DOCUMENT RESUME

ED 085 584 CE 000 781

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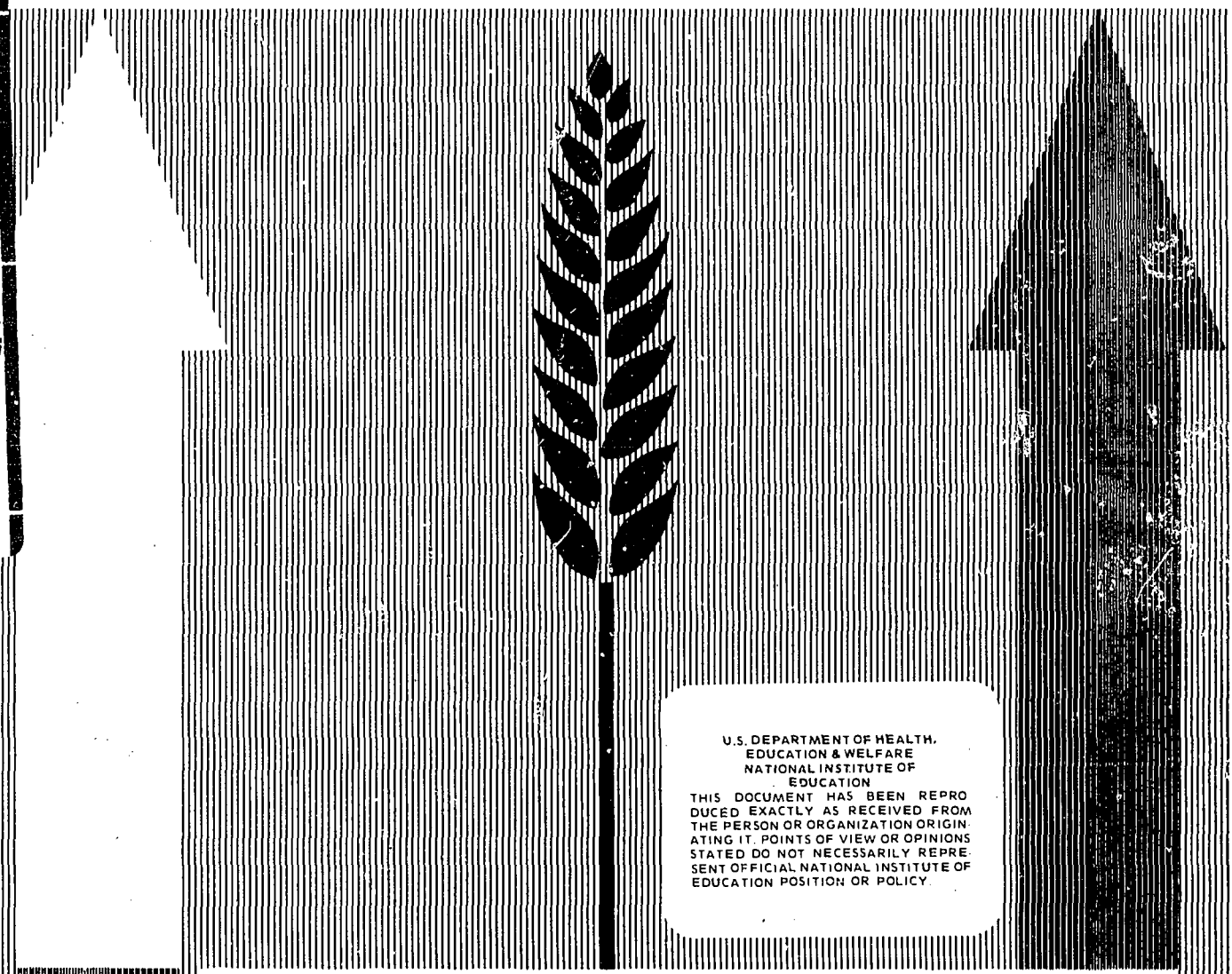
TITLE	Pilot Programs in Vocational Agriculture. Agribusiness Programs for People; Final Report of Wisconsin's 5 Years of Pilot Programs in Agriculture.
INSTITUTION	Wisconsin Univ., Madison. Dept. of Agricultural and Extension Education.
SPONS AGENCY	Wisconsin State Dept. of Public Instruction, Madison.
REPORT NO	R-9
PUB DATE	73
NOTE	30p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Agribusiness; Educational Facilities; Educational Finance; Enrollment Trends; Instructional Staff; *Pilot Projects; Program Administration; Public Relations; *Vocational Agriculture
IDENTIFIERS	*Wisconsin

ABSTRACT

The committee for Vocational Agriculture Pilot Programs in Wisconsin was appointed in 1967; this report analyzes the impact of five years of pilot programs on Wisconsin's vocational agriculture as a whole. During this period, the committee granted funding to 34 vocational agriculture departments in the State. A wide variety of programs were funded, each for a three-year period. The intent of the program was to develop new agribusiness experiences to complement well established production oriented programs. The four topic areas of this study are: (1) funded programs (2) applicants not funded (3) knowledge of teachers not connected with pilot programs (4) comparison of Wisconsin vocational-agriculture with that of four neighboring States--Iowa, Michigan, Illinois, and Minnesota. (EA)



PILOT PROGRAMS IN VOCATIONAL AGRICULTURE

By John F. Thompson

REPORT NO. 9

AGRIBUSINESS PROGRAMS FOR PEOPLE -

FINAL REPORT OF WISCONSIN'S 5 YEARS OF

PILOT PROGRAMS IN AGRICULTURE

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This research is supported in part by grants from the Wisconsin Department of Public Instruction under 131 (b), part C funds of the Vocational Education Amendment of 1968 and the Research Committee, University of Wisconsin Graduate School. Appreciation is extended to Mr. Bill Dreischmeier who gathered the data and wrote the first draft of this report.

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INTRODUCTION

With the appointment in 1967 of the committee for Vocational Agriculture Pilot Programs, Wisconsin's vocational education in agriculture entered upon the threshold of a new exciting era of growth. The committee assumed the responsibility of drafting guidelines, inviting proposals from high schools, selecting programs which tested new ideas in realistic settings as well as tracking the growth of each program.

With the support of the Department of Public Instruction; university staffs; local school administrators; and most importantly, local vocational agriculture teachers; the Wisconsin curriculum was expanded so that agribusiness experiences were being provided for high school age youth to complement the excellent experiences being offered in production agriculture.

Dr. John F. Thompson, University of Wisconsin-Madison, has served as chairman of the Pilot Program Committee since its inception. The University of Wisconsin-Platteville was represented primarily by Dr. Robert Campbell. That institution was represented by Dean Charles DeNure and Mr. Gene Bass in earlier phases of the program. Dr. Gerald Matteson, University of Wisconsin-River Falls represented the resources of his institution. Mr. Don Triebensee of Rice Lake represented the agriculture teachers throughout the era of this report. Mr. Harold Tech of Seymour was appointed to represent the agriculture teachers in the Fall of 1972. Mr. Floyd Doering, currently head consultant in agricultural education, represented the Department of Public Instruction.

In the five years covered by this report the Pilot Program Committee granted funding to 34 vocational agriculture departments in Wisconsin. Table 1 lists the 34 funded programs and tells the years of funding for each.

A wide variety of programs were funded, including exportable programs which could be adapted by other schools and programs uniquely applicable to a specific local situation. Each program was funded for a three year period (see appendix of this report for guidelines). Approximately $350,000 in federal funding was used in the first five years of the pilot programs.

The intent of the Program was to develop new agribusiness experiences to complement well established production oriented programs. The new programs were not to compete for resources that would diminish the importance of the production oriented programs. The guidelines specified, for example, that the teacher must have available time to develop the new program. The Pilot Program Committee did not want the new programs to be an overload for the agriculture teachers. Further, steps were taken to insure that the pilot programs were not used to rescue "dying" or "gravely ill" departments, i.e. departments that were on a rapid spiral of decline due to such things as poor teaching, lack of local support, and rapid teacher turnover.

TABLE 1--PILOT PROGRAM SCHOOLS AND YEARS OF FUNDING

School	Year 1968	1969	1970	1971	1972
Barron	x	x	x		
Cameron	x	x			
Janesville	x	x	x		
Jefferson	x	x	x		
Oshkosh	x	x	x		x
Plymouth	x				
Rosholt	x	x	x		
Verona	x	x	x		
Waterloo	x	x	x		
Bloomer		x	x	x	
Delavan-Darien		x	x	x	
Green Bay East		x	x	x	
Independence		x	x	x	
Sauk-Prairie		0	0	0	
Southern Door		x	x	x	
Antigo			x	x	x
Denmark			0	0	0
Lake Geneva (Badger)			0	0	0
Oregon			0	0	0
Wabeno			0	0	0
Waupaca			0	0	0
Bowler				x	x
Franklin				x	x
Galesville				x	x
Middleton				x	x
Pulaski				0	0
Seymour				x	x
Waupun					x
Brillion					x
Gilman					x
Muscoda					x
New Richmond					x
Pittsville					x

x--Regular Pilot Agribusiness Programs
0--Agribusiness Pilot Programs for disadvantaged students. This report does not attempt to analyze these programs

During the five year period discussed here, a series of research reports were developed by Pilot Program Committee chairman Dr. John F. Thompson and his graduate students. These reports dealt with such aspects of the program as why students enrolled, vocational maturity, student characteristics, analysis of program graduates, and a report on programs for disadvantaged students.

It was felt that the limited resources available in 1973 should be used to subjectively analyze the impact of five years of pilot programs on Wisconsin's vocational agriculture as a whole. This report is designed to do that. Care should be exercised as the report is interpreted. Significant growth occurred in Wisconsin's vocational agriculture program from 1968-1972, the first five years of the pilot program effort. The researchers do not assume that all of this change should be attributed to the pilot program effort. The authors of this report are convinced, however, that the pilot programs were a significant catalyst of that growth.

The four topic areas of this study are:

(1) Funded programs--assessment of program growth and information dissemination from the school.

(2) Applicants not funded--to determine if the school proceeded with the project without funding.

(3) Knowledge of teachers not connected with pilot programs--to determine level of knowledge, communication, and assessment of impact of pilot programs from state vo-ag instructors.

(4) Comparison of Wisconsin vo-ag with that of four neighboring states--compares program development and enrollment trends of five states.

Following the four topic areas, a statement of general conclusions is offered.

FUNDED PROGRAMS

This part of the study was to determine the effect of the pilot phase on vocational agriculture programs. Because the pilot programs were in various stages of completion it was decided that a study of programs funded in a single year would be the most valuable approach. We selected the programs funded in 1968, the first year of pilot programs, as our study group. They had completed their pilot phase in 1970 and thus had two years without intensive funding. This gave us the opportunity to see what happened to the programs after funding termination.

Two of the nine schools funded in 1968 discontinued their pilot programs within two years. The data that we were seeking were not available from a third school due to a change in instructors; therefore, these three schools are not included in this study. The six remaining schools were: Oshkosh, Verona, Jefferson, Janesville, Barron and Waterloo. Figure 1 shows the location of these programs.

A questionnaire was developed to determine what happened while the program was in its pilot phase, what happened when extra funding was removed and how information about the pilot programs was disseminated

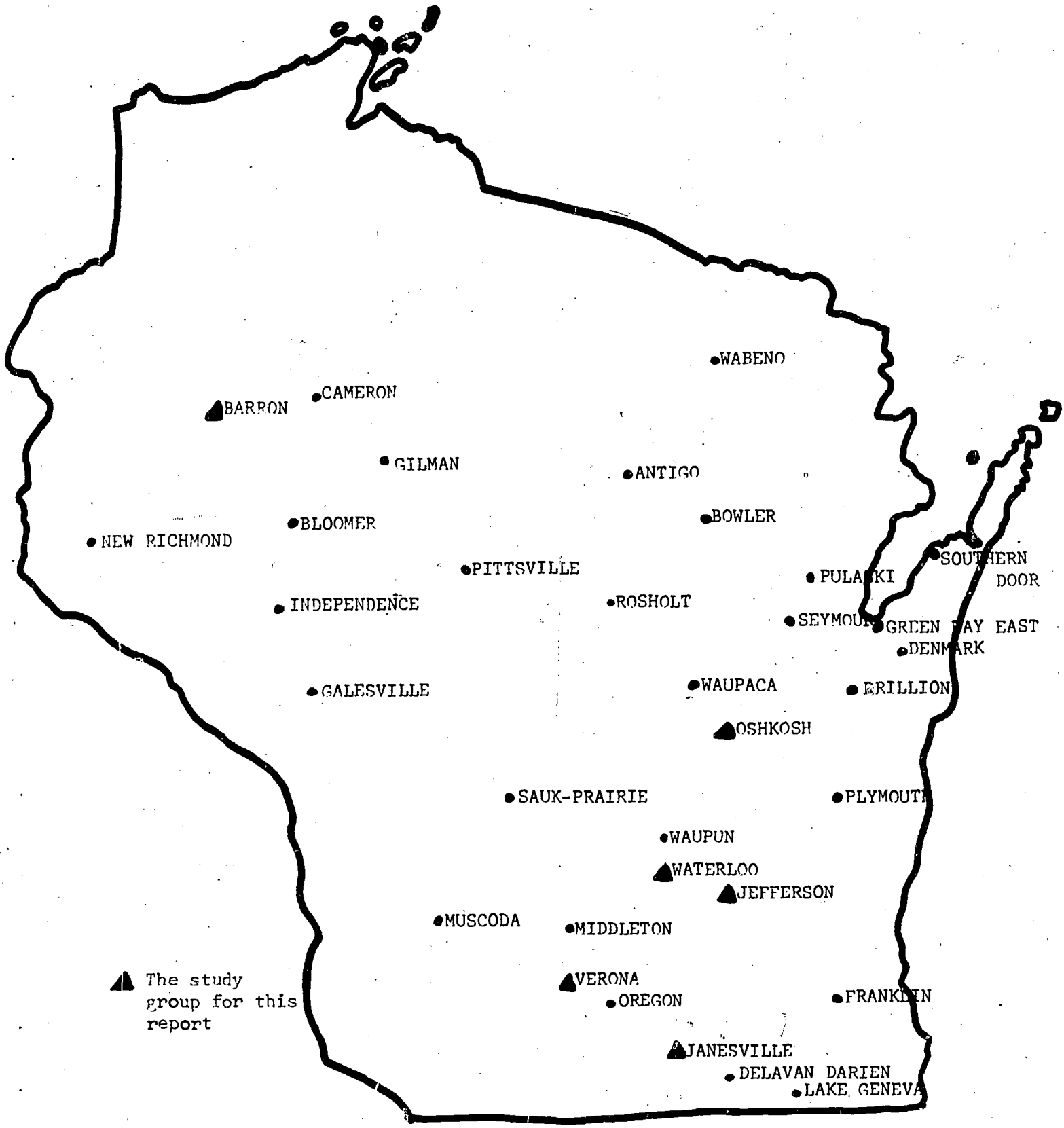


FIGURE 1--Location of Pilot Programs

from these funded schools to others interested in the idea being developed in the pilot school. One measure of the impact of a pilot program on a vo-ag department is what happened to its enrollment. Enrollment figures for the years 1968 (the first year of funding) through 1972 (two years after termination of funding were gathered). The enrollment data were broken down into four categories to determine the type of students that were attracted to these new agriculture programs. Table 2 shows the enrollment trends in each school for the five year period. FFA membership trends are displayed in Table 3 while the data for the enrollment of girls are revealed in Table 4. The trend for non-farm student enrollment is shown in Table 5. Composite growth trends for the schools are displayed in graph form in Figures 2-5.

TABLE 2--Total Vo-Ag Enrollment in Six Pilot Program Schools

	Year				
	Pilot Phase			Post Pilot Phase	
School	1968	1969	1970	1971	1972
Barron	120	134	155	298	222[1]
Janesville	77	80	95	115	145
Jefferson	38	60	95	102	116
Oshkosh	135	130	145	150	515
Verona	50[2]	53	90	93	85
Waterloo	35	53	47	54	76

[1]Natural Resources enrollees not included
[2]Estimate

TABLE 3--FFA Membership in Six Pilot Program Schools

	Year				
	Pilot Phase			Post Pilot Phase	
School	1968	1969	1970	1971	1972
Barron	153	155	153	182	165
Janesville	N/A[1]	52	65	89	114
Jefferson	32	58	90	90	112
Oshkosh	98	100	150	136	167
Verona	40[2]	36	59	37	42
Waterloo	38	39	44	46	58

[1]N/A Not Available
[2]Estimate

TABLE 4--Enrollment of Girls in Vo-Ag in Six Pilot Program Schools

	Year				
	Pilot Phase			Post Pilot Phase	
School	1968	1969	1970	1971	1972
Barron	18	23	27	77	76
Janesville	N/A[1]	12	13	19	25
Jefferson	0	2	6	10	16
Oshkosh	0	6	6	20	96
Verona	1[2]	0	5	4	2
Waterloo	0	0	0	6	8

[1]N/A Not Available
[2]Estimate

TABLE 5--Enrollment of Non-Farm Students in Vo-Ag in Six Pilot Program Schools

	Year				
	Pilot Phase			Post Pilot Phase	
School	1968	1969	1970	1971	1972
Barron	37	43	57	108	85
Janesville	60	57	80	99	130
Jefferson	15	22	26	40	52
Oshkosh	30	37	61	55	446
Verona	15[1]	28	48	46	57
Waterloo	7	20	24	13	25

[1]Estimate

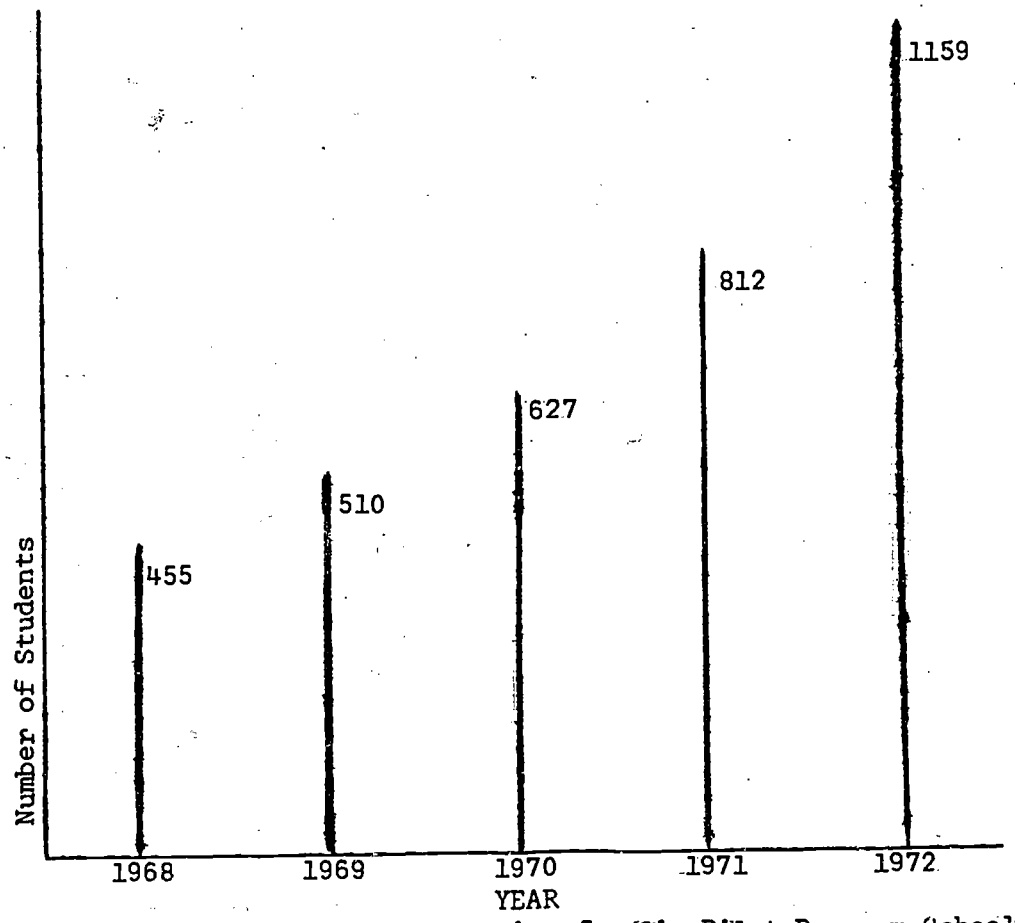
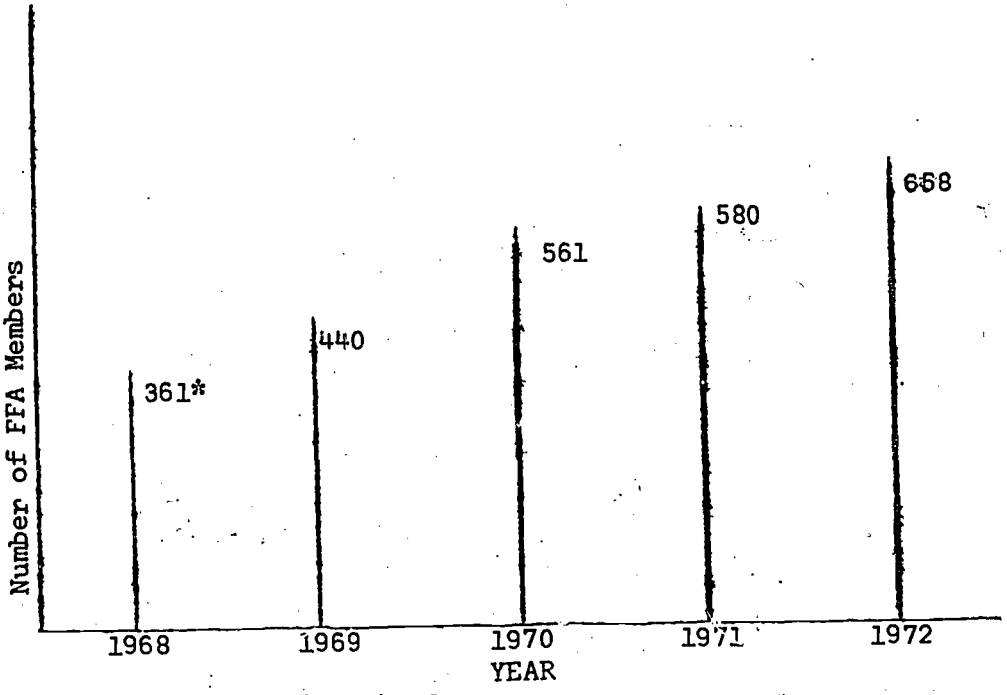
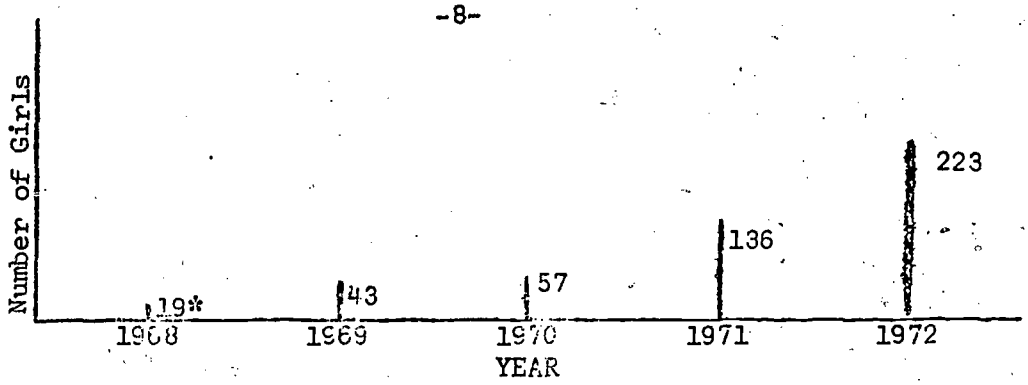


FIGURE 2--Total Vo-Ag Enrollment-Composite for Six Pilot Program Schools



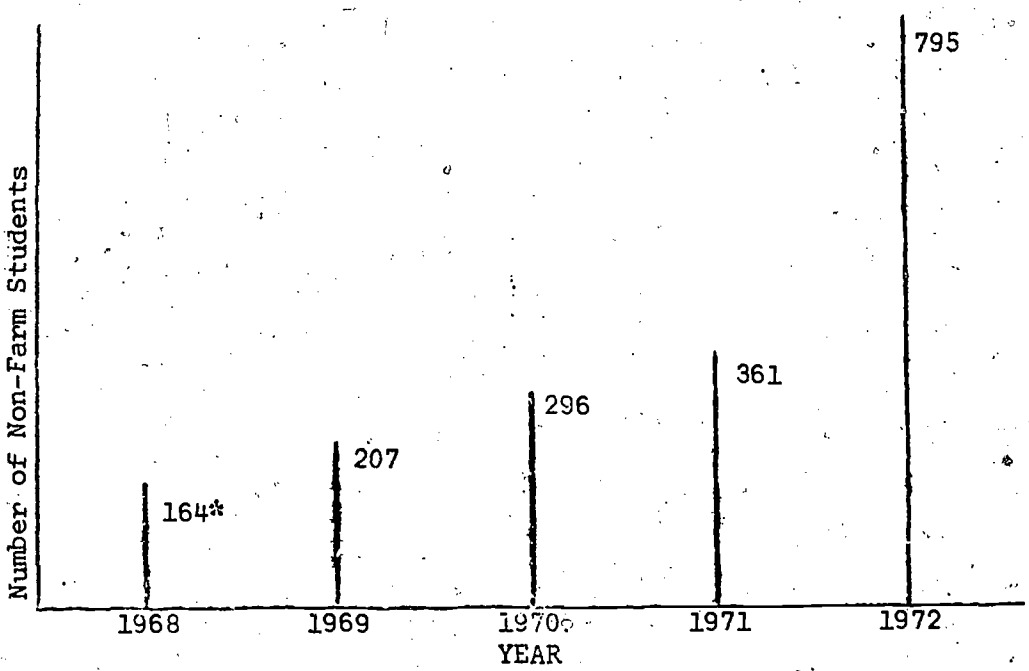
*1968 is for five of the six schools

FIGURE 3--FFA Enrollment-Composite for Six Pilot Program Schools



*For five of the six schools

FIGURE 4--Enrollment of Girls in Vo-Ag--Composite for Six Pilot Program Schools



*For five of the six schools

FIGURE 5--Non-Farm Student Enrollment--Composite for Six Pilot Program Schools

It is interesting to note that most enrollments increased at a faster rate after termination of funding. This probably reflects the fact that it takes several years for a new program to really get structured, accepted and underway. It is also noteworthy that although it increased 82 percent, FFA enrollment in these pilot schools did not increase as much as did total vo-ag enrollment which increased about 155 percent.

Pilot program enrollment trends are compared with enrollment trends of Wisconsin and four adjoining states in section four.

Obviously pilot programs are not the only factor influencing enrollment. Department reorganization, the teacher, total school enrollment trends, and administrative support are also important. However, respondents to the questionnaire all gave credit to their pilot programs as the catalyst for their departments' growth.

Another measure of a pilot program's impact is the involvement of other academic departments of the school in the pilot program. Four of the six schools indicated some interdepartmental involvement in their pilot program. This involvement was in the form of team teaching and sharing of facilities.

In all cases the increase in vocational agriculture enrollment created by pilot programs brought about increases in vo-ag faculty. These increases ranged from a school adding one additional part-time teacher to a school adding one additional full-time teacher, one half-time teacher and one half-time intern. The respondents also indicated that without pilot program funding they probably would not have been able to hire additional teachers.

The increase in multiple teacher vo-ag departments is also a measure of growth. During the five year period covered by this report Wisconsin's multiple teacher departments grew in number from 12 to 35. Seventeen of these multiple teacher departments are pilot program schools.

None of the six schools had discontinued any part of their pilot program during the two school years after termination of funding. One department, however, may have to terminate part of the program in 1973-74. This is due to administrative priorities rather than a failure of the pilot program.

In attempting to determine how information regarding pilot programs is disseminated, we asked about the teachers' personal contacts and media coverage of pilot programs. The data regarding annual contacts made by the vo-ag departments to disseminate information about their pilot program is displayed in Table 6.

TABLE 6--Estimated Annual Contacts With Other Schools Concerning Pilot Programs (1968-1972)

	Verona*	Jefferson	Oshkosh	Waterloo	Janesville	Barron
Letters of Inquiry	7	10	15	1	7	10
Telephone Calls Inquiring About Program	3	10	6	0	3	10
Personal Visits to Examine Program	2	35	8	2	5	5
Curricular Guides Distributed	25	5	13	1	15	30
Conversations With Other Educators	10	8	22	1	20	10
Presentations to Outside Groups	3	5	2	2	3	3

*In 1968 Verona High School hosted an all day metal fabrication workshop to explain its pilot program. Because 110 teachers attended, the number of individual contacts probably was decreased.

An inspection of the data in Table 6 shows that these six schools responded to an estimated 314 information inquiries per year--an average of 52 contacts per school per year. The most popular method of dissemination was curricular guides that described the program followed by conversations with other teachers, LVEC's, etc.

The Pilot Program Committee under the leadership of Floyd Doering gathered about six 35mm slides of each program. These were then available to use with service clubs, local advisory committees, teacher groups, college classes and workshops. These slides were used extensively. No exact records were kept on the frequency of their use. We estimate their use with 30 groups annually.

Four of the respondents indicated that articles about their programs appeared in professional journals. In some cases several articles were

written about a program. The journals cited were the Department of Public Instruction publications, WAVAI Newsletter, Agriculture Education Magazine, and AVA Journal. All of the respondents indicated that their program had received at least some local media coverage. Some of the schools reported extensive local coverage from newspapers, radio and television.

NON FUNDED SCHOOLS

Many schools that applied for pilot program funding were not selected by the pilot program committee. Generally we were able to fund one in three proposals submitted. Initially we felt that we should determine how many of these schools implemented their proposals without the support of outside funds.

We selected a random sample of these schools, developed a questionnaire, and gathered data from the teachers. They were asked to identify the degree to which their pilot program proposal was implemented. If no part was enacted we asked why the proposal was dropped.

Examination of the responses shows that most of the schools enacted at least part of their proposal. Further examination of this question is necessary, however. The basic problem is that a number of contingencies could not be illuminated by the questionnaire and, as a result, the responses cannot be dealt with as a group. Our general premise assumed that all of the proposals were meritorious as pilot program material. There were, in fact, three kinds of rejected proposals: (1) meritorious proposals for which the money was simply not available in the year the school applied, (2) proposals that were judged to be a reorganization of the vo-ag program to meet existing state guidelines, and (3) proposals that had little substance and were apparently attempts to obtain more funding for the existing department. Further, the committee did not classify proposals in these three categories as they were rejected although these discussions were part of the deliberations.

Given these contingencies it became impossible to interpret data from the questionnaires to the point where meaningful general trends could be stated. The two alternatives available then were to report each non funded school individually or to omit this information from the analysis. The latter alternative was chosen for the report.

KNOWLEDGE OF PILOT PROGRAMS BY OTHER TEACHERS

In assessing the value of pilot programs it was necessary to obtain input from vo-ag teachers who were not directly involved with the program. A questionnaire was developed to test (1) general knowledge about pilot programs, (2) amount of communication about pilot programs that reached teachers and how this communication took place, (3) teachers perceptions of the value of pilot programs to state vocational agriculture programs, and (4) the degree of impact on the teacher's own program.

A random sample of 27 teachers was selected from the 1972 annual roster of vo-ag teachers by use of a table of random numbers. Twenty-three responses to the questionnaire were received.

To assess the general level of knowledge about pilot programs, teachers were asked to indicate their knowledge of the program by checking one of four categories (Figure 6). All of the teachers indicated that they possessed "little" to "much" knowledge about the pilot program. Eighty-seven percent said that they possessed more than "little" information regarding pilot programs. The 13 percent who indicated "much" knowledge all had more than three years experience as a teacher.

To determine how much information about pilot programs reached teachers in non-pilot schools, we asked them to respond to four categories or levels of communication (Figure 7). Ninety-one percent of the respondents indicated that they had received "some" to "much" communication. The other eight percent indicated that little or no communication had reached them. Teachers were then asked to indicate how this communication had reached them (Table 7). Obviously the pilot program teachers were the most commonly used information disseminators. It seems reasonable to suppose that the level of knowledge is directly proportional to the amount of communication. This is borne out by the data displayed in Table 8, where it is shown that the teachers who had higher levels of communication with those conducting the pilot programs also possessed higher levels of knowledge.

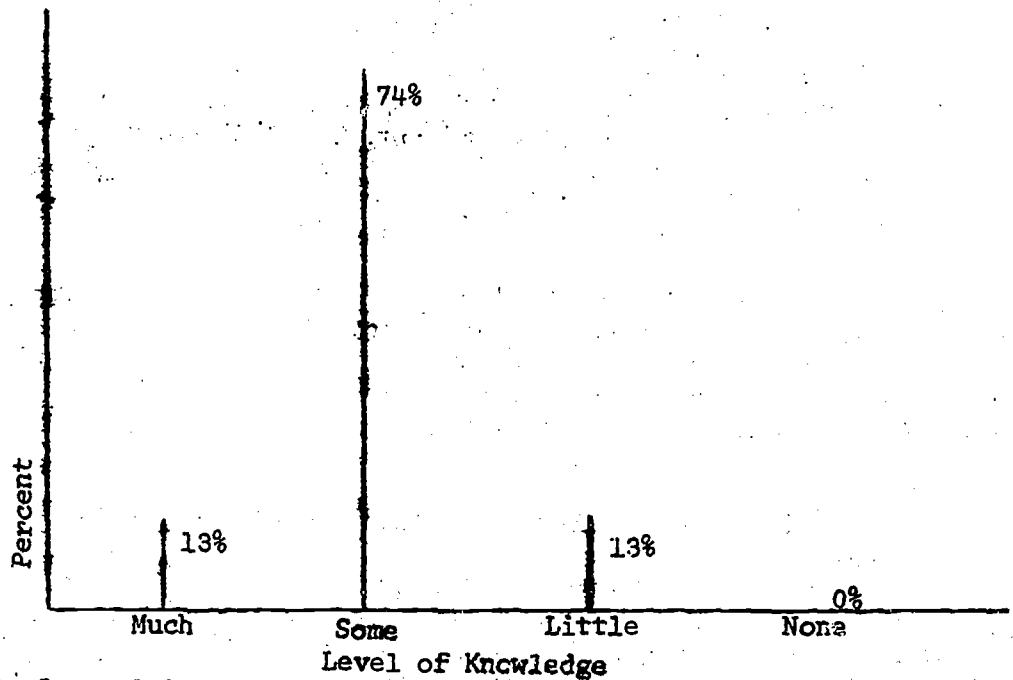


FIGURE 6--General Level of Vo-Ag Teachers Knowledge About Pilot Programs

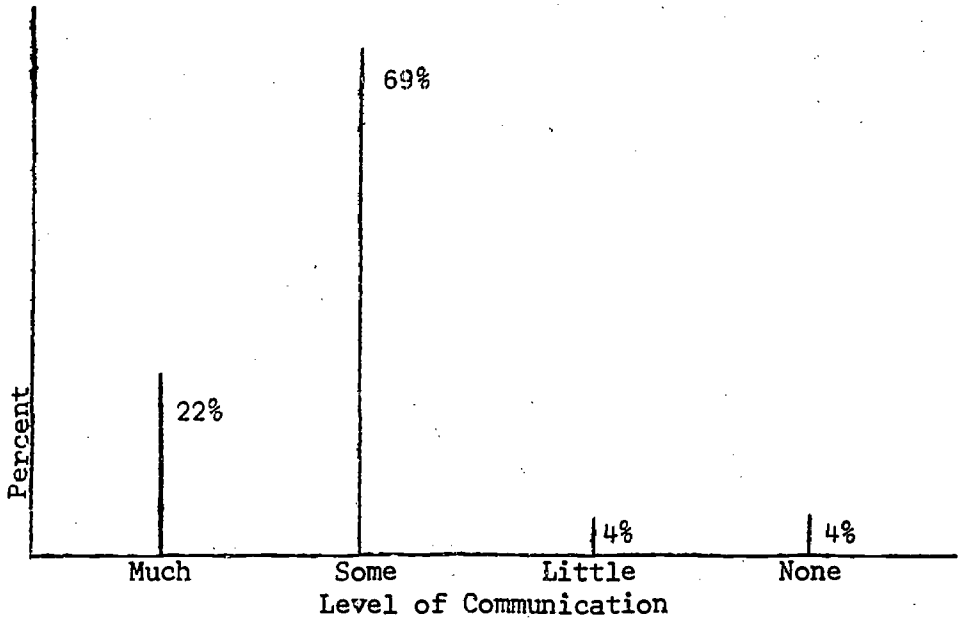


FIGURE 7--Amount of Communication that Reached Teachers Regarding Pilot Program

TABLE 7--How Pilot Program Information Reaches Vo-Ag Teachers

Type of Communication	Percent of Teachers
Talked with pilot program teacher	100
Talked with pilot program committee	69
Visited pilot program school	30
Invited pilot program committee member to visit own school	9
Wrote to pilot program school	30

TABLE 8--Level of Knowledge and Amount of Communication Expressed by Percentages

Communication	Knowledge				
	Much	Some	Little	None	Total
	Percent	Percent	Percent	Percent	Percent
Much (Percent)	9	13	0	0	22
Some (Percent)	4	56	9	0	69
Little (Percent)	0	4	0	0	4
None (Percent)	0	0	4	0	4
Total (Percent)	13	73	13	0	99

A most important part of this survey is the vo-ag teachers' perception of the impact of pilot programs on their own departments and on the state program in general. In Figure 8, it is noted that all of the teachers felt that the effect of the pilot programs on the state vo-ag program will be positive with 56 percent believing it will be high. No teachers felt the pilot program would have no effect or be a negative influence. It is interesting to note the lag shown between data displayed in Figures 8 and 9. Forty-three percent of teachers indicate that the pilot program has already had some effect in their department. Another 13 percent have planned a change based on what they know about the pilot program results. Forty-four percent indicate that the pilot program has had no effect on their program and no changes are planned in the near future based on what they know about pilot programs. Thus, all of the teachers felt that pilot programs have had direct and positive influence on the state program while 56 percent indicated that pilot programs have had an effect on their own program.

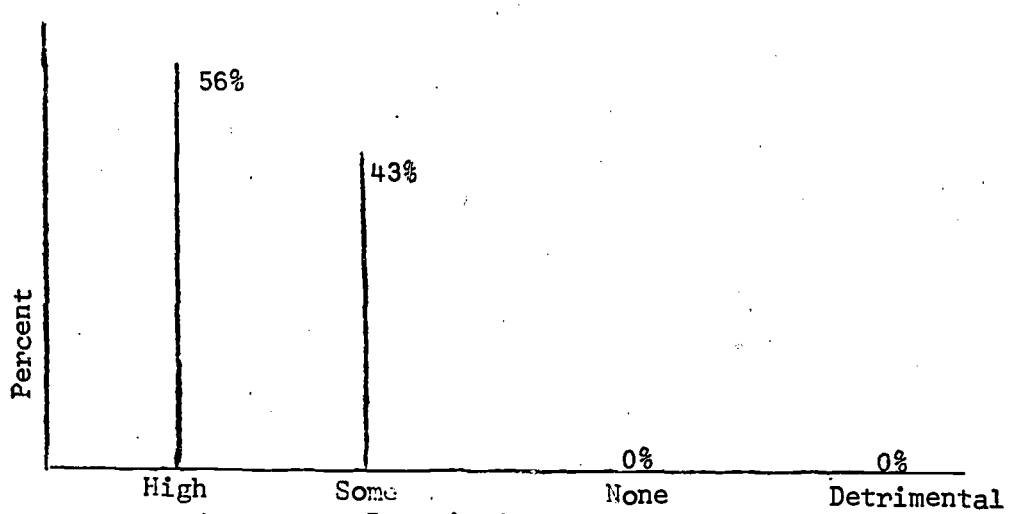


FIGURE 8--Effect of Pilot Programs on State Vo-Ag Program As Perceived by Vo-Ag Teachers

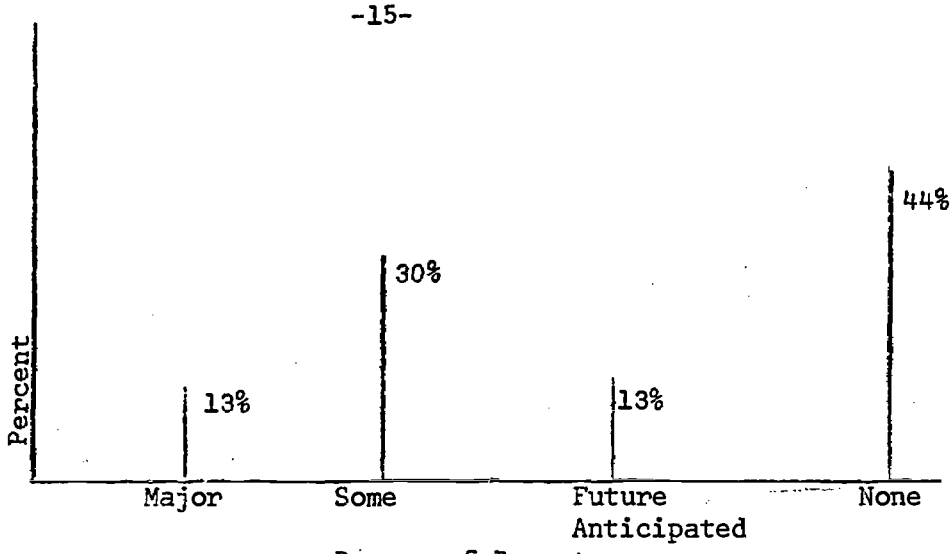


FIGURE 9--Effect of Pilot Programs on Teacher's Own Program

COMPARISON OF WISCONSIN VO-AG ENROLLMENT TRENDS AND NEW PROGRAM DEVELOPMENT WITH THAT OF FOUR OTHER STATES

The final segment of this study was undertaken to compare trends in Wisconsin vocational agriculture with those of Michigan, Minnesota, Iowa, and Illinois. A questionnaire was developed and sent to state supervisors in each of the four states. We selected the years 1968 to 1972 as our time sequence. These are the years in which the current pilot programs have been funded in Wisconsin.

In an elective subject area, such as vocational agriculture, enrollment trends are a good measure of a program's relevance for the student clientele. We were interested in four sets of enrollment figures: total enrollment, FFA membership, numbers of girls in vo-ag, and non-farm student enrollment. From 1968 to 1972 the total Wisconsin vo-ag enrollment grew from 18,116 to 21,942 students. Figure 10 is a comparison of the percent increase in enrollment in Wisconsin, Iowa, Michigan, Illinois and that of six Wisconsin pilot program schools.[1] Total enrollment data from Minnesota were not available.

FFA enrollment is generally considered a good measure of the well being of the vocational agriculture program. Wisconsin's FFA enrollment increased from 15,334 to 16,821 during the period 1968 to 1972. The growth of Wisconsin's FFA program is compared with that of Iowa, Michigan, Illinois, Minnesota and six Wisconsin pilot program schools in Figure 11.

In 1968 there were 118 Wisconsin girls enrolled in vocational agriculture. By 1972 there were 826 girls in vo-ag, a 600 percent increase. Michigan, the only other state to report enrollment of girls, had a 285 percent growth of female enrollment. During this same five-year period the enrollment of non-farm students in Wisconsin vo-ag increased 95

[1]See section one for further information regarding these six programs.

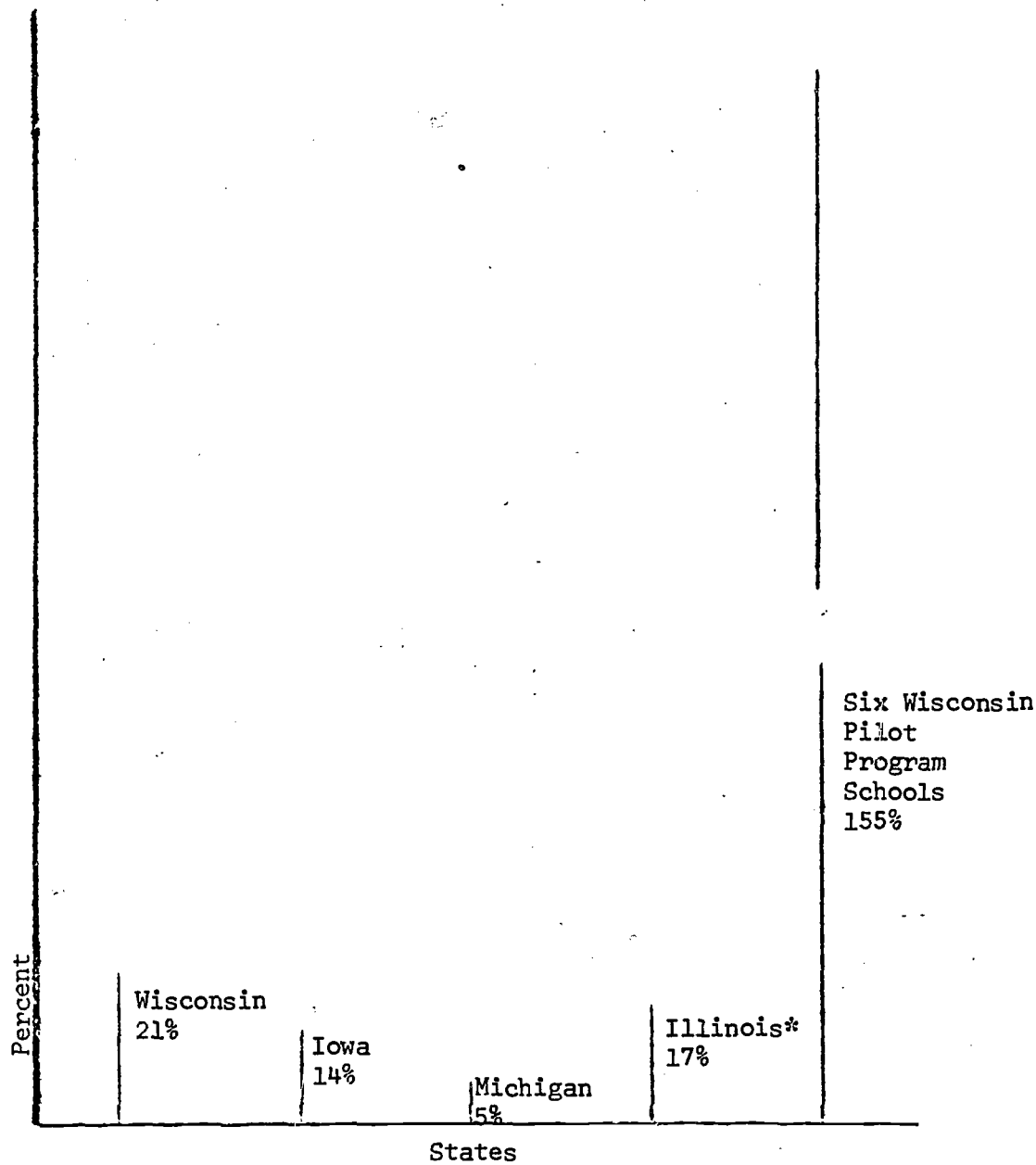


FIGURE 10--Percent Increase in Total Vo-Ag Enrollment 1968-1972
*1968-1971

percent from 3,304 to 6,439. No other states reported non-farm enrollment. Six Wisconsin pilot program schools studied in the previous section experienced a 375 percent growth in non-farm enrollment. These figures seem to indicate that vo-ag programs are growing by appealing to a greatly expanding student clientele.

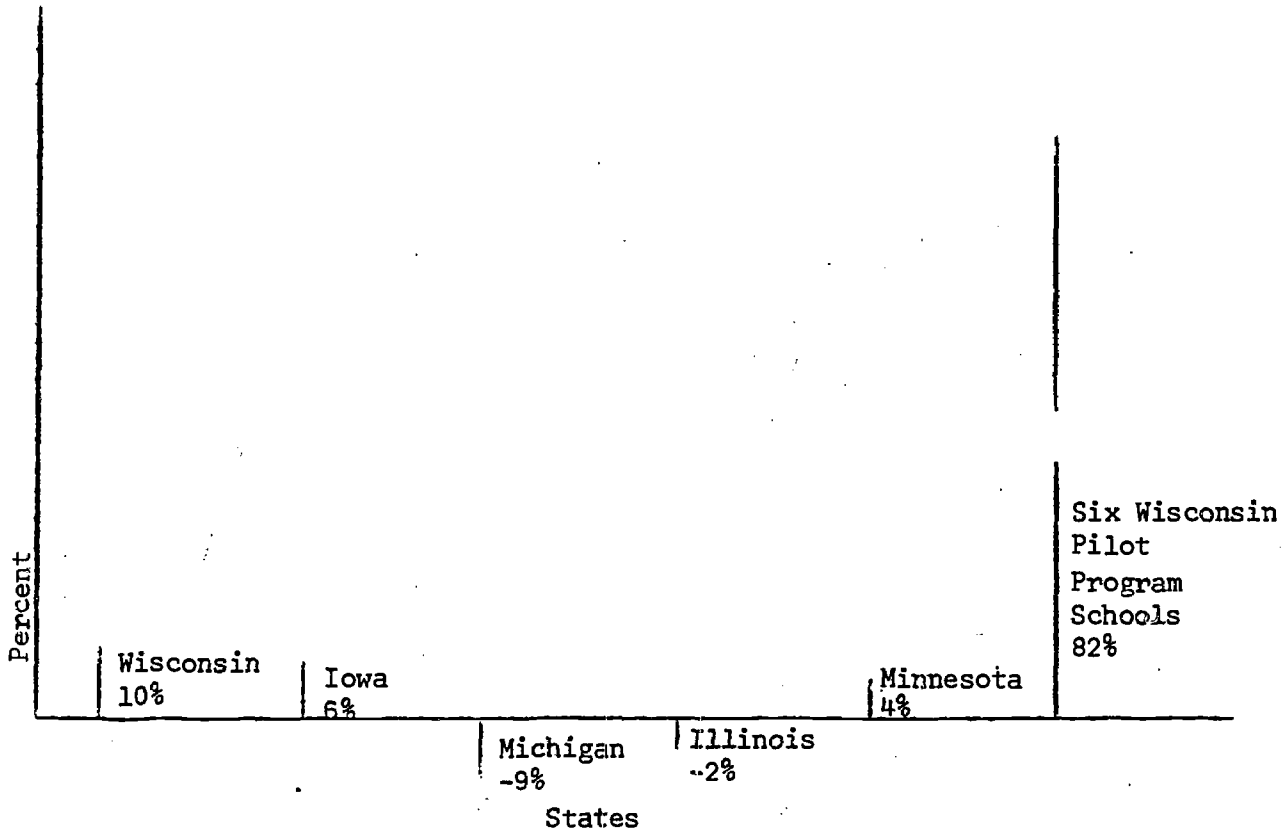


FIGURE 11--Percent Change in FFA Enrollment in Five States From 1968-1972

Table 9 shows the response of the five states regarding questions asked about state requirements for vocational agriculture programs.

TABLE 9--Comparison of State Requirements for Vocational Agriculture Programs

State Requirements	States				
	Wisconsin	Illinois	Michigan	Iowa	Minnesota
Student Occupational Experience	Yes	No	Yes	No	No
All Vo-Ag Teachers Certified in Vo-Ag	Yes	Yes	No	Yes	No
12 Month Contract All Teachers	Yes	No	No	Yes	N/A*

*N/A Information not available

Many new agriculture courses have resulted from Wisconsin's pilot programs. Among them are courses in agribusiness, conservation, cooperative education and special programs for disadvantaged students. The responses of the other four education departments when asked if they had developed courses in these areas is given in Table 10. (Terms are not used the same throughout the five state area. We should have used a more common set of procedures such as U.S. Office of Education occupational codes.)

TABLE 10--Comparison of Vo-Ag Development in Four Selected Curriculum Areas

Courses Developed	States				
	Wisconsin	Illinois	Michigan	Iowa	Minnesota
Agribusiness	Yes	N/A*	Yes	Yes	N/A
Conservation	Yes	N/A	Yes	Yes	N/A
Cooperative Education	Yes	Yes	N/A	Yes	Yes
Disadvantaged Programs	Yes	No	Yes	Yes	Yes

*N/A Information not available

CONCLUSIONS

1. Growth of the six programs funded in 1968 experienced much greater growth than did Wisconsin's vo-ag program as a whole (155% vs. 21%).

2. Teachers of pilot programs attribute their program growth in large part to pilot programs.

3. FFA enrollment did not keep pace with total agricultural enrollment in pilot program schools; however, FFA growth in pilot programs was much greater than the FFA growth in Wisconsin as a whole (82% vs. 10%).

4. Enrollment in these programs continue to expand rapidly after termination of funding.

5. Pilot programs often encourage other academic departments in the school to become involved in the program.

6. Multiple teacher departments have increased rapidly during the years of the pilot program and much of that increase has occurred in pilot program schools.

7. Pilot programs did not terminate with termination of funding.

8. Pilot program teachers and the distribution of curricular guides were the primary methods used to disseminate information about the pilot programs.

9. The communication network among vocational agriculture teachers in Wisconsin is very effective.

10. Extensive knowledge of pilot programs is held by teachers not involved in the program. This knowledge was gained primarily by talking to pilot program teachers in the program.

11. Vocational agriculture teachers believe that the pilot programs have been extremely beneficial to the state vo-ag program.

12. Approximately half of the vo-ag teachers who were not involved in the pilot programs believe it has had an effect on their local program while all of them believe that the effect on the state's program has been extensive and positive.

13. Generally more positive agriculture enrollment figures are reported for Wisconsin than for states adjoining Wisconsin. Wisconsin's percentage increase is greater in all categories except non-farm enrollment. Illinois had a slightly higher increase than did Wisconsin.

14. When compared to adjoining states Wisconsin appears to be developing more new agriculture courses due in large part to pilot programs.

15. Wisconsin's vo-ag programs occupy a leadership role in development of new courses and appealing to increasing numbers of students with varying backgrounds.

16. The pilot programs have contributed greatly to Wisconsin's leadership position as well as making great contributions to the funded schools.

17. The original goal for the pilot program to stimulate new growth in agribusiness programs has been met and the program was extremely beneficial to Wisconsin vocational agriculture.

A P P E N D I X

APPENDIX A

STATE DEPARTMENT OF PUBLIC INSTRUCTION
Madison, Wisconsin 53702
William C. Kahl, Superintendent

Pilot Program Committee for Vocational Agriculture
Division of Instructional Services
Bureau of Career and Manpower Development

Application to be a Pilot School in Vocational Agricultural Education

I. General Information:

School _____

Mailing Address _____
Street City Zip Code

Name of High School Administrator _____
Last First

Name(s) of Vocational Agricultural Instructor(s):

_____
Last First

_____
Last First

Population of School District_____. No. of farm families in school district_____

School enrollment (9)_____ (10)_____ (11)_____ (12)_____ Total_____

What vocational courses are you presently offering in your school (other than vocational agriculture)_____

_____

You belong to CESA Agency No._____. Vocational School area district No._____

You are located_____miles from area vocational-technical institute.

Do you presently meet the standards of Title III, ESEA for guidance?_____

If not, how many guidance counselors do you have? Full time_____
Part time_____

Do you presently have an occupational or career counseling program?_____

If so, explain briefly_____

If selected as a pilot school:
Do you intend to use local advisory committee? _____
Do you intend to use a local vocational education coordinator? _____
If yes, full time or part time? _____

_____
Administrator's signature

II. Explain your proposed program to include the following points to the extent that information is now available.

A. Objectives (What specifically do you wish to accomplish).

B. Description of proposed program to include:

1. Outline of course of studies (if known at this time).
2. Length of program.
3. Relationship of program, if any, to the existing vocational program.
4. Opportunities in community for supervised occupational experience.

C. Plan for supervised occupational experience.

D. Time plan for classes and supervision.

E. Enrollment requirements.

F. Staff requirements and staff qualifications:

1. List the staff needed in the proposed program and their qualifications.
2. Indicate the qualifications any new staff member will need if hired to work in the proposed program.
3. List the complete teaching schedule of each staff member involved in the proposed program.

G. Equipment and facility requirements needed for the implementation of proposed program and how these needs will be met.

H. Placement and follow-up plans.

I. Anticipated benefits of program to students, to the school and to the community.

J. Problems which may occur if proposed program is implemented.

K. Plan for evaluation.

L. Include a tentative budget for the initial year of the program.

APPENDIX B

STATE OF WISCONSIN
PILOT PROGRAMS IN VOCATIONAL AGRICULTURE

I. Basic Guidelines and Policies

Pilot high school programs in vocational agriculture must be of high quality to meet their objectives. Listed below are some basic guidelines and policies for developing local pilot programs.

A. A pilot program in vocational agriculture is one which attempts to handle a central problem faced by vocational agriculture. We will look to pilot programs to help show how present or future problems in vocational agriculture may or may not be handled. The proposed program or procedure should be innovative and more than an adjustment to an existing program which an agricultural teacher would normally make.

B. The local school administration, in consultation with the instructor(s), should make the decision to apply for participation in the pilot program.

C. School should have or should set up a vocational guidance program to stimulate interests in course offerings on the part of qualified students. The guidance program should meet the minimum qualifications of the ESEA Title III (guidance counseling and testing).

D. An advisory council should be formed to guide in the planning, development, and evaluation of this pilot program in agriculture.

E. A study or survey should be conducted by the school which would support the need for the type of pilot program contemplated. Information gathered could include the following:

1. The number of people in a geographic area currently employed in the occupation.

2. The number of people currently needed in the occupation.

3. The jobs within an occupation in which training is needed.

4. Interest on the part of students in such occupations.

5. Future needs of employers in this occupational area.

6. Interest of local employers in cooperating with the proposed pilot program.

7. The level of training needed for entry into this occupation.

F. Final approval or rejection for a pilot program will rest with the Pilot Program Committee and the Department of Public Instruction, Vocational Education Program.

G. Reimbursement for pilot programs in vocational agriculture will begin on a 50-50 matching basis following the priority of expeditures listed on page 22 of the Vocational Education Handbook which is published by the Department of Public Instruction. Such reimbursement will not extend beyond a three-year period for any initial pilot program.

II. General Guidelines for Developing a Proposal for a Pilot Program

Each school wishing to participate in the Vocational Agriculture Pilot Program needs to develop a proposal and submit it along with the formal application to the Pilot Program Committee. In developing such a proposal, the local school must give consideration to the following points: (If these points cannot be met, the proposal should show plans for meeting them or why the point is not appropriate).

A. Program Initiation and Supervision

Program should (1) be designed to develop agricultural occupational competencies and/or lead students into post high study (2) be at least one year in length (3) provide for a continuing program of evaluation for the duration of the pilot program (4) use resource people when they can add to the effectiveness of the program.

B. Staffing

Instructor(s) of pilot programs in Vocational Agriculture (1) must be qualified and licensed to teach the subject(s) involved, (2) must have sufficient time to adequately meet the needs of this pilot program, and (3) will continue to be hired on a 12-month contract.

Whenever and whereever possible, an interdisciplinary approach should be used so that other teachers may lend support in those areas in which they have special expertise.

C. Students

(1) Pilot programs like other vocational agricultural programs should facilitate the vocational and occupational development of students. (2) Occupational experience will be required on the part of all students participating in pilot programs. (3) Schools will supervise the experience programs and will provide assistance to the student in securing employment after graduation. Students enrolled in pilot programs in vocational agriculture will be eligible for FFA membership.

D. Facilities

Size of school should not be a limiting factor in considering and initiating pilot programs in agriculture, although suitable and adequate facilities and equipment must be provided.

III. General Criteria

In addition to evaluating the proposed pilot programs according to the above guidelines, the Pilot Program Committee will employ these criteria in selecting the final schools.

A. At least one approved pilot program will explore relationships between the high school program and an area vocational school.

B. At least one approved pilot program should relate to extending present Department of Public Instruction Vocational Education Pilot Programs to vocational agriculture.

C. Schools employing a Local Vocational Education Coordinator will be given preference in establishing pilot programs.

D. Innovative programs are encouraged but principles of vocational education are not to be compromised.

APPENDIX C

PROCEDURES FOR SUBMITTING PILOT PROGRAM PROPOSALS 1970-71

Pilot Program is a planned activity for testing a new idea in a realistic situation.

Time Schedules, Dates

1. Application must be submitted to receiving committee prior to December 1, 1969.

2. The receiving committee will forward their recommendations on proposed programs so that they reach the Department of Public Instruction not later than February 2, 1970.

3. Final approval of the proposed programs should be made by February 16, 1970.

Review of Application

1. The Reviewing Committee Will consist of the members on the committee for pilot programs in Vocational Agriculture in Wisconsin.

2. Each application will be judged according to the guidelines and criteria for establishing pilot programs in Vocational Agriculture in Wisconsin.

Tentative and Final Selection of Prospects and Schools

1. The pilot program committee will make a list of tentative pilot programs based on the original applications.

2. Applications reviewed by the pilot program committee and not selected tentatively will be returned to the high school administrator concerned with reasons for its disapproval.

3. Each tentative pilot program will be visited by the committee representative in whose area the school is located. The purpose of the visit will be to meet those responsible for administering the proposed program (i.e., school board, administrator, teachers) to further study its feasibility.

4. After all visits are made to the tentative pilot programs, the committee will meet to make its final recommendations.

5. Once a decision is made, the committee's recommendation will be forwarded to the Division of Instructional Services, Vocational Education Program of the Department of Public Instruction for consideration and approval.

Supervision and Evaluation of Projects

1. Supervision of pilot projects and/or programs will primarily be the responsibility of the pilot program committee members. A member(s) will meet annually with the school administrator, instructors and other concerned personnel for an evaluation session.

2. A report will be submitted to the pilot committee concerning the project's progress at least twice a year. The first report will be due February 1, following the initiation of the project. The second report will be due July 1. This reporting will continue until deemed unnecessary by the pilot programs committee.