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ABSTRACT

To assist local administrators and teachers in determining educational objectives and priorities, this project tested a previously developed program evaluation model. The test site chosen for data collection was the agriculture department at James Wood High School. Conclusions of this test effort included: (1) The model for evaluation of secondary school programs of vocational agriculture is a viable means by which sufficient and reliable data can be collected for critical analysis and used for program direction, (2) Other teachers of the local school system in which the model is being used provide a source from which data may be obtained, and (3) The role of the advisory council is vital to the evaluation process. Also included in this summary report are the instruments used to collect data. (JS)

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TESTING OF MODEL FOR EVALUATION OF  
SECONDARY SCHOOL PROGRAMS OF  
VOCATIONAL EDUCATION IN AGRICULTURE

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TESTING OF  
MODEL FOR EVALUATION OF  
SECONDARY SCHOOL PROGRAMS OF  
VOCATIONAL EDUCATION IN AGRICULTURE

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TESTING OF  
MODEL FOR EVALUATION OF  
SECONDARY SCHOOL PROGRAMS OF  
VOCATIONAL EDUCATION IN AGRICULTURE

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## Introduction

Evaluation has been widely accepted as a vital part of any educational program. Many models and processes have been developed which attempt to provide a means for evaluating educational programs. These efforts also include the evaluation of occupational programs.

The recent emphasis stressed on evaluation in the federal legislation has placed even a greater priority on the development and implementation of successful evaluation techniques in the area of occupational education.

Several years ago, Dr. A. H. Krebs began to develop a model for the evaluation of secondary school programs of vocational education in agriculture. The underlying basis for the development of his model rested with the situation that many current evaluation techniques did not attempt to measure the degree to which students used the skills and abilities learned in agricultural education and that no evaluation procedure was refined to the point that local administrators and teachers could use the model themselves to evaluate a local program.

The model developed by Dr. Krebs has been designed to remove the two weaknesses pointed out in the preceding paragraph. Thus, the particular evaluation model which formed the basis for this research project can serve as a vehicle through which local administrators and teachers can determine program direction, based on sound data.

Not only can this model help to meet the current requirements for receiving of federal funds, but the improvement and strengthening of current programs will also result in occupational programs more meaningful for the students.

### Purpose of the Study

The model which was discussed during the introduction was developed and tested in two schools in the State of Maryland. The model has not been tested to the extent which would allow widespread dissemination of the model for evaluation of secondary school programs of vocational education in agriculture. Thus, the major objective of this research project is to test the model for evaluation of secondary school programs of vocational education in agriculture. The sub-objective of the project was to test the applicability of the model to the agricultural education program in the State of Virginia and make the necessary revisions in order that the model could be adapted for Virginia.

The long term objective is to develop an evaluation model which can be used statewide by local communities for evaluating and improving vocational education in agriculture.

### Importance of the Study

The importance of the project rests with the feasibility that local administrators and teachers can use the model tested in this research to give strength to existing programs and provide direction for future program planning. This program direction will develop from the identification of skills and abilities which graduates of the program have found useful in securing and holding employment. The model also provides for the assembling and collecting of other data pertinent to an overall evaluation of any occupational program.

This research project has value to teachers and administrators in the State of Virginia as more emphasis is placed on program accountability in vocational education. The model under refinement would provide agricul-

tural teachers, vocational directors, administrators, and advisory councils a basis for sound decision making in program improvement. Not only would teachers and departments in Virginia benefit from this research, but the model would also have applicability to other states as well.

#### Assumptions

This study was conducted with the following basic assumptions:

1. That a three percent randomly selected sample of the adults in the James Wood High School district would not vary significantly from the total adult population in their attitudes toward the agricultural program.

2. That a follow-up of the graduates from James Wood High School Agricultural Department for the years 1970, 1969, 1968, and 1967 would provide a partial test of the data collecting instruments to determine their appropriateness in using the evaluation model in Virginia.

#### Research Procedures

In order to provide an in-depth study of this evaluation model, the decision was made to test the model in one school in Virginia. This procedure would permit a thorough follow-up of the recent graduates from that school.

The school selected for participation in this study was James Wood High School in Winchester, Virginia. The agricultural education department has Agricultural Science and Mechanics I and II, Ornamental Horticulture, Agricultural Machinery Service, and Agricultural Production offerings. In the last four years, approximately 100 agricultural education students have been graduated from James Wood. James Wood High School has a multiple teacher department, with one teacher specializing in production agriculture, one

teacher specializing in ornamental horticulture, and the other teacher specializing in agricultural machinery service.

The instruments designed to collect the data were critically reviewed and appropriate revisions were made in the instruments before going into the field to collect data.

Once approval of the project was granted by the Frederick County School Board, a meeting was held with the Agricultural Machinery Service Option Advisory Council at James Wood. The purpose of this meeting was to explain the purpose of the research project and obtain suggestions which the group might have, either in the data collecting instruments or the research procedures. After this initial meeting, plans were implemented to proceed with the study.

### Data Collection

#### General Procedures

1. For the duration of this research project, a certified agricultural teacher was hired full time to coordinate the collection of the program data.
2. Four individuals were employed in the community as field enumerators to collect the data. Two of these individuals were teachers, one was a former school secretary, and the other was a professional pomologist.
3. One individual was employed on a part-time basis to assist in tabulating the data for analysis.
4. The local agriculture teachers provided valuable assistance and guidance during the data collecting stages.

### Procedures Used to Collect Data

An example of each form has been included in Appendix A. A brief description of the procedures used to collect the data for each form follows.

Form Number 1. The collection of these data was carried out by a lady who was a former secretary at James Wood High School. The data for this form were collected from the students' personal folders in the guidance office. The agricultural education teacher assisted with the collection of the data not found in the students' folders. The names and addresses collected during this stage were used as a starting point for contacting students in order to obtain data for the other forms.

Forms Number 2, 3, 4, and 7. Several different procedures were used to collect data for these forms. Three different meetings were set up at the agricultural department to allow graduates to return to the school and provide the opportunity to collect the data. A letter was mailed to these graduates explaining the purpose of the meeting and requesting their cooperation. A personal interview was conducted for those individuals not attending one of these meetings. These interviews were conducted by the research coordinator and the field enumerators. Assistance was provided by the agricultural teachers at James Wood in locating the homes of these graduates. The data collectors grouped the graduates according to location in the county to facilitate data collection. Upon interviewing the graduates, the purpose of the study was explained and then the graduates were asked to complete the appropriate forms. This procedure was a deviation from the recommended data collection procedure. This procedure was followed due to the short duration of this research project. In many cases, the forms were left with the student, and later the field enumerator returned to collect the forms.

Form Number 5. The names and addresses of the last employer of each graduate were obtained from the information provided by the graduates on Form Number 2. The data collectors proceeded to contact each employer and obtain the information desired on Form Number 5.

Form Number 6. The respondents for this form were obtained from the records in the agricultural department. The data collectors obtained the information on this form largely by telephone. The remainder of the adults were contacted personally.

Form Number 8. The students currently enrolled in the agricultural program comprised the respondents for this group. The individual who collected this information was the same person who collected the information for Form Number 1, the former school secretary.

Forms Number 11-18, 20-25, and 27. The agricultural education teachers provided the information required on these forms from school records and personal knowledge of the program. The teachers were assisted by the one lady data collector.

Form Number 19. The first step in collecting the data for this form was to determine the number of adults in the James Wood High School District. With the best records available, the adult population was found to be approximately 10,000 individuals. The magnitude of contacting each of these individuals required the use of a sampling procedure. A three percent sample was chosen as the most feasible sample size to handle. To help assure that all individuals would have an equal chance of being contacted, a table of random numbers was used to select the 300 adults who would be contacted. Once the adult identification numbers were selected, the records from the Commissioner of Revenue's office were used to identify the names of the

individuals who would be contacted and their addresses. The names were then compiled by Magistrate Districts to facilitate data collection.

The information was collected entirely by personal interviews. For the most part, the adults were contacted in the late afternoon or evening hours and the data collector waited until the respondents had completed the form. In some cases, the forms were left and picked up later and appointments were made in special cases. Locations for some of the adults were obtained from the telephone directory, and knowledgeable people in the area.

Form Number 26. The list of agricultural businesses was compiled mainly from records in the agricultural education department. The telephone directory and the Chamber of Commerce, as well as the coordinator's personal research of the area, provided additional information. The manager of each business was contacted by the coordinator and data concerning the business, projected employment opportunities, and possibilities for use as a training center were obtained.

#### Data Tabulation

One individual was hired to assemble and tabulate data collected in the field. Data were summarized according to the information obtained on the forms. These summaries were studied and analyzed and then appropriate tables were developed to present the data in meaningful form for further analyzing. Most tables were summarized by the year in which the students graduated. When this was done, the data were also summarized for all graduates grouped together.

### Suggested Revisions in the Data Gathering Instruments

During the conduct of this study, it became evident that a few sections or parts of the data collection instruments might be strengthened to facilitate data collection and analyzing. The revisions suggested for the data collection instruments have been incorporated into the instruments, and the revised instruments are located in Appendix A of this report.

Below are the major revisions made, and the form to which each revision applies:

Form 2: Space has been provided on this form to enter the year that the student graduated from school. This change was made to facilitate tabulation of data when more than one class of graduates is involved in the evaluation. Numbers referring to the degree of job satisfaction were placed on each line. This is to assist the interviewer during the personal interview, and will also facilitate data tabulation.

Forms 3, 4, 5, and 7: Space has been provided for entering the year that the student graduated from school. Again, this is to assist in the tabulation of data when more than one class is involved.

## Summary, Conclusions, and Recommendations

### Summary

The data collected on the James Wood Agricultural Department during the study is reported in the publication Summary Report of the Evaluation of the James Wood High School's Agricultural Education Department. This report also includes the evaluative comments made by the researcher, other consultants, and the adult advisory group at James Wood. Recommendations for program improvement were based upon a critical review of the major findings. Continued communication will be maintained with the James Wood Agricultural Education Department to assess the value of the recommendations made as a result of the study.

The data collection procedures outlined in Model for Evaluation of Secondary School Programs of Vocational Education in Agriculture appear to be a feasible approach to the effective use of this evaluation model. The value and effectiveness that the evaluation model could have on a local program depend upon the coordinator of the evaluation process and the use made of the advisory council. Due to a shortage of time, the advisory committee was not able to fully analyze the data before the completion of this project. However, plans will be made to work with the advisory council after the close of this research project.

After a critical review was made of all the data collected, a follow-up of the last two classes of graduates would provide as much information as a follow-up of the last four years of graduates.

In summary, the data collected about the agricultural program, the graduates, and their skills and abilities used after graduation provide a basis from which program direction can be determined. This program direction includes: (1) curriculum development; (2) establishing and conducting occupational experience programs; (3) providing valuable leadership training through the FFA; (4) providing sound adult education; (5) implementing of course options; and (6) projection of financial and facility resources required to offer a quality program of vocational education in agriculture.

### Conclusion

The following conclusions were made as a result of this study:

1. That the model for evaluation of secondary school programs of vocational education in agriculture is a viable means by which sufficient and reliable data can be collected for critical analysis and used for program direction.
2. That other teachers of the local school system in which the model is being used provide a source from which data collectors may be obtained. This source provides individuals who are familiar with the school system and community.
3. That former secretaries to the principal and guidance counselors also represent individuals who can serve as data collectors. These individuals are familiar with school records and can locate information easily.
4. That the role of the advisory council is vital if the evaluation is to be successful. The support and participation of the advisory council will help in the collection of the data, and the critical examination of the data. Due to the time available to conduct this study, more input from

the advisory council could not be arranged; a recommendation has, however, been made in the next section concerning the effective use of the advisory council.

5. That arrangement for the return of the graduates to the local school in order to collect the data did not appear to be a satisfactory approach. As a result, personal contact of the graduates was needed in order to collect the data. In this study, forms were left with students at their homes; more complete data could be obtained if the interviewer were to remain with the graduate and personally solicit the information.

6. That the support and interest exhibited by the school board, administrators, teachers, advisory group, and local agricultural businesses indicated the value placed upon evaluation as being a part of the total school program.

7. That the office of the local Commissioner of Revenue provides the best source of identifying the current adult population in the school district.

8. That the best time to contact adults is in the late afternoon or evening hours. Some difficulty was experienced in explaining to the adults the purpose of the study. A specific recommendation was made to help diminish this problem.

9. That the follow-up of graduates who had been out of school for three or more years does not add significantly to the evaluation of a local agricultural program. The data collected from the graduates who had graduated three or four years earlier did not vary greatly from that collected from those who had graduated within the last two years.

### Recommendations

The following recommendations were based upon the findings of the study and experience gained during the conduct of the study.

1. That further study and implementation of the model for evaluation be carried to other agricultural education programs in Virginia.
2. That advisory councils be involved before, during, and after the implementation of the evaluation model.
3. That advisory groups be asked to assist in determining program direction based upon the data collected.
4. That a letter of introduction be mailed to the adults in the community selected to determine the adult attitudes toward the agricultural program before the interviewer personally contacts the individual.
5. That schools implementing the model for evaluation follow up only graduates from the last two years.
6. That preliminary plans be started to implement the evaluation model on a statewide basis.
7. That the evaluation model be prepared in handbook form such that local departments can take the model, use it effectively, and evaluate their programs with the assistance of professional agricultural education consultants.
8. That the procedures described and outlined in the publication Model for Evaluation of Secondary School Programs of Vocational Education in Agriculture serve as a basis for further testing of the evaluation model. The procedure identified by Dr. Krebs appeared to be a feasible and logical approach to the implementation of the model.

9. That any school contemplating the utilization of the model should provide adequate resources for the employment of data collectors. This would require providing about 500 man-hours of employment. These individuals should also tabulate the data under the direction of a coordinator.

10. That any local agricultural department conducting the evaluation on their own should designate one of the agricultural teachers to coordinate the data collection.

11. That a special program, picnic, or other event be scheduled to help encourage the return of the graduates to the local department for the collection of needed data. This meeting should avoid conflict with community events.

APPENDIX A  
DATA COLLECTING INSTRUMENTS



Form 1. (continued)

16. Grade point average in vocational agriculture \_\_\_\_\_

17. Grade point average in vocational courses other than agriculture \_\_\_\_\_

18. Participation in FFA:

a. Number of years membership \_\_\_\_\_

b. Offices held \_\_\_\_\_

c. Chairmanship of committees \_\_\_\_\_

19. Occupational experience program participation:

<u>Kind</u>	<u>Number of Years</u>	<u>Hours of Experience</u>
Farming program	_____	_____
Placement-employment program (cooperative)	_____	_____
Placement-employment program (non-cooperative)	_____	_____
School facilities	_____	_____
Self-employment	_____	_____
Other (describe) _____	_____	_____
	_____	_____
Total	_____	_____

20. School citizenship rating when (a) first enrolling in agricultural education program \_\_\_\_\_

(b) when graduated or left agricultural education program \_\_\_\_\_

21. Reasons for leaving high school: (check all that apply)

\_\_\_ a. Took a job

\_\_\_ b. Transferred to another school

\_\_\_ c. Entered vocational school

\_\_\_ d. Entered military service

\_\_\_ e. Graduated

\_\_\_ f. Other (explain) \_\_\_\_\_

Form 2. Individual Student: Employment<sup>1</sup>

Student Name \_\_\_\_\_ Student No. \_\_\_\_\_ Year Graduated \_\_\_\_\_

Jobs Held - Titles <sup>2</sup>	Employer Name and Address	Date Took Job	Date Left Job	Hrs. Per Week	Wages <sup>3</sup> Start End <sup>4</sup>	Level of Satisfaction <sup>5</sup>
1st						1 2 3 4 5
2nd						1 2 3 4 5
3rd						1 2 3 4 5
4th						1 2 3 4 5
5th						1 2 3 4 5
6th						1 2 3 4 5

Note: Use additional forms as needed to list all jobs held.

Military service dates: From \_\_\_\_\_ To \_\_\_\_\_

- 1 List jobs in chronological order.
- 2 Report each change of position or job within the same business as a new job.
- 3 Show wages by amount per hour.
- 4 Record current wage for job now held. Record best estimate of wages individual can provide.
- 5 Circle according to scale: 1 = highly satisfied, 2 = satisfied, 3 = non-committal, 4 = dissatisfied, 5 = highly dissatisfied

## Form 3. Individual Student: Continuing Education

Student Name \_\_\_\_\_ Student No. \_\_\_\_\_  
 Year Graduated \_\_\_\_\_

\* \* \*

1. Name of institution in which enrolled \_\_\_\_\_  
 \_\_\_\_\_
2. Address of institution \_\_\_\_\_
3. Dates of enrollment: Starting \_\_\_\_\_ Ending \_\_\_\_\_
4. Program (or course) in which enrolled \_\_\_\_\_
5. Program major (if not same as program) \_\_\_\_\_
6. Enrollment status: Full-time student \_\_\_\_\_  
 Part-time student \_\_\_\_\_
7. Length of the program (months) \_\_\_\_\_
8. Objective for which enrolled: (check all that apply)
  - \_\_\_\_\_ a. Preparation for job (specify) \_\_\_\_\_
  - \_\_\_\_\_ b. Upgrading in present job
  - \_\_\_\_\_ c. Maintaining competency for present job
  - \_\_\_\_\_ d. No occupational objective
  - \_\_\_\_\_ e. Other reason (specify)
9. If no longer enrolled in the program named, check all of the following that apply:
  - \_\_\_\_\_ a. Completed program or course
  - \_\_\_\_\_ b. Transferred to another school program
  - \_\_\_\_\_ c. Took a job
  - \_\_\_\_\_ d. Entered military service
  - \_\_\_\_\_ e. Academic dismissal
  - \_\_\_\_\_ f. Other reasons for leaving (specify) \_\_\_\_\_

## Form 4. Individual Student: Social Activity and Personal Data

Student Name \_\_\_\_\_ Student No. \_\_\_\_\_  
 Year Graduated \_\_\_\_\_

\* \* \*

## 1. Organization and community activities: (List and indicate offices and chairmanships held)

a. Agricultural and labor groups:

b. Civic and service clubs:

c. Church groups:

d. Recreation and sports groups:

e. Other:

## 2. Leisure time activities: (List all participated in during past year)

Outdoor (hunting, fishing,  
swimming, racing, etc.)

Indoor (chess, cards,  
painting, etc.)

## 3. Residence and marital status: (check)

\_\_\_\_\_ Living with parents

\_\_\_\_\_ Living in rooming house

\_\_\_\_\_ Living in apartment

\_\_\_\_\_ Living in own home

\_\_\_\_\_ Single

\_\_\_\_\_ Married

\_\_\_\_\_ Number of children

Form 5. Individual Student: Employer Satisfaction Rating\*

Student Name \_\_\_\_\_ Student No. \_\_\_\_\_

Year Graduated \_\_\_\_\_

Name and Address of Employer \_\_\_\_\_

Name of Job or Position \_\_\_\_\_

Category	Highly Satisfactory	Satisfactory	Unsatisfactory	Does Not Apply
Technical competence (knowledge, skill)	_____	_____	_____	_____
Ability to learn on the job and to adjust to new situations	_____	_____	_____	_____
Personal characteristics (acceptability)	_____	_____	_____	_____
Competence in:				
Reading	_____	_____	_____	_____
Writing	_____	_____	_____	_____
Mathematics	_____	_____	_____	_____
Work habits	_____	_____	_____	_____

Other comments:

\* Complete a form for most recent job for which employer or work supervisor can be contacted.

Form 6. Individual Student: Adult Education

Student Name \_\_\_\_\_ Student No. \_\_\_\_\_

Highest grade completed: (circle) Under 7, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, over 16

Present occupation: \_\_\_\_\_

Adult courses in which enrolled*	Year	Purposes for which enrolled		Evidence of accomplishment of purpose - record any evidence available
		Improve in present occupation	Prepare for new occupation Other reasons (specify)	

\* For the year or years included in the evaluation and offered by School Division.

\*\* Evidence such as: job or salary promotions; employment in new occupation; recognition for work performed; comments regarding increased job satisfaction; increased crop or livestock production or work efficiency; improved marketing; increase in net income and net worth.

## Form 7. Individual Student: Content - Use Inventory

Student Name \_\_\_\_\_ Student No. \_\_\_\_\_

Directions: Below are selected knowledges and abilities a student may have learned while studying vocational agriculture. Please put an (X) in the proper column for each content item listed to indicate the use of the item by the former student in any way since he left school -- performed, helped perform, explained to someone, or supervised someone who performed it.

Content - Use Inventory Item	Used in/or because of jobs held	Used, but not in jobs held	Did not use
------------------------------	---------------------------------------	----------------------------------	----------------

Area: Guidance and Leadership

1. Locating, applying for, and obtaining job	_____	_____	_____
2. Becoming established in a business in a "self-employment" capacity	_____	_____	_____
3. Serving as an active member of an organization or organized group	_____	_____	_____
4. Using parliamentary procedure	_____	_____	_____
5. Serving as a member or chairman of a committee	_____	_____	_____
6. Serving as an officer of an organization	_____	_____	_____
7. Conducting a meeting of a group of people	_____	_____	_____
8. Planning and evaluating programs of work for organized groups	_____	_____	_____
9. Preparing a display or writing a news article	_____	_____	_____
10. Giving a talk before a group of people	_____	_____	_____



Form 7. (continued)

Content - Use Inventory Item	Used in/or because of jobs held	Used, but not in jobs held	Did not use
20. Feeding and caring for breeding flock or herd (at any age)	_____	_____	_____
21. Feeding and caring for the young	_____	_____	_____
22. Feeding and caring for the producing flock or herd	_____	_____	_____
23. Feeding and caring for the market flock or herd	_____	_____	_____
24. Planning, balancing, and preparing rations	_____	_____	_____
25. Purchasing feed and supplies	_____	_____	_____
26. Providing and maintaining housing	_____	_____	_____
27. Providing, maintaining, and operating equipment	_____	_____	_____
28. Planning for disease or parasite prevention and control	_____	_____	_____
29. Treating for diseases or parasites	_____	_____	_____
30. Identifying diseases or parasites	_____	_____	_____
31. Training and handling	_____	_____	_____
32. Preparing for sale	_____	_____	_____
33. Selling	_____	_____	_____
34. Selecting for sale	_____	_____	_____
35. Planning a breeding program and breeding	_____	_____	_____

Form 7. (continued)

Content - Use Inventory Item	Used in/or because of jobs held	Used, but not in jobs held	Did not use
36. Keeping and using enter- prise records	_____	_____	_____
37. Registering with breed association	_____	_____	_____
38. Identifying cuts of meat	_____	_____	_____
39. Processing for market	_____	_____	_____
40. Storing	_____	_____	_____
41. Transporting	_____	_____	_____
42. Inspecting	_____	_____	_____
43. Grading	_____	_____	_____
44. Testing milk	_____	_____	_____
45. Milking	_____	_____	_____
46. Shearing or clipping	_____	_____	_____

Area: Plants and Soils

Place a check mark before each of the following with which you have had either direct or indirect contact in your work or in other activity since leaving high school.

\_\_\_\_\_ Field crops

\_\_\_\_\_ Nursery products

\_\_\_\_\_ Forage crops

\_\_\_\_\_ Greenhouse products

\_\_\_\_\_ Fruit crops

\_\_\_\_\_ Forest products

\_\_\_\_\_ Vegetable crops

\_\_\_\_\_ Soils and fertilizer

\_\_\_\_\_ Turf

\_\_\_\_\_ Water

\_\_\_\_\_ Wildlife (plants)

\_\_\_\_\_ Specialty crops (list) \_\_\_\_\_

\_\_\_\_\_ Sales and service related to area

Form 7. (continued)

Content - Use Inventory Item	Used in/or because of jobs held	Used, but not in jobs held	Did not use
47. Identifying seeds and plants	_____	_____	_____
48. Selecting and purchasing	_____	_____	_____
49. Judging	_____	_____	_____
50. Determining price	_____	_____	_____
51. Taking soil samples	_____	_____	_____
52. Testing soil	_____	_____	_____
53. Interpreting soil tests	_____	_____	_____
54. Preparing soil for planting	_____	_____	_____
55. Selecting and purchasing fertilizer	_____	_____	_____
56. Applying fertilizer	_____	_____	_____
57. Blending or mixing fertilizer	_____	_____	_____
58. Identifying nutrient deficiencies in plants	_____	_____	_____
59. Planting seeds	_____	_____	_____
60. Planting seedlings and other plants	_____	_____	_____
61. Propagating plants through grafting, layering, etc.	_____	_____	_____
62. Identifying weed seeds and weeds	_____	_____	_____
63. Selling supplies and materials used for growing plants	_____	_____	_____
64. Buying and applying chemicals for weed control	_____	_____	_____

Form 7. (continued)

Content - Use Inventory Item	Used in/or because of jobs held	Used, but not in jobs held	Did not use
65. Drying crops artificially	_____	_____	_____
66. Identifying insects	_____	_____	_____
67. Buying and applying chemicals for insect control	_____	_____	_____
68. Identifying plant diseases	_____	_____	_____
69. Treating plants for disease control	_____	_____	_____
70. Harvesting	_____	_____	_____
71. Storing	_____	_____	_____
72. Marketing	_____	_____	_____
73. Preparing for market	_____	_____	_____
74. Transporting	_____	_____	_____
75. Producing hybrid and certified seed	_____	_____	_____
76. Conducting plant breeding work	_____	_____	_____
77. Processing	_____	_____	_____
78. Inspecting	_____	_____	_____
79. Grading	_____	_____	_____
80. Pruning and training	_____	_____	_____
81. Classifying soil	_____	_____	_____
82. Controlling brush	_____	_____	_____
83. Caring for a woodlot	_____	_____	_____
84. Working the soil	_____	_____	_____
85. Managing pastures	_____	_____	_____

Content - Use Inventory Item	Used in/or because of jobs held	Used, but not in jobs held	Did not use
86. Maintaining organic matter in the soil	_____	_____	_____
87. Thinning fruit and plants	_____	_____	_____
<b>Area: <u>Agricultural Mechanics</u></b> (including related sales and services activities for each item)			
88. Using safety equipment and practices in mechanics work	_____	_____	_____
89. Reconditioning and caring for hand tools	_____	_____	_____
90. Performing carpentry or other work with wood	_____	_____	_____
91. Maintaining, operating, and caring for power equipment	_____	_____	_____
92. Performing cold metal work	_____	_____	_____
93. Performing sheet metal work	_____	_____	_____
94. Performing hot metal work	_____	_____	_____
95. Performing masonry work	_____	_____	_____
96. Performing concrete work	_____	_____	_____
97. Performing plumbing work	_____	_____	_____
98. Performing electrical wiring work	_____	_____	_____
99. Servicing and repairing electric motors	_____	_____	_____
100. Welding with oxy-acetylene gas (gas welding)	_____	_____	_____
101. Welding with electricity (arc welding)	_____	_____	_____

Form 7. (continued)

Content - Use Inventory Item	Used in/or because of jobs held	Used, but not in jobs held	Did not use
102. Adjusting and/or assembling machinery	_____	_____	_____
103. Repairing, maintaining, and operating machinery	_____	_____	_____
104. Overhauling, maintaining, and using small engines	_____	_____	_____
105. Overhauling, maintaining, and using tractors and stationary engines	_____	_____	_____
106. Planning, installing, and maintaining a drainage system	_____	_____	_____
107. Planning and building conservation structures	_____	_____	_____
108. Planning, installing, and maintaining an irrigation system	_____	_____	_____
109. Planning and installing a water supply system	_____	_____	_____
110. Planning and developing a mechanics shop	_____	_____	_____
111. Using complex electrical controls	_____	_____	_____
112. Planning and using automatic feed handling systems	_____	_____	_____
113. Planning and building fences	_____	_____	_____
114. Surveying	_____	_____	_____

Form 7. (continued)

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Area: Management and Operation of Agricultural Businesses

Place a check mark before each of the following with which you have had either direct or indirect management responsibilities in your work or in other activity since leaving high school.

- |   |  |
|---|--|
| <input type="checkbox"/> Farm                               | <input type="checkbox"/> Agricultural processing and marketing |
| <input type="checkbox"/> Greenhouse                         | <input type="checkbox"/> Supplies and service                  |
| <input type="checkbox"/> Nursery                            | <input type="checkbox"/> Recreation and wildlife               |
| <input type="checkbox"/> Machinery and equipment            | <input type="checkbox"/> Forestry and conservation             |
| <input type="checkbox"/> Other areas (please specify) _____ |  |

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Content - Use Inventory Item	Used in/or because of jobs held	Used, but not in jobs held	Did not use
115. Keeping and using records	_____	_____	_____
116. Preparing income and social security tax statements	_____	_____	_____
117. Planning a cropping system	_____	_____	_____
118. Planning a livestock system	_____	_____	_____
119. Developing and operating an agricultural recreation business	_____	_____	_____
120. Planning and using a financial budget	_____	_____	_____
121. Making a soil conservation plan	_____	_____	_____
122. Working with government agricultural programs	_____	_____	_____
123. Determining need for and extending or obtaining credit	_____	_____	_____

Form 7. (continued)

Content - Use Inventory Item	Used in/or because of jobs held	Used, but not in jobs held	Did not use
124. Planning a marketing program	_____	_____	_____
125. Using knowledge of agricultural law	_____	_____	_____
126. Determining need for and selling or purchasing insurance	_____	_____	_____
127. Determining need for and purchasing machinery and equipment	_____	_____	_____
128. Determining need for and purchasing land and buildings	_____	_____	_____
129. Managing woodlots and forests	_____	_____	_____
130. Managing a farm	_____	_____	_____
131. Managing a non-farm agricultural business	_____	_____	_____
132. Determining soil capability	_____	_____	_____
133. Planning a soil fertility program	_____	_____	_____
134. Taking an inventory	_____	_____	_____
135. Preparing or using a lease or agreement	_____	_____	_____
136. Determining need for and securing labor personnel	_____	_____	_____
137. Managing personnel	_____	_____	_____
138. Contracting for production or other project	_____	_____	_____
139. Planning for safety	_____	_____	_____
140. Promoting sales	_____	_____	_____

Form 7. (continued)

Content - Use Inventory Item	Used in/or because of jobs held	Used, but not in jobs held	Did not use
<u>Area: General</u>			
141. Planning for and using community services (schools, churches, parks, etc.)	_____	_____	_____
142. Raising food for home consump- tion	_____	_____	_____
143. Planning and promoting wild life conservation	_____	_____	_____
144. Designing a landscape plan	_____	_____	_____
145. Installing a landscape plan	_____	_____	_____
146. Other (please specify)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Form 11. Manpower Needs in Agriculture - School Placement Area

Year \_\_\_\_\_

Category	Present employment number	Number for average yearly replacement and growth
Agricultural production	_____	_____
Agricultural machinery and service	_____	_____
Agricultural business	_____	_____
Agricultural processing and marketing	_____	_____
Conservation and forestry	_____	_____
Ornamental horticulturc	_____	_____
Other (specify)	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
Total agricultural labor force		

## Form 12. Population Served by Vocational Education in Agriculture

Year \_\_\_\_\_

Population	Total number		Present enrollment in agriculture	
	Male	Female	Male	Female
<b>1. <u>By age level:</u></b>				
6 to 14	_____	_____	_____	_____
15 to 19	_____	_____	_____	_____
20 to 24	_____	_____	_____	_____
25 and over	_____	_____	_____	_____
<b>2. <u>By grade level:</u></b>				
Elementary school	_____	_____	_____	_____
Middle school (specify grades)	_____	_____	_____	_____
Secondary school:				
9th grade	_____	_____	_____	_____
10th grade	_____	_____	_____	_____
11th grade	_____	_____	_____	_____
12th grade	_____	_____	_____	_____
<b>3. <u>By special programs:</u></b>				
Youth with special needs	_____	_____	_____	_____
Adults with special needs	_____	_____	_____	_____
Adult farmers	_____	_____	_____	_____
Adult (other agriculture)	_____	_____	_____	_____
<b>4. <u>By location category</u></b>				
Rural farm	_____	_____	_____	_____
Rural non-farm	_____	_____	_____	_____
Urban	_____	_____	_____	_____

Form 13. Placement -- High School Graduates -- Agriculture Program

Year \_\_\_\_\_

Program Areas	Number of graduates	Placement			Percent placed*
		In jobs	In school	Armed forces Unknown	
Agricultural production	_____	_____	_____	_____	_____
Agricultural machinery and service	_____	_____	_____	_____	_____
Agricultural business	_____	_____	_____	_____	_____
Agricultural processing and marketing	_____	_____	_____	_____	_____
Conservation and forestry	_____	_____	_____	_____	_____
Ornamental horticulture	_____	_____	_____	_____	_____
Special needs	_____	_____	_____	_____	_____
Other (specify)	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
Totals	_____	_____	_____	_____	_____

\* Of those who could be located.

Form 14. Placement -- High School Non-graduates -- Agriculture Program

Program Areas	Number of non-graduates	Placement			Percent Placed*
		In jobs	In school	Armed forces	
Agricultural production	_____	_____	_____	_____	_____
Agricultural machinery and service	_____	_____	_____	_____	_____
Agricultural business	_____	_____	_____	_____	_____
Agricultural processing and marketing	_____	_____	_____	_____	_____
Conservation and forestry	_____	_____	_____	_____	_____
Ornamental horticulture	_____	_____	_____	_____	_____
Special needs	_____	_____	_____	_____	_____
Other (specify)	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
Totals	_____	_____	_____	_____	_____

\* Of those who could be located.

Form 15. Persons Interested in Enrolling in Agriculture Courses

Year \_\_\_\_\_

Group	Total in group	Interested in agriculture	
		Male	Female
<b>1. <u>Secondary school:</u></b>			
7th grade	_____	_____	_____
8th grade	_____	_____	_____
9th grade	_____	_____	_____
10th grade	_____	_____	_____
11th grade	_____	_____	_____
12th grade	_____	_____	_____
<b>2. <u>Youth with special needs:</u></b>			
(specify)			
_____	_____	_____	_____
_____	_____	_____	_____
<b>3. <u>Adult groups:</u> (specify)</b>			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

## Form 16. Enrollment Objectives in Agricultural Programs

Year \_\_\_\_\_

Program or course	Enrollment capacity*	Present enrollment	Projected enrollment
1. <u>Elementary school:</u>			
_____	_____	_____	_____
_____	_____	_____	_____
2. <u>Middle school:</u>			
_____	_____	_____	_____
_____	_____	_____	_____
3. <u>Secondary school:</u>			
Agricultural production	_____	_____	_____
Agricultural construction	_____	_____	_____
Agricultural machinery and service	_____	_____	_____
Agricultural business	_____	_____	_____
Agricultural processing and marketing	_____	_____	_____
Conservation and forestry	_____	_____	_____
Ornamental horticulture	_____	_____	_____
4. <u>Youth with special needs:</u>			
_____	_____	_____	_____
_____	_____	_____	_____

Form 16. (continued)

<u>Program or course</u>	<u>Enrollment capacity*</u>	<u>Present enrollment</u>	<u>Projected enrollment</u>
5. <u>Adult:</u>			
Upgrading courses	_____	_____	_____
Retraining courses	_____	_____	_____
Special needs	_____	_____	_____
Service courses	_____	_____	_____
<hr/>			
Totals	_____	_____	_____

\* Based on present staff and facilities.

Form 17. Secondary Program Financial Analysis -- Agriculture

Item	Present Support		Support Needed	
	Total ( Fiscal Year _____ )	Per student	Total ( Fiscal Year _____ )	Per student
Staff, instructional	\$ _____	\$ _____	\$ _____	\$ _____
Materials and supplies for instruction	\$ _____	\$ _____	\$ _____	\$ _____
Equipment	\$ _____	\$ _____	\$ _____	\$ _____
Travel	\$ _____	\$ _____	\$ _____	\$ _____
Other (specify) _____	\$ _____	\$ _____	\$ _____	\$ _____
<b>Totals</b>	\$ _____	\$ _____	\$ _____	\$ _____
<b>Source of funds:</b>				
Local	\$ _____	\$ _____	\$ _____	\$ _____
State	\$ _____	\$ _____	\$ _____	\$ _____
Federal	\$ _____	\$ _____	\$ _____	\$ _____

Form 18. Adult Program Financial Analysis -- Agriculture

Item	Present Support		Support Needed	
	Total (Fiscal Year )	Per Student	Total (Fiscal Year )	Per Student
Staff, instructional	\$ _____	\$ _____	\$ _____	\$ _____
Materials and supplies for instruction	\$ _____	\$ _____	\$ _____	\$ _____
Equipment	\$ _____	\$ _____	\$ _____	\$ _____
Travel	\$ _____	\$ _____	\$ _____	\$ _____
Other (specify) _____	\$ _____	\$ _____	\$ _____	\$ _____
Totals	\$ _____	\$ _____	\$ _____	\$ _____
Source of funds:				
Local	\$ _____	\$ _____	\$ _____	\$ _____
State	\$ _____	\$ _____	\$ _____	\$ _____
Federal	\$ _____	\$ _____	\$ _____	\$ _____

Form 19. Adult Attitudes Toward Vocational Agriculture in the Public High School\*

This is an inventory concerning your feelings about the vocational agriculture program in your public high school. You will agree with some of the statements, disagree with some, and be uncertain of others. There are no "right" or "wrong" answers. Whatever you happen to think about the statement is the right answer for you.

\* \* \*

Please indicate your feelings as follows:

Encircle A if you agree with the statement, thus:

SA  A U D SD

Encircle SA if you strongly agree with the statement, thus:

SA A U D SD

Encircle D if you disagree with the statement, thus:

SA A U  D SD

Encircle SD if you strongly disagree with the statement, thus:

SA A U D  SD

Encircle U if you are uncertain, thus:

SA A  U D SD

The following is an example of the way this questionnaire is arranged:

---

Students should be encouraged to graduate from high school.

SA A U D SD

Circling SA (strongly agree) indicates strong agreement with this statement.

---

Read each statement carefully and decide how you feel about it. If your feeling falls between two choices, select the closer one.

Please respond to each item whether or not you have direct knowledge of the vocational agriculture program in your public high school.

Do not spend too much time on any particular statement.

All individual replies will be kept confidential.

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\* This instrument was developed by Donald Wamstad, Graduate Assistant in Agricultural Education, University of Maryland.

Form 19. (continued)

Circle the letters which indicate your response:

SA = Strongly Agree

U = Uncertain

D = Disagree

A = Agree

SD = Strongly Disagree

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. Vocational agriculture should be available to students preparing for college.  | SA | A | U | D | SD |
| 2. Vocational agriculture should prepare students to earn a living.   | SA | A | U | D | SD |
| 3. Every student should take at least one course in vocational agriculture.   | SA | A | U | D | SD |
| 4. Vocational agriculture should be designed mainly for students of high academic talents.  | SA | A | U | D | SD |
| 5. Vocational agriculture should include instruction and study about livestock and poultry.                                       | SA | A | U | D | SD |
| 6. Only boys should be permitted to enroll in vocational agriculture courses.   | SA | A | U | D | SD |
| 7. Vocational agriculture is as important as any other high school program or subject.  | SA | A | U | D | SD |
| 8. Courses in agriculture should be provided for all adults who want such instruction.  | SA | A | U | D | SD |
| 9. A sense of personal responsibility should be developed in students through participation in FFA activities.                    | SA | A | U | D | SD |
| 10. Vocational agriculture should include instruction in agricultural mechanics.  | SA | A | U | D | SD |
| 11. The FFA program of activities should place emphasis on helping students develop attitudes and abilities for good citizenship. | SA | A | U | D | SD |
| 12. Vocational agriculture is useful only to students who are preparing for farming careers.                                      | SA | A | U | D | SD |

Go On To The Next Page

## Form 19. (continued)

- |   |             |
|---|-------------|
| 13. Vocational agriculture should be available to students in grades nine through twelve.   | SA A U D SD |
| 14. Vocational agriculture should include instruction and study about agriculture business management.  | SA A U D SD |
| 15. All students in the vocational agriculture program should be required to join the FFA.  | SA A U D SD |
| 16. Vocational agriculture should include instruction and study about forestry.   | SA A U D SD |
| 17. Some type of project work should be required of all students enrolled in vocational agriculture in order to use knowledges learned in the classroom.  | SA A U D SD |
| 18. Vocational agriculture should teach students about job opportunities in the field of agriculture.   | SA A U D SD |
| 19. Vocational agriculture should include instruction and study about ornamental plants and landscaping.  | SA A U D SD |
| 20. The agriculture instructor should supervise through home or on-job visits the projects and other agricultural occupation experiences planned as a part of the vocational agriculture program. | SA A U D SD |
| 21. Knowledges and skills learned in vocational agriculture classes should lead to jobs for students.   | SA A U D SD |
| 22. The values of vocational agriculture instruction should be made known to parents.   | SA A U D SD |
| 23. The vocational agriculture instructor should help students arrange to obtain work experiences in agricultural occupations.  | SA A U D SD |
| 24. Vocational agriculture should include instruction and study about crops and soils.  | SA A U D SD |

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## Form 19. (continued)

- |  |             |
|--|-------------|
| 25. Vocational agriculture should be provided only for students not planning to attend college.  | SA A U D SD |
| 26. Vocational agriculture should include instruction and study about conducting business meetings properly.   | SA A U D SD |
| 27. Enrollment in vocational agriculture should be encouraged among all high school students.  | SA A U D SD |
| 28. Leadership abilities should be developed in students through participation in FFA activities.  | SA A U D SD |
| 29. Vocational agriculture should be available to students who are preparing for non-farm agricultural jobs.   | SA A U D SD |
| 30. Courses in vocational agriculture should be offered as part of the high school curriculum.   | SA A U D SD |
| 31. An important responsibility of the high school should be to place its vocational agriculture graduates in jobs.  | SA A U D SD |
| 32. Vocational agriculture should include instruction and study about conservation of soil, water, forest, and wildlife.   | SA A U D SD |
| 33. The vocational agriculture program should offer adult classes only to farmers.   | SA A U D SD |
| 34. Students should not be required to take a course in vocational agriculture.  | SA A U D SD |
| 35. The function of a vocational agriculture program should be to help each student develop some saleable job skills.  | SA A U D SD |
| 36. The vocational agriculture program should provide instruction in and opportunity for students to build and repair structures and/or equipment in an agricultural shop. | SA A U D SD |

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## Form 19. (continued)

- |   |             |
|---|-------------|
| 37. Vocational agriculture should be offered for the rural non-farm student who has an interest in agriculture. | SA A U D SD |
| 38. Membership in the FFA should be open to all students in the vocational agriculture program.                 | SA A U D SD |
| 39. Vocational agriculture should be available to high school girls who are interested in agriculture.          | SA A U D SD |
| 40. Vocational agriculture should include instruction and study about how to speak in public.                   | SA A U D SD |
| 41. The FFA should be a part of the vocational agriculture program.   | SA A U D SD |
| 42. Vocational agriculture should be offered for the town student who has an interest in agriculture.           | SA A U D SD |
| 43. The vocational agriculture program should be intended mainly for students of limited academic aptitude.     | SA A U D SD |
| 44. Agricultural contests should be a part of the vocational agriculture program.                               | SA A U D SD |
| 45. The student should learn job skills as part of the vocational agriculture program.                          | SA A U D SD |

\* \* \*

Form 20. Occupational Experiences in Agriculture: Standards

(Record standards for each form of program in terms of it being used as the only experience program a student would have.)

Type of Program	Minimum required hours per year				Supervision by teacher
	Work by student				
	(Fr)	(Soph)	(Jr)	(Sr)	
Farming program					
Placement-employment with no school released time (non-cooperative)					
Placement-employment-cooperative education program					
School laboratory facilities program; (as described in facilities provided)					
Self-employment					
Other: (specify)					

**Form 21. Purposes of Local Education Programs**

Attach copies of statements of purposes for each of the following:

Total educational program

Elementary education program

Secondary education program

Vocational education program

Vocational education in agriculture program

**Form 22. Local Policies Relating to Agricultural Education**

**For each of the following areas, provide lists of both written and unwritten policies.**

- Clientele
- Evaluation
- Facilities and equipment
- Finances
- Organization and administration
- Personnel training
- Policy formulation
- Public information
- Relationships to federal programs and personnel
- Relationships to other programs in school
- Relationships to programs in other institutions
- Relationships to state programs and personnel
- Research and development
- Staff

Form 23. Local Resources for Vocational Education in Agriculture

Staff for instruction: (names and teaching loads)

Staff for administration and supervision: (names and areas of responsibility)

Physical facilities: (brief descriptions of major elements)

Guidance services: (personnel and program, including placement services, and availability of these services to vocational agriculture program)

Research and development program: (report all organized efforts supported by allocation of personnel time and funds)

Public information program: (report all systematic or planned efforts to inform people about the program)

Consulting services: (report use made of consultants for vocational agriculture program)

Advisory council: (attach copies of constitution and operating rules, as available, for each of the following)

Agriculture Department Council

Vocational Department Council

School-Wide Council