A detailed analysis of the local agriculture, food, fiber and natural resources industry; community background information; and placement of graduates of the program are needed in planning and revising the secondary agriculture program. This information and subsequent analysis is essential when selecting courses and curriculum; developing and planning course rotations, sequences, and content; developing and supervising students; Supervised Agricultural Experience (SAE) projects; and planning leadership (FFA) activities. In addition, this information can be useful in making long-range plans and when planning for program expansion.

**Agriculture Information**

The *Missouri Farm Facts* publication provides an overview of production agriculture at the state and county level. This annual publication includes information on the types and quantities of crops and livestock produced locally and in the state. The publication also contains agricultural production income information which is important to the social and economic standpoint of the community. The website for the Missouri Farm Facts is located at: [http://www.nass.usda.gov/Statistics_by_State/Missouri/Publications/Farm_Facts/](http://www.nass.usda.gov/Statistics_by_State/Missouri/Publications/Farm_Facts/)

Information and data regarding the agriculture related businesses in the community can be obtained via locally administered surveys. Surveys should be conducted that assess the economic growth in the area and identify employment possibilities for graduates of the agricultural education program. In addition, surveys should identify possible centers for SAE placement.

**Community Information**

Information about the local community, its people, and the economy is beneficial in planning or modifying the local agricultural education program. The agriculture teacher and/or school district personnel can use locally administered surveys collect the information. The following websites provide useful information about the agriculture production of the county and population demographics:

- Population Demographics: [http://www.oseda.missouri.edu/](http://www.oseda.missouri.edu/)
  [http://mcds.dese.mo.gov/quickfacts/SitePages/DistrictInfo.aspx](http://mcds.dese.mo.gov/quickfacts/SitePages/DistrictInfo.aspx)

The following documents are provided to assist in gathering information on community interests and job opportunities.
- National FFA Business Interest Questionnaire
- Survey of Job Opportunities and SAE Training Possibilities
Business Survey

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

Name of business: ____________________________________________

Address: ____________________________________________________

Telephone/e-mail: ____________________________________________

Business description: _________________________________________

Number of workers employed: _____

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

_____________________________________________________________

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

_____________________________________________________________

What career experiences would you like potential employees to have?

_____________________________________________________________

Would you be interested in developing a relationship with _________________ School District to help agriculture students develop job skills and find career paths?

Yes ☐

No ☐
Agricultural Education Department
__________________________ High School

Survey of Job Opportunities and SAE Training Possibilities

1. Name of business/company: _______________________________________________________
2. Address: ______________________________________________________________________
3. Name and title of person interviewed: _____________________________________________
4. Number of years business/company has been in operation: _____
5. Total number of employees: _____ Employees needing an agriculture background: _____
6. Classification of employees (use back if more space is needed):

<table>
<thead>
<tr>
<th>Type of Job (Job Title)</th>
<th>Number Employed</th>
<th>Annual Turnover</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Current</td>
<td>Next 5 Years</td>
</tr>
<tr>
<td></td>
<td>Ag</td>
<td>Non-Ag</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Can the business/company hire high school age personnel? _____ (if no, proceed to item 11)
   Do you have a minimum age? _____ If so, what? _____

8. Would your firm cooperate as a training center for high school agriculture students placed
during school hours? _____ After school, Saturdays, vacation only? _____

9. Would a student employee be insured by your firm? _____ School insurance required? _____

10. What training in agriculture should be provided prior to and during the training period?

11. Prospective employees should have/be a....
   A. Farm Background  Yes  No  No Preference
   B. Agriculture Background Yes  No  No Preference
   C. High School Graduate Yes  No  No Preference
   D. Post-High Graduate Yes  No  No Preference
   E. College Graduate Yes  No  No Preference

12. Comments:
Student Information

Information regarding students currently enrolled in an agricultural education program can be obtained from the VA-2 (Preliminary Report of Agriculture Programs) and the VA-3 (Summary of Completed Supervised Agricultural Experience Programs) reports submitted to the State Department of Elementary and Secondary Education annually. The VA-2 report identifies students’ career interests in agriculture by career pathways. The career pathways areas are:

1. Agricultural Business and Management Systems
2. Agricultural Mechanics and Technology Systems
3. Animal Science Systems
4. Food Science Systems
5. Natural Resources/Conservation Systems
6. Plant Science/Horticulture Systems

Teachers can use students’ career interests to help identify course offerings, assist with course sequencing (course rotations), and determine specific content to be taught in courses. The information found on the VA-3 report comes directly from students’ SAEP records. This report provides information regarding the types and numbers of students involved in the different SAE enterprises. Again, this information is valuable in the planning of courses and the curriculum of the local agriculture program.

The following documents and forms are provided to assist in gathering information on student interests in developing the local program.

- VA-2 (Preliminary Report of Agriculture Programs)
- VA-3 (Summary of Completed Supervised Agricultural Experience Programs)
- Agriculture, Food & Natural Resources Interest Survey
- National FFA Student Interest Survey
- National FFA Parent Interest Survey
### SECTION I: Seventh and Eighth Grade Students

Estimated Total Number of Individual Students Receiving Instruction during the Entire School Year: [Blank]

### SECTION II: Career Interest for the Secondary Students in Your Agriculture Department

Career interest for the secondary students in your agriculture department must be summarized and reported on this form. Include all enrollees on one form. **Include each student only once.**

<table>
<thead>
<tr>
<th>Secondary Students</th>
<th>Number With Each Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 9-12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FRESHMAN</td>
</tr>
<tr>
<td>1. Agricultural Business and Management Systems</td>
<td>Male</td>
</tr>
<tr>
<td>2. Agricultural Mechanics and Technology Systems</td>
<td>Male</td>
</tr>
<tr>
<td>3. Animal Science Systems</td>
<td>Male</td>
</tr>
<tr>
<td>4. Food Science Systems</td>
<td>Male</td>
</tr>
<tr>
<td>5. Natural Resources/Conservation Systems</td>
<td>Male</td>
</tr>
<tr>
<td>6. Plant Science/Horticulture Systems</td>
<td>Male</td>
</tr>
</tbody>
</table>

**Total Male/Female Enrollment for Grades 9-12**

**TOTAL ENROLLMENT FOR GRADES 9-12**

The information on both sides of this form was derived from records on file in the department and is correct to the best of our knowledge.

Superintendent/Chief Administrator: [Blank]

Instructor of Agriculture: [Blank]

School: [Blank]

Date: [Blank]
<table>
<thead>
<tr>
<th>Planned Curriculum</th>
<th>Semester Offered</th>
<th>Units of Credit</th>
<th>Indicate Year(s) Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>20 - 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20 - 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20 - 20</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>20 - 20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Program Summary for</th>
<th>Yes or No</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Refer to June, July, and August Monthly Reports and Summer Calendar)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. A summer plan was written, submitted, and discussed with the administration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A detailed summer plan was submitted to the Ag Education district supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A report of the completed summer instructional program was written, submitted and discussed with the administration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Each prospective student was visited once during the summer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Each secondary student was visited.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Total secondary visits per summer per teacher equaled at least 80.</td>
<td>Visits</td>
<td></td>
</tr>
<tr>
<td>7. Number of adult visits made during the summer.</td>
<td>Visits</td>
<td></td>
</tr>
<tr>
<td>8. Fifty percent of the teacher’s time was spent supervising student’s agricultural experience programs.</td>
<td>Visits</td>
<td>Days</td>
</tr>
<tr>
<td>9. Each secondary student record book was reviewed once each summer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The program advisory committee met once each summer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. A follow-up job placement survey was completed for current school year and five-year graduates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Summer school was taught.</td>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>13. Vacation taken.</td>
<td>Days</td>
<td></td>
</tr>
<tr>
<td>14. The MVATA/Missouri ACTE Conference was attended.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. The local FFA chapter held three meetings.</td>
<td>Meetings</td>
<td></td>
</tr>
<tr>
<td>16. The local FFA chapter participated in FFA camp.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. The local FFA chapter participated in a local fair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. The local FFA chapter officers attended the Areas Leadership Training Meeting.</td>
<td>Officers</td>
<td></td>
</tr>
<tr>
<td>19. The local FFA chapter participated in the District FFA fair.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Number of Young Farmers Association meetings during summer.</td>
<td>Meetings</td>
<td></td>
</tr>
<tr>
<td>21. The local Young Farmers Association participated in the Young Farmers Tour.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Materials for the next school year were purchased.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Laboratory(s) were maintained and repaired.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. Curriculum was updated and developed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Graduate school and/or Professional Development was attended.</td>
<td>Days</td>
<td></td>
</tr>
<tr>
<td>26. The local FFA chapter participated in The Leadership Adventure.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### STATE OF MISSOURI
### DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
### AGRICULTURAL EDUCATION
### P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102
### SUMMARY OF COMPLETED SUPERVISED AGRICULTURAL EXPERIENCE PROGRAMS

#### REPORT DUE IN STATE OFFICE FEBRUARY 1

School District __________________________ Date Submitted __________________________

**INSTRUCTIONS:** This report is to be completed as of January 1, and shall include a composite summary of the supervised agricultural experience programs for all students enrolled during the previous school year. Permanent individual student records on file in the local department will be maintained to verify this report. The agriculture instructor(s) should make this report in duplicate and send one copy to the Director of Agricultural Education by January 1 and file one copy with the local department records.

**THIS REPORT IS TO BE TYPEWRITTEN OR COMPLETED IN BLACK INK ONLY.**

#### Department Summary for Previous Calendar Year

(Unduplicated Count)

1. Number of students enrolled in agriculture at this time last year .........................
   (This includes the freshmen, sophomores, juniors, and seniors enrolled in January of last school year, plus those graduates that continue SAEP. Do NOT include the current year freshmen.)

2. Number of students included in Line 1 completing OWNERSHIP SAEP ONLY
   (Entrepreneurship in Production, Agribusiness, Custom Work) ............................ 0

3. Number of students included in Line 1 completing PLACEMENT SAEP ONLY
   (wage earning and/or unpaid work experience) .................................................. 0

4. Number of students included in Line 1 completing BOTH an ownership AND a placement supervised agricultural experience program .............................................. 0

5. Total student labor income with ownership supervised agricultural experience programs (Form 61, Line "N" and/or plus Form 11, Line "0") .................................................................

6. Total student labor income with placement supervised agricultural experience programs (Form 128, Line "C" and/or plus Form 11, Line "11") .................................................................

#### WORKSHEET

(Please work before sending in.)

<table>
<thead>
<tr>
<th>Step</th>
<th>Calculation</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Line 1 should be greater than or equal to lines 2*3+4.</td>
<td>[= 0]</td>
</tr>
<tr>
<td>2.</td>
<td>On front side - Add lines 2+4</td>
<td>[= 0]</td>
</tr>
<tr>
<td>3.</td>
<td>On back side - Add Lines 1 through 31</td>
<td>[= 0]</td>
</tr>
<tr>
<td>4.</td>
<td>Lines 1 through 31 should be equal to or greater than lines 2+4.</td>
<td>[= 0]</td>
</tr>
<tr>
<td>5.</td>
<td>On front side - Add lines 3+4</td>
<td>[= 0]</td>
</tr>
<tr>
<td>6.</td>
<td>On back side - Add Lines 32 through 37</td>
<td>[= 0]</td>
</tr>
<tr>
<td>7.</td>
<td>Lines 32 through 37 should be equal to or greater than lines 3+4.</td>
<td>[= 0]</td>
</tr>
</tbody>
</table>

The information on both sides of this form was derived from permanent records on file in our department and is correct to the best of our knowledge.

__________________________
INSTRUCTOR OF AGRICULTURE

__________________________
SUPERINTENDENT OR PRINCIPAL
Supervised Agricultural Experience Program Summary

I. OWNERSHIP PROGRAMS (Taken from Form 11) - ENTREPRENEURSHIP
(The total number of students in lines 1 through 31 must be equal to or greater than the totals on front of page, line 1 plus line 4.)

<table>
<thead>
<tr>
<th>PRODUCTION OWNERSHIP:</th>
<th>CROPS:</th>
<th>NUMBER OF STUDENTS</th>
<th>ACRES in tenths</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIVESTOCK</td>
<td>NUMBER OF STUDENTS</td>
<td>UNIT &amp; SCOPE</td>
<td>13. Corn</td>
</tr>
<tr>
<td></td>
<td>1. Beef</td>
<td>Breeding</td>
<td>14. Wheat</td>
</tr>
<tr>
<td></td>
<td>2. Dairy</td>
<td>Breeding</td>
<td>15. Milo</td>
</tr>
<tr>
<td></td>
<td>3. Swine</td>
<td>Breeding</td>
<td>16. Soybeans</td>
</tr>
<tr>
<td></td>
<td>4. Sheep</td>
<td>Breeding</td>
<td>17. Cotton</td>
</tr>
<tr>
<td></td>
<td>5. Poultry</td>
<td>Breeding</td>
<td>16. Small Grain</td>
</tr>
<tr>
<td></td>
<td>6. Horses</td>
<td>Breeding</td>
<td>19. Pasture</td>
</tr>
<tr>
<td></td>
<td>7. Dogs</td>
<td>Breeding</td>
<td>20. Rice</td>
</tr>
<tr>
<td></td>
<td>8. Rabbits</td>
<td>Breeding</td>
<td>21. Sugar Beets</td>
</tr>
<tr>
<td></td>
<td>9. Goats</td>
<td>Breeding</td>
<td>22. Tobacco</td>
</tr>
<tr>
<td></td>
<td>10. Fish</td>
<td>Pounds</td>
<td>23. Forages/Hay</td>
</tr>
<tr>
<td></td>
<td>11. Bees</td>
<td>Hives</td>
<td>24. Sunflowers</td>
</tr>
<tr>
<td></td>
<td>12. Other</td>
<td></td>
<td>25. Trees/Wood Lot</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>26. Berries/Grapes</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>27. Vegetables</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>29. Other</td>
</tr>
</tbody>
</table>

AGRI/BUSINESS OWNERSHIP: | CUSTOM: | NUMBER OF STUDENTS | HOURS |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30. Agribusiness</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>31. Custom Work</td>
<td>0</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

II. PLACEMENT PROGRAMS (Taken from Form 11)
(The total number of students in lines 32 through 37 must be equal to or greater than the total on front page, line 3 plus 4.)

<table>
<thead>
<tr>
<th>PLACEMENT</th>
<th>NUMBER OF STUDENTS</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. Prod - Regular</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>33. Prod - Coop *</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>35. Agribus - Coop *</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>36. Directed Exper - Reg</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>37. Directed Exper - Coop *</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* Placed for school credit
AGRBUSINESS, HORTICULTURE, AGRICULTURAL MECHANICS, PLANT SCIENCE, ANIMAL SCIENCE AND NATURAL RESOURCES INTEREST SURVEY

We are conducting a survey to determine your interest and attitudes about various areas of education. Your answers will help us determine what to teach. Please help by filling in the information below.

Name: ______________________________________

Grade:  □  7th  □  8th  □  9th  □  10th  □  11th

I live:  □  in town  □  in the country/not on a farm  □  on a farm

ACTIVITIES AND HOBBIES
Check which of the following activities interest you (check all that apply):

□  sports  □  music  □  travel
□  reading  □  hunting/fishing  □  camping
□  motorcycles  □  public speaking  □  mechanics
□  hiking  □  photography  □  horseback riding
□  raising animals  □  computers  □  science
□  art  □  gardening  □  drama
□  clothes/fashions  □  crafts  □  boating

CAREER INTERESTS
Check which of the following career areas interest you (check all that apply):

□  broadcasting  □  newspaper/magazine editor  □  marketing/sales
□  forestry  □  computer programming  □  engineering
□  mechanics  □  raising crops  □  raising animals
□  public relations  □  ranching  □  genetics
□  landscaping  □  government service  □  scientific research
□  raising plants  □  flower arranging  □  health services
□  chemistry  □  teaching  □  banking
□  accounting  □  natural resource management  □  military
□  travel/tourism  □  performing arts  □  soil conservation
□  law  □  golf course management  □  horse training
□  veterinarian  □  greenhouse management  □  welding

(over)
AGRICULTURE, AGRIBUSINESS, HORTICULTURE, AG MECHANICS, AND NATURAL RESOURCES EDUCATION

Check which of the following subjects interest you (check all that apply):

- ☐ mechanics
- ☐ horticulture (plants)
- ☐ animal science
- ☐ metal construction
- ☐ floriculture (flowers)
- ☐ equine (horses)
- ☐ drafting
- ☐ water quality
- ☐ nutrition
- ☐ electrification
- ☐ natural resource management
- ☐ communications
- ☐ soil science
- ☐ outdoor recreation
- ☐ sales and service
- ☐ plant science
- ☐ forestry
- ☐ computers
- ☐ landscaping
- ☐ biotechnology
- ☐ marketing
- ☐ turf management
- ☐ veterinary science
- ☐ business management

If the subject that you checked in the above list were offered at your high school would you be interested in enrolling?

- ☐ Yes
- ☐ Maybe
- ☐ No

CHECK WHICH OF THE FOLLOWING LEADERSHIP SKILLS INTEREST YOU (CHECK ALL THAT APPLY):

- ☐ public speaking
- ☐ parliamentary procedure
- ☐ job interview
- ☐ teamwork
- ☐ personal development/success
- ☐ being part of a group
- ☐ making decisions
- ☐ planning and organizing
- ☐ public relations/marketing
- ☐ new and different opportunities
- ☐ motivations
- ☐ time management
- ☐ interpersonal communications

Identify which of the following you plan to pursue after graduation:

- _____ Direct Job Entry After High School
- _____ Two Year College
- _____ Four Year College
- _____ Technical School
- _____ Military
Student Interest Survey

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

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

What types of jobs have you had?

What do you think of when you hear the word agriculture?

Have you heard of Agricultural Education and the FFA before now?
- Yes
- No
Of these new subject areas listed below, which classes would you be interested in participating in? Check all that apply.

- Small Engines
- Soil Science
- Business Management
- Sports & Recreational Machinery
- Mechanics
- Environmental Science
- Dairy Production
- Forestry
- Marketing
- Electrician
- Ornamental/Decorative Plants
- Natural Resource Management
- Greenhouse Management
- Woodworking
- Sales
- Crop Production
- Welding
- Communications
- Floral Design
- Animal Science
- Food Science
- Landscaping
- Biotechnology/Biological Science
- Leadership
- Horse Science
- Veterinary Science
- Fish Science
- Small Animal Care
- Diesel Engines
- Wildlife
- Food Grains
- Fruit Science

If the subjects that you checked above were to be offered at ____________ school, would you be interested in enrolling?

- Yes
- Maybe
- No

What types of agriculture have you seen in ____________ County? Check all that apply.

- Pumpkins/Squash/Gourds
- Hydroponics
- Floral Design & sales
- Vegetables
- Hay Crops
- Dairy Farming
- Poultry
- Ag Mechanics
- Firewood/logging
- Aquaculture
- Bedding Plant Production
- Ag Education
- Corn/grain
- Horses
- Beef
- Sheep/Goats
- Pigs
- Agriculture Sales & Service
- Ag Communications
- Maple Production
- Agriculture Leadership
- Hunting
- Outdoor Recreation
- Other

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

Check which of the following Leadership Skills interest you (check all that apply):

- public speaking
- parliamentary procedure
- Teamwork
- job interview
- Being part of a team
- personal development/success
- Making decisions
- planning and organizing
- Public relations/marketing
- new and different opportunities
- Motivation
- time management
- Interpersonal communications
Would you be interested in FFA? □ Yes □ No

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

Grade level:
□ 7th
□ 8th
□ 9th
□ 10th
□ 11th

Gender: □ Male □ Female

Do you live:

□ In town?
□ In the country?
□ On a farm?

Please, identify which of the following you plan to pursue after graduation:

□ Direct job entry after high school
□ Two-year College
□ Four-year College
□ Technical School
□ Military

Additional Comments:
Parental Program Support Survey

1. Please identify the number of children in your household that attend _____________ School in each grade level?

   K- 4th ___ 7th ___ 10th ___
   5th ___ 8th ___ 11th ___
   6th ___ 9th ___ 12th ___

2. How would you classify where you currently live?
   □ Urban    □ Suburban    □ Rural Non-Farm    □ Farm

3. Did you grow up on a farm?    □ Yes □ No

4. Did you attend a high school that offered agriculture classes?    □ Yes □ No □ Don’t Recall
   If so, did you enroll in agricultural classes?    □ Yes □ No
   If so, were you a member of the FFA?    □ Yes □ No

5. Please, rate the following experiences to your child’s overall success.

<table>
<thead>
<tr>
<th>Most Important</th>
<th>Somewhat Important</th>
<th>Least Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>2</td>
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<td>4</td>
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<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

- Personal Growth
- Leadership Development
- Career Preparation
- College Planning
- Community Service Learning
- Public Speaking
- Team Building
- Technology Applications
- Hands-On Learning
- Travel
6. How important is agriculture to your daily life?

☐ Very Important
☐ Somewhat Important
☐ Not Important

7. Do you believe there opportunities for careers in the food, fiber, and natural resource industry?

☐ Yes
☐ No

8. Do you agree that an agricultural education program is needed in your community?

☐ Yes
☐ No

9. Would you encourage your child/children to be enrolled in an agricultural education program?

☐ Yes
☐ No

If so, please indicate the agricultural education areas of interest to you and your student(s):

☐ Small Engines  ☐ Soil Science  ☐ Business Management
☐ Sports & Recreational Machinery  ☐ Environmental Science
☐ Dairy Production  ☐ Mechanics  ☐ Forestry
☐ Marketing  ☐ Electrician  ☐ Ornamental/Decorative Plants
☐ Natural Resource Management  ☐ Greenhouse Management
☐ Woodworking  ☐ Sales  ☐ Crop Production
☐ Welding  ☐ Communications  ☐ Floral Design
☐ Animal Science  ☐ Food Science  ☐ Landscaping
☐ Biotechnology/Biological Science  ☐ Horse Science
☐ Veterinary Science  ☐ Leadership  ☐ Fish Science
☐ Small Animal Care  ☐ Diesel Engines  ☐ Wildlife
☐ Food Grains  ☐ Fruit Science

10. I would be interested in supporting the agricultural education department and FFA through…(Check all that apply.)

☐ Guest Classroom Speaker
☐ Competition Team Coach
☐ Chaperone of Field Trips
☐ Advisory Committee Member
☐ No, I’m not interested
Graduate Information

One of the most important and valuable pieces of information necessary for the evaluation of an agricultural education program is information pertaining to the placement and location of graduates of the program. This information is extremely valuable in determining the courses to offer in the program. In addition, agriculture programs, by being vocationally supported and funded, are required to complete a 180 day (one year) follow-up of individuals who completed the program.

The following documents is provided to assist in gathering information on graduates.

- 6 Month (180 Day) Follow Worksheet
Form for Graduating Senior/6 month Follow-up

Name:  
Address:  
Best contact no.:  
E-mail:  
Ag Classes Taken in High School:  

<table>
<thead>
<tr>
<th>A. Employed in related field (agriculture)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Agricultural Business and Management Systems</td>
<td></td>
</tr>
<tr>
<td>2. Agricultural Mechanics and Technology Systems</td>
<td></td>
</tr>
<tr>
<td>3. Animal Science Systems</td>
<td></td>
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<tr>
<td>4. Food Science Systems</td>
<td></td>
</tr>
<tr>
<td>5. Natural Resources/Conservation Systems</td>
<td></td>
</tr>
<tr>
<td>6. Plant Science/Horticulture Systems</td>
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</tr>
</tbody>
</table>

| B. Employed in other area |   |
| C. Continuing education related field (agriculture) |   |
| D. Continuing education unrelated field |   |
| E. Employed - Military related (agriculture mechanics) |   |
| F. Employed - Military not related |   |
| G. Not employed |   |
| H. Not available for employment |   |
| I. Status unknown |   |