THE IMPLEMENTATION OF AGRICULTURE EDUCATION AT
VERDUGO HILLS HIGH SCHOOL

A Project
Presented
to the Faculty of
California State University, Chico

In Partial Fulfillment
of the Requirements for the Degree
Master of Science
in
Agricultural Education

by
Michelle Ann Roth Daniels
Spring 2014
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DEDICATION

This project is dedicated to my family, for without their support, none of this would be possible. To my Father, who taught me the value of education and always striving to be the best that I can be. To my beautiful children, who inspire me to do great things and who are the reason why I am who I am. And to my devoted and adoring husband, who is my soul mate, partner and avid supporter in all that I do. I love you all.
ACKNOWLEDGEMENTS

I would like to thank Dr. Mollie Aschenbrener and the professors at California State University, Chico for their dedication to us, the students. It has been a 30-year dream to attain a degree in agriculture from Chico, and because of this distance learning program and the wonderful professors at Chico, my dream has now come true. Thank you.
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ABSTRACT

THE IMPLEMENTATION OF AGRICULTURE EDUCATION AT
VERDUGO HILLS HIGH SCHOOL

by

Michelle Ann Roth Daniels

Master of Science in Agricultural Education

California State University, Chico

Spring 2014

Theory suggests students with agriculture education and FFA backgrounds are more engaged in community service and leadership roles in their careers. Findings suggest FFA programs provide students opportunities to accept leadership roles that will positively affect both their secondary high school experience as well as their career path. Implementation of the FFA program into the high school setting requires assessment of support, logic models, recruitment and promotional ideas as well as budgets, grant writing, and curriculum models for LAUSD, CDE, and FFA. Factors such as leadership development, community impact, effects of agriculture education and FFA were developed as components of this project. The impact on students and careers, instructional strategies, and implementation requirements were also addressed. Results of this study show a definite need for agriculture education in the high school setting and...
that students engaged in these programs empower themselves with strong leadership skills and knowledge that will prove to be assets in their future careers.
CHAPTER I

INTRODUCTION

Purpose of the Project

The purpose of this study was to determine the need for agriculture education to be included in the curriculum matrix at Verdugo Hills High School and to implement agriculture education into the schedule for Fall, 2014. It is theorized that an agriculture education curriculum, along with an FFA chapter, is needed to allow students the opportunity to explore career pathways in animal science and agriculture. It is also theorized that students interested in animal science and agriculture will also show an interest in leadership and attending four year universities after graduation.

Verdugo Hills High School is nestled in the foothills of the San Gabriel Mountains in the northeast San Fernando Valley. It was established in 1937 and is the educational home of approximately 1650 students. Although the students at Verdugo Hills High School are primarily from within the school district, there are approximately 350 students from all over the Los Angeles County.

The racial and ethnic demographics of the school include 57% Latino, 31% Caucasian, 5% Asian, 3% African-American, 3% Filipino, and 1% American Indian. Approximately 67% of the students qualify for free or reduced lunch per the federal governments’ guidelines (Trimis, 2013). These figures suggest this school qualifies
as a low income school. As a direct result, students attending Verdugo Hills High School have limited opportunities to explore new concepts and ideas beyond what is offered within their home high school level. Therefore, it is imperative that educators provide students with varying wide variety of educational experiences and career pathways as possible. Although the school is located in an urban area, many students are involved with equestrian activities. There are several ranches in the area offering horse rentals, horse clubs, and boarding and training services. Including agriculture education into the curriculum would further enhance students’ educational experience and open additional career pathways such as veterinary science, agriculture research and development, as well as agriculture business and economics.

An agriculture education program provides many benefits including supervised entrepreneurial and workplace learning experiences, connections between students and businesses and industry, curriculum development based on content standards, and technical education. Students gain leadership and interpersonal skills as well as technical skills required for various careers and knowledge necessary for career development in the areas of agriculture such as veterinary medicine, crops and plant science, animal science, environmental science and research, agriculture business, and forestry (Future Farmers of America, 2013).

Scope of the Project

This project began as an idea during an opening staff meeting in the fall of 2012. Following the interest of administration at Verdugo Hills High School, the potential of an agriculture education model at the school was explored. The Carl D.
Perkins Vocational Education Act (1990) along with Agricultural Educational Incentive Grant Program (California State Legislature, 1983), have provided support for agriculture education programs for the past 28 years. These programs focus on four major goals: improvement in curriculum for students enrolled in agriculture education; increased development of new integrated curriculum; program certification and technical preparation for instructors in agriculture education; and finally, the promotion of the development and use of instructional curriculum, strategies and materials that will prepare students for careers in the agriculture industry (National FFA Organization, 2013). These tools promote critical thinking, problem solving, leadership and academic and technical skills (National FFA Organization, 2013). To date, more than 70,582 students across the nation are involved in the three components or Three Circle Model of agriculture education and the FFA (Future Farmers of America, 2013).

Agriculture education programs have been supported by the federal and state legislations since the Smith-Hughes Act of 1917 (National FFA Organization, 2013). Through agriculture education, students also become members of the FFA, a national youth organization which promotes leadership, personal growth and career success in agriculture (National FFA Organization, 2013). The integrated agriculture education program links careers in science, business and technology with classroom learning and FFA competitions. This program is a three part program called the “Three Circle Model,” (see Figure 1) combining Classroom/Laboratory studies, Supervised Agriculture Experience and FFA Leadership skills (National FFA Organization, 2013).
Three Circle Model

Classroom/laboratory studies constitute the first circle. The classroom focuses on state approved course work and lesson plans provided by the California Agricultural Educational Department. These units include Animal Science, California Agriculture, Plant Sciences, Agriculture Business Management, FFA Leadership Development, Supervised Occupational Experience, Employability Skills, Careers, and Agriculture Mechanics. Additionally, Agriculture Education Departments offer Ornamental Horticulture and Forestry and Natural Resources (Future Farmers of America, 2013; Los Angeles Unified School District, n.d.).

The next circle, the supervised experiences, include student led projects that focus on entrepreneurship, research and experimentation and internships. Students can create and facilitate their own agriculture operations, including a variety of revenue producing businesses. Internships in agriculture based businesses, ranches and farms also
provide SAE opportunities. Additionally, students can conduct scientific experiments focusing on research development. SAE activities are supervised by the teacher and conducted either at the school site or at various sites off campus.

The FFA (formally known as the Future Farmers of America) component of the three circle model focuses on leadership development. FFA was founded in 1928 and has connected students, teachers and agribusiness to support agriculture education (National FFA Organization, 2013). The National FFA Organization is committed to providing pathways for the student achievement in “premier leadership, personal growth and career success” through agriculture education (Future Farmers of America, 2013). Students attain leadership skills using parliamentary procedures, earn chapter and state leadership awards, attend career development events, earn honorary degrees and awards, and attend state and national conferences. These students excel in public speaking and are rewarded with “Premier Leadership,” “Personal Growth,” and “Career Success” in the form of pins, plaques, and local, state and national recognition and awards (National FFA Organization, 2013).

Significance of the Project

The significance of this project includes many opportunities for growth and student success. Students will be offered new and exciting curricula and experiences. These experiences include coursework and projects along with many field trips to various areas in the state. Field trips will address both work-study field days where students will receive hands on experience in the fields of agriculture. Students will participate in both state and national conferences by attending lectures, leadership workshops and
competitions. Additionally, students will participate in internships in the fields of their chosen agricultural field. Some examples of internships include veterinary assistance, working in the local supermarkets in the produce or meat departments, working in forestry service and even community service projects to feed the community. Both classroom education and field work develop a well-rounded educational experience leading to career paths in agriculture. Without the addition of agriculture education to Verdugo Hills High School, these avenues would be overlooked or missing entirely by students who might be potential candidates for careers in agriculture, simply because they had not been exposed to them.

Objectives

The specific objectives for this project include the following:

- Objective 1: Determine interest in development of an agriculture program at Verdugo Hills High School.
- Objective 2: Apply for an official FFA Charter from the California FFA Organization.
- Objective 3: Identify initial curriculum for implementation into the new agriculture program at Verdugo Hills High School.
  - potential funding sources for capital expenses,
  - professional development and curriculum development.
For the past 100 years, agricultural organizations have focused on youth and leadership development. More specifically, FFA reached its 82nd year serving students in agriculture education and leadership development (Future Farmers of America, 2013). Students gain agricultural knowledge, participate in conferences, debates, public speaking contests, farm demonstrations, SAE and chapter and activities. Participation in these activities provides students with opportunities for career development, leadership development and skill acquisition, as well as a transition into post-secondary education and/or the workforce (Hoover, Scholl, Dunigan, & Mamontova, 2007). In addition to leadership, agriculture education programs need to also address topics such as recruitment and course sequencing.

Leadership

Leadership is one of the three primary goals of agriculture education and FFA (Brannon, Holley, & Key, 1989). Community leadership and leadership development are found as concurrent strengths in student success through agriculture education and FFA. Brannon, Holley and Key (1989) found agriculture education and FFA had a positive influence in community leadership. Baker and McCracken (1994) found, 65% of students
who participate in FFA have also held leadership positions, and dedicated an average of five hours a month to leadership activities. In fact, a significant correlation between career maturity and leadership among FFA students was observed (Baker & David, 1994).

FFA and agriculture education also have a strong connection to leadership and citizenship (Hastings, Barrett, Barbuto, & Bell, 2011). Agriculture education also offers meaningful pathways to students in a variety of career paths. Youth leadership development and community engagement have been shown to work simultaneously. Researchers have correlated participation in FFA and youth leadership and community engagement (Hastings, Barrett, Barbuto, & Bell, 2011).

Townsend and Carter (1983) found differences between student participation in FFA and self-perceptions regarding leadership, citizenship and cooperation. Anderson and Kim (2009) examined youth leadership development and students perceptions in comprehensive agriculture programs in urban schools. These studies have showed a strong relationship exists between participation in agriculture programs and leadership development. McKinley et al. (1993) reported a strong relationship between interpersonal relationships, administration, self-management and communication with students’ participation in athletics, social activities and organizations, religious groups, career development organizations, and participation in agriculture education.

Leadership is directly related to career development. Career preparation along with maturity and responsibility are additional challenges facing high school students (Baker & David, 1994). Jordaan and Hayde (1979) found that two problems exist when students are working toward these goals. The first issue is that students may or may not
be ready to make decisions regarding their careers or their parents and teachers expectations of them at this time (Baker & David, 1994). Additionally, the challenge of teaching decision making skills to students concurrently with administrative deadlines exists (Baker & David, 1994).

Career development is directly impacted by the recruitment of students. Counselors and administrators should consider students futures in higher education and career pathways when advising them. Having established educational pathways for collegiate preparation and career development will aid students and counselors in recruiting students and charting course sequencing. Additionally, having established educational pathways will aid in meeting the administrative deadlines that currently exist (Baker & David, 1994).

Recruitment

Engagement and interest to subject matter play an important role in the recruitment of students to any subject area. As students find an interest, they choose to participate, and thereby share those interests with their friends and schoolmates. Johnston and Roberts (2011) investigated the effects of an interest approach to engagement in agriculture education. Implementing an interest approach at the beginning of class improved student engagement and participation (Johnston & Roberts, 2011). Hidi and Renninger (2006) conducted a prior study on interest development as well. They state that the degree of interest that a person has is found to be a powerful influence on learning (Hidi & Renninger, 2006). This is in line with Johnston and Roberts conclusions. It was stated that working with students who are unmotivated proves to be challenging.
Students either are interested or are not interested (Hidi & Renninger, 2006). The four phased approach to trigger interest includes “Phase 1: Triggered Situational Interest,” “Phase 2: Maintained Situational Interest;” “Phase 3: Emerging Individual Interest,” and “Phase 4: Well Developed Individual Interest” (Hidi & Renninger, 2006).

“Phase 1: Triggered Situational Interest,” a triggered interest is environmentally stimulated. According to Hidi and Baird (1986), this trigger affects the cognitive processing of a student. This phase connects short term changes with personal relevance and intensity. This phase is typically an external locus of control and are stimulated by group work, computers and challenging tasks such as puzzles. It has been shown that situational interest is formative to reengaging in similar content over time (Hidi & Renninger, 2006).

“Phase 2: Maintained Situational Interest: a psychological state of interest that is subsequent to a triggered state.” This phase requires the student to focus persistence and attention for long periods of time (Hidi & Renninger, 2006). Interest is held through meaningful situations and personal relatedness. This phase shows an external locus of control as well as the connection to personal achievement, project based learning, and cooperative work (Hidi & Renninger, 2006).

”Phase 3: Emerging Individual Interest,” is characterized by affective feelings, prior knowledge, and stored value (Hidi & Baird, 1986). This phase is characterized by internal and external levels of individual interest. The external area of support for this interest phase is peer and expert support and a deeper level of knowledge (Hidi & Renninger, 2006).
“Phase 4 – Well Developed Individual Interest” is characterized by increased stored knowledge, higher values and positive feelings for the content area or activity than another activity of similar interest (Hidi & Renninger, 2006). Having reviewed these phases, it can be inferred that creating an environment that fosters subjects that trigger situational interest and maintain that interest over time will engage students. Additionally, creating a positive affective as well as cognitive environment will support emerging individual interests which in turn will develop into an interest level with deep rooted development and long term sustainability.

Connecting interest levels to student interest in agriculture, Rayfield, Compton, Doerfert and Akers (2008) studied factors that influence student decisions to participate in agriculture education. The primary determining factors included high school GPA and participation in other school activities. Students also agreed to the statement, “Leadership activities have made me a more confident person” (Rayfield, Compton, Doerfert, & Akers, 2008, p. 88). FFA students had the highest correlation between variables such as GPA, in school activities, leadership activities, and the student grade level (Rayfield et al., 2008). GPA was also the strongest factor that influenced FFA membership (Rayfield et al., 2008). Further, those who participated in FFA also had the high GPA’s, participated in school wide activities, and agreed that leadership activities made them feel more confident (Rayfield et al., 2008). Due to factors such as strong GPA’s, student grade levels, and extracurricular activities, course sequencing is an essential secondary component to recruitment. During the recruitment process, it is essential that counselors identify the goals and interests of the students to provide an accurate path to graduation.
Course Sequencing

Course sequencing in high school is directed by the curriculum counselors in most high schools in the nation. In California, schedules are based upon University of California/California State University area A-G requirements for graduation. This method has been used for both college entrance requirements and career preparation. Electives outside of the A-G requirements can be chosen by the individual student if accommodated in the schedule (Trimis, 2013).

Agriculture education is frequently in its own pathway and many schools offer a variety of curricular choices. Many agricultural courses are options within the science pathway, although not all courses are approved for A-G requirements. Course sequencing, however, should be considered when offering agriculture education as a pathway in the curriculum matrix (Wheelus, 2009).

Wheelus (2009) investigated course sequencing. The study focused on the importance of course sequencing and the preparation of students for college coursework. Fifteen postsecondary schools were contacted to ascertain information regarding course selections. Over 50 courses are offered in post-secondary agriculture education. Findings of this study showed that course sequencing prepared students for post-secondary coursework (Wheelus, 2009). Results of this study showed that only five percent of students disagreed that course sequencing was important, but 95% of students believed it was significantly important to their post-secondary experience (Wheelus, 2009). It was determined that preparing students with prerequisites allows them to have a better foundation for further coursework (Wheelus, 2009). Those who were not selected to participate in agriculture education courses reported participation in agricultural
education may have provided better preparation for college (Wheelus, 2009). These students were from schools that did not have agriculture courses offered in their school matrix.

Additional findings confirmed that counselors often placed students in agriculture courses by student preference rather than by sequencing (Wheelus, 2009). Course selection was also found to be based upon cost and number of sections being offered. Courses range from floral design and agricultural mechanics being the most popular, yet most expensive, to technology based courses requiring computer labs (Wheelus, 2009). Further considerations should be given to career path and college preference when scheduling courses throughout high school. This method will more properly prepare those students for careers or degrees in agriculture (Wheelus, 2009). It was also suggested that counselors include agriculture science majors in their focus of post-secondary goals for students.
CHAPTER III

RESULTS

Project Design

Introduction

This purpose of this project was to assess the perceived need for an agriculture program at Verdugo Hills High School and develop materials necessary for program implementation.

- Objective 1: Determine interest in development of an agriculture program at Verdugo Hills High School.
- Objective 2: Apply for an official FFA Charter from the California FFA Organization.
- Objective 3: Identify initial curriculum for implementation into the new agriculture program at Verdugo Hills High School.
- Objective 4: Identify potential funding sources for capital expenses, professional development and curriculum development.

Objective 1: Determine Student Interest

Pre-existing surveys were used to assess interest and need for the agriculture education program (see Appendix A). The first of these surveys was given to the administration in September of 2012 to determine their position on the addition of a new program. This was an oral survey given individually to six administrators. Questions
included their prior knowledge of agriculture, agriculture education and FFA, their desires for the addition of the program, and the course selection that they were interested in adding to the curriculum.

The second sets of surveys were administered to students on a voluntary basis to determine their level of interest in such a program. Students were invited to provide opinions regarding adding an agriculture education curriculum to the course offerings. This was an informal written survey that included prior knowledge of agriculture education and FFA as well as their interest in specific course offerings. Questions included student’s perception of agriculture, current involvement with animals and/or agriculture, and future collegiate plans. Inquiries were also made about their desire to participate in FFA and leadership growth.

**Population**

The survey was offered to 126 9-12 grade male and female students selected from various Physical Education classes at Verdugo Hills High School. The sample included approximately seven percent of the student body and the majority of the students were ninth or tenth grade. Although the surveys were anonymous, gender was determined. There were 75 boys and 51 girls surveyed. Of these students, 70% were freshmen, 10% were sophomores, 20% were juniors and less than one percent were seniors (see Figure 2).

**Collection of data and procedures.** Data was collected by distributing surveys, created by FFA, during various class periods between March, 2014 and April, 2014 (see Appendix A). The setting was the gymnasium and students sat on the floor. During the administration of the survey, a quiet setting was maintained. Students were given the
survey and a pen or pencil and asked to please take their time and fill out the survey to the best of their ability. Anonymity was maintained and students were urged to be as honest and thorough as possible. As the students finished their surveys, they deposited them into a collection box at the front of the room.

Objective 2: Application for FFA Charter

On February 28, 2013 an application for the FFA Charter was submitted. Part of the application process included submission of a Chapter Constitution and the course materials chosen to use in the classroom. The application was approved by the principal of the school and the chapter advisor. This charter was granted by Josiaha Mayfield, Assistant state FFA advisor, on September 26, 2013 (see Appendix B). This charter allows Verdugo Hills High School to begin an agriculture education curriculum and an FFA program.
**Objective 3: Curriculum Development**

Curriculum was reviewed and selected to launch the agricultural program. Selection was based off of the approved course list provided by the Los Angeles Unified School District (LAUSD) along with discussions between the Assistant Principal, Kevin McKeowin and head counselor, Christine Swanson. The discussions included determination of A-G requirements, relationship to course selection and student participation, and graduation requirements. Specifically, the curriculums chosen for the initial courses for Verdugo Hills High School include Introduction to Agriculture and Animal Science 1A/B and 2A/B (see Appendix D). These courses were selected to introduce students without a background in agriculture to the various aspects of this field. The courses were both approved by LAUSD and may be taught by credentialed teachers with science, CTE credentials or Agriculture Education credentials with the authorization for animal science.

Introduction to Agriculture A/B is an introductory class for grades 9-11. [Appendix D1] The LAUSD course description identifies the objective as a course for students to explore the exciting world of agriculture. This course will enable students to develop a broad understanding of opportunities available to them in the agriculture industry. Instruction in classes will include an introduction to plant sciences, soil science, large animal science, small animal science, livestock handling techniques and basic animal health. Employment and management skills for careers in agriculture, building leadership skills, and FFA knowledge will be emphasized. Linked learning opportunities exist between this course and courses in social science, ELA, and math. The content of this course is aligned with the Model CTE Standards and California high school academic core content areas standards. This is a two semester course that allows students the opportunity to advance to more specific courses offered in the second year. (Los Angeles Unified School District, 2013)

The second course being offered is Animal Science 1A/B (see Appendix D2).

This course is designed for 9-12 grade students.
The LAUSD course description provides the student with principles in Animal Science focusing on the areas mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. The study of horses, beef cattle, dairy cattle, swine, sheep, dairy goats, market goats and poultry are emphasized. Students will explore the basic vocabulary, anatomy, nutrition, feeding, judging and management practices of these animals. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. Linked learning opportunities exist between this course and courses in social science, ELA, and math. The content of this course is aligned with the Model CTE standards and California high school academic core content area standards. This is a two semester class and is designed to be followed by Animal Science 2A/B the following year. (See Appendix D3) (Los Angeles Unified School District, 2013)

It is the goal of Verdugo Hills High School to create a program that focuses on A-G requirements for graduation. The introduction of courses such as Animal Behavior (Area G), Fundamentals of Animal Studies (Area D), and Plant and Soil Science AB (area D) are included in the second year offerings.

The core curriculum for Animal Science 1A/B includes the following subject areas:

1. Livestock tools, equipment and restraint
2. Nutrition and Feeds
3. Animal Physiology
4. Livestock Breeding and Genetics
5. Animal Health
6. Livestock Pests
7. Large Animal Management
8. Small Animal Management
9. Range Management
10. Waste Management
Delivery of this curriculum will be through teacher led lectures based on unit plans and lessons plans. Summative assessments will be at the end of each unit. Field trips and hands on work experience will enhance the students learning through demonstrations and field work. There are several ranches and dairies in the area to allow students to gain practical experience with large animals. Guest speakers and professionals such as large and small animal veterinarians, horseshoers, hay growers, and both beef and dairy cattle ranchers will address students and will be available not only to lecture, but to provide hands on experiences in these fields through Supervised Agricultural Experiences (SAE), a core requirement of secondary agricultural programs.

Technology will be used in this curriculum via internet research projects, video lessons with other FFA classrooms in other parts of the country, presentations by professionals in the business via podcasts, and biotechnology with direct lessons. Students can observe veterinary procedures and surgical procedures via Skype and podcasts by streaming live video. They can communicate with other FFA student in different states and share ideas and projects. This cross-country group work allows students to learn about differences in regions, animal behaviors, and crop production through first hand research. This will allow students to broaden their knowledge base without traveling. Technology allows students the opportunity to use diversity and distance as an asset to their learning experience. The new core classes will be added to the school master calendar in January, 2014.

Objective 4: Identify Potential Funding

Funding is essential to the success of the new program. With limited funds and budget allotments for new programs, grant writing is a necessary instrument in
funding the program. A Specialized Secondary Programs grant was presented to the California Department of Education on October 18, 2013 (see Appendix E). This $50,000.00 grant would provide financial resources to defray initial program expenses, including educational materials, capital expenses, field trips and supplies. The Agriculture Education Incentive grant was the second grant, completed in December 2013 (see Appendix F). This was a $4000.00 grant designed to support educational needs of students, including classroom SAE projects, educational materials, uniforms and field trips. The final grant submission was the Food for All grant (see Appendix G). This is a $2500.00 grant seeks to fulfill the goal of community service by feeding the less fortunate. This grant was submitted on December 13, 2013 and will be used to start the Breakfast Club. FFA students will use their own crops, outside resources, partnerships and entrepreneurial enterprise to grow, harvest, produce and feed breakfast to veterans and seniors in the community who need a healthy breakfast.
CHAPTER IV

DISCUSSION

The results of this study show a moderate demand for agriculture education in the high school setting. Seventy-eight percent of the students surveyed were interested in agriculture (see Table 1) and of those, 58 of them were interested in participating in FFA (see Table 2). The 98 students interested in agriculture education and FFA, 70 students indicated that they wanted to attend either two or four year college after high school (see Table 3). Of the students surveyed, only 27 had heard of agriculture education and/or FFA prior to this survey, 93 students had never heard of the program and six declined to answer.

Table 1

*Students Interested in Agriculture Education Courses (n=126)*

<table>
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<th>Construct</th>
<th>f</th>
<th>%</th>
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<td>22.22</td>
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Table 2

*Students Interested in Becoming Members of FFA (n=126)*

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>f</th>
<th>%</th>
<th>Mean</th>
<th>SD</th>
<th>Range</th>
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<tr>
<td>Yes</td>
<td>58</td>
<td>2.17</td>
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<td>68</td>
<td>1.85</td>
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</table>

Table 3

*Students Interested in Attending Two- or Four-Year Universities or Colleges (n=126)*

<table>
<thead>
<tr>
<th>Construct</th>
<th>f</th>
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<th>Mean</th>
<th>SD</th>
<th>Range</th>
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<tr>
<td>Yes</td>
<td>70</td>
<td>55.55</td>
<td>42</td>
<td>24.27</td>
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<td>21.42</td>
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Responses to course offering interest level questions showed that 90 students were interested in animal science pathways, 41 students showed interest in plant science pathways, five students surveyed were interested in natural resources and forestry and eight students were interested in bioscience and research. Business management and leadership were shown to be of less interest to the students surveyed.
Results of the survey for leadership skills interest showed that the vast majority of students were interested in being part of a team and/or teamwork, making decisions and finding new and different opportunities. Results for this section are as follows in Figure 3.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>public speaking</td>
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<tr>
<td>being part of a team</td>
<td>29</td>
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<td>public relations</td>
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<td>interpersonal communications</td>
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<td>opportunities</td>
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</tr>
<tr>
<td>teamwork</td>
<td>32</td>
</tr>
<tr>
<td>making decisions</td>
<td>21</td>
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<td>motivation</td>
<td>28</td>
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<tr>
<td>time management</td>
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<td>parliamentary procedure</td>
<td>0</td>
</tr>
<tr>
<td>planning and organizing</td>
<td>16</td>
</tr>
</tbody>
</table>

*Figure 3. Leadership skills survey results.*

The results of this project have concluded in the implementation of an agriculture education program at Verdugo Hills High School. The pilot course, Introduction to Agriculture began in the spring term as of January 13, 2014. The first class roster includes 15 freshmen, five sophomores, one juniors and one senior. There were originally 52 scheduled in the class, however 30 students either chose to change their course or were removed by their counselors due to scheduling conflicts or changes. Verdugo Hills High School follows the Copernican schedule of four class periods of 90 minutes. Each term is only ten weeks long. The second spring term began March 17.

To adhere to the accreditation requirements, ninth grade students are required to be enrolled in a fourth period and remain in class until 3:06 pm. The counselors, in compliance with this requirement, enrolled many ninth grade students into Introduction to Agriculture without the student’s knowledge. The remaining students elected to enroll in the program and are there by choice. Of the students who were placed in the class without
choice, 86% of them, or 18 students, found interest in the course and are participating with enthusiasm. The remaining 14% or three of the ninth graders are less attentive and have missed several days due to truancy. The students enrolled in the program by choice have been active participants and have attended every day.

The first course being offered in the new agriculture education program is Introduction to Agriculture. This course was chosen to provide an overview of many of the pathways in agriculture. Topics included in this 10 week term include plant biology, commodities and crop production; poultry; dairy and dairy production; agriculture mechanics; food production and processing; and business management, marketing and sales. All students will participate in group SAE’s as well as an individual project. There are four work study field days available for students to work in various agricultural settings, fulfilling both hands on work experience and community service requirements. Additionally, students will participate in leadership conferences and contests offered through the South Coast Region and the California FFA Association.

Limitations

Funding has proven to be an enormous limitation. The Los Angeles Unified School District has not provided funding for this new program and the budget from the school is not able to assist the program at this time. The student population at Verdugo Hills High School is primarily low income and without funding, students have limited experiences.

Four grants were written with the intent to provide capital funds for the new program. Three of the four grants were funded. The first grant, a Specialized Subjects
Projects (SSP) grant, was funded for $50,000.00 to initiate a new and innovative program into the high school setting. Expenses from this grant funding must be completed by June, 2014 for implementation in Fall, 2014. The second grant awarded was the Food for All grant provided by the National FFA organization with the purpose of “Feeding America.” This is a $2500.00 which will be used to purchase capital expenses and supplies to begin “The Breakfast Club.” FFA Students will advertise, raise sponsorships for food donations and supplies, write cookbooks and pamphlets, and prepare and present breakfast to low income community members and veterans once each month. The Agriculture Incentive Grant was awarded in the amount of $3793.00 to provide instructional materials. The fourth grant, The Learning Garden, remains pending.

Sponsorship letters have been written and are expected to be sent to various local organizations, VHHS Alumni, and to the parents of the participants of the program. These letters will seek donations and/or financial contributions to provide supplies and necessary funds for the students to fully participate in this program. Donations of equipment and supplies will enable students to more fully explore each aspect of the courses being offered. Financial contributions will be directed to the FFA Booster Club and will be used to fund field trips, uniforms, and conferences for students.

Without additional funding, students in this program will not be able to fully participate in the program. Students who are low income cannot afford uniforms, lab fees and out of town field days or conferences. It is imperative to continue to aggressively pursue additional outside funding so that the program remains viable. Without it, students will not be able to fully experience every aspect of agriculture education.
The next limitation in this project has been administrative support. Although the administration at the school desired to have this program in the curriculum, they appeared to be disinterested in learning about the program in order to assure its success. Although several presentations for the program have been offered at the school, including the National FFA Convention broadcast, counselors declined to listen to or learn about the program and fail to understand the projected pathway for the students. The administration does not fully grasp the content or the full scope of the program. Additionally, the administration shows no interest in attending any of the FFA activities or conferences offered to them.

The last limitation of this study centers on student participation. Although students are willing to fully participate in the class during school hours, they are less likely to participate in outside activities that require participation off campus or on the weekends. In order for the program to be successful and beneficial to students, it must spark interest and motivate the students to participate beyond the required in-class coursework. This will require the school staff to encourage and fully support the program and for the students to foster the interest through the school. Motivation and excitement will provide the stimulus necessary for students to achieve all that this program have to offer and in turn, inspire other students to participate.

Creation of new course curriculum for an existing program is much different than creating a new program. There are many challenges that to overcome in creating and introducing a new program and curriculum to Verdugo Hills High School. Counselors and administrators must fully understand the scope and breadth of the FFA and agriculture education so that students are adequately informed about the program and
encouraged to participate rather than simply scheduled into the course merely because it fits their scheduling needs. Students with prior knowledge and some connection to agriculture education will be more motivated to participate and share their enthusiasm with others.

The attrition rate of 57% is substantial for the first course in this program. This is due, however, to the counselor’s lack of communication with the students prior to registration. Additionally, the administration and counselors failed to participate in workshops and meetings prior to the inception of the program to gain full knowledge and understanding of the program. At this time, the pilot course, Introduction to Agriculture, has been initiated. It is imperative that information be better disseminated to the administration at this time to prevent future problems in recruitment and placements. Furthermore, administrators must understand that proper course sequencing will be necessary to complete the educational experience for the agriculture students. It is suggested that cohorts be developed to assist with this problem. Further discussion and periodic intermediate evaluations by educators and administrators are necessary to refine the program, increase awareness and improve student interest in agriculture education and FFA.
 CHAPTER V

SUMMARY, CONCLUSIONS, AND
RECOMMENDATIONS

Overview

In conclusion, there is a great need for agriculture education to be a part of the high school curriculum. The agriculture education pathway is a necessary pathway for career development, especially in California, where the majority of the U.S. food crops are raised. Agriculture Education teaches the importance of agriculture to youth and creates excitement about careers in agriculture, a strong, agriculturally literate society will commit to securing the most basic of human needs.

It has been concluded that Verdugo Hills High School will provide an Animal Science pathway with only one teacher. The pilot course, Introduction to Agriculture, taught during the spring semester 2014, proved that there is interest in the program. Those students who were not interested in the beginning of the pilot course, proved to be very excited about the class by the midterm grade report. The matrix for fall will offer Animal Science 1A/B and one specialized class yet to be determined. Those students who attended the pilot course will be programmed into the upcoming courses to further develop their subject knowledge.

Funding for the program was used to purchase and install the facilities for students to grow crops and raise poultry and rabbits. Additionally, grant money was
available for the students to serve the community by providing boxed breakfasts to community members in need. This service work is in line with the FFA motto of “Living to Serve” and helps students participate in community service.

Recommendations

Further professional development is recommended to insure that the new program provides the best opportunities for students. Administrators and teachers should consider attending various FFA and CATA workshops, field days, and conferences as possible to gain total understanding of agriculture education and Future Farmers of America. When the staff and administrators are knowledgeable and fully committed to offer the students a well-rounded and comprehensive curriculum, students will thrive and grow into successful and confident members of society. They will be engaged and excited about attending post-secondary education and prepare and plan for their careers. Serving the students educational pathways in agriculture will secure the nation’s future in its ability to “Feed America.”

Another area of consideration is the possibility of writing additional grants in the future to acquire a piece of land acceptable for building an official farm for the school. This possibility would allow students to raise fair animals, grow larger scale crops, begin an equestrian team and learn firsthand what it takes to run a ranch. This also could develop into Verdugo Hills High School becoming an Equestrian Magnet School, which was a suggested outcome by the principal, Dr. Edward Trimis.

It is also recommended to create a community outreach and advisory board. Connection with the community will allow information to be directly relayed to
community members, therefore adding another layer of support and interest for the program. Donations, community support, and parental interest in the program are other avenues that will secure a successful and long-term agriculture education program at Verdugo Hills High School. Serving students for success in life is, after all, the ultimate goal of education. FFA’s motto: Living to Serve is the motto we should all live by.
REFERENCES
REFERENCES


APPENDIX A
Student Interest Survey

Activities & Hobbies
Which of the following activities are of interest to you? Check all that apply.
- Sports
- Music /Drama
- Travel
- Public Speaking
- Hunting /Fishing
- Mechanics
- Arts/Crafts
- Outdoor Recreation
- Science
- Flower gardening
- Computers
- Clothes /Fashions
- Vegetable gardening
- Reading
- Other: __________
- Small Animals (i.e.: dogs, cats, rabbits)
- Large Animals (i.e.: horses, zoo animals, dairy)

Career Interests
Which of the following career areas are of interest to you? Check all that apply.
- Agriculture, Food & Natural Resources (food, fiber, wood products, natural resources, horticulture, plant & animal products.)
- Hospitality & Tourism (restaurants and other food services, recreation events and travel related services)
- Architecture & Construction (designing, planning and building)
- Human Services (counselor, nutritionist, guidance, family orientated)
- Arts, A/V Technology and Communications (writing, visual & performing arts, journalism)
- Information Technology (hardware, software, multimedia, computer systems)
- Business, Management & Administration (planning, organizing, directing and evaluating business functions)
- Law, Public Safety, Corrections & Security (lawyer, public safety)
- Education & Training (teaching, extension)
- Manufacturing (maintenance and manufacturing/process engineering)
- Finance (financial and investment planning, banking, insurance)
- Marketing, Sales & Service (salesman/woman, retailing)
- Government & Public Administration (National Security, Foreign Service, and Administration at the local, state, and federal levels.)
- Science, Technology, Engineering & Math (physical science, engineering, lab work, researcher)
- Health Science (health informatics, biotechnology research)
- Transportation, Distribution & Logistics (factories, truck driving, movement of products & facility maintenance)
- Other __________

What types of jobs have you had?
____________________________________________________________________________
____________________________________________________________________________

What do you think of when you hear the word agriculture?
____________________________________________________________________________
____________________________________________________________________________
Have you heard of Agricultural Education and the FFA before now?
Yes  No

Of these new subject areas listed below, which classes would you be interested in participating in? Check all that apply.
- Small Engines
- Soil Science
- Business Management
- Sports & Recreational Machinery
- Environmental Science
- Dairy Production Mechanics
- Forestry
- Marketing
- Electrician
- Ornamental/Decorative Plants
- Natural Resource Management
- Greenhouse Management
- Woodworking
- Sales
- Crop Production
- Welding
- Communications
- Floral Design
- Animal Science
- Food Science
- Landscaping
- Biotechnology/Biological Science
- Horse Science
- Veterinary Science
- Leadership
- Fish Science
- Small Animal Care
- Diesel Engines
- Wildlife
- Food Grains
- Fruit Science

If the subjects that you checked above were to be offered at ____________ school, would you be interested in enrolling?
Yes  Maybe  No

What types of agriculture have you seen in ____________ County? Check all that apply.
- Pumpkins/Squash/Gourds
- Hydroponics
- Floral Design & sales
- Vegetables
- Hay Crops
- Dairy Farming
- Poultry
- Ag Mechanics
- Firewood/logging
- Aquaculture
- Bedding Plant Production
- Ag Education
- Corn/grain
- Horses
- Beef
- Sheep/Goats
- Pigs
- Agriculture Sales & Service
- Ag Communications
- Maple Production
- Agriculture Leadership
- Hunting
- Outdoor Recreation
- Other

FFA is a national youth organization of nearly 500,000 members that allows students to develop premier leadership, personal growth and career success. FFA members participate in service to their communities, compete in various events, travel to conferences and conventions, and socialize with other FFA members from neighboring schools. It is a fun and productive organization that is primarily student run.

Check which of the following Leadership Skills interest you (check all that apply):
- public speaking
- parliamentary procedure
- Teamwork
- job interview
- Being part of a team
- personal development/success
- Making decisions
- planning and organizing
- Public relations/marketing
- new and different opportunities
- Motivation
- time management
- Interpersonal communications

Would you be interested in FFA?  Yes  No

Please indicate your interest level in a high school Agriculture Program?
Very interested
Interested
Somewhat interested
Not interested

Grade level:
7th
8th
9th
10th
11th
Gender:  Male  Female

Do you live:
In town?
In the country?
On a farm?

Please, identify which of the following you plan to pursue after graduation:
Direct job entry after high school
Two-year College
Four-year College
Technical School
Military

Additional Comments:

Source: Survey adapted from
https://www.ffa.org/Documents/lps_sapg01_studentsurvey.pdf
September 26, 2013

Verdugo Hills High School
10625 Plainview Ave.
Tujunga, CA 91042

Dear Ms. Daniels:

I have received a chapter charter application for a FFA Chapter for Verdugo Hills High School.

The State FFA Executive Committee met on September 23, 2013. One of their agenda items pertained to new chapters. The Executive Committee voted to grant Verdugo Hills High School a new charter.

At this time, I can issue you a charter number of CA 0557, and your chapter name will be Verdugo Hills FFA.

The State FFA Officers look forward to seeing your students at the 2014 State FFA Convention where your delegates will be presented with your Chapter's Official Charter.

Congratulations and best wishes on this new endeavor!

Sincerely,

Josiah Mayfield
Assistant State FFA Advisor
(916) 319-0486
jmayfield@cde.ca.gov

Cc: Principal – Verdugo Hills High School
   Greg Beard, Regional Supervisor
Course Title: Introduction to Agriculture A/B

Prerequisite: None

Tea Teaching Credential/s Required: Single Subject – Science (Biological Science); Vocational or CTE Credential - Agriculture; Supplementary Authorization - Animal Science teaching Credential/s Required:

Course Level: 9-11 X Introductory Concentrator Capstone

Course Number: 24-01-03 & 24-01-04 CBEDS NO. 4070

CBEDS Title: Agriscience

CTE Industry Sector: Agriculture and Natural Resources

Career Pathway: Agriscience

Course Description

The objective of the Introduction to Agriculture course is for students to explore the exciting world of agriculture. This course will enable students to develop a broad understanding of opportunities available to them in the agriculture industry.

Instruction in classes will include an introduction to plant science, soil science, large animal science, small animal science, livestock handling techniques and basic animal health. Employment and management skills for careers in agriculture, building leadership skills, and FFA knowledge will be emphasized. Linked learning opportunities exist between this course and courses in social science, ELA, and math. The content of this course is aligned with the Model CTE Standards and California high school academic core content area standards.

Instructional Hours 180 hours (2 semesters) 2/14/12

Source: Adapted from http://notebook.lausd.net/portal/page?_pageid=33,1159455&_dad=ptl&_schema=PT_L_EP
Appendix D2

Bulletins

Course Title: Animal Science 1A/B
Prerequisite: Introduction to Agriculture
Teaching Credential/s Required: Single Subject – Science (Biological Science); Vocational or CTE Credential - Agriculture; Supplementary Authorization – Animal Science
Course Level: 9-12 X Introductory Concentrator Capstone
Course Number: 24-01-21 & 24-01-22 CBEDS NO. 4020
CBEDS Title: Animal Science
CTE Industry Sector: Agriculture and Natural Resources
Career Pathway: Animal Science

Course Description
This course will provide the student with principles in Animal Science focusing on the areas mammalian production, anatomy, physiology, reproduction, nutrition, respiration, and genetics. The study of horses, beef cattle, dairy cattle, swine, sheep, dairy goats, market goats, and poultry are emphasized. Students will explore the basic vocabulary, anatomy, nutrition, feeding, judging and management practices of these animals.

This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. Linked learning opportunities exist between this course and courses in social science, ELA, and math. The content of this course is aligned with the Model CTE Standards and California high school academic core content area standards.

Instructional Hours 180 hours (2 semesters) 2/13/12

Source: Adapted from http://notebook.lausd.net/portal/page?_pageid=33,1159455&_dad=ptl&_schema=PTL_EP
Appendix D3

Bulletins

Course Title: Animal Science 2A/B
Prerequisite: Introduction to Agriculture
Teaching Credential/s Required: Single Subject – Science (Biological Science); Vocational or CTE Credential - Agriculture; Supplementary Authorization - Animal Science
Course Level: 9-12 Introductory X Concentrator Capstone
Course Number: 24-01-23 & 24-01-24 CBEDS NO. 4020
CBEDS Title: Animal Science
CTE Industry Sector: Agriculture and Natural Resources
Career Pathway: Animal Science

This course will provide the student with continued opportunities to develop knowledge of animal science and skills through expanded activities and instruction. Specific study of horses, beef cattle, dairy cattle, swine, sheep, dairy goats, market goats, and poultry are emphasized. Students will also study vocabulary, anatomy, nutrition, feeding, judging and management practices of these animals.

Course Description includes production, processing, and marketing of animal industry products. This course is intended to successfully prepare those students who plan on majoring in Agricultural Sciences at a college or university. Linked learning opportunities exist between this course and courses in social science, ELA, and math. The content of this course is aligned with the Model CTE Standards and California high school academic core content area standards.

Instructional Hours 180 hours (2 semesters) 2/13/12

Source: Adapted from http://notebook.lausd.net/portal/page?_pageid=33,1159455&_dad=ptl&_schema=PTL_EP
APPENDIX E
## Grant Award Notification

**GRANTEE NAME AND ADDRESS**
John Deasy, Superintendent  
Los Angeles Unified School District  
333 South Beaudry Avenue  
Los Angeles, CA 90017

**Attention**  
John Deasy, Superintendent  
Program Office  
Accounting Office  
Telephone

**Name of Grant Program**
Specialized Secondary Programs

<table>
<thead>
<tr>
<th>GRANT DETAILS</th>
<th>Original Amount</th>
<th>Amendment Amount</th>
<th>Total</th>
<th>Amend. No.</th>
<th>Award Starting Date</th>
<th>Award Ending Date</th>
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<td>$50,000</td>
<td>$50,000</td>
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<td></td>
<td></td>
<td>7/1/2013</td>
<td>6/30/2014</td>
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I am pleased to inform you that you have been funded for the Agriculture & Animal Science Academy (AASA) at Verdugo Hills High School.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please return the original, signed Grant Award Notification (AQ-400) to:

Jeanna Geiser, Associate Governmental Program Analyst  
Career and College Transition Division  
California Department of Education  
1430 N Street, Suite 4202  
Sacramento, CA 95814-5901

<table>
<thead>
<tr>
<th>California Department of Education Contact</th>
<th>Job Title</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tony Quirarte</td>
<td>Education Programs Consultant</td>
<td>916-319-0388</td>
</tr>
</tbody>
</table>

**Signature of the State Superintendent of Public Instruction or Designee**

**CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS**

On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both, and I agree to comply with all requirements as a condition of funding.

**Printed Name of Authorized Agent**
Michelle A. room Daniels

**E-mail Address**
michelle.a.daniels@lausd.net

**Telephone**
818-951-5400

**Date**
2/2/14
APPENDIX F
AGRICULTURE INCENTIVE GRANT

California Department of Education

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
2013–14 APPLICATION FOR FUNDING
(Due Date: To be received in Regional Supervisor’s Office by August 31, 2013)

DATES OF PROJECT DURATION - JULY 1, 2013, TO JUNE 30, 2014

VERDUGO HILLS HIGH SCHOOL

(School Site)

LAUSD

(District)

Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

Signature of Authorized Agent

Signature of Agriculture Teacher

Responsible for the Program

TEACHER

Title

Signature of Principal

Contact Phone Number: 818-268-2269 CELL

Date of Approval of Local Agency Board:

Funds Requested - Part I $4,000.00
Part II $0.00
Part III $0.00
Part IV $0.00
Total $4,000.00

Number of Different Agriculture Teachers at Site: 1

PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION

<table>
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<tr>
<th>Quality Criteria</th>
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<tbody>
<tr>
<td>1. Curriculum and Instruction</td>
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</tr>
<tr>
<td>2. Leadership and Citizenship Development</td>
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<td></td>
</tr>
<tr>
<td>3. Practical Application of Occupational Skills</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. Qualified and Competent Personnel</td>
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<td></td>
</tr>
<tr>
<td>5. Facilities, Equipment, and Materials</td>
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<tr>
<td>6. Community, Business, and Industry Involvement</td>
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</tr>
<tr>
<td>7. Career Guidance</td>
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<td></td>
</tr>
<tr>
<td>8. Program Promotion</td>
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<td></td>
</tr>
<tr>
<td>9. Program Accountability and Planning</td>
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<td></td>
</tr>
</tbody>
</table>

Formal Variance Request must be included if requesting a variance. A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year’s application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.
Food for All Grant

National FFA Organization
2014 FFA: Food For All
Chapter Grant Award Contract

FFA Chapter: 
Chapter #: 

FFA Advisor: 
FFA Advisor E-Mail: 
Principal's Name: 

School Name: 
School Address: 
School City, State, Zip: 

Grant Period: 
1/31/2014-11/30/2014

Grant Amount: 
$2500

The grant is made under the following conditions:

1. The FFA chapter advisor will attend the required FFA: Food For All kick-off webinar that will be held on Thursday, February 6, 2014. The webinar will be held at 3:30pm (EST) and 6:30pm (EST), in order to accommodate schedules.

2. Should any staff changes relating to the FFA: Food For All management occur throughout the grant cycle, the outgoing advisor and/or principal will notify the Living to Serve Team at National FFA. This must be done within 30 days, in order to remain compliant. If contact is not made, National FFA may request the return of the full grant amount.

3. The FFA chapter will provide National FFA with copies of all outputs created in connection with the program and grant monties (high resolution photos, videos, curriculum, articles, etc.).

4. National FFA has the right to make on-site visits to meet with the program participants and to observe the program.

5. The FFA chapter advisor will attend a mandatory FFA: Food For All Output Report webinar that will be held on Wednesday, May 14th or Thursday, May 15th. The webinar will be offered at multiple times to accommodate schedules.

6. The FFA chapter will submit a Mid-Year Update, Output Report, Year-End Narrative, Fiscal Year-End Report and any other requested information on time to National FFA or will be considered non-compliant which could result in returning remaining funds.

2014 FFA: Food For All Chapter Grant Award Contract
7. Expenditures for activities in the approved proposal will be in accordance with the budget on file with National FFA. Approval by National FFA is required if a transfer of funds exceed ten percent (10%) of any one budget category.

8. National FFA staff has the right and responsibility to perform spot audits at any point throughout the grant cycle. Failure to comply or a finding of misappropriated funds may result in returning the original grant amount to National FFA.

9. The FFA chapter will have participation of students and adult volunteers for the Post-Reflective Assessment Survey. The survey will be administered in the final weeks of the project either paper/pencil (upon request) or online. The survey takes approximately 15 minutes.

10. The FFA chapter may be randomly selected to participate in a focus group/conversation with Dr. Michael Slavkin, the grant evaluator. Dr. Slavkin will speak with students and the advisor about their experience related to the project. The conversation with Dr. Slavkin will help National FFA tell the story of community impacts at the chapter level.

11. The FFA chapter will include the program logos on all materials that are created.

By acceptance of this notification, it is understood that the grantee has agreed to accept the terms and condition of the award as set forth above and included in state law and regulations.

Michelle A. Rom Daniels
FFA Advisor
Printed Name

FFA Advisor Signature
Date

Edward A. Trimis
School Principal
Printed Name

School Principal Signature
Date

Fax or Email both pages of signed contract to:
Living to Serve Team
317-802-3320
LTS@ffa.org

If you have any questions contact:
Stefanie Sebasian, ssebastian@ffa.org, 317-802-4462
Kayla Lumpford-Mitchell, kmitchell@ffa.org, 317-802-4267

2014 FFA: Food For All Chapter Grant Award Contract
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THIS CHECK HAS A COLORED BACKGROUND AND CONTAINS MULTIPLE SECURITY FEATURES – SEE BACK FOR DETAILS.

NATIONAL FFA FOUNDATION, INC.
5000 West 86th Street
Indy, IN 46268

Payee:
VERDUGO HILLS HIGH SCHOOL FFA

Payee Signature:

Date: Feb 21, 2014
Pay Amount: $2,500.00

Authorized Signatures:

EXPires 90 days from date of issue.
March 4, 2014

Michelle Roth-Daniels
12815 East Ave W13
Pearblossom, CA 93553

Dear Michelle Roth-Daniels,

As the Chair of the Campus Institutional Review Board, I have determined that your research proposal entitled "AGRICULTURE EDUCATION AT VERDUGO HILLS HIGH SCHOOL - THE IMPLEMENTATION"s exempt from full committee review. This clearance allows you to proceed with your study.

I ask that you notify our office should there be any further modifications to, complications arising from or within, the study. In addition, should this project continue longer than the authorized date, you will need to apply for an extension from our office. When your data collection is complete, you will need to turn in the attached Post Data Collection Report for final approval. Students should be aware that failure to comply with any HSRC requirements will delay graduation. If you should have any questions regarding this clearance, please do not hesitate to contact me.

Sincerely,

John Mahoney, Ph.D., Chair
Human Subjects in Research Committee

Attachment: Post Data Collection Report

cc: Mollie Aschenbrener (310)