHS Automotive Lab is in need of a Oil Filter Disposal System to keep current with local and state regulations.

All of these programs listed above are of high demand within the school sites having large enrollments in each. In order to maintain proper instruction for these programs, items will have to be added or replaced.

The growth in both Early Childhood and Health Science programs have necessitated increasing the technology capabilities of the programs at WWHS, EHS,WHS, and SCHS. Portable, low cost computer equipment is the new industry standard for these areas and has been targeted.

| **Objectives & Outcomes:** |

FY13 State CTE Competitive Fund Application

16
The primary objective of this project is to provide safe, industry standard equipment to strengthen the effectiveness of programs at District sites. Due to the nature of these items, the District, in current budgetary times, cannot afford to purchase these items through the general fund accounts. Local industry, especially Mining, has been very supportive of the District CTE programs but additional resources are needed. It is the Districts belief, that with these resources, proper essentials can be made available for students to reach the goals and expectations of the revised State Skill Standards in these areas.

**Timeline for Completion:**
If awarded, items will be purchased in July and be in place for the 2012-13 school year.

---

### Budget Narrative

**A budget narrative must be completed for each funding purpose and project narrative.** Provide a description of proposed expenses by object code. Expand/create additional pages as needed.

<table>
<thead>
<tr>
<th>Object Code 100/200 Salaries &amp; Benefits</th>
<th>Total: $ ____________________</th>
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<table>
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<tr>
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<table>
<thead>
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<th>Object Code 500 Transportation Services, Staff Travel</th>
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</tr>
<tr>
<td><strong>Object Code 600</strong> Supplies</td>
<td>Total: $ 36,367.00</td>
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<tr>
<td>-----------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Description:</strong></td>
<td></td>
</tr>
<tr>
<td>612 Non IT Items of Value – Precision 225 Tig / Stick welders to replace outdated equipment at CHS (1) and WWHS (10) $2997.00 ea</td>
<td></td>
</tr>
<tr>
<td>Spectrum 625 X-Treme Plasma Cutting Machines (1 ea) at CHS and WWHS to replace existing machines. $1700.00 ea</td>
<td></td>
</tr>
<tr>
<td>650 IT equipment – iPad 64GB w/ covers for SCHS (10) EHS (20) WWHS (10) WHS (10) for FCS and Health Science programs. $738.00 ea</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Object Code 800</strong> Dues and Fees/ Other Misc.</th>
<th>Total: $ 2160.28</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
<td></td>
</tr>
<tr>
<td>Indirect Costs</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Object Code 700</strong> Equipment</th>
<th>Total: $ 12,800.00</th>
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</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
<td></td>
</tr>
<tr>
<td>730 Items of Value &gt;$5000 – Brother 7000 Embroidery Machine for EHS to replace existing equipment $6875.00</td>
<td></td>
</tr>
<tr>
<td>Snap-On EnviroTech Oil Filter Disposal System for EHS Automotive lab $5925.00</td>
<td></td>
</tr>
</tbody>
</table>
## Prioritization of Funding Purpose and Projects

List the proposed project(s) in priority order and provide a brief rationale for the priority listing. Limit this section to two pages. Add additional sections as needed.

<table>
<thead>
<tr>
<th>Funding Purpose and Project Priority #1:</th>
<th>Developing and Implementing Course Sequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale:</td>
<td>ECSD is committed to expanding and strengthening course offerings and sequences. The items listed under this proposal are first priority as they are linked to a large segment of the CTE student population and are entwined across curriculums.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Funding Purpose and Project Priority #2:</th>
<th>Program Innovation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale:</td>
<td>ECSD is mindful of maintaining sound, industry standard equipment for its students and facilities.</td>
</tr>
</tbody>
</table>

| Funding Purpose and Project Priority #3: | |
|----------------------------------------| |
| Rationale:                             | |

| Funding Purpose and Project Priority #4: | |
|----------------------------------------| |
| Rationale:                             | |
Demonstration of Collaboration

Describe how the agency (school district) ensured proper collaboration in the local development and approval of this application. The description should include how teachers, administrators, and the local advisory committee(s) were involved in and committed to developing a quality application. The description must also include how the applicant collaborates with local and regional economic- and workforce-development agencies and organizations to support economic development priorities and initiatives.

Limit this section to one page.

All ECSD CTE staff are involved in the grant process. They begin with using the Program Quality Criteria instrument in their programs with students, Advisory Boards, and Administration to target areas of need for each program and site.

District CTE Staff have met with Post-Secondary and Industry counterparts during this past year through the initiative of the Regional Tech Prep Consortium to explore new technologies and methods and find ways to bridge the gap between the two entities instructional models. Industry partners, especially through the revision of State Skill Standards, have played an active part in determining needs within this proposal.

Each school site and/or department has met with their local Advisory Boards to put together items to be included in this proposal and have met as instructional area groups in determining the final proposal.
Demonstration of Sustainability

Describe how the agency (school district) has planned for continued sustainability of the proposed programs in this application and for CTE in general.

Limit this section to one page.

ECSD is committed to and understands the importance of CTE for the student population. The main objectives of this proposal are items of value that in these budgetary times, the District cannot commit to.

The District has been very supportive of CTE Staff participating in State Skill Standards Revisions, CTECS Assessment Development, and student participation in both the pilot and “live” CTECS Assessments this Spring. The District is actively using the information from these first steps in the process to align courses and programs to meet student success in Post-Secondary and career endeavors.
Evaluation Methods

Describe how the agency (school district) will evaluate the success and outcomes of the objectives in this application. Include a timeline by which and evaluation will be completed.

Limit this section to one page.

If awarded, ECSD will evaluate the success of the CTE programs within this proposal through the following strategies.

- Continual observation and evaluation of the Instructors through the District Policy and negotiated Master Agreement as outlined for employees teaching within the District.
- Continue to report data to the Nevada CTERS System and monitor data set forth by the standard Performance Indicators outlined in the Carl Perkins Grant process.
- Utilize CTECS assessments based on the State Skill Standards as they become available to evaluate student success in Technical Skill Attainment.
- Continue to collaborate with Business / Industry groups in improving programs.

Evaluation will be ongoing throughout the school year.
Sample Criteria for Review of Applications
FY‘13 CTE State Competitive Funds

Agency Name: _____________________________        Amount Requested:   $ _______________

1. Does the cover page include all requested information and signatures? ______ ______
2. Are the assurances signed? ______ ______
3. Does the budget summary and detail accurately distinguish all proposed expenditures? ______ ______

Scoring System 1 to 5
1 = lowest                                               5 = highest

5. The funding purpose(s) and project narrative(s) clearly describe what will be funded to improve, expand and develop CTE programs. ______

6. The project objectives and outcomes clearly support implementation of innovation program improvement and development. ______

7. The project timelines support full implementation of project objectives in the most expedient way possible. ______

8. There is one budget narrative for each project narrative that fully describes proposed the proposed expenditures for each project. ______

9. The Funding Purpose and Projects are prioritized and include a rationale for the priority order. ______
9. There is evidence of collaboration among school administrators, site based faculty, technical advisory committees and other stakeholders in the planning, development and local approval of the application. The description includes outreach and collaboration with economic- and workforce-development entities.

10. There a clear description of efforts to sustain CTE programs.

11. There a clear description of the evaluation methods to determine the effectiveness of the proposal.
<table>
<thead>
<tr>
<th>OBJECT CODE</th>
<th>TITLE OF POSITION/PURPOSE OF ITEM</th>
<th>PROJECT TIME (FTE)</th>
<th>QTY</th>
<th>SALARY, RENTAL OR UNIT COST</th>
<th>BUDGETED AMOUNT</th>
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<td>510</td>
<td>FFA CTSO Student Travel</td>
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<td>6,500.64</td>
<td>6,500.64</td>
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<tr>
<td>581</td>
<td>Staff Travel</td>
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<td>640</td>
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<td>300</td>
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<td>9,938.64</td>
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</table>
ELKO HIGH SCHOOL
AGRICULTURE EDUCATION
NEVADA STATE CTE ALLOCATED GRANT 2012-13

PROGRAM NARRATIVE

The purpose of the funds requested through this grant program will concentrate on three main objectives regarding the Program Quality Criteria. PQC 2.0 Leadership and Citizenship Development, PQC 7.0 Career Guidance and PQC 4.0 Qualified and Competent Personnel were found to be areas by the local CTE Advisory board to be priorities for supplementing the current ECSD budget for the Agriculture Education courses at Elko High School.

BUDGET NARRATIVE

510 CTSO Travel Support ($6500.64) – These funds will be used to supplement the EHS FFA Student Activity account for travel to Zone, State and National FFA events.

580 Staff Travel ($1395.00) – These funds will be used for staff members to offset costs for Nevada Agriculture Teachers Association professional development activities.

651 Software ($1800.00) – These funds will be used for student subscription to the Agriculture Education Tracker system for career and occupational skill development.

893 – Indirect Cost (2.56%) $243.00

TIME LINE

March 2012 – Grant information sent to the school sites and Advisory Committees for putting together proposals

May 2012 – Grant RFA’s finalized san submitted to Nevada Department of Education CTE Office.

July 2012-March 2013 – Funds are utilized by the school site departments for purchase of supplies, equipment and services. Program evaluations are made through CTE Site Based Program Quality Criteria instrument.

April 2013 – District reviews budgets and makes adjustments through needed revisions.

July 2013 – Final financial reports are made and submitted to Department of Education

STAFFING

No staffing provisions included.
Appendix J
This page is intentionally left blank because this appendix contains confidential student information.
Appendix K
<table>
<thead>
<tr>
<th>Advisor Responsibility Matrix</th>
<th>Cox</th>
<th>Kohntopp</th>
<th>Sutton</th>
</tr>
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<tbody>
<tr>
<td>State Leadership Conference</td>
<td>X</td>
<td>x</td>
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<tr>
<td>Zone Competition</td>
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<td>Greenhand Conference</td>
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<td>Summer Leadership Conference</td>
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<td>Made for Excellence Conference</td>
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<td>Advanced Leadership Academy</td>
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<td>National Convention</td>
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<td>Range CDE</td>
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<td>Poultry Evaluation CDE</td>
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<td>Livestock Evaluation CDE</td>
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<td>Horse Evaluation CDE</td>
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<td>Floriculture CDE</td>
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<td>Ag Mechanics CDE</td>
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<td>Dairy Cattle Evaluation CDE</td>
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<td>Extemporaneous Public Speaking CDE</td>
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<td>Job Interview CDE</td>
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<td>Creed Speaking CDE</td>
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<tr>
<td>BIG CDE</td>
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<tr>
<td>Rituals CDE</td>
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<td>State FFA Degree Applications</td>
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<td>American FFA Degree Applications</td>
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<tr>
<td>Superior Chapter Award Application</td>
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<td>National Chapter Award Application</td>
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<td>Chapter Scrapbook</td>
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<td>Chapter POA</td>
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<td>Chapter Secretary's Book</td>
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<td>Chapter Treasurer's Book</td>
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<td>Chapter Reporter's Book</td>
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<tr>
<td>Other Zone Competition/Activities</td>
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<td>Local Leadership Activities</td>
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<td>Grant Writing/Reports</td>
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<td>Advisory Committee</td>
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<td>Project Visits</td>
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<tr>
<td>FFA Show and Sale</td>
<td>X</td>
<td>x</td>
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</tr>
</tbody>
</table>
Vocational Advisors:

Class I - Must meet the following requirements:

1. Must have 20 active members.
2. Must hold at least two meetings outside regular school day per month during the school year and one per month during the summer with agenda and program, following prescribed meeting ceremonies. Also, must hold at least two officer’s meetings per day.
3. Must have at least four special projects involving a majority of the membership each year which must include a recognition and awards dinner, and an activity that involves the organization with other school organizations.
4. Must have membership in good standing with State and National associations and participate in district and state meetings and activities.
5. Must submit annually a budget plus a plan of activities for the year.
6. Must encourage the attendance of representatives to national conventions where appropriate.

Class II - Must meet the following requirements:

1. Must have a minimum of five active members.
2. Must meet outside regular school day a minimum of once per month for one hour with agenda and program, following prescribed meeting ceremonies.
3. Must have a minimum of two special projects sponsored by the organization each year.
4. Must participate in regional and state meetings of the association.
5. Must submit annually a budget plus a plan of activities for the year.
6. Must encourage the attendance of representatives to national conventions when appropriate.

Assistant Class I - Must meet the eligibility requirements for Class I. Authorized only on a need basis by the Superintendent or his designee.
Summer Program Plan
Elko High School
Lindsay Cox, John Kohntopp

2013
Memo

To: Mr. Mike Altenburg, Principal
From: Mrs. Lindsay Cox, Mr. John Kohntopp, Agriculture Department
Date: 6/3/2013
Re: Agriculture Summer Program Calendar

Dear Mr. Altenburg,

Attached, is a calendar of the Ag Department summer duties including a description of each activity to be completed. The calendar is color-coded to cover our three circles: Classroom, SAE, and FFA.

**Department Meeting Days:** It is important for our department to set aside time to communicate, plan, write grants and budgets, review our respective responsibilities and address any other relevant information.

**Curriculum Work Days:** The general upkeep and maintenance of our facilities and curriculum will be accomplished with student involvement.

**Project Work Days:** We have 30 students entering projects at the fair. During these appointments, students will be supervised and advised about their project and project entry forms completed.

**SAE Project Visits:** There are currently sixty students who have projects continuing through the summer requiring management and supervision visits.

**Showmanship and Fair Meetings:** To prepare students and their projects for the ring through informational meetings, showmanship practice and fitting days.

**FFA Show and Sale:** My duties while at the fair will include: student supervision, ensuring animal care and cleanliness, assisting students with their animals, and promoting our program to community members.

**SLC and NATA Conference – Truckee:** A leadership conference for students and a professional development conference to keep up to date in the world of Ag education, network, and gather new information and ideas on how to further promote our department and student success.
**FFA Officer Planning Retreat**: Our entire department will take our newly-elected FFA Officer Team on a retreat. This time is important for building rapport and planning the upcoming year together.

**CDE Practices**: We have numerous teams competing at nationals in October; vet med, livestock judging, ag mechanics and a creed speaker. Summer practices are incredibly important to ensure they are prepared and successful in the contests.

We hope to see you at the fair and welcome you to any event on the calendar. Before the first week of school, our department will submit our summer report and hour logs for your review.

Thank you,

Lindsay Cox
Elko High School, Agriculture Instructor
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<th>Saturday</th>
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<tr>
<td>9</td>
<td>Project Visits - Placement</td>
<td>10</td>
<td>Project Visits - Placement</td>
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<td>Projects Visits - Placement</td>
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<tr>
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<td>SLC Conference</td>
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<td>4th of July Holiday</td>
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<tr>
<td>SAE/Project Visits 6 swine CDE Practices</td>
<td>SAE/Project Visits Work Experience</td>
<td>SAE/Project Visits 4 cattle CDE Practices</td>
<td>SAE/Project Visits 15 swine</td>
<td>Showmanship/Fair Meeting CDE Practices</td>
<td>School Facility Work Day</td>
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<td>Lesson Planning</td>
<td>Lesson Planning</td>
<td>Showmanship/Fair Meeting CDE Practices</td>
<td>Showmanship/Fair Meeting CDE Practices</td>
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<td>NATA Conference</td>
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<td>NATA Conference</td>
<td>NATA Conference</td>
<td>Showmanship/Fair Meeting</td>
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<td>18</td>
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LICENCED EMPLOYEE CONTRACT
(PROBATIONARY)

This is an employment contract between the Elko County School District Board of Trustees and Lindsay Cox, Teacher, for 213 days of service beginning August 22, 2012 through June 30, 2013, at a yearly salary of $47,980.57, payable in twelve (10) monthly installments, on the following additional terms and conditions. ($41,448 x 213/184 = $47,980.57 ÷ 10 = $47,980.57)

1. The probationary contract status is for:
   - [ ] A partial year and Employee is not entitled to credit towards the probationary first year of the three-year probationary period. (Employees first contracted after December 1).
   - [x] The first year of the probationary period.
   - [ ] The second year of the probationary period.
   - [ ] The third year of the probationary period.
   - [ ] A fourth year of the probationary period, since the Employee has completed three (3) one (1) year probationary periods as a subordinate administrator and has been promoted to the position of principal. (Administrator Only).
   - [ ] Temporary employment, since the Employee is being employed in a position fully funded by a federal or private categorical grant or to replace another licensed employee during that employee's leave of absence and the federal/private grant funding has been continued or the employee is not returning from his/her leave of absence.

2. The Employee has no right to re-employment following the expiration of this contract.
3. The Employee is subject to any and all applicable provisions of Nevada Administrative Code (NAC) Nevada Revised Statutes (NRS), and District policy, except to the extent superseded by a collective bargaining or meet and confer agreement.
4. The Employee represents that he/she possesses appropriate and valid licensure, endorsements, and highly qualified requirements (if applicable) for the position to which he/she is being assigned.
5. The Employee represents that he/she is not under an employment contract with another Board of Trustees of a school district in the State of Nevada.
6. The Employee agrees that the salary specified in this Contract is subject to certain required monthly deductions such as payroll taxes, deductions required by law, health insurance, etc. and other voluntary deductions approved by the Board of Trustees when requested in writing by the Employee.
7. If this Contract is not performed in its entirety by the Employee, the salary the Employee receives and all earned sick leave shall be calculated in the same proportion as the number of days of service is to the number of actual days of service covered in the Contract.
8. The payment of compensation or any installment thereof under the terms of this Contract shall cease upon the dismissal, death, or resignation of the Employee prior to the close of the contract year. Such payments shall also cease during any period of suspension of the Employee, unless otherwise ordered by the Board.
9. Assignments involving additional pay for extra duty of special services are not included in the yearly salary as part of this Contract. In addition, the Employee agrees that there are evening and other responsibilities connected with a school program and agrees to share such duties as shall be assigned.
10. The Employee agrees to perform in a thorough and professional manner all the duties of the teaching position, assignment and employment under the direction of the Superintendent of Schools and to observe and enforce all policies of the Board.
11. Subject to the provisions of a collective bargaining agreement, the Superintendent/designee shall have full power and authority to assign teachers, other licensed personnel, to locations, buildings, classes and grades. Assignment, transfer and reassignment of licensed administrators will be in accordance with Section C of the Elko County School District policy.
12. The Employee reaffirms the oath to support the Constitution of the United States and Constitution of the State of Nevada.
13. All policies of the Board are a part of this Contract except to the extent superseded by a collective bargaining agreement.
14. If Employee timely accepts an offer of re-employment from the Board and subsequently resigns the employment for the accepted school year by a written notice of resignation postmarked or hand delivered to the School District on or before ten (10) calendar days after the last student contact day specified in the District calendar, the Employee will not be in breach of contract for the accepted year. If the District does not receive a written notice of resignation postmarked or hand delivered to the School District on or before ten (10) calendar days after the last student contact day specified in the District calendar, the Employee will be deemed to be in material breach of contract for the accepted school year. In the event of such a breach of contract, the Employee must at the election of the District pay to it as liquidated damages 1.5% of the Employee's base salary for the school year previous to the accepted school year. The 1.5% payment must, at the election of the Employee, be paid to the District by the Employee on or before August 1 by cash, cashier's check, or money order, or if not so paid, will be by deduction from the Employee's final paycheck.

THIS CONTRACT IS NULL AND VOID IF NOT SIGNED BY SEPTEMBER 17, 2012

Signed ____________________________
Board President

Signed ____________________________
Board Clerk

Signed ____________________________
Employee

Date Signed by Employee: 9/1/12
Elko County School District

Superintendent’s Office
Telephone: (775) 738-5196
Fax: (775) 738-5857 • (775) 738-0808
P.O. Box 1012 • Elko, Nevada 89803

SUPPLEMENTAL CONTRACT FOR INSTRUCTIONAL SERVICES

THIS CONTRACT, made and entered into this 1st day of October, 2012 by and between the Elko County Board of School Trustees ("Employer") and Lindsay Cox, ("Employee"),

WITNESSETH

Whereas, Employer currently employs Employee as a teacher under written contract, and

Whereas, the parties desire to supplement the contract,

NOW THEREFORE, in consideration of the mutual covenant contained herein, the parties agree as follows:

1. Employee will teach one additional hour of Ag Science at Elko High School.
2. Employer will pay employee a supplemental salary of $6,854.37 as compensation for such additional services.
3. Employee will render service as outlined by the Superintendent, and to follow instructions on reports, attendance, and other items that are necessary for the program, and subjects himself to all terms, conditions, and policies of employment set forth by the Elko County School District.
4. Employer may cancel this supplemental contract on thirty (30) days prior written notice to Employee.

[Signatures]

TEACHER

PRESIDENT BOARD OF SCHOOL TRUSTEES

CLERK BOARD OF SCHOOL TRUSTEES
Appendix L
OVERVIEW
The National Chapter Award program is designed to award those FFA Chapters that actively implement the mission and strategies of the organization. These chapters improve chapter operations using a program of activities that emphasizes student, chapter and community development. Chapters are rewarded for providing educational experiences for the entire membership. This application process assists chapters in assessing their accomplishments.

For more details and instructions for completing the National Chapter Award application, consult the National Chapter Handbook.

ELIGIBILITY
All chapters that are chartered by state FFA associations are eligible for and encouraged to participate in the National Chapter Award program. Chapters are eligible for recognition in the program each year.

Reports must be submitted only on the official report forms, which include the computerized version.

The quality standards established for each division represent minimum requirements for the National Chapter Award program.

SUPPORTING EVIDENCE
No supporting materials other than the specific information requested in the application form will be accepted.

ADDITIONAL COPIES
Duplicate additional copies of the application from the enclosed pages. Copies may also be generated from the computerized version of the application.

FFA STRATEGIES
To accomplish its mission, the FFA organization:
--Develops competent and assertive agricultural leadership.
--Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.
--Strengthens the confidence of agriculture students in themselves and their work.
--Promotes the intelligent choice and establishment of an agricultural career.
--Encourages achievement in supervised agricultural experience programs.
--Encourages wise management of economic, environmental and human resources of the community.
--Develops interpersonal skills in teamwork, communications, human relations and social interaction.
--Builds character and promotes citizenship, volunteerism and patriotism.
--Promotes cooperation and cooperative attitudes among all people.
--Promotes healthy lifestyles.
--Encourages excellence in scholarship.

THE FFA MISSION
FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.
CHAPTER ACTIVITY
Microsoft Excel Version

Read these instructions & tips before you begin.

INSTRUCTIONS

A. Always make a backup copy of this file and store your original in a safe place.

B. Save the file often so you do not lose your application.

C. Use your tab key to go to the next cell that will accept information.
   (Also read item D below.)

D. If the application is altered in any way, it may be "DISQUALIFIED." This includes copying
   the application into a word document, altering the space given for responses for any question,
   or changing the font from Arial, or changing the font size from 10 point in the Activity
   Description/Goals, Plan of Action or Results/Evaluation sections or from 14 in the photo
   captions. For fairness, all must respond to questions in the space provided.

E. You cannot spell check in this application because of the protection function in excel.
   However, you can spell check by following tip number 2 below.

F. If a "0" (zero) appears in a cell it is because the cell gets the information from a page
   earlier in the application.

G. The file is password protected. It will prevent you from entering information in the wrong
   place. The password will not be shared with anyone!

H. The folders and arrows at the bottom of your screen will help you get to the right page.

I. Printers vary. Use a good quality printer. A laser printer is best. Also, check your margins so
   they are set at 0.5 inches.

J. The font type and size for photo captions must be Arial 14. Photo caption length is limited
   to 8 lines. Font size and type must not be altered.

TIPS

1. Print the entire workbook and pencil in the information before you begin entering information on
   the computer.

2. Type the information in the text boxes on the application. Highlight and copy the text from the
   text box to the folder named Spell in this workbook and spell check it there. (It is not
   protected.) Or you can copy from the text box to your word processor and spell check it.

3. A non-protected copy of the photo pages are included at the end for those who would like to
   scan in photos or insert digital photos. Care should be taken not to add row or columns
   and not to disturb cells linked to other pages of the application.

National FFA Organization
RECOGNITION AND SELECTION

STATE - SUPERIOR CHAPTER
This award is designed to recognize FFA chapters that develop and use a Program of Activities.

Eligibility
To apply for recognition, the chapter must complete Form I verifying that members have completed at least one activity related to each of the five quality standards established within the three divisions: student, chapter and community development.

Recognition
The Superior Chapter certificate will be provided each year the chapter meets the minimum quality standards for this award. Each state association shall determine the appropriate place and manner for presenting these awards.

STATE - GOLD, SILVER OR BRONZE CHAPTERS
These state awards are for those chapters that have been rated National Chapter on the state level.

Eligibility
All chapters receiving Superior Chapter rating are eligible to compete by filling out Form II.

Selection
Major activities described in Form II will be judged on the following: the goals/objectives set, the plan of action taken and the results/evaluation of the activities.

Recognition
Chapters that complete Form II will receive a plaque for use over a multi-year period. Each year a Gold, Silver or Bronze designation is awarded, the chapter will receive a plaque insert specifying the award level and year.

NATIONAL GOLD -- THREE-STAR, TWO-STAR AND ONE-STAR CHAPTERS
These national awards are for those chapters that have been rated Gold on the state level.

Eligibility
A state may submit the number of Gold Chapter applications equal to the top three or ten percent of the number of chapters in the state, whichever is higher.

Selection
Quality standards completed on Form II will be judged on the following: the goals/objectives set, the plan of action taken and the results/evaluation of the activities.

Recognition
State Gold chapter award winners will be recognized as Three-Star Gold, Two-Star Gold or One-Star Gold Chapter on the national level. The National Star plaque is designed for use over a multi-year period. An engraved plate with the inscription "Three-Star," "Two-Star" or "One-Star" may be affixed to the plaque and will be provided each year a chapter attains this level of recognition.

NATIONAL MODEL OF INNOVATION CHAPTERS
Model of Innovation awards will be given to the top ten chapters in each of the three divisions: student, chapter and community development with innovative activities. Only Three-Star Chapters are eligible to be a Model of Innovation Chapter. Chapters applying for this national recognition need to submit Form I and Form II. A national award winner will be announced for each of the three divisions.

NATIONAL MODEL OF EXCELLENCE CHAPTERS
Model of Excellence awards will be given to the top ten chapters that exhibit exemplary qualities in all categories of student, chapter and community development. An overall national winner will be chosen out of the Models of Excellence chapters. Only Three-Star Chapters are eligible to be a Model of Innovation Chapter.

NATIONAL OUTSTANDING MIDDLE SCHOOL
The top scoring middle school FFA chapter is also chosen. Chapters eligible for this award must be made up exclusively of middle school FFA members. Only Three-Star chapters are eligible for this recognition. Chapters applying for this national recognition need to submit Form I and Form II.
RECOGNITION AND SELECTION

SCORING
Please see the inside back cover for a summary of score sheet evaluation guidelines.

CERTIFICATION AND STATE VERIFICATION
Applications submitted to the state association must be certified for accuracy by the local chapter advisor.
Each state association may submit for national consideration Gold Chapter applications equal to the top three or ten percent of the number of chapters in their state, whichever is higher. Chapters applying for national consideration as a Three-Star, Two-Star, or One-Star need to submit both Form I and Form II. Chapters applying for national consideration as either a Model of Innovation or Outstanding Middle School need to submit Form I and Form II.

CERTIFICATION AND STATE VERIFICATION (Continued)
Applications for National Chapter Awards are due at the National FFA Center on or before July 15. Application for Superior Chapter awards should be submitted to state FFA officials in accordance with policies established by the state association.

Applications must be approved by the state advisor and ranked in the order as judged by the state FFA association.

NATIONAL CHAPTER AWARD APPLICATION CHECKLIST
-- Chapter has completed at least one activity related to each quality standard.

-- The latest revised application forms have been used. "The year of application should appear in the upper left-hand corner of page one."

-- Application form was completed on a computer, word processor or typewriter and proofread several times for spelling, grammatical and mathematical errors.

-- All required signatures appear in the proper place on the application.

-- All appropriate pages have been completed.

-- Two copies of the application were prepared. One is being forwarded to the next level of competition and the other placed in the chapter file as a permanent record. Applications will not be returned.

-- Confirmed and met the state FFA association's deadline for submission of the completed application.

Every state is different, please check with your state association for more.
The National Chapter Award program is designed to award those FFA chapters who actively implement the Mission and Strategies of the organization. These chapters improve chapter operations using a program of activities that emphasizes student, chapter and community development. Quality standards have been developed in each area as minimum requirements for recognition in the Superior/National Chapter Award program. The FFA Mission and Strategies should be used as a guide in planning, implementing and assessing accomplishments.

**Division I - Student Development**

The purpose of this division is to encourage the chapter to develop individual and cooperative activities that will enhance students' life skills.

1. Leadership activities that help the individual develop technical, human relations and decision-making leadership skills to enhance personal growth. *(Examples include leadership conferences, public speaking experiences, team demonstrations, team and individual leadership competitions, volunteerism, hosting international students, Washington Leadership Conference and state and national conventions.)*

2. Healthy lifestyle activities that promote the well-being of the student, mentally or physically, in achieving the positive evolution of the whole person. *(Examples include substance abuse prevention and education, personal wellness choices and consequences, personal image projection and recreation/leisure activities.)*

3. Career success activities that promote student involvement and growth through agriculture-related experience and/or entrepreneurship. *(Examples include news stories, career day, guest speakers, displays of exemplary programs, members degrees, facility tours, mentor programs, international seminars, shadow experiences, agricultural skills and judging events, test plots for high school agriculture department, agriscience fairs, science fairs for elementary students and computer literacy activities.)*

4. Scholarship activities that develop a positive attitude toward lifelong learning experiences. *(Examples include scholarship awards, tutoring, school and college tours, FFA scholarships, leadership conference scholarships, study-skills seminars for members and chapter/school honor roll and recognition for students across school departments.)*

5. Personal growth activities are conducted that improve the identity and self-awareness of FFA members. These activities should reflect FFA members' unique talents and potential by reinforcing their human and employability skills. The activities should strive to enhance the quality of life of and contribute to FFA members' life goals and development. *(Examples include time management activities, self-help workshops, facing your fears, money management, financial planning, anti-bullying, and personal organization skills.)*

**Division II - Chapter Development**

The FFA chapter has a responsibility to provide opportunities and services to its members. The chapter responsibilities may be met by promoting increased member participation, financial responsibility, a positive image, interactions with support groups and cooperation through organized activities.

1. Chapter recruitment activities conducted to increase agricultural education enrollment and/or FFA membership and encourage greater participation. *(Examples include career class visits, agricultural demonstrations, visits to lower grades, program information mailings, petting zoos, member barbecues, National FFA Week exhibits, new member picnics, camping and fishing trips, create a mentor for new members and a complimentary subscriptions to "FFA New Horizons" magazine.)*

2. Financial activities conducted to encourage thrift and good financial management among members through earnings, savings and investments. *(Examples include developing chapter budgets, applying for loans, livestock chains, top sales prizes, group purchasing programs, chapter fund raising, equipment investments, provide sales training, operate a concession, set-up and maintain a cooperative.)*
3. Public relations activities conducted to promote a positive image and inform students, parents, school officials and the community about chapter and member accomplishments. (Examples include newspaper articles, chapter scrapbooks, local agricultural television programs, school marquees, member representatives at school board meetings, National FFA Week celebrations, chapter newsletters, complimentary magazine subscriptions, chapter banquets, parliamentary procedure demonstrations for other classes and recognition dinners.)

4. Cooperation activities conducted to develop teamwork and cooperative skills among chapter officers, committees and members. (Examples include officer training workshops, state and national leadership workshops, committee chairperson training, executive committee planning, presenting officer and committee chairperson service pins, chapter officer leadership retreats and workshops for new members on conducting meetings.)

5. Support group activities conducted to develop and maintain positive relations among the FFA, parents, community leaders and industry. (Examples include FFA Alumni, agriculture boosters, Young Farmers, Farm Bureau, Grange, chamber of commerce, service clubs, extension, fair boards, parent-teacher organization participation, open houses, FFA/agricultural industry community tours.)

Division III - Community Development

FFA can develop partnerships with other groups and organizations while taking a leadership role to make the community a better place to live and work. Using state, national and international activities, a chapter and its members can serve as catalysts to improve the community's economic, environmental and human resources.

1. Economic development activities conducted to improve the economic welfare of the community. (Examples include member entrepreneurship, community scavenger hunt, enhanced tourism, international development, historical preservation and community relations.)

2. Environmental activities conducted to preserve natural resources and develop more environmentally responsible individuals. (Examples include urban and rural conservation programs, collaborative effort to raise game for release/biological control, water and air quality programs, producer and consumer safety programs, green practices, hunter and firearm safety programs and recycling programs.)

3. Human resources activities conducted to improve the welfare and well being of members and citizens of the community. (Examples include PALS (Partners in Active Learning Support), special populations involvement, at-risk programs, cultural awareness and diversity programs, provide an after school program for younger children, food drives and personal safety programs.)

4. Citizenship activities conducted to encourage members to become active, involved citizens of their school, community and country. (Examples include volunteerism, community service, civic duties, internships with government agencies, roadside/area cleanup, legislative breakfasts, work with local chamber of commerce, organize a charity and networking with governmental agencies.)

5. Agriculture promotion activities are conducted to promote agriculture and/or agriculture education to help the public become better informed and understand the important of agriculture in their daily life. (Examples include agriculture issue presentations, Agriculture in the Classroom, National Agriculture Day activities, parent/student orientations and Food Check-Out Day.)

National FFA Chapter Award Program - Application Forms I and II

Instructions:
Chapters must submit Form I and Form II for verification and evaluation to compete for national awards above the Superior Chapter level. Form II requires describing three major activities the chapter conducted under each division that had the greatest impact on students, the chapter and/or community.

Major activities described in Form II may be the same as or different from those listed on Form I. Chapters may list or use activities or parts of activities only one time on Form II. There must be three different and distinct activities that relate to the quality standards under each appropriate division.

No additional pages or information may be added. The space is limited, so choose your words carefully to convey the information needed to describe the activity. Use the scoring guidelines to complete and score the application.
Chapter Name: Ruby Mountain FFA
Chapter Number: NV 0004

Primary Contact Advisor's Name: Lindsay Cox
Name of High School: Elko High School
School Address (street/R.R./box number): 987 College Avenue
School City: Elko
School State: NV
School Zip: 89801
School Telephone number (including area code): 1-(775)-738-7281

Total FFA Membership: 263
Number of in-school FFA members: 258

This report is for the year beginning: 6/1/2012 ending: 6/1/2013

Note: To qualify for the Superior Chapter award, a chapter must conduct at least one activity related to each of the five quality standards listed for each of the three divisions. In addition, all chapters must prepare and submit an annual written program of activities and chapter budget to the state association by November 30 for the current year.

Certification:
We hereby certify that all claims and information reported in this application are true and accurate.

Chapter President's Signature
Chapter Secretary's Signature
Chapter Advisor's Signature
Superintendent's or Principal's Signature

State signature only required on applications forwarded for national judging.

APPROVED: State Advisor/Executive Secretary

This application is ranked ______ out of ______ State Gold Applications submitted for national judging.

NOTE: This application will not be returned by the National FFA Organization. Please make a copy for your records.

5/15/2013
Division I - Student Development
The purpose of this division is to encourage the chapter to develop individual and cooperative activities that will enhance students’ life skills.

1. Leadership activities that help the individual develop technical, human relations and decision-making leadership skills to enhance personal growth.
   **List One Major Activity:**
   
   STATE FFA WINTER LEADERSHIP Training- 17 FFA members attended the training this year. We had a variety of grade levels attend this leadership training.

2. Healthy lifestyle activities that promote the well-being of the student, mentally or physically, in achieving the positive evolution of the whole person.
   **List One Major Activity:**
   
   LEISURE ACTIVITIES- Our chapter regularly attends dances, bowling nights, and nights at the skate rink during the State Convention and several different state conferences and trainings. We also compete in scavenger hunts and other activity nights during the annual FFA week.

3. Career success activities that promote student involvement and growth through an agriculture-related experience and/or entrepreneurship.
   **List One Major Activity:**
   
   FFA GREENHOUSE POINSETTIA AND SPRING SALES- Many of the FFA members grow flowers to sell in the spring and during the Mother’s Day season. They also grow poinsettias to sell in the Holiday season and even help work sell the plants during lunch and after school hours.

4. Scholarship activities that develop a positive attitude toward lifelong learning experiences.
   **List One Major Activity:**
   
   COLLEGE REPRESENTATIVE VISITS- Several times a year, representatives come from several different colleges, universities, and community colleges to talk to our members to help them decide what they would want to do in the future and to help them understand how college and scholarships work.

5. Personal growth activities are conducted that improve the identity and self-awareness of FFA members. These activities should reflect FFA members' unique talents and potential by reinforcing their human and employability skills. The activities should strive to enhance the quality of life of and contribute to FFA members' life goals and development.
   **List One Major Activity:**
   
   GRAMMAR AG DAY- This year we organized a day with one of the local elementary schools to have the kids come around to booths and participate in different fun activities where they learned about things such as seed germination, wool, roping, livestock, and different dairy products.

Division II - Chapter Development
The FFA chapter has a responsibility to provide opportunities and services to its members. Chapter responsibilities may be met by promoting increased member participation, financial responsibility, positive image, interactions with support groups and cooperation through organized activities.

1. Chapter recruitment activities conducted to increase agricultural education enrollment and/or the FFA membership and encourage greater participation.
   **List One Major Activity:**
   
   FRESHMAN BAR-B-QUE- Every year, the returning FFA members hold a bar-b-que to greet and meet the freshman members. We have food and play games to get to know the greenhands. The new members get to meet their upperclassmen and they have fun while doing it.

2. Financial activities conducted to encourage thrift and good financial management among members through earnings, savings and investments.
   **List One Major Activity:**
   
   TRI-TIP DINNER- Twice a year, our chapter sells tickets around the community for a dinner that people can pick up and go eat at home. We serve tri-tip, corn, rolls, potatoes, and salad. Our chapter is well known for holding this dinner and the community gives us positive feedback every year.
3. Public relations activities conducted to promote a positive image and inform students, parents, school officials and the community about chapter and member accomplishments.
   **List One Major Activity:**
   CHAPTER FFA POTLUCK- Every year in the fall, our chapter holds a local Potluck that is welcome to family members of our members and people of the community. Chapter and Greenhand Degrees are awarded, the Creed contest is held, and the new Greenhand officers are introduced.

4. Cooperation activities conducted to develop teamwork and cooperative skills among chapter officers, committees and members.
   **List One Major Activity:**
   OFFICER RETREAT- After the school year gets out, during the summer, the newly installed officers get together for a camping trip where they bond, have fun, and plan out activities for the new year. They learn more things about each other and become life-long friends.

5. Support group activities conducted to develop and maintain positive relations among FFA, parents community leaders and industry.
   **List One Major Activity:**
   FFA ALUMNI- Our chapter works closely with Ruby Mountain FFA Alumni, this year they covered our expenses to go to the National Convention and awarded scholarships to two graduating members.

**Division III - Community Development**

FFA can develop partnerships with other groups and organizations to exert a leadership role in making the community a better place to live and work. Using state, national and international activities, a chapter and its members can serve as catalysts in improving the community’s economic, environmental and human resources.

1. Economic development activities conducted to improve the economic welfare of the community.
   **List One Major Activity:**
   COWBOY POETRY FESTIVAL- Every year, many of our members have the opportunity to volunteer for the Cowboy Poetry Shows by being door monitors and ticket takers. The community really appreciates our help and our members have fun, especially if they get to watch a couple of the shows.

2. Environmental activities conducted to preserve natural resources and develop more environmentally responsible individuals.
   **List One Major Activity:**
   COMMUNITY CLEAN-UP DAYS - We host a variety of community clean up events at local recreation areas within Elko to help develop responsible environmental practices in our members.

3. Human resource activities conducted to improve the welfare and well-being of members and citizens of the community.
   **List One Major Activity:**
   MOTHER’S DAY FLOWER SALE- Every year, the ornamental horticulture classes raise different plants that they put in arrangements for anyone in town to purchase for their mothers on this holiday. We show our appreciation for the mothers of the world and show that we are thinking of them.

4. Citizenship activities conducted to encourage members to become active, involved citizens of their school, community and country.
   **List One Major Activity:**
   RANGE CDE- This year we had a team go to the Range competitions to learn about range practices, and its impact in different aspects in our world.

5. Agriculture promotion activities are conducted to promote agriculture and/or agriculture education to help the public become better informed and understand the important of agriculture in their daily life.
   **List One Major Activity:**
   FESTIVAL OF TREES- This year, our chapter set up an FFA themed Christmas Tree for the local Festival of Trees fundraiser. Each individual CDE created ornaments to put on the tree. This helped show the community the things that we do and the competitions that we participate in.
Division I - Student Development - Activity One

The purpose of this division is to encourage the chapter to develop individual and cooperative activities that will enhance students’ life skills.

Name of Activity: **State FFA Winter Leadership 212/360**

Which quality standard applies to this activity? (check one)
- [X] Leadership
- Healthy Lifestyles
- [ ] Career Success
- [ ] Scholarship
- [ ] Personal Growth

A. Activity Description/Goals - *(What did you want to accomplish?)*

During Winter Leadership Training, all of the participating members are given the opportunity to attend workshops that can help them develop their leadership skills and form relationships with members from other chapters around the state. Additionally, there is a leisure activity that is held the first night. Also during this training, members who are going to receive their State Degree get their pictures taken and the members applying for scholarships participate in interviews.

1. Have 15 members attend the training.
2. Have 100% of participating students attend the leadership 212/360 trainings.
3. Have 100% of participating members attend the leisure activity at the convention.
4. Have 100% of participating members interact with members from other chapters.

B. Plan of action - *(Who, what, when, where, how?)*

The chapter officer team will carry out the following action plan:

1. Prepare a flyer with information regarding the trip for the members two weeks before the money and forms are due by Jan. 18.
2. Distribute flyers to the members at the bi-monthly chapter meetings on Jan 23.
3. Perform a presentation on the conference during the chapter meetings to motivate members by Jan 23.
4. Set a date and time for the members to have the money and forms in to the advisors by Feb. 1.
5. Inform the members which workshop to attend at the Carson City Convention Center on Feb. 6.
6. Require the members to take notes on their conference packets within their workshops on Feb. 11 and 12.
7. Inform the members of where, when, and what the leisure activity is on Feb. 6.
8. Have a competition on which members can make the most friends and show proof on their conference packet on Feb. 11.
9. Have members send letters of correspondance to one new person they met at the conference, when they return home by Feb. 15.

C. Results/evaluation - *(What was accomplished?)*


Benefits: With our FFA chapter having 23 participants in these workshops, Winter Leadership Training presented many opportunities to improve leadership skills. Therefore, participants were able to return home and motivate more members to attend State Leadership Conference (34 members).

Impact: Participating members are able to share their experiences with other chapters in the state and influence other students to become more active. Two members had the chance to speak and inform various legislators and senators and teach them about agriculture education and how they can support legislation for Career Technical Education.

Education: Participants were able to attend all workshops offered, two of them able to have the NAYLE experience as well. Members were educated on leadership skills to take back to their chapters and NAYLE participants learned about the legislative process and met current individuals working in the field.

Evaluation: Members have expressed interest in attending the conference in the coming years because they felt the conference was highly beneficial to developing their life skills.
During the State FFA Winter Leadership Training, 23 members attended leadership workshops and conferences on the legislative processes. Members also attended the leisure activity of bowling. This training is a great way for our members to develop themselves as individuals, and their leadership skills, as well as make new relationships with other members from around the state. Additionally, one member participated in the application and interviews for the state-wide scholarships. This picture shows members with new friends they met from another chapter.
Division I - Student Development - Activity Two

The purpose of this division is to encourage the chapter to develop individual and cooperative activities that will enhance students' life skills.

Name of Activity: Leisure Activities

Which quality standard applies to this activity? (check one)

Leadership  X Healthy Lifestyles  Career Success  Scholarship  Personal Growth

A. Activity Description/Goals - (What did you want to accomplish?)

Leisure activities exist in our chapter to promote healthy living through physical activity and social activity with other members. These activities occur around holidays, during FFA week, or just for fun throughout the year. These activities include movie nights, scavenger hunts, game nights, and open gym sessions.

1. To have 100% of the officers plan leisure activities during their officer meetings.
2. To have 75% of participating members meet other members.
3. To have 100% of participating members meet at least one of the officers.
4. To have 100% of participating members understand the importance of healthy lifestyle choices.

B. Plan of action - (Who, what, when, where, how?)

The chapter officer team with help from the Ag leadership class will carry out the following plan:

1.1 Set leisure activity dates and times at the officer retreat to be part of the Program of Activities by June 15th.
1.2 Create a leisure activities committee and assign an officer (sentinel) as the chair by June 15th.
2.1 Conduct icebreaker activities at the beginning of each leisure activity as facilitated by the Ag leadership class to help members meet each other.
3.1 Ensure that the officers introduce themselves and demonstrate rapport building with all members at leisure activities.
3.2 Identify cliques at events (sentinel) and encourage a welcoming environment of all members.
4.1 Provide a safe environment that includes activities that allow students to be physically active and plan healthy food choices.

C. Results/evaluation - (What was accomplished?)

Goals Achieved: Goal 1: Met. Goal 2: Exceeded (100% of participating members met other members through icebreaker activities). Goal 3: Exceeded (100% of members met all 7 officers).

Benefits: Our FFA officers now understand the steps and preparation necessary to plan successful events that draw large numbers of members. Members now have positive social influences within our organization and are able to stay active, busy and out of trouble for a healthy lifestyle. Due to this, many members have made significant improvements in their grades as well. Furthermore, our younger members know the chapter officers better and look to them for guidance throughout the year in their competitions and projects.

Impact: As the year progressed, or attendance at leisure activities increased. We began the year with about 20 members attending and increased to an average of 40 members in attendance. We now have members in our chapter from diverse backgrounds and populations that have found a home and accepting community in the agriculture program.

Education: Members are learning the joy of being healthy both physically and socially.

Evaluation: Members have expressed interest in doing more sport related activities. Additionally, scavenger hunts were popular because of the level of activity involved. Movie nights proved to be less social than
Leisure activities are a great way that our members meet new members and have a lot of fun while doing it. The officers receive more practice planning activities and feel accomplished. The officers also get to interact on a personal level with other members. These activities support healthy lifestyles, both socially and physically. We find them to be a positive outlet for our students as they can stay busy and out of trouble with other chapter members. In the picture above, members relax while watching a movie at the holiday party.
Division I - Student Development - Activity Three

The purpose of this division is to encourage the chapter to develop individual and cooperative activities that will enhance students' life skills.

Name of Activity: **FFA Greenhouse Poinsettia and Spring Sales**

Which quality standard applies to this activity? (check one)

- Leadership
- Healthy Lifestyles
- Career Success [X]
- Scholarship
- Personal Growth

A. Activity Description/Goals - *(What did you want to accomplish?)*

Every year, students grow and raise Poinsettia plants for the Christmas season and various arrangements for the spring season. They are responsible for growing, budgeting, marketing and keeping record of these enterprises. Many students use this project as their SAE and sell to the community as they learn how to work with customers. They exercise technical skills necessary for careers in horticulture or floriculture and practice people skills and customer service that will help in any career field.

1. To develop technical skills in 100% of the participating students for careers in plant sciences.
2. To develop people skills in 100% of the participating students for success in quality careers in life.
3. To reinforce employability skills in 100% of the participating students.
4. To net $1,000 for greenhouse supplies to help further student SAE projects.

B. Plan of action - *(Who, what, when, where, how?)*

- The horticulture instructor, Mr. Kohntopp, the greenhouse student manager and her committee will implement the following action plan:
- 1.1 Conduct lessons and work days where students learn and apply their technical skills on how to properly care for various plants in an ornamental horticulture field from Aug - April.
- 2.1 Explain people skills necessary when working with greenhouse customers and have members role play possible scenarios to practice by May 1.
- 2.2 Create a sign up sheet for greenhouse work hours and greenhouse sale sign ups on May 1.
- 2.3 Design and distribute sale fliers through bulletin boards, email, and mail to local supporters and businesses by April 15.
- 3.1 Conduct a training with all members working the sale. Explain the guidelines for the sale; being on time, being on task, helping customers and recording sales by May 1.
- 4.1 Price plants accordingly in $5, $10, and $15 dollar increments. Conduct the sale every Wednesday, Thursday, and Friday after school from 3-5 pm for the month of May.

C. Results/evaluation - *(What was accomplished?)*


Benefits: This activity builds the career readiness of our students by developing their technical skills, people skills, and employability skills. Additionally, it is great promotion for our program and chapter to community members who are always impressed with our products and students.

Impact: Two students used this project to achieve their state degree and numerous students plan to expand their involvement and SAE program next year.

Education: Members learned technical skills like how to propagate, transplant and care for horticultural products. Furthermore, they learned people skills like responsibility, time management, customer service, and cooperation.

Evaluation: Our plant sales this year were a large success, and money raised will allow many students to expand their SAE program next year. We would like to consider opening some weekend sale times next year to reach another consumer market.
The FFA Greenhouse Poinsettia and Spring Sales are geared towards teaching students necessary technical skills for their career path and improving their people and employability skills to work with customers and a diverse population of people. The students are responsible for all aspects of plant development and health. Additionally, students must market their product and keep accurate records. Finally, the students learn responsibility and workplace skills as they see the project through from start to finish.
Division II - Chapter Development - Activity One

The FFA chapter has a responsibility to provide opportunities and services to its members. Chapter responsibilities may be met by promoting increased member participation, financial responsibility, positive image, interactions with support groups and cooperation through organized activities.

Name of Activity: Freshman BBQ

Which quality standard applies to this activity? (check one)

X Chapter Recruitment  Financial  Public Relations  Cooperation  Support Group

A. Activity Description/Goals - (What did you want to accomplish?)

Each fall we hold the Freshman BBQ to meet the new members and build relationships to increase member participation. We play games, eat dinner, and talk during this time.

1. Inform all freshman of the Freshman BBQ.
2. Have at least 30 new members attend the Freshman BBQ.
3. Ensure all freshman members meet the 7 chapter officers.
4. Explain other activities for freshman to get involved beyond the BBQ.

B. Plan of action - (Who, what, when, where, how?)

The FFA officer team will implement the following action plan:

1. Post the Freshman BBQ information on Ag class boards, make flyers and announce at the first FFA meeting of the year on September 5th.
2. Plan and purchase all materials necessary at the officer meeting on the 4th.
3. Run the freshman BBQ on the 12th at 5:00 at the Elko High School Quad.
4. Introduce themselves to freshman members through an icebreaker activity.
5. Have the officers briefly explain the FFA activities they are involved in to encourage freshman at the BBQ.

C. Results/evaluation - (What was accomplished?)


Benefits: This is a fun activity to kick off the year and help make our chapter a more cohesive unit. All freshman met all 7 chapter officers and freshman started to build relationships with each other as well.

Impact: We have a large amount of freshman involvement this year. We have about 75 actively involved freshmen in various activities. We attribute this success to activities early on that got them involved.

Education: Our members learned how to interact and cooperate with each other through the group activities they participated in.

Evaluation: This is a great activity to run each year. Next year we would also like to have a similar welcome back activity to welcome past members or newer members that might be older than a freshman.
The freshman BBQ is a great example of an activity that increases member participation and creates a positive image of our organization and its members. At the Freshman BBQ, the new members are able to meet the existing officers and their elder members while playing games and eating dinner. They develop their cooperative effort abilities and new relationships with each other through a variety of planned recreational activities. In the picture above, freshman and returning members play volleyball.
Division II - Chapter Development - Activity Two

The FFA chapter has a responsibility to provide opportunities and services to its members. Chapter responsibilities may be met by promoting increased member participation, financial responsibility, positive image, interactions with support groups and cooperation through organized activities.

Name of Activity: Tri-tip Dinner

Which quality standard applies to this activity? (check one)

- Chapter Recruitment
- Financial
- Public Relations
- Cooperation
- Support Group

A. Activity Description/Goals - (What did you want to accomplish?)

1. To teach all participating members how to plan a successful fundraising activity.
2. To earn money that will help with 100% of the national convention hotel expenses.
3. To provide an opportunity for students to interact with the community.
4. To develop team work and cooperation skills in our members as they run the fundraiser.

B. Plan of action - (Who, what, when, where, how?)

The Fundraising Committee, chaired by the Vice President and assisted by the Chapter Officer Team, will carry out the following action plan:
1.1 Prepare an activity plan to be approved by the Executive Committee by October 1.
1.2 Set a date, and designate specific tasks to be carried out by October 2.
1.3 Have participating members review their tasks by October 4.
2.1 Distribute tickets for sale to the students through classes and FFA meetings the first two weeks of October.
2.2 Advertise the event on school announcements, in classes, in the local newspaper and at meetings by October 5.
4.1 Run sign-up sheets for the event on October 11th and designate tasks.
4.2 Have advisors present to help facilitate the fundraiser.

C. Results/evaluation - (What was accomplished?)

Goals Achieved:
- Goal 1: Met
- Goal 2: Exceeded (raised an additional $2,000 to cover airplane tickets).
- Goal 3: Met
- Goal 4: Met

Benefits: This fundraiser allows us to support our 13 CDE teams at the State Convention and any teams going on to National competition in their travel expenses.

Impact: We are able to promote our chapter and students to the greater community through the positive experience tri-tip customers have.

Education: Members learned how to work together to increase efficiency and serve dinners as quickly as possible. Members also learn how to keep quality records of dinners sold and paid.

Evaluation: Our students and community love this fundraiser. We are well known for serving one of the best dinners in town. Next year we need to evaluate a new technique or time to prepping the potatoes to reduce wait time for customers in line.
The tri-tip fundraiser is a take home dinner that we host two times a year to help fund different aspects of the State and National Conventions. It is organized by the fundraising committee and the officer team and builds great relationships with our community and amongst our members. Several members help set up the dinner and help with distributing it. Also, all members are able to help sell tickets beforehand. The members enjoy this activity and the community appreciates the tasty food! In the picture above, Mr. Kohntopp runs the BBQ.
Division II - Chapter Development - Activity Three

The FFA chapter has a responsibility to provide opportunities and services to its members. Chapter responsibilities may be met by promoting increased member participation, financial responsibility, positive image, interactions with support groups and cooperation through organized activities.

Name of Activity: Chapter FFA Potluck

Which quality standard applies to this activity? (check one)

- Chapter Recruitment
- Financial
- Public Relations
- Cooperation
- Support Group

A. Activity Description/Goals - (What did you want to accomplish?)

<table>
<thead>
<tr>
<th>Our chapter potluck is a great time for members to have a fun night where they are recognized for their accomplishments. Additionally, an auction is held to earn money that is put towards a senior scholarship fund.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To obtain at least 10 auction items from around the community.</td>
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<tr>
<td>2. To earn at least $1,000 from the auction for senior scholarships.</td>
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<tr>
<td>3. Collect degree applications and conduct degree ceremonies for at least 30 members.</td>
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<tr>
<td>4. Conduct a chapter creed speaking contest to select 1 competitor for state.</td>
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<tr>
<td>5. Have at least 30 members attend.</td>
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B. Plan of action - (Who, what, when, where, how?)

<table>
<thead>
<tr>
<th>The officer team will complete the following action plan:</th>
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<tbody>
<tr>
<td>1. Design a brochure with program and potluck information and draft a letter to deliver to local businesses and sponsors by November 1st.</td>
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<tr>
<td>2. Visit community members for auction items to be donated and compile auction description and lists from November 1st to potluck date.</td>
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<tr>
<td>3. Contact Mr. Dack to be an Auctioneer before the event on November 22nd at Adobe Middle School.</td>
</tr>
<tr>
<td>4. Advertise auction and potluck dinner to students, parents, and community members and send invites.</td>
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<tr>
<td>5. Distribute Greenhand and Chapter degree applications in Ag classes and review for degree lists.</td>
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<tr>
<td>6. Schedule weekly practices through November 1st till the potluck to practice degree ceremonies with greenhand officers and chapter officers.</td>
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<tr>
<td>7. Organize score sheets and judges for chapter creed speaking contest and select three finalists to compete at potluck.</td>
</tr>
<tr>
<td>8. Remind students daily to attend the potluck through verbal announcements and postings on Ag class bulletin boards.</td>
</tr>
</tbody>
</table>

C. Results/evaluation - (What was accomplished?)

| Benefits: Our FFA officers now understand the steps and preparation and teamwork necessary to plan successful banquets and gather community support. |
| Impact: Members were able to raise money through cooperative efforts that will greatly benefit students in their future endeavors by providing scholarships. Additionally, over 100 students received greenhand degrees and over 15 received their chapter degrees. These students will continue to grow personally through the ranks of FFA degrees. |
| Education: Members developed their public speaking abilities, organizational skills, and planning abilities by putting on this event. |
| Evaluation: The potluck food, ceremonies, creed contest and raffle went well. Next year we need to advertise the auction at a greater capacity and review the script to fix any flow errors in the program. Members have expressed interest in growing this event next year. |
Our chapter potluck is truly a test in cooperative effort between greenhand and chapter officer teams and the community supporters. During our potluck, the greenhand officers are installed, degrees are given out, and our creed speaker is chosen by a panel of judges to compete at the state level. Along with dinner and ceremonies, an auction is held to earn money that is put to a scholarship that the current seniors can apply for. Pictured above, our auctioneer Van Dack and members facilitate the scholarship auction.
**Division III - Community Development - Activity One**

FFA can develop partnerships with other groups and organizations while taking a leadership role in making the community a better place to live and work. Using state, national and international activities, a chapter and its members can serve as catalysts in improving community’s economic, environmental and human resources.

**Name of Activity:** Cowboy Poetry Festival

<table>
<thead>
<tr>
<th>Economic Development</th>
<th>Environmental</th>
<th>Human Resource</th>
<th>Citizenship</th>
<th>Agriculture Promotion</th>
</tr>
</thead>
</table>

**Name of Activity:** Cowboy Poetry Festival

Which quality standard applies to this activity? (check one)

- Economic Development
- Environmental
- Human Resource
- Citizenship
- Agriculture Promotion

**A. Activity Description/Goals - (What did you want to accomplish?)**

The Cowboy Poetry Festival is an opportunity for our members to volunteer in the community and receive service hours while promoting Agriculture, FFA, and Ag Education. Students are in FFA gear and give presentations and talk to visitors from all over the country and the world that attend the festival.

1. To have 10 chapter members volunteer in FFA gear to help with door monitoring and ticket taking.
2. To have 10 chapter members receive the necessary hours for their state degree.
3. Design and present an agriculture presentation and petting zoo for participants and their children at the Cowboy Poetry Festival.
4. To have 10 chapter members complete the 5-8 minute speech requirement for their state degree.
5. To have 100% of participating members promote the FFA and agriculture through their respective volunteer responsibilities.

**B. Plan of action - (Who, what, when, where, how?)**

The officer team will facilitate the following action plan:

1. Create a sign up sheet and direct members to sign up for door monitoring and ticket taking slots from January 28th to February 3rd at the Elko Convention Center during all Cowboy Poetry Sessions.
2. Announce the opportunity in classes and at the FFA meeting the week of January 14th and have students sign up.
3. Instruct FFA members how to record their hours of community service in their AET recordbooks.
4. Research agriculture and animal facts and create multiple copies of a coloring book for the Cowboy Poetry presentation on January 26th and 27th.
5. Facilitate transportation of a goat, horse, chickens, and rabbits to the Elko Convention Center on January 28th.
6. Instruct FFA members how to record speech and presentation hours in their AET recordbooks.
7. Create a handout for the FFA meeting on January 16th to prepare students for possible Ag and FFA awareness questions.
8. Have students practice their responses at the meeting January 16th.
9. Enforce FFA gear to be worn by all members participating during Cowboy Poetry.

**C. Results/evaluation - (What was accomplished?)**


Benefits: Our FFA members were seen at this very important community event and had the opportunity to promote the FFA and the agriculture industry through numerous discussions with Cowboy Poetry visitors. The hours of volunteering that the members receive can be used to obtain various FFA degrees and towards college and scholarship applications.

Impact: Our students met many community members who have volunteered their services to our chapter for coaching teams or donating items. Our officer team will follow up with these members to include them in our program.

Education: Members improved their presentation skills and people skills interacting with the public. They have a better understanding of how to be an advocate for agriculture when interacting with the public.

Evaluation: Our members had a blast working at the various opportunities at Cowboy Poetry. Their favorite was the petting zoo and agriculture awareness presentations. We will plan similar activities next year and hope to increase the numbers of members participating due to member reports at chapter meetings.

5/15/2013
The Cowboy Poetry Festival is held once a year and is a great vehicle for members to promote agriculture and FFA to our community and broader populations. Along with the volunteer hours that they get, they can help promote agriculture and the FFA by being in FFA gear and talking to the people that come from all over the country to see this festival. Furthermore, they give formal presentations on agriculture information and animals. Here, our chapter is teaching preschoolers about animals and their uses.
Division III - Community Development - Activity Two

FFA can develop partnerships with other groups and organizations while taking a leadership role in making the community a better place to live and work. Using state, national and international activities, a chapter and its members can serve as catalysts in improving community's economic, environmental and human resources.

Name of Activity: Range Management CDE

Which quality standard applies to this activity? (check one)

Economic Development
Environmental
Human Resource
Citizenship
Agriculture Promotion

A. Activity Description/Goals - (What did you want to accomplish?)

The State Rangeland CDE is held annually in the fall. This career development event gives students the practical knowledge and tests their critical thinking abilities in rangeland management and environmental fields. Ultimately, members learn to improve and be good stewards for Nevada’s environmental resources.

1. To have 100% of participating students successfully learn about range.
2. Travel a team of 4 to the state contest in Winnemucca.
3. Place in the top 2 teams to qualify for the western national contests.
4. Inform the community of student success in this area.

B. Plan of action - (Who, what, when, where, how?)

The rangeland advisor and members who join the team will accomplish the following action plan:

1. Run sign-ups for the range team at the first FFA meeting by September 5.
2. Gather the team from sign-ups and schedule weekly practice times by September 5.
3. Review curricular code and create study binders for team members.
4. Arrange transportation and funds for the rangeland trip by October 15.
5. Ensure that students are prepared for contest.
6. Turn in A team and B team paperwork to state staff the day of the contest on October 15.
7. Present the CDE results and award competitors at the Chapter Banquet on April 25.

C. Results/evaluation - (What was accomplished?)

Goals Achieved: Goal 1: Met. Goal 2: Exceeded by 1 member. Goal 3: Met (Placed 2nd). Goal 4: Met. Benefits: Our FFA members developed skills that not only helped them grow personally, but will help them in whatever career field they may enter. Additionally, they learned about caring for rangeland and the environment and can contribute as a good steward of the land and an advocate for good agricultural practices to the local community.

Impact: Realizing the success of this team, we have 6 more individuals interested in joining the team next year. Additionally, the team placed 3rd overall at the Western National contest and will have 3 returning members next year that will continue to grow their skills.

Education: Members improved both their technical and personal skills through this competition. Furthermore, they know how to effectively explain agricultural environment practices to the general public to increase Ag literacy.

Evaluation: Our members really enjoyed this contest. To ensure our team is just as prepared or better next year we will begin sign-ups and practice the first week of school or possibly over the summer if possible.
The State Rangeland and Soils CDEs are held annually in the fall. The rangeland CDE is open to all interested chapters and members and develops their practical knowledge of rangeland management while challenging their personal and career skills. This event also develops citizenship as students learn how to be better stewards of our agricultural resources.
Division III - Community Development - Activity Three

FFA can develop partnerships with other groups and organizations while taking a leadership role in making the community a better place to live and work. Using state, national and international activities, a chapter and its members can serve as catalysts in improving community's economic, environmental and human resources.

Name of Activity: Community Clean-up Events

Which quality standard applies to this activity? (check one)
- Economic Development
- Environmental
- Human Resource
- Citizenship
- Agriculture Promotion

A. Activity Description/Goals - (What did you want to accomplish?)

Every year our department conducts community clean-up events at local parks and recreation areas. At these clean-up days it is our goal:
1. Have at least 20 members participate in each community clean-up event.
2. To provide 75% of the community with a better environment to live in.
3. To teach 100% of participating students the importance of environmental care and stewardship.
4. Have 15 members record community service for progress towards degree applications

B. Plan of action - (Who, what, when, where, how?)

The public relations committee with the vice president as chair will carry out the following action plan:
1.1 Contact community clean-up venue personal at local parks to set up dates for events by May 1.
1.2 Create and distribute flyers around the ag department to inform members by May 2.
1.3 Create a sign up sheet for hours for members by May 2.
2.1 Assess work to be done at sites and distribute responsibilities and prepare tools and materials needed.
2.2 Clean up 3/4 of the public areas located in Elko by the end of the school year.
3.1 Discuss the importance of clean communities at the chapter meeting before respective clean up days (all April and May meetings).
4.1 Instruct members on how to record hours in their AET recordbook at chapter meetings after each even conducted.

C. Results/evaluation - (What was accomplished?)

Benefits: Our FFA members have developed a sense of pride and environmental stewardship for their community. Additionally, articles in local newspaper sources provided great promotion for our chapter.
Impact: Elko now has cleaner recreation areas and improved, safer landscaping. Furthermore, members now feel more connected to and responsible for their community environment.
Education: Members learned the value of cooperative group effort, care for the environment and citizenship skills.
Evaluation: All participants really enjoyed the clean up days because of the gained feeling of accomplishment and philanthropy. Next year we would like to plan these events earlier in the year so we could work in cooler temperatures.

5/15/2013
Every year our chapter participates in numerous community clean-up events at local parks and areas of recreation to help the environment. Members work together to clean up trash and provide safer landscaping and scenery. This gives students a sense of accomplishment through their philanthropy, allows them to give back to the community, and the ability to enjoy these areas in their own healthy lifestyle. Additionally, students can count the hours of service towards their degrees or scholarship applications. In the photo above, members clean up the local golf-course.
# NATIONAL CHAPTER AWARDS PROGRAM
## SCORESHEET

<table>
<thead>
<tr>
<th>Chapter Name</th>
<th>Ruby Mountain FFA</th>
<th>State</th>
<th>NEVADA</th>
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<tbody>
<tr>
<td>State</td>
<td>NV 0004</td>
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<th>Activities</th>
<th>Student</th>
<th>Chapter</th>
<th>Community</th>
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<tbody>
<tr>
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<td>3</td>
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<td><strong>Subtotal</strong> (possible 14 points)</td>
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| Plan of Action addressing all goals            |         |         |           |
| Plan of action for goal one (4)                |         |         |           |
| Plan of action for goal two (4)                |         |         |           |
| Plan of action for goal three (4)              |         |         |           |
| Plan of action for goal four (4)               |         |         |           |
| **Subtotal** (possible 16 points)              |         |         |           |

| Results/Evaluation                             |         |         |           |
| Benefits to member, chapter, comm. (6)         |         |         |           |
| Who did it impact and how? (6)                  |         |         |           |
| Educational (6)                                |         |         |           |
| Related to Quality Standard (4)                |         |         |           |
| Outcome evaluated and reported (goal met or unmet) (3) |         |         |           |
| Photo/caption (3)                              |         |         |           |
| **Subtotal** (possible 28)                     |         |         |           |

| Spelling and Grammar (2)                       |         |         |           |

| Activity Total (possible 60)                   |         |         |           |
| Duplication of quality standard (-25)          |         |         |           |
| No quality standard marked (-25)               |         |         |           |
| Replication of activity (-25)                  |         |         |           |

| Division Total (possible 180)                  |         |         |           |

| OVERALL TOTAL                                  |         |         |           |