



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

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## **Report to the Joint Legislative Education Oversight Committee**

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Accountability Assessment for Agricultural Education  
Session Law 2004-124 Section 7.20A  
(HB 1414, 2004 Budget Act)

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**Date Due: October 15, 2006**  
**Report #7**  
**DPI Chronological Schedule, 2006 - 2007**

**Report to the Joint Legislative Education Oversight Committee  
Submitted by the North Carolina Department of Public Instruction**

**Accountability Assessment for Agricultural Education  
SL 2004-124, Sec. 7.20A (HB 1414, the 2004 Budget Act)**

**Legislation**

The legislation directed the State Board of Education during the 2005-2006 school year to submit an amended State Career and Technical Education Plan to the United States Department of Education. The amended plan would permit the North Carolina Agricultural Education program to field test the Agricultural Education Program Standards for two years and permit the use of the data to satisfy the technical attainment requirement for continued Carl D. Perkins funding during the field test. The legislature authorized the State Board of Education to determine whether to use the North Carolina Agricultural Education Program Standards on a statewide basis if the two years of field testing are successful. (Attachment 1)

**State Board of  
Education  
Action**

On April 13, 2006 the Department of Public Instruction submitted the required request of an extension for program year 2006-2007 of its State Plan approved pursuant to the Carl D. Perkins Vocational and Technical Education Act of 1998. In addition to the budget requests and the proposed performance levels of the performance standards, a request was made to modify the North Carolina Career and Technical Education Plan to permit the use of an Agricultural Education alternative assessment to satisfy the technical attainment requirement. (Attachment 2) The letter included the attachment of the "Authentic Assessment for the Evaluation of Agricultural Education Program and Students." On May 16, 2006, the United States Department of Education requested clarification of the State Plan. (Attachment 3)

**Response from  
United States  
Office of  
Education**

The US Department of Education did not approve the request for the Agricultural Revision to the North Carolina State Plan. (Attachment 4)

Quoting from Dr. John Haigh, Acting Director, State Administration and Accountability, "...until it can be determined by the field test that the results meet the same reliability and validity standards that have been achieved through the VoCATS assessment, we will require that you continue to use VoCATS with all Career and Technical Education (CTE) students." Dr. Haigh encouraged Agricultural Education to continue to use the Program Standards submitted but required that they continue to use VoCATS.

The United States Department of Education complemented North Carolina's Career and Technical Education Assessment System by noting the use of third party assessments (such as the VoCATS instrument) is considered the highest standard for measuring skill attainment. Quoting Dr. Haigh, "it would be unwise to establish a two-tier system of assessing CTE students (one standard for agricultural education students, and a higher standard for all other CTE students)."

**Resubmission  
requested by  
Agricultural  
Education**

Agricultural Education requests the Department of Public Instruction to submit an alternative proposal to the United States Department of Education based on the need to clarify their proposal. The request has been submitted to Dr. John Haigh.

## **Chronological Report**

### **Accountability Assessment for Agricultural Education SL 2004-124, Sec. 7.20A (HB 1414, the 2004 Budget Act)**

The legislature directed the State Board of Education during the 2005-2006 school year to submit an amended State Career-Technical Education Plan to the United States Department of Education to permit the North Carolina Agricultural Education program to field test the "Agricultural Education Program Standards" for two years and permit the use of the data to satisfy the technical attainment requirement for continued Carl D. Perkins funding during the field test. The legislature authorized the State Board of Education to determine whether to use the North Carolina Agricultural Education Program Standards on a statewide basis if the two years of field testing are successful. (Attachment 1)

#### **EVENTS:**

##### **2004-2005 and 2005-2006 school years**

Agricultural Education worked to refine the Accountability Assessment Instrument and establish baseline data. Agricultural Education area continued to use the secured post assessments from the VoCATS Instructional Management System.

##### **September 2005**

Information was sent to the State Board of Education for Information – HSP7. It included a copy of HB 1414, a background and timeline from Agricultural Education (Attachment 5), the 2004-2005 field test instrument: North Carolina Agricultural Education Program and Student Accountability Assessment Instrument and a reporting summary.

##### **April 13, 2006**

The North Carolina Department of Public Instruction requested from the United States Department of Education an extension for program year 2006-2007 of the State Plan approved pursuant to the Carl D. Perkins Vocational and Technical Education Act of 1998. In addition to the budget and proposed performance levels for the year beginning July 1, 2006, the request was made to permit the use of an Agricultural Education alternative assessment to satisfy the technical attainment requirement. (Attachment 2) The department attached the Agricultural Education Accountability Assessment for North Carolina to include the Data Instrument and the Evaluation Guide. (Attachments 6 and 7)

##### **May 16, 2006**

##### **May 17, 2006**

Jay Savage from the United States Office of Education requested clarification on the Agricultural Assessment for students, the use of the data with NCLB, and the use of the data with the North Carolina Perkins State Plan. (Attachment 3)

##### **June 7, 2006, dated**

##### **June 26, 2006, received**

The United States Department of Education notified the North Carolina Department of Public Instruction that it did not approve the use of an Agricultural Education alternative assessment to satisfy the technical attainment requirement for continued Carl D. Perkins funding. The US Department of Education encouraged Agricultural Education to continue with the program standards. They went on to say:

"However, until it can be determined by the field test that the results meet the same reliability and validity standards that have been achieved through the VoCATS assessment we will require that you continue to use VoCATS with all Career and Technical Education (CTE) students." (Attachment 4)

##### **June 29, 2006**

Gerald Barlowe was notified the proposed field test of the NC Agricultural Education Program Standards was not approved and the reasoning for this decision was given. (Attachment 8)

**September 5, 2006**

The Agricultural Education staff met with the Rigor, Relevance, and Relationships Committee to discuss the North Carolina Department of Public Instruction submitting a request to the United States Department of Education to reconsider its decision to allow North Carolina to amend the Perkins State Plan. A committee of two from the Agricultural Education Staff and two from the North Carolina Department of Education were asked to meet with Janice Davis to develop a plan and a report to the Joint Legislative Education Oversight Committee.

**September 18, 2006**

Janice Davis met with two Agricultural Education staff, Gerald Barlowe and Kenneth Smith; two from the North Carolina Department of Public Instruction staff, Wandra Polk and Rebecca Payne; and Rita Joyner from the State Board of Education office to develop a plan of action and outline the report to the Joint Legislative Education Oversight Committee. Agriculture was to put in writing what they wanted the revised report to request from the United States Office of Education; they were reminded that the United States Offices of Education's approval was necessary before the State could implement an alternative plan. The department was to develop a report to the Joint Legislative Education Oversight Committee. Each would review the other's report.

**September 19, 2006**

Wandra Polk notified Gerald Barlowe that the State Agency decided to submit a request to the United States Department of Education and the North Carolina Department of Public Instruction requested the Agricultural Education staff to submit a draft of the wording they would like to be included in the letter.

**September 20, 2006**

Gerald Barlowe notified Janice Davis that Agriculture would like to conduct a split study. One half of the state would take the end of course VoCATS secured assessment one year and the other half the following year. The Agricultural Education Accountability Assessment would be used by the half not taking the VoCATS secured assessment. He indicated it was his opinion that the United States Office of Education had given permission to do further studies such as this study.

**September 22, 2006**

Janice Davis contacted Gerald Barlowe that in reviewing the letter response from Dr. John Haigh in the United States Department of Education, there did not appear to be a blanket permission to continue a different kind of field test (one that eliminates any part of VoCATS) and quoted Dr. Haigh's letter.

"However, until it can be determined by the field test that the results meet the same reliability and validity standards that have been achieved through the VoCATS assessments, we will require that you continue to use VoCATS with all Career and Technical Education (CTE) students."

Dr. Davis noted that we must have written approval from Dr. Haigh before proceeding. In addition, she described that Chairman Lee stated that once we received Dr. Haigh's official written approval, he will review the plan with regard to any possible issues before proceeding to the State Board of Education with the request to implement.

**October 10, 2006**

Janice Davis convened a discussion group for the Agricultural Education plan to include Wandra Polk, Rebecca Payne, Gerald Barlowe and Kenneth Smith. As a result of the meeting, Gerald Barlowe submitted a letter to Wandra Polk requesting the Department of Public Instruction to resubmit to the United States Department of Education to reconsider the original request with a modification that approximately half the Agricultural Education students use the VoCATS assessment one year while the others will use only the Agricultural Education Program Standards and Accountability model. (Attachment 9) Dr. Polk submitted a letter with Agricultural Education staff support to Dr. John Haigh, Acting Director, State Administration and Accountability. (Attachment 10) We will now await the decision of the United States Department of Education.

## Table of Attachments

<u>Attachment Number</u>	<u>Document</u>
1	Session Law 2004-124 House Bill 1414, Section 7.20A
2	Accountability Assessment for Agricultural Education Letter to Dr. Sharon Miller*, United States Department of Education, from Dr. Wandra Polk* requesting approval to use an Agricultural Education alternative assessment as part of the State Plan for Career and Technical Education for the Carl D. Perkins Act.
3	E-mails from Jay Savage*, United States Department of Education and response from Rebecca Payne* for clarification of technical attainment in Agricultural Education alternative assessment
4	Letter to Dr. Wandra Polk from Dr. John Haigh, United States Department of Education, denying approval of Agricultural Education alternative assessment
5	State Board of Education Information Report Executive Summary Accountability Assessment for Agricultural Education
6	Agricultural Education Accountability Assessment for North Carolina Data Instrument
7	Agricultural Education Accountability Assessment for North Carolina Evaluation Guide
8	Letter to Gerald Barlowe from Dr. Wandra Polk notifying him Agricultural Education Accountability Assessment was not approved for technical attainment
9	Letter to Dr. Wandra Polk from Gerald Barlowe asking the Department of Public Instruction to resubmit the Agricultural Education alternative assessment with a modification to the United States Department of Education
10	Letter to Dr. John Haigh, United States Department of Education, from Dr. Wandra Polk asking for a reconsideration of the Accountability for Agricultural Education in the North Carolina State Plan for Carl D. Perkins Act

### \*Clarification of people in documents

Mr. Gerald Barlowe, State Agricultural Education Coordinator, N.C. State University  
 Dr. John Haigh, Acting Director State Administration and Accountability, U.S. Dept. of Education  
 Dr. Sharon Miller, Director of State Administration and Accountability Group, U.S. Dept. of Ed.  
 Ms. Rebecca Payne, Section Chief, Career and Technical Education, N.C. Dept. of Public Instruction  
 Dr. Wandra Polk, Director of Secondary Education, N.C. Dept. of Public Instruction  
 Mr. Jay Savage, Regional Accountability Specialist, U.S. Dept. of Education

**Session Law 2004-124**  
**House Bill 1414 Section 7.20A**

**ACCOUNTABILITY ASSESSMENT FOR AGRICULTURAL EDUCATION**

**SECTION 7.20A.** During the 2005-2006 school year, the State Board of Education shall submit an amended State Career-Technical Education Plan to the United States Department of Education to:

- (1) Permit the State Board to field test the North Carolina Agricultural Education Program Standards and collect data on these Standards for two years;
- (2) Permit the use of the data collected under the field test as an alternative to the end-of-course tests in the Vocational Education Competency Achievement Tracking System (VoCATS) and authorize the use of that data to satisfy the technical attainment requirement for continued Carl D. Perkins funding;
- (3) Require the Department of Public Instruction and the Department of Agricultural Education at North Carolina State University to monitor the program to ensure compliance with all Standards; and
- (4) Authorize the State Board of Education to determine whether to use the North Carolina Agricultural Education Program Standards on a statewide basis if the two years of field testing are successful.

The Department of Public Instruction and the Department of Agricultural Education at North Carolina State University shall report on the field test to the Joint Legislative Education Oversight Committee by October 15, 2006.



# PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*

DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

Attachment 2

April 13, 2006

Dr. Sharon Miller  
State Administration and Accountability Group  
Division of Academic and Technical Education  
Office of Vocational and Adult Education  
U.S. Department of Education  
Potomac Center Plaza, Room 11057  
550 12<sup>th</sup> Street, S.W.  
Washington, DC 20202-7241

Dear Dr. Miller:

The eligible agency of North Carolina requests an extension for program year 2006-2007 of its State Plan approved pursuant to the Carl D. Perkins Vocational and Technical Education Act of 1998.

As requested in the December 21, 2005 guidance to State Directors of Vocational and Technical Education, please find enclosed:

- 1) A budget for the year beginning July 1, 2006;
- 2) Proposed performance levels for the year beginning July 1, 2006, on which the state must reach agreement with your office, and
- 3) Documentation to support requested modifications of North Carolina's Career-Technical Education Plan to permit the use of an agricultural education alternative assessment to satisfy the technical attainment requirement for continued Carl D. Perkins funding. Session Law 2004-124 NC House Bill 1414, Section 7.20A (attached) allowed agricultural education to field test an alternative assessment instrument (attached). HB 1414 also instructed the NC State Board of Education to request permission from the US Department of Education to use this "Authentic Assessment for the Evaluation of Agricultural Education Program and Students" to measure technical attainment for agricultural education programs instead of the state secured assessments for the program that are a part of the Career Technical Education Instructional Management System, VoCATS.

## DIVISION OF SECONDARY EDUCATION

Wandra C. Polk, Ph.D., Director | [wpolk@dpi.state.nc.us](mailto:wpolk@dpi.state.nc.us)

6341 Mail Service Center, Raleigh, North Carolina 27699-6341 | (919) 807-3817 | Fax (919) 807-3826

AN EQUAL OPPORTUNITY AFFIRMATIVE ACTION EMPLOYER



Page 2

Dr. Sharon Miller

April 12, 2006

HB 1414 requires a two-year field test and monitoring of the NC Agricultural Education Program Standards on a statewide basis to determine the feasibility of this substitution in the established assessment protocol.

Please feel free to contact me for additional information regarding any of the above listed items.

Sincerely,

Wandra C. Polk

WP:ab

C: June St. Clair Atkinson, State Superintendent  
Elsie Leak, Associate Superintendent  
CTE Section Chiefs  
Ken Smith, Agricultural Education Consultant, NCSU

Enclosures: 2006-07 Proposed Budget  
Proposed Performance Levels  
Documentation for "Authentic Assessment for the Evaluation of  
Agricultural Education Program and Students"

From: Amy Betsill  
To: Rebecca Payne; Ted Summey  
Date: 5.16.06 10:07 AM  
Subject: Fwd: RE: NC's 2006 State Plan

Amy W. Betsill  
Administrative Secretary  
Division of Secondary Education  
NC Department of Public Instruction  
6341 Mail Services Center  
Raleigh, NC 27699-6341  
919-807-3817  
919-807-3826 (fax)

>>> "Savage, Jay" <[Jay.Savage@ed.gov](mailto:Jay.Savage@ed.gov)> 5/16/2006 7:44 AM >>>  
Ms. Betsill,

In reviewing the NC State plan, we find that you intend on replacing the VoCATS assessment with an alternative AG assessment for Agricultural CTE students. Is this correct?

If the above is correct, please send us more information on the AG test. Is it the same test that is used to evaluate other (non-CTE) students for NCLBA? Or has it been approved for use for evaluating Agricultural CTE students as a measure for NCLBA? Is the AG test to be used for 1S2/1P2, or for 1S1/1P1, or both? Is the VoCATS test used for 1S2/1P2, or for 1S1/1P1, or both? Is the VoCATS test used for NCLBA?

Your prompt response to the above questions is greatly appreciated.

Jay Savage  
202-245-6612

**From:** Rebecca Payne  
**To:** Jay Savage  
**Date:** 5/17/2006 9:28 PM  
**Subject:** NC's 2006 State Plan

**CC:** Ted Summey; Wandra Polk

This note is to report what Ted Summey and I shared with you by phone yesterday in response to your e-mail to Amy Betsill.

You are correct in confirming that we are requesting that Agricultural Education be allowed to replace the VoCATS assessment with an alternative assessment. Agricultural Education took this to the legislature and a bill was passed directing the NC Board of Education to request in the State Plan that Agricultural Education be allowed to field test an alternative assessment. This alternative assessment, which we submitted, is a program assessment that permits Agricultural Education to give a teacher made assessment to the students in each school in the state.

This test is not used with the NCLBA. It is to be used with 1S1 Academic Attainment in our performance report. We will not be able to aggregate this data with our VoCATS data.

Please let us know if we need to provide additional clarification.

Rebecca B. Payne  
Section Chief, Career-Technical Education  
NC Dept of Public Instruction  
6360 Mail Service Center  
Raleigh, NC 27699-6360  
rpayne@dpi.state.nc.us  
Phone: 919.807.3879  
Fax: 919.807.3899



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF VOCATIONAL AND ADULT EDUCATION

JUN 7 2006

Dr. Wandra C. Polk  
Assistant Director  
North Carolina Department of  
Public Instruction  
6341 Mail Services Center  
Raleigh, North Carolina 27699-6341

Dear Dr. Polk:

We have received your proposed revision to your Perkins III State Plan. Unfortunately, we are not able to approve this revision as outlined in your submission of April 13, 2006.

You requested to "Permit the State Board to field test the North Carolina Agricultural Education Program Standards and collect data on these Standards for two years" which we encourage you to continue. However, until it can be determined by the field test that the results meet the same reliability and validity standards that have been achieved through the VoCATS assessments, we will require that you continue to use VoCATS with all Career and Technical Education (CTE) students.

The use of third-party assessments (such as the VoCATS instrument) is considered the highest standard for measuring skill attainment. It would be unwise to establish a two-tier system of assessing CTE students (one standard for agricultural education students, and a higher standard for all other CTE students). Additionally, it would not be possible to aggregate the scores for reporting on the Consolidated Annual Report (CAR) using two very different sets of criteria.

The VoCATS assessment program that is currently in place in North Carolina has proven itself to be an effective instrument for assessing skill attainment. It would be hard to justify putting in place a tool with no proven reliability, especially during the field test stage.

Should the field test prove to be as effective in measuring student skill attainment, North Carolina may subsequently consider using this alternative to measure skill attainment for all CTE students. The best time to implement such a major change may be at some point after new Perkins legislation is enacted and the state is required to submit a new state plan.

Sincerely,

A handwritten signature in dark ink, appearing to read "John Haigh", written over a light blue horizontal line.

Dr. John Haigh  
Acting Director  
State Administration and Accountability  
Group

**EXECUTIVE SUMMARY****Title:** Accountability Assessment for Agricultural Education**Type of Executive Summary:**☐ Action ☐ Action on First Reading ☐ Discussion ☒ Information**Policy Implications:**

- ☐ Constitution \_\_\_\_\_
- ☒ General Statute #HB 1414 (year 2004)
- ☐ SBE Policy # \_\_\_\_\_
- ☐ SBE Policy Amendment
- ☐ SBE Policy (New)
- ☐ APA # \_\_\_\_\_
- ☐ APA Amendment
- ☐ APA (New)
- ☐ Other \_\_\_\_\_

**Presenter(s):** Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Dr. Wandra C. Polk (Director, Secondary Education Division)

**Description:**

The legislature requested the State Board of Education during 2005-2006 to submit an amended State Career-Technical Education Plan to the United States Department of Education to permit the North Carolina Agricultural Education Program located at North Carolina State University to field test Program Standards for two years instead of the approved Student Accountability Standards. This request is to authorize the use of the data to satisfy the technical attainment requirement for continued Carl D. Perkins funding.

**Resources:**

Federal and State

**Input Process:**

In the fall and winter of 2004, two meetings were held with two Section Chiefs in the Department of Public Instruction's Career-Technical Education section, North Carolina Agriculture Teacher Association representatives, and the State Agricultural Education Leadership Team. Agricultural Education teachers completed the program accountability instrument in the spring of 2005 and will complete it again this spring of 2006 to refine the instrument and establish baseline data.

**Stakeholders:**

Agricultural Education Teachers, State Agriculture Education Consultants, Career-Technical Education Local Administrators, Principals, State Career-Technical Education Staff

**Timeline For Action:**

A progress report is to be provided to the North Carolina General Assembly Education Oversight Committee in the fall of 2006. If approved by the United State Department of Education, the alternative agricultural education program accountability model will be field tested by agricultural education programs in North Carolina in lieu of the VoCATS accountability model 2006-2007 and 2007-2008. After collected data has been analyzed, recommendations will be made to the State Board of Education in the Fall/Winter 2009.

**Recommendations:**

There is no action needed at this time.

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Audiovisual equipment requested for the presentation:

- ☐ Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_

☐ Audio Requirements (computer or other, except for PA system which is provided)

Specify: \_\_\_\_\_

☐ Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

\*Person responsible for SBE agenda materials and SBE policy updates: Monique Wertis, 807-3817

# ACCOUNTABILITY ASSESSMENT FOR AGRICULTURAL EDUCATION

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## Background

The North Carolina Agriculture Teachers' Association (NCATA) began discussions in 2002 on the need for a broad, comprehensive assessment tool for program improvement and accountability in agricultural education. The NCATA asked the state agricultural education leadership team housed at North Carolina State University to provide leadership for the development of a program accountability model that could be used in agricultural education. Their plan is to use this instrument in place of the Technical Attainment Performance Measure required of all Career-Technical Education programs in North Carolina for continued federal Carl D. Perkins funding. Over the following 18 months, the initial development of this model took place. A national review of similar models in other states was conducted and expertise was provided by Oklahoma, Ohio, Missouri, California, and Arizona.

An instrument was designed in collaboration with agriculture teachers, university teacher educators, industry representatives, and local school administrators. It includes twelve components:

1. Curriculum Planning, Organization and Content
2. Instruction
3. Student Achievement
4. Instructional Personnel
5. Program Enrollment
6. Career and Technical Student Organization
7. Experiential Learning
8. Instructional Facilities and Equipment
9. Safety Education and Practices
10. Community Support and Involvement
11. Student Accounting and Reports
12. Program Management and Planning

This tool was shared with teachers for further refinement in the summer of 2003 and a trial run of the instrument was conducted in the spring of 2004. This initial trial instrument was utilized by 76 agricultural education programs from across the state of North Carolina to collect data pertinent to agricultural education programs and to refine the instrument. This initial trial run provided quantitative and qualitative feedback for further improvements and enhancements to the instrument. The instrument was revised and used again in the spring of 2005. Of the instruments received, 71 were completed correctly. The instrument used in 2005 is attached in the appendix. Programs scored an average of 81 percent.

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# **ACCOUNTABILITY ASSESSMENT FOR AGRICULTURAL EDUCATION**

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**Session Law  
2004-124  
House Bill 1414  
Section 7.20A**

This is listed as an Act to modify the current operations and capital Appropriations Act of 2003 and to make other changes in the budget operations of the state.

This section reads:

During the 2005-2006 school year, the State Board of Education shall submit an amended State Career-Technical Education Plan to the United States Department of Education to:

1. Permit the State Board to field test the North Carolina Agricultural Education Program Standards and collect data on these Standards for two years;
2. Permit the use of the data collected under the field test as an alternative to the end-of-course tests in the Vocational Education Competency Achievement Tracking System (VoCATS) and authorize the use of that data to satisfy the technical attainment requirement for continued Carl D. Perkins funding;
3. Require the Department of Public Instruction and the Department of Agricultural Education at North Carolina State University to monitor the program to ensure compliance with all Standards; and
4. Authorize the State Board of Education to determine whether to use the North Carolina Agricultural Education Program Standards on a statewide basis if the two years of field testing are successful.

The Department of Public Instruction and the Department of Agricultural Education at North Carolina State University shall report on the field test to the Joint Legislative Education Oversight Committee by October 15, 2006.

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## **Timeline**

The timeline for implementation of House Bill 1414 Section 7.30A is as follows:

1. **2004-2005 and 2005-2006 School Years**  
The program accountability instrument will be completed by all agricultural education programs in North Carolina in the spring of 2005 and 2006. Results of these two years will help to further refine the instrument and establish baseline data for determining a quality scale for agricultural education programs. The Career-Technical Education post-assessment accountability system will continue as usual with data being collected and reported during these years. These data will be used for comparison purposes during the actual field test.

## ACCOUNTABILITY ASSESSMENT FOR AGRICULTURAL EDUCATION

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### Timeline, cont'd.

2. **Summer 2006**  
Validation of scales will be conducted by faculty at North Carolina State University and a quality scale will be established.
3. **Summer/Fall 2006**  
The agricultural education program accountability model will be prepared for submission to the United States Department of Education for inclusion in North Carolina's State Plan for Carl D. Perkins Vocational and Technical Education Act documentation required to meet the accountability requirements of the Act (Note: this infers continuation of the current federal legislation; if reauthorization occurs, an alternative plan will be developed to address the new federal legislation). The Department of Public Instruction is to submit a formal request to the State Board of Education and to the United States Department of Education for the Agricultural Education Program Accountability model. The model is to be included in the plan for Career-Technical Education for North Carolina pending results of the research of the Agricultural Accountability Assessment Model and the new legislation.
4. **Fall 2006**  
In compliance with HB 1414 Section 7.20A, a progress report will be provided to the North Carolina General Assembly Education Oversight Committee.
5. **2006-2007 and 2007-2008 School Years**  
The alternative agricultural education program accountability model will be field tested by all agricultural education programs in North Carolina in lieu of the post-assessment for Technical Attainment within the Career-Technical Education performance standard.
6. **2008-2009 School Year**  
Data from both the Career-Technical Education post-assessment and the Agricultural Education Accountability Assessment Model will be collected.

# ACCOUNTABILITY ASSESSMENT FOR AGRICULTURAL EDUCATION

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- Timeline, cont'd.**
7. **Summer/Fall 2009**  
A comparative analysis will be conducted on the results of the Agricultural Accountability Assessment Field Test and the Career-Technical Education post-assessment for Technical Attainment.
  8. **Fall/Winter 2009**  
After collected data have been analyzed, recommendations will be made to the State Board of Education.
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## Reporting Summary

Agricultural Education wants to use the program accountability model to meet Carl D. Perkins requirements for Technical Attainment. In the present Career-Technical Education system, the Technical Attainment score is determined based on student performance on a one-hundred item multiple choice test aligned to the curriculum. The agriculture proposal would use teacher evaluation of whether the student had achieved proficiency as the measure of Technical Attainment, which the model counts as ten percent of the overall score. The State Board of Education does not require that the student's post-assessment score be part of the student's grade; however, many schools use the score for 25 percent of the student's grade similar to the end-of-course tests. Agricultural Education is opposed to this score being part of the student's grade and therefore has developed this alternative program assessment. The United States Office of Education will determine if the agriculture proposal meets the standard for Technical Attainment. The Department of Public Instruction will follow the results rendered to obtain our federal funding.

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**ATTACHMENT**

FIELD TEST

FIELD TEST

Attachment 5

**2004-2005**

**North Carolina**

**Agricultural Education Program**

**And Student Accountability Assessment Instrument**

**SCHOOL** \_\_\_\_\_

**DATE** \_\_\_\_\_

**AGRICULTURAL EDUCATION TEACHER(S)** \_\_\_\_\_

*Please submit this entire document in hard copy or electronically  
to Dr. Marshall Stewart by June 15, 2005.*

Dr. Marshall Stewart  
State Agricultural Education Coordinator  
Department of Agricultural and Extension Education  
NC State University  
Box 7607  
Raleigh, NC 27695-7607  
Phone: 919-515-4206  
Fax: 919-515-9060  
Email: [marshall\\_stewart@ncsu.edu](mailto:marshall_stewart@ncsu.edu)

## INTRODUCTION

Program components in the North Carolina Agricultural Education Program and Student Accountability Assessment Instrument have been developed to assist agricultural education teachers and school administrators in reviewing and improving agricultural education programs. It is designed to be used in conducting a comprehensive evaluation. The elements of an agricultural education program are divided into twelve sections corresponding to the twelve components for review.

Each program component is followed by a series of questions or quality indicators, which further define or measure the area being evaluated by using specific point totals. These quality indicators are focused on total program accountability. The overall points total will serve as an indicator of the effectiveness of the local agricultural education program.

### DIRECTIONS

To complete this assessment tool, carefully read each quality indicator. For each component, the evaluator should indicate if the quality indicators are being met or not met by checking the appropriate response box, based on the evidences. **This North Carolina Agricultural Education Program And Student Accountability Assessment Instrument is the only document to be submitted to Dr. Marshall Stewart by June 15, 2005.** Other documentation may be requested as needed.

A description of each program component and the rationale for its inclusion in this accountability instrument can be found as a separate entity in the North Carolina Agricultural Education Program And Student Accountability Assessment Evaluation Guide. This document will not be submitted to the state office, but the tables and suggested evidences in it are provided to guide the evaluator in ascertaining if a quality indicator was satisfactorily met. An opportunity for comments is also provided to those conducting the assessment. It is **not** necessary to produce every evidence item in order to meet the quality indicator. Please note that partial point totals are not permissible.

**For multiple teacher departments, all information provided should be a culmination of the totality of the agricultural education program, not individual teacher information. Individual teacher data should be combined to form a composite report.**

<b>1. Curriculum Planning, Organization and Content</b>		<b>Yes</b>	<b>No</b>	<b>Points</b>
1-A.	Is the state adopted curriculum guide utilized, including the blueprint and instructional outline?			20
1-B.	Are the three components of a complete agricultural education program (classroom / laboratory instruction, supervised agricultural experience [SAE], and leadership and personal development [FFA]), included in the instruction?			15
1-C.	Are the course offerings and descriptions for the instructional program specified in writing and/or electronic form?			5
1-D.	Is a written summer plan submitted to the administration annually?			5
1-E.	Are students and parents informed of the student's level of success at least twice during each grading period? (Report cards may be considered as one indicator.)			5
1-F.	Did at least one teacher in the program serve on a school, LEA, or state committee or task force to improve curriculum products?			5
<b>2. Instruction</b>		<b>Yes</b>	<b>No</b>	<b>Points</b>
2-A.	Is a variety of instructional materials, instructional delivery technology, and equipment available and utilized? (Refer to table under Instruction description.)			10
2-B.	Are methods of teaching adapted to meet the diverse learning needs of students? (Refer to table under Instruction description.)			10
2-C.	Are at least two resources of the community utilized during the year in instruction?			5
2-D.	Are hands-on, applied learning activities incorporated into the instruction?			10
2-E.	Is the student FFA organization an integral part of the instructional program? (Refer to table under Instruction description.)			5
2-F.	Is Supervised Agriculture Experience an integral part of the instructional program?			5

3. Student Achievement			Yes	No	Points
3-A.	Do 90% or more of the agricultural education students receive a course grade of 70 or higher? (Refer to table under Student Achievement description.)				25
3-B.	Do 50% or more of the agricultural education students receive a course grade of 80 or higher? (Refer to table under Student Achievement description.)				25
<b>The chart below must be completed and submitted to the state staff to meet federal funding requirements.</b>					
	<b>Agricultural Education Course (Please check courses taught)</b>	<b>3A. Do 90% or more of the agricultural education students in each course taught receive a course grade of 70 or higher? (Use Chart 3A in Evaluation Guide to record percentage for each course taught below.)</b>	<b>3B. Do 50% or more of the agricultural education students in each course taught receive a course grade of 80 or higher? (Use Chart 3B in Evaluation Guide to record percentage for each course taught below.)</b>		
	<input type="checkbox"/> Agricultural Advanced Studies (6899)				
	<input type="checkbox"/> Agricultural Mechanics I (6831)				
	<input type="checkbox"/> Agricultural Mechanics II (6832)				
	<input type="checkbox"/> Agricultural Mechanics II – Small Engines (6833)				
	<input type="checkbox"/> Agricultural Production & Management I (6811)				
	<input type="checkbox"/> Agricultural Production & Management II (6812)				
	<input type="checkbox"/> Agriscience Applications (6810)				
	<input type="checkbox"/> Animal Science I (6821)				
	<input type="checkbox"/> Animal Science II (6822)				
	<input type="checkbox"/> Animal Science – Small Animal (6823)				
	<input type="checkbox"/> Biotechnology & Agricultural Research I (6871)				
	<input type="checkbox"/> Biotechnology & Agricultural Research II (6872)				
	<input type="checkbox"/> Environmental and Natural Resources I (6851)				
	<input type="checkbox"/> Environmental and Natural Resources II (6852)				
	<input type="checkbox"/> Equine Science I (6825)				
	<input type="checkbox"/> Equine Science II (6826)				
	<input type="checkbox"/> Horticulture I (6841)				
	<input type="checkbox"/> Horticulture II (6842)				
	<input type="checkbox"/> Horticulture II – Landscape Construction (6882)				
	<input type="checkbox"/> Horticulture II –Turfgrass Management (6843)				
	<input type="checkbox"/> Ag Co-op / Workbased Learning				
	<input type="checkbox"/> Other (Please list)				
	<input type="checkbox"/> Other (Please list)				
<b>Summary of Total Agricultural Education Program</b>					
	Average percentage score for all AgEd courses in 3A (Add scores in Column A and divide by number of courses taught)		Use to answer yes or no in 3A above		
	Average percentage score for all AgEd courses in 3B (Add scores in Column A and divide by number of courses taught)		Use to answer yes or no in 3B above		
3-C.	Are all agricultural education students disaggregated into the Special Populations categories by student identification number and course name?				10

<b>4. Instructional Personnel</b>		<b>Yes</b>	<b>No</b>	<b>Points</b>
4-A.	Is each teacher in the program employed year-round to supervise the agricultural education program?			10
4-B.	Is each teacher certified to teach agricultural education?			10
4-C.	Are teachers assigned to teach only agricultural education courses?			10
4-D.	Has each teacher continued professional growth through college credit courses, attendance at workshops, LEA staff development, conventions, conferences, and other sources of in-service? (Refer to table under Instructional Personnel description.)			10
4-E.	Is each agricultural education teacher a member of NCATA?			5
4-F.	Does at least one agricultural education teacher in the program hold National Board certification?			5
4-G.	Does at least one agricultural education teacher in the program hold a Masters degree, Advanced Study certificate, or doctorate in agricultural education?			5
<b>5. Program Enrollment</b>		<b>Yes</b>	<b>No</b>	<b>Points</b>
5-A.	Is a recruitment plan implemented to inform prospective students about the agricultural education program? (Refer to table under Program Enrollment description.)			10
5-B.	Is a retention plan implemented to inform enrolled agricultural education students about the program? (Refer to table under Program Enrollment description.)			5
5-C.	Is a minimum of two public relations efforts conducted each year through the media and other avenues to publicize the agricultural education program?			5
5-D.	Do Introductory and Level I agricultural education courses have 25 or fewer students?			5
5-E.	Do agricultural education courses at Level II and above have 20 or fewer students?			5
<b>6. Career and Technical Student Organization</b>		<b>Yes</b>	<b>No</b>	<b>Points</b>
6-A.	Are students enrolled in the agricultural education program afforded opportunities to participate in leadership development activities? (Refer to table under Career and Technical Student Organization.)			5
6-B.	Is a minimum of four FFA chapter meetings held each school year with members conducting the proceedings?			5
6-C.	Does the agricultural education program maintain 100% membership in the FFA Chapter?			10
6-D.	Does the chapter implement a FFA Program of Activities?			10
6-E.	Does the FFA chapter have delegates in attendance at the State FFA Convention?			5
6-F.	Does the FFA chapter hold an annual banquet or awards program for recognition of students with parents, school officials, and community leaders invited?			5
6-G.	Does the FFA chapter utilize a minimum of two resource people in the community in their activities during the year?			5
6-H.	Did the chapter receive a Superior Chapter rating this school year?			5
6-I.	Did the chapter participate in a minimum of four FFA chapter activities this school year? (Refer to table under Career and Technical Student Organization description.)			10
6-J.	Did the chapter participate in career development events above the chapter level this school year? (Refer to table under Career and Technical Student Organization description.)			10
6-K.	Did the chapter submit proficiency awards above the chapter level this school year? (Refer to table under Career and Technical Student Organization description.)			10

<b>7. Experiential Learning</b>		<b>Yes</b>	<b>No</b>	<b>Points</b>
7-A.	Do all students have a Supervised Agricultural Experience program?			10
7-B.	Are SAE visits or other communications made to at least 50% of the students each year by the teacher(s)?			10
7-C.	Do at least 50% of the students maintain an Agricultural Education Record Book in which regular entries are added?			5
7-D.	Are Supervised Agricultural Experience programs utilized in determining the overall course grades of students?			5
7-E.	Does at least one student in the agriculture program co-op out of an agricultural education class for the purpose of work-based instruction?			5
<b>8. Instructional Facilities and Equipment</b>		<b>Yes</b>	<b>No</b>	<b>Points</b>
8-A.	Is the agriculture program provided facilities that are not shared with other program areas which include a separate classroom for each teacher, an office area for the teacher(s), and a greenhouse/shop/agriscience lab/land laboratory appropriate for the courses taught?			10
8-B.	Is maintenance provided on a regular basis to ensure that the instructional facilities are clean? (Refer to table under Instructional Facilities and Equipment.)			5
8-C.	Does the agricultural education program receive funding for materials and consumable supplies?			10
8-D.	Is an inventory maintained on all fixed asset equipment and submitted to administration?			5
8-E.	Is the equipment provided in the recommended quantities as noted in the latest edition of the Workforce Development Education Equipment Guide?			5
<b>9. Safety Education and Practices</b>		<b>Yes</b>	<b>No</b>	<b>Points</b>
9-A.	Is safety being taught as a regular part of the instructional program? (Refer to table under Safety Education and Practices)			10
9-B.	Is an annual safety inspection conducted by the teacher?			5
9-C.	Has equipment in disrepair been placed out of service and have repair or replacement timelines been established?			5
9-D.	Are safety glasses provided to all students in the agricultural education program? (One pair of glasses for each student in largest class)			5
9-E.	Are agricultural education facilities equipped with safety protection and treatment stations? (Refer to table under Safety Education and Practices)			5
9-F.	Is separate and secure storage provided for hazardous materials? (Refer to table under Safety Education and Practices.)			5



<b>10. Community Support and Involvement</b>		<b>Yes</b>	<b>No</b>	<b>Points</b>
10-A.	Is an agricultural education/FFA public relations program conducted in the school and community each year? (Refer to table under Community Support and Involvement.)			10
10-B.	Does each teacher participate in community activities? (Refer to table under Community Support and Involvement)			5
10-C.	Does at least one teacher ensure that counselors and administrators are familiar with the goals, objectives, activities, etc., of the agricultural education program on an annual basis?			5
10-D.	Is a departmental school or community service project completed each year?			5
10-E.	Is the community used as a resource? (Refer to table under Community Support and Involvement)			5
<b>11. Student Accounting and Reports</b>		<b>Yes</b>	<b>No</b>	<b>Points</b>
11-A.	Are student VEIS 4 records maintained on student completers in accordance with state and federal requirements?			5
11-B.	Do students keep portfolios/notebooks that list Ag Ed/FFA/SAE activities and proficiency awards attained?			5
<b>12. Program Management and Planning</b>		<b>Yes</b>	<b>No</b>	<b>Points</b>
12-A.	Does the agricultural education program have a school or system-wide advisory committee?			10
12-B.	Does the agricultural education program advisory committee meet a minimum of once each year and maintain minutes of the meeting?			5
12-C.	Does the agricultural education program have a FFA Alumni?			10
12-D.	Does the FFA Alumni meet a minimum of once each year and maintain minutes of the meeting?			5

(To be completed by teacher)

**School:** \_\_\_\_\_

**Teacher(s):** \_\_\_\_\_

**Date:** \_\_\_\_\_

	Score
Component 1: Curriculum Planning, Organization And Content	
Component 2: Instruction	
Component 3: Student Achievement	
Component 4: Instructional Personnel	
Component 5: Program Enrollment	
Component 6: Career And Technical Student Organization	
Component 7: Experiential Learning	
Component 8: Instructional Facilities and Equipment	
Component 9: Safety Education and Practices	
Component 10: Community Support and Involvement	
Component 11: Student Accounting and Reports	
Component 12: Program Management and Planning	
<b>Total: (Maximum Possible Score 500)</b>	

Calculation: score     / 500 =     %



# **Agricultural Education Accountability Assessment for North Carolina**

**An Authentic Assessment for the Evaluation of  
Agricultural Education Programs & Students**

## **Data Instrument**

**2005-2006  
School Year**

### **FIELD TEST**

School	
Agricultural Education Teacher	Agricultural Education Teacher
Agricultural Education Teacher	Agricultural Education Teacher
Agricultural Education Teacher	Agricultural Education Teacher

**NC STATE UNIVERSITY**

College of Agriculture and Life Sciences  
Department of Agricultural and Extension Education

Agricultural Education  
Accountability Assessment  
for North Carolina

**Data Instrument**

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NC State University

College of Agriculture and Life Science

Department of Agricultural and Extension Education

**Introduction**

Program components in the Agricultural Education Accountability Assessment for North Carolina have been developed to assist agricultural education teachers and school administrators in reviewing and improving agricultural education programs. It is designed to be used in conducting a comprehensive evaluation. The elements of an agricultural education program are divided into sections corresponding to each component for review.

Each program component is followed by a series of questions or quality indicators, which further define or measure the area being evaluated by using specific point totals. These quality indicators are focused on total program accountability. The overall points total will serve as an indicator of the effectiveness of the local agricultural education program.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2003

SESSION LAW 2004-124

HOUSE BILL 1414

**PART VII. PUBLIC SCHOOLS**

**ACCOUNTABILITY ASSESSMENT FOR AGRICULTURAL EDUCATION**

**SECTION 7.20A.** During the 2005-2006 school year, the State Board of Education shall submit an amended State Career-Technical Education Plan to the United States Department of Education to:

- (1) Permit the State Board to field test the North Carolina Agricultural Education Program Standards and collect data on these Standards for two years;
- (2) Permit the use of the data collected under the field test as an alternative to the end-of-course tests in the Vocational Education Competency Achievement Tracking System (VoCATS) and authorize the use of that data to satisfy the technical attainment requirement for continued Carl D. Perkins funding;
- (3) Require the Department of Public Instruction and the Department of Agricultural Education at North Carolina State University to monitor the program to ensure compliance with all Standards; and
- (4) Authorize the State Board of Education to determine whether to use the North Carolina Agricultural Education Program Standards on a statewide basis if the two years of field testing are successful.

The Department of Public Instruction and the Department of Agricultural Education at North Carolina State University shall report on the field test to the Joint Legislative Education Oversight Committee by October 15, 2006.

Agricultural Education  
Accountability Assessment  
for North Carolina

**Data Instrument**

**SUBMIT THIS ENTIRE DOCUMENT**

**DUE DATE TO THE STATE AGRICULTURAL EDUCATION OFFICE:**

**FRIDAY, JUNE 30, 2006**

**Certification and Signatures**

We herby certify that the information contained within this document is accurate and correct.  
This information gives an accurate overview of the management of this agricultural education  
program:

\_\_\_\_\_  
Agricultural Education Teacher/FFA Advisor 1

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Agricultural Education Teacher/FFA Advisor 2

\_\_\_\_\_  
Career & Technical Education Director

\_\_\_\_\_  
Agricultural Education Teacher/FFA Advisor 3

\_\_\_\_\_  
Other signature as required by LEA (Optional)

\_\_\_\_\_  
Agricultural Education Teacher/FFA Advisor 4

\_\_\_\_\_  
Other signature as required by LEA (Optional)

\_\_\_\_\_  
Agricultural Education Teacher/FFA Advisor 5

\_\_\_\_\_  
Other signature as required by LEA (Optional)

Original document with signatures should be submitted to:

Aaron Fleming  
Agricultural Education Curriculum Coordinator  
Agricultural and Extension Education  
NCSU Box 7607 – 13D Ricks Hall  
Raleigh, NC 27695

## Directions

To complete this assessment tool, carefully read each quality indicator. For each component, the evaluator should indicate if the quality indicators are being met or not met by checking the appropriate response box, based on the evidences. **This Data Instrument is the only document to be submitted to the State Agricultural Education office by June 30, 2006.** Other documentation may be requested as needed.

A description of each program component and the rationale for its inclusion in this accountability instrument can be found as a separate entity in the Agricultural Education Accountability Assessment for North Carolina Evaluation Guide. The Evaluation Guide will not be submitted to the state office, but the tables and suggested evidences in it are provided to guide the evaluator in ascertaining if a quality indicator was satisfactorily met. In this instrument, an opportunity for comments is also provided to those conducting the assessment. It is not necessary to produce every evidence item in order to meet the quality indicator. Please note that partial point totals are not permissible.

When this document is completed, the agriculture teacher(s), principal, and local Career and Technical Education administrator should meet and review the data and evidence collected through the accountability process. Program highlights (both positive and negative), needed program and facility improvements, and any other concern in regards to building a quality agricultural education program should be discussed at this time. Prior to submitting this form, all involved parties should sign and date this instrument on the "certification and signatures" page.

Additional copies of this document and the Evaluation Guide can be found at [www.ncffa.org](http://www.ncffa.org).

Questions regarding the **Agricultural Education Accountability Assessment for North Carolina** should be addressed to Aaron Fleming, Agricultural Education Curriculum Coordinator at (919)513-0810 or via email at [aaron\\_fleming@ncsu.edu](mailto:aaron_fleming@ncsu.edu).

1. Curriculum Planning, Organization and Content		Yes	No	Points
1-A.	Is the state adopted curriculum guide utilized, including the blueprint and instructional outline?			20
1-B.	Are the three components of a complete agricultural education program (classroom / laboratory instruction, supervised agricultural experience [SAE], and leadership and personal development [FFA]), included in the instruction?			15
1-C.	Are the course offerings and descriptions for the instructional program specified in writing and/or electronic form?			5
1-D.	Is a written summer plan submitted to the administration annually?			5
1-E.	Are students and parents informed of the student's level of success at least twice during each grading period? (Report cards may be considered as one indicator.)			5
1-F.	Did at least one teacher in the program serve on a school, LEA, or state committee or task force to improve curriculum products?			5

2. Instruction		Yes	No	Points
2-A.	Are a variety of instructional materials, instructional delivery technology, and equipment available and utilized? (Refer to table under Instruction description.)			10
2-B.	Are methods of teaching adapted to meet the diverse learning needs of students? (Refer to table under Instruction description.)			10
2-C.	Are at least two resources of the community utilized during the year in instruction?			5
2-D.	Are hands-on, applied learning activities incorporated into the instruction?			10
2-E.	Is the student FFA organization an integral part of the instructional program? (Refer to table under Instruction description.)			5
2-F.	Is Supervised Agriculture Experience an integral part of the instructional program?			5

3. Instructional Personnel		Yes	No	Points
3-A.	Is each teacher in the program employed year-round to supervise the agricultural education program?			10
3-B.	Is each teacher certified to teach agricultural education?			10
3-C.	Are all agriculture teachers assigned to teach only agricultural education courses?			10



3-D.	Has each teacher continued professional growth through college credit courses, attendance at workshops, LEA staff development, conventions, conferences, and other sources of in-service? (Refer to table under Instructional Personnel description.)			10
3-E.	Is each agricultural education teacher a member of NCATA?			5
3-F.	Does at least one agricultural education teacher in the program hold National Board certification?			5
3-G.	Does at least one agricultural education teacher in the program hold a Masters degree, Advanced Study certificate, or doctorate in agricultural education?			5

4. Program Enrollment		Yes	No	Points
4-A.	Is a recruitment plan implemented to inform prospective students about the agricultural education program? (Refer to table under Program Enrollment description.)			10
4-B.	Is a retention plan implemented to inform enrolled agricultural education students about the program? (Refer to table under Program Enrollment description.)			10
4-C.	Are there a minimum of two public relations efforts conducted each year through the media and other avenues to publicize the agricultural education program?			5
4-D.	Do Introductory and Level I agricultural education courses have 25 or fewer students?			5
4-E.	Do agricultural education courses at Level II and above have 20 or fewer students?			5

5. Career and Technical Student Organization		Yes	No	Points
5-A.	Are students enrolled in the agricultural education program afforded opportunities to participate in leadership development activities? (Refer to table under Career and Technical Student Organization.)			5
5-B.	Are there a minimum of four FFA chapter meetings held each school year with members conducting the proceedings?			5
5-C.	Does the agricultural education program maintain 100% membership in the FFA Chapter?			10
5-D.	Does the chapter implement a FFA Program of Activities?			10
5-E.	Does the FFA chapter have delegates in attendance at the State FFA Convention?			5
5-F.	Does the FFA chapter hold an annual banquet or awards program for recognition of students with parents, school officials, and community leaders invited?			5
5-G.	Does the FFA chapter utilize a minimum of two resource people in the community in their activities during the year?			5
5-H.	Did the chapter receive a Superior Chapter rating this school year?			5

5-I.	Did the chapter participate in a minimum of four FFA chapter activities this school year? (Refer to table under Career and Technical Organization description.)			10
5-J.	Did the chapter participate in career development events above the chapter level this school year? (Refer to table under Career and Technical Student Organization description.)			10
5-K.	Did the chapter submit proficiency awards above the chapter level this school year? (Refer to table under Career and Technical Organization description.)			10

6. Experiential Learning		Yes	No	Points
6-A.	Do all students have a Supervised Agricultural Experience program?			10
6-B.	Are SAE visits or other communications made to at least 50% of the students each year by the teacher(s)?			10
6-C.	Do at least 50% of the students maintain an Agricultural Education Record Book in which regular entries are added?			10
6-D.	Are Supervised Agricultural Experience programs utilized in determining the overall course grades of students?			10

7. Instructional Facilities and Equipment		Yes	No	Points
7-A.	Does the agricultural education facility meet the general state recommendations as noted in the latest edition of the NCDPI Workforce Development Education Facilities Planner? (Refer to table under Instructional Facilities and Equipment.)			10
7-B.	Is maintenance provided on a regular basis to ensure that the instructional facilities are clean? (Refer to table under Instructional Facilities and Equipment.)			5
7-C.	Does the agricultural education program receive funding for materials and consumable supplies?			10
7-D.	Is an inventory maintained on all fixed asset equipment and submitted to administration?			5
7-E.	Is the equipment provided in the recommended quantities as noted in the latest edition of the Workforce Development Education Equipment Guide?			5

8. Safety Education and Practices		Yes	No	Points
8-A.	Is safety being taught as a regular part of the instructional program? (Refer to table under Safety Education and Practices)			10
8-B.	Is an annual safety inspection conducted by the teacher?			5
8-C.	Has equipment in disrepair been placed out of service and have repair or replacement timelines been established?			5

8-D.	Are safety glasses provided to all students in the agricultural education program? (One pair of glasses for each student in largest class)			5
8-E.	Are agricultural education facilities equipped with safety protection and treatment stations? (Refer to table under Safety Education and Practices)			5
8-F.	Is separate and secure storage provided for hazardous materials? (Refer to table under Safety Education and Practices.)			5

9. Community Support and Involvement		Yes	No	Points
9-A.	Is an agricultural education/FFA public relations program conducted in the school and community each year? (Refer to table under Community Support and Involvement.)			10
9-B.	Does each teacher participate in community activities? (Refer to table under Community Support and Involvement)			5
9-C.	Does at least one teacher ensure that counselors and administrators are familiar with the goals, objectives, activities, etc., of the agricultural education program on an annual basis?			5
9-D.	Is a departmental school or community service project completed each year?			5
9-E.	Is the community used as a resource? (Refer to table under Community Support and Involvement)			5

10. Program Management and Planning		Yes	No	Points
10-A.	Does the agricultural education program advisory committee meet a minimum of once each year and maintain minutes of the meeting?			10
10-B.	Does the agricultural education program have a FFA Alumni or support group?			10
10-C.	Does the FFA Alumni or support group meet a minimum of once each year and maintain minutes of the meeting?			10

11. Student Achievement		Yes	No	Points
11-A.	Do 90% or more of the agricultural education students receive a course grade of 70 or higher? (Refer to table under Student Achievement description.)			25
11-B.	Do 50% or more of the agricultural education students receive a course grade of 80 or higher? (Refer to table under Student Achievement description.)			25
11-C.	Are all agricultural education students disaggregated into the Special Populations categories by student identification number and course name?			10

12. Total Program Performance		Score
Accountability Scores		
Component 1:	Curriculum Planning, Organization And Content	
Component 2:	Instruction	
Component 3:	Instructional Personnel	
Component 4:	Program Enrollment	
Component 5:	Career And Technical Student Organization	
Component 6:	Experiential Learning	
Component 7:	Instructional Facilities and Equipment	
Component 8:	Safety Education and Practices	
Component 9:	Community Support and Involvement	
Component 10:	Program Management and Planning	
Component 11:	Student Achievement	
Total: (Maximum Possible Score 500)		
Percentage Calculation: score _____ /500 = _____ %		<div style="border: 2px solid black; padding: 5px; display: inline-block;">%</div>

A brief description of the agricultural education program, number of students served, enrollment information, and any unique information about the program.

A brief description of the agricultural education program, number of students served, enrollment information, and any unique information about the program.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### Agricultural Education Program Summary – Program Strengths

Summarize the major strengths of the agricultural education program. Include outstanding accomplishments of the program, students, teacher(s), and the Career and Technical Student Organization (FFA).

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### Agricultural Education Program Summary – Specific Recommendations for Improvement

Outline specific recommendations for program improvement that should be implemented in order for the program to better meet the needs of the students, school, and community. Each area that was found to be deficient should be identified, and recommendations for improvement should be made.

Program Component	Improvement Recommendations
Add additional sheets as needed for program description, strengths, and recommended improvements.	

# Agricultural Education Accountability Assessment for North Carolina

An Authentic Assessment for the Evaluation of  
Agricultural Education Programs & Students

## Evaluation Guide

2005-2006  
School Year

### FIELD TEST

School	
Agricultural Education Teacher	Agricultural Education Teacher
Agricultural Education Teacher	Agricultural Education Teacher
Agricultural Education Teacher	Agricultural Education Teacher

**NC STATE UNIVERSITY**

College of Agriculture and Life Sciences  
Department of Agricultural and Extension Education



Agricultural Education  
Accountability Assessment  
for North Carolina

**Evaluation Guide**

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NC State University

College of Agriculture and Life Science

Department of Agricultural and Extension Education

**Introduction**

Program components in the Agricultural Education Accountability Assessment for North Carolina have been developed to assist agricultural education teachers and school administrators in reviewing and improving agricultural education programs. It is designed to be used in conducting a comprehensive evaluation. The elements of an agricultural education program are divided into sections corresponding to each component for review.

Each program component is followed by a series of questions or quality indicators, which further define or measure the area being evaluated by using specific point totals. These quality indicators are focused on total program accountability. The overall points total will serve as an indicator of the effectiveness of the local agricultural education program.

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 2003

SESSION LAW 2004-124

HOUSE BILL 1414

**PART VII. PUBLIC SCHOOLS**

**ACCOUNTABILITY ASSESSMENT FOR AGRICULTURAL EDUCATION**

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- (1) Permit the State Board to field test the North Carolina Agricultural Education Program Standards and collect data on these Standards for two years;
- (2) Permit the use of the data collected under the field test as an alternative to the end-of-course tests in the Vocational Education Competency Achievement Tracking System (VoCATS) and authorize the use of that data to satisfy the technical attainment requirement for continued Carl D. Perkins funding;
- (3) Require the Department of Public Instruction and the Department of Agricultural Education at North Carolina State University to monitor the program to ensure compliance with all Standards; and
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The Department of Public Instruction and the Department of Agricultural Education at North Carolina State University shall report on the field test to the Joint Legislative Education Oversight Committee by October 15, 2006.

Agricultural Education  
Accountability Assessment  
for North Carolina  
**Evaluation Guide**

**DO NOT SUBMIT THIS DOCUMENT!**

**FILE THIS DOCUMENT FOR YOUR RECORDS AND AUDIT REVIEWS.**

**COPIES MAY BE MADE FOR SCHOOL & LEA ADMINISTRATION.**

**Directions**

This document contains evidences and tables to assist evaluators in completing the Agricultural Education Accountability Assessment for North Carolina. **Unless requested, this completed document will not be submitted to the state office; however, it should be kept on file in the local department for audit reviews.**

The description of each program component and the rationale for its inclusion in this accountability instrument is provided. Each quality indicator has either a list of suggested evidences or a table to simplify the assessment process. All scoring of the program components should be completed in the accompanying **Data Instrument**, which will be submitted to the State Agricultural Education office.

Additional copies of this document and the Data Instrument can be found at [www.ncffa.org](http://www.ncffa.org).

Questions regarding the **Agricultural Education Accountability Assessment for North Carolina** should be addressed to Aaron Fleming, Agricultural Education Curriculum Coordinator at (919)513-0810 or via email at [aaron\\_fleming@ncsu.edu](mailto:aaron_fleming@ncsu.edu).

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## 1. Curriculum Planning, Organization, and Content

**Description:** A written curriculum for all agricultural education courses is in place with input from the community, students and administration and includes the identification of specific goals and objectives, SAE supervision and leadership instruction.

**Rationale:** The instructional program should be designed to develop knowledge and skills that are essential for success in meeting the career objectives of students. There should be evidence that each instructional unit has been properly planned and organized and is being implemented in a sequential manner. The agricultural education program should implement a grading system, which is based upon identified criteria.

The course of study for the agricultural education program shall include both theory and skill lessons along with other supplemental learning activities, which will serve to guide the program toward desirable learning outcomes. The course of study shall be integrated and organized in such a manner as to produce a well-balanced program of instruction.

1-A.	Is the state adopted curriculum guide utilized, including the blueprint and instructional outline?	
	Evidences: (Minimum of 2)	Comments:
	<input type="checkbox"/> Curriculum guide, blueprints, and instructional outline <input type="checkbox"/> Lesson plans <input type="checkbox"/> Student notebooks	
1-B.	Are the three components of a complete agricultural education program (classroom/laboratory instruction, supervised agricultural experience [SAE], and leadership and personal development [FFA]), included in the instruction?	
	Evidences: (Minimum of 3)	Comments:
	<input type="checkbox"/> Course description <input type="checkbox"/> Student record books <input type="checkbox"/> Student notebooks <input type="checkbox"/> Lesson plans <input type="checkbox"/> FFA Program of Activities	
1-C.	Are the course offerings and descriptions for the instructional program specified in writing and/or electronic form?	
	Evidences: (Minimum of 2)	Comments:
	<input type="checkbox"/> Course description <input type="checkbox"/> School registration packet <input type="checkbox"/> School/agriculture department website <input type="checkbox"/> Other	
1-D.	Is a written summer plan submitted to the administration annually?	
	Evidences: (Required Evidence Listed)	Comments:
	<input type="checkbox"/> Summer plan of work	

1-E.	Are students and parents informed of the student's level of success at least twice during each grading period? (Report cards may be considered as one indicator.)	
	Evidences: (Both Evidences Required)	Comments:
	<input type="checkbox"/> Progress reports <input type="checkbox"/> Report card	

1-F.	Did at least one teacher in the program serve on a school, LEA, or state committee or task force to improve curriculum products?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Committee assignments <input type="checkbox"/> Agendas of meetings <input type="checkbox"/> Minutes of meetings <input type="checkbox"/> Professional leave forms	

## 2. Instruction

**Description:** The agricultural education program has the resources necessary to implement and deliver the curriculum and to adapt to the needs of students.

**Rationale:** The availability and proper utilization of instructional materials is considered essential to conducting quality instruction. Schools offering agricultural education programs shall ensure adequate amounts of audiovisual aids, computer technology, reference texts, etc. Agricultural education teachers shall utilize a variety of instructional materials and methods to meet student needs and the goals and objectives of the program.

2-A.	Are there a variety of instructional materials, instructional delivery technology, and equipment available and utilized?	
	<b>Must indicate 5 or more documented evidences to answer YES.</b>	<b>Check all that apply</b>
	Textbooks	
	Overhead transparencies	
	PowerPoint presentations	
	Supplemental supplies appropriate to curriculum	
	Equipment appropriate to curriculum	
	Slide or LCD projector	
	Video camera/recorder	
	Movie/DVD projector	
	Television	
	Computer / laptop computer	
	Interactive Whiteboard	
	Internet Access in the classroom/lab area and/or agriculture teacher(s) office	
	Other:	
	Other:	
	Comments:	

2-B.	Are methods of teaching adapted to meet the diverse learning needs of students?	
	<b>Must indicate 5 or more documented evidences to answer YES.</b>	<b>Check all that apply</b>
	Lecture/Lesson Plan/Observations	
	Applied, hands-on instruction	
	Group activities/projects	
	Individualized Education Plans (IEPs)	
	Large print for vision impaired	
	Individual interest projects	
	Use of audio visual technologies	
	Introduction of team concepts through student organization activities	
	Modified Blueprint for Occupational COS Courses	
	Other:	
	Other:	

	Comments:

2-C.	Are at least two resources of the community utilized during the year in instruction?	
	Evidences: (Minimum of 2)	Comments:
	<input type="checkbox"/> Guest speakers <input type="checkbox"/> Field trips <input type="checkbox"/> Land laboratories <input type="checkbox"/> Agribusiness support (loan of equipment and materials, financial and/or equipment and material donations, etc.)	

2-D.	Are hands-on, applied learning activities incorporated into the instruction?	
	Evidences: (Minimum of 2)	Comments:
	<input type="checkbox"/> FFA program of activities <input type="checkbox"/> List of shop/outside land lab projects <input type="checkbox"/> List of class projects <input type="checkbox"/> List of community or school projects	

2-E.	Is the student FFA organization an integral part of the instructional program?	
	<b>Must indicate 10 or more documented evidences to answer YES.</b>	<b>Check all that apply</b>
	FFA Program of Activities implemented and on file.	
	Chapter FFA officers elected	
	FFA committees with chairpersons assigned	
	FFA community service projects planned	
	Curriculum leadership unit taught	
	Public speaking unit taught	
	Parliamentary procedure unit taught	
	Participation in career development events	
	Participation in FFA proficiency award areas	
	Participation at federation, regional, state and national FFA activities	
	100% FFA membership	
	National FFA Week observed	
	State FFA Convention	
	State FFA camp	
	State FFA Leadership Conference	
	Fall FFA Leadership Conference	
	Spring FFA Leadership Conference	
	NC FFA Spring Leadership Conference	
	AgEd Day	
	Washington Leadership Conference	
	National FFA Convention	
Other :		
Other:		
Comments:		

2-F.	Is Supervised Agriculture Experience an integral part of the instructional program?	
	Evidences: (Minimum of 2)	Comments:
	<input type="checkbox"/> SAE visitation records <input type="checkbox"/> SAE record books <input type="checkbox"/> Individual student files or portfolios	

### 3. Instructional Personnel

**Description:** Each teacher is certified and participates in professional development activities.

**Rationale:** Selecting, developing, and retaining a competent instructional staff to meet the needs of career and technical education students is of utmost importance to the success of the teaching program. Realizing that agricultural education instruction is unique in education, all teachers shall have an adequate general education along with recent work experience, which will enable them to relate their instruction to business or industrial methodology. As evidence of proper preparation, each agricultural education teacher shall meet or exceed state certification requirements and will hold a current teaching certificate in agricultural education. In addition to these minimums, each agricultural education teacher should continuously strive to improve instructional skills and knowledge by upgrading certification and by attending professional improvement meetings, state conferences, etc.

3-A.	Is each teacher in the program employed year-round to supervise the agricultural education program?	
	Evidences: (Required Evidence Listed)	Comments:
	<input type="checkbox"/> Summer Plan of Work for each teacher employed on a 12-month contract.	
3-B.	Is each teacher certified to teach agricultural education?	
	Evidences: (Minimum of 2)	Comments:
	<input type="checkbox"/> Copy of teaching certificate (Cleared in Area 700) <input type="checkbox"/> Copy of professional development plan	
3-C.	Are all agriculture teachers assigned to teach only agricultural education courses?	
	Evidences: (Required Evidence Listed)	Comments:
	<input type="checkbox"/> List of courses taught	
3-D.	Has each teacher continued professional growth through college credit courses, attendance at workshops, LEA staff development, conventions, conferences, and other sources of in-service?	
	<b>Must indicate 8 or more documented evidences to answer YES.</b>	
	<i>Check/indicate number of evidences</i>	
	College credit courses	
	DPI workshops/meetings	
	LEA staff development	
	Summer AgEd professional development workshops	
	Summer C-TE Conference	
	ACTE, NCACTE, and NCATA meetings	
	Agriculture industry professional development meetings	
	Region V NAAE Convention	
	Fall regional AgEd inservice meeting	
	Spring regional AgEd inservice meeting	
	NC FFA Association meetings	
	NC FFA Alumni Association meetings	
	National FFA Convention	
State FFA Convention		
Regional FFA Rally		



	Cooperative extension meetings	
	Initial pesticide license/renewal workshops	
	Agricultural Education Day	
	Initial teaching license professional development meetings	
	Other:	
	Comments:	

3-E.	Is each agricultural education teacher a member of NCATA?	
	Evidences: (Required Evidence Listed)	Comments:
	<input type="checkbox"/> Membership card	

3-F.	Does at least one agricultural education teacher in the program hold National Board certification?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Certification letter <input type="checkbox"/> Certificate	

3-G.	Does at least one agricultural education teacher in the program hold a Masters degree, Advanced Study certificate, or doctorate in agricultural education?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Certification letter <input type="checkbox"/> Certificate <input type="checkbox"/> College/University Transcript	

## 4. Program Enrollment

**Description:** All students will have the opportunity to enroll in the agricultural education program.

**Rationale:** Program enrollment will vary with the program, contingent upon the make-up of students to be served, the specific skills to be taught, the size of the facility, and the method of instruction to be used. However, reasonable enrollment numbers must be maintained in order to ensure that program objectives may be met in an efficient and effective manner.

4-A.	Is a recruitment plan implemented to inform prospective students about the agricultural education program?	
	<b>Must indicate 7 or more documented evidences to answer YES.</b>	<i>Check/indicate number of evidences</i>
	Visitation to elementary/middle school	
	Video to elementary/middle school	
	Brochure/flyer to elementary/middle/high school	
	Intercom announcement to high school student body	
	Local AgEd Day/Career Day	
	Recruitment booth/table prior to registration	
	Student recruitment incentive plan	
	Program/course description in registration packet	
	Program/course description provided to guidance	
	Bulletin board highlighting program and/or courses	
	National FFA week activities	
	AgEd/FFA cookout	
	Letters/phone calls to prospective students	
	Other:	
	Comments:	

4-B.	Is a retention plan implemented to inform enrolled agricultural education students about the program?	
	<b>Must indicate 6 or more documented evidences to answer YES.</b>	<i>Check all that apply</i>
	AgEd or FFA cookout	
	Letters and/or phone calls to students and parents	
	Class or FFA meeting dedicated to student retention	
	Intercom announcement to high school student body	
	Local AgEd Day/Career Day	
	Recruitment booth/table prior to registration	
	Student recruitment incentive plan	
	Program/course description in registration packet	
	Program/course description provided to guidance	
	Bulletin board highlighting program and/or courses	
	National FFA week activities	
	Other :	
	Other:	

	Comments:
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4-C.	Are there a minimum of two public relations efforts conducted each year through the media and other avenues to publicize the agricultural education program?	
	Evidences: (Minimum of 3)	Comments:
	<input type="checkbox"/> Newspaper articles <input type="checkbox"/> Radio <input type="checkbox"/> TV <input type="checkbox"/> Newsletters <input type="checkbox"/> Website <input type="checkbox"/> Community poster/flyers <input type="checkbox"/> County/state fair booth promoting program	

4-D.	Do Introductory and Level I agricultural education courses have 25 or fewer students?	
	Evidences: (Required Evidence Listed)	Comments:
	<input type="checkbox"/> Class rosters	

4-E.	Do agricultural education courses at Level II and above have 20 or fewer students?	
	Evidences: (Required Evidence Listed)	Comments:
	<input type="checkbox"/> Class rosters	

## 5. Career and Technical Student Organizations

**Description:** Year-round student leadership development activities are integrated into the agricultural education program and are supervised by the local agricultural education teacher(s).

**Rationale:** Student leadership development is consistently rated as an essential skill by employers and others. Each student shall be afforded the opportunity to become an active member of FFA organization. The FFA is an integral part of the agricultural education learning experience. It must be a component of every agricultural education course and program. The leadership development activities associated with the student organization are most effective when directed and supervised by the local teacher with guidance from the local school administration and the state supervisory staff.

5-A.	Are students enrolled in the agricultural education program afforded opportunities to participate in leadership development activities?	
	<b>Must indicate 8 or more documented evidences to answer YES.</b>	<b>Check all that apply</b>
	Fall FFA Leadership Conference	
	Washington Leadership Conference	
	State FFA Convention	
	Regional FFA Rally	
	National FFA Convention	
	State FFA Leadership Conference	
	AgEd Day	
	Local Career Day	
	Career development events	
	Proficiency awards	
	FFA officer training	
	Greenhand, Chapter, State, and American FFA Degrees awarded to students who qualify	
	FFA committee training	
	Spring Leadership Conference	
	Student presentations in class	
	National FFA week activities	
	FFA and/or class parliamentary procedure training	
	FFA and/or class extemporaneous public speaking training	
	FFA and/or class prepared public speaking training	
	FFA and/or class committee work	
	Other:	
	Comments:	

5-B	Are there a minimum of four FFA chapter meetings held each school year with members conducting the proceedings?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Program of activities <input type="checkbox"/> Secretary's book <input type="checkbox"/> Agricultural education program activity calendar <input type="checkbox"/> Meeting agendas	
5-C.	Does the agricultural education program maintain 100% membership in the FFA Chapter?	
	Evidences: (Both evidences required.)	Comments:
	<input type="checkbox"/> FFA roster <input type="checkbox"/> Class rosters	
5-D.	Does the chapter implement a FFA Program of Activities?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> FFA Participation Record <input type="checkbox"/> FFA Secretary's Book <input type="checkbox"/> FFA Program of Activities	
5-E.	Does the FFA chapter have delegates in attendance at the State FFA Convention?	
	Evidences: (Required Evidence Listed)	Comments:
	<input type="checkbox"/> FFA participation record	
5-F.	Does the FFA chapter hold an annual banquet or awards program for recognition of students with parents, school officials, and community leaders invited?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> FFA program of activities <input type="checkbox"/> FFA banquet program	
5-G.	Does the FFA chapter utilize a minimum of two people in the community in their activities during the year?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> FFA Alumni <input type="checkbox"/> Advisory Committee <input type="checkbox"/> Parent Groups <input type="checkbox"/> Program of Activities <input type="checkbox"/> Other	
5-H.	Did the chapter receive a Superior Chapter rating this school year?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Chapter activities award plaque <input type="checkbox"/> State FFA Association documentation <input type="checkbox"/> State FFA Convention program	
5-I.	Did the chapter participate in a minimum of four FFA chapter activities this school year? (Refer to FFA Activities Table below.)	
	Evidences:	Comments:
	<input type="checkbox"/> FFA Program of Activities <input type="checkbox"/> News articles <input type="checkbox"/> List of activities and participants	

5-J.	Did the chapter participate in career development events above the chapter level this school year? (Refer to FFA Career Development Events Table below.)	
	Evidences:	Comments:
	<input type="checkbox"/> FFA Program of Activities <input type="checkbox"/> List of events and members <input type="checkbox"/> Other	

5-K.	Did the chapter submit proficiency awards above the chapter level this school year? (Refer to Proficiency Awards Table below..)	
	Evidences:	Comments:
	<input type="checkbox"/> FFA Program of Activities <input type="checkbox"/> List of award area and FFA participant <input type="checkbox"/> NC FFA Association documentation	

## FFA ACTIVITIES CHECKLIST

<b>5-I. FFA Activities Table</b>		
Agricultural Education Day		Must indicate <u>four</u> documented activities/evidences to answer YES.
The State FFA Convention		
The FFA State Leadership Conference		
NC FFA Spring Leadership Conference		
The National FFA Convention		
A Fall Regional Leadership Conference		
The FFA Camping Program		
Washington Leadership Conference		
Other-Please list.		
<b>5-J. Career Development Events</b>		
Agricultural Sales – Junior		Single teacher departments must indicate <u>three or more</u> documented events/evidences to answer YES.
Agricultural Tools and Materials		
Agriscience Fair		
Agronomy		Multiple teacher departments must indicate <u>five or more</u> documented events/evidences to answer YES.
Creed		
Dairy Evaluation		
Dairy Evaluation – Junior		
Dairy Foods		
Envirothon (Environmental and Natural Resources)		
Extemporaneous Public Speaking		
Farm Business Management		
Farm Business Management – Junior		
Floriculture		
Food Science		
Forestry		
Horse Evaluation		
Horse Evaluation – Junior		
Hunter Safety		
Introduction to Horticulture		
Job Interview		

Land Judging		
Land Judging – Junior		
Livestock Evaluation		
Livestock Evaluation - Junior		
Marketing Plan		
Meats Evaluation		
Nursery/Landscape		
Poultry Judging		
Prepared Public Speaking		
Ritual and Parliamentary Procedure		
Tractor Driving		
Truck Driving		

<b>5-K. Proficiency Awards</b>		
Agricultural Communications – Entrepreneurship/Placement		<i>Single teacher departments must submit three or more documented award applications/evidences to answer YES.</i>
Agricultural Mechanics Design and Fabrication		
Agricultural Mechanics Repair and Maintenance – Entrepreneurship		
Agricultural Mechanics Repair and Maintenance – Placement		
Agricultural Processing		<i>Multiple teacher departments must submit five or more documented award applications/evidences to answer YES.</i>
Agricultural Sales – Entrepreneurship		
Agricultural Sales – Placement		
Agricultural Services – Entrepreneurship/Placement		
Beef Production – Entrepreneurship		
Beef Production – Placement		
Dairy Production – Entrepreneurship		
Dairy Production – Placement		
Diversified Agricultural Production		
Diversified Crop Production – Entrepreneurship		
Diversified Crop Production – Placement		
Diversified Horticulture – Entrepreneurship		
Diversified Horticulture – Placement		
Diversified Livestock Production – Entrepreneurship		
Diversified Livestock Production – Placement		
Emerging Agricultural Technology – Entrepreneurship/Placement		
Environmental Science and Natural Resources Management – Entrepreneurship/Placement		
Equine Science – Entrepreneurship		
Equine Science – Placement		
Fiber and/or Oil Crop Production – Entrepreneurship/Placement		
Floriculture – Entrepreneurship		
Food Science and Technology – Entrepreneurship/Placement		
Forage Production – Entrepreneurship/Placement		
Forest Management and Products – Entrepreneurship/Placement		
Fruit and/or Vegetable Production – Entrepreneurship/Placement		
Grain Production – Entrepreneurship		
Grain Production – Placement		
Home and/or Community Development – Entrepreneurship/Placement		
Landscape Management – Entrepreneurship/Placement		
Nursery Operations – Entrepreneurship/Placement		
Outdoor Recreation – Entrepreneurship/Placement		
Poultry Production – Entrepreneurship/Placement		

Sheep Production – Entrepreneurship/Placement		
Small Animal Production and Care – Entrepreneurship/Placement		
Specialty Animal Production – Entrepreneurship		
Specialty Animal Production – Placement		
Specialty Crop Production – Entrepreneurship/Placement		
Swine Production – Entrepreneurship		
Swine Production – Placement		
Turf Grass Management – Entrepreneurship		
Wildlife Production and Management – Entrepreneurship		
Wildlife Production and Management – Placement		



## 6. Experiential Learning

**Description:** A Supervised Agricultural Experience Program is an essential part of the agricultural education program.

**Rationale:** Student learning is enhanced through active participation in the learning process. All students are encouraged to plan and conduct Supervised Agricultural Experience (SAE) programs to provide opportunities to apply principles and concepts taught in the Agricultural Education classes. Agricultural Education students are encouraged to increase the size and scope of their SAE program each year. SAE programs are focused on the career interests of students. Record books maintained by students develop management skills and organize information needed to complete award and scholarship applications.

6-A.	Do all students have a Supervised Agricultural Experience program?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Summary of completed supervised agriculture experience programs <input type="checkbox"/> SAE record books, individual student files	
6-B.	Are SAE visits or other communications made to at least 50% of the students each year by the teacher(s)?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> SAE visitation records <input type="checkbox"/> Travel log	
6-C.	Do at least 50% of the students maintain Agricultural Education records in which regular entries are added?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> SAE record books <input type="checkbox"/> Student files/Portfolios	
6-D.	Are Supervised Agricultural Experience programs utilized in determining the overall course grades of students?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Class roll/grade book <input type="checkbox"/> Grade Summaries <input type="checkbox"/> Grading Systems	

## 7. Instructional Facilities and Equipment

**Description:** Clean, attractive, and safe facilities and equipment are provided to support the curriculum and meet the needs of students.

**Rationale:** Physical facilities for agricultural education programs set an expectation for students' attitude and performance. Adequate space and utilities in instructional and non-instructional areas, restrooms, and offices will provide for safe and orderly instruction.

7-A.	Does the agricultural education facility meet the general state recommendations for the courses taught as noted in the latest edition of the NCDPI Workforce Development Education Facilities Planner (WDEFP)?	
	<b>Note: Different courses have different facility requirements.</b>	<b>Check all that apply</b>
	Grades 6-8: A minimum of 850-1000 sq. feet for the classroom; 10' ceilings	
	Grades 9-12: A minimum of 750-850 sq. feet for the classroom; 9'4" ceilings	
	A lab/shop area with a minimum of 100 sq. feet per student is provided for the recommended courses as stated in the latest edition of WDEFP).	
	Storage is provided for tools, materials, and supplies.	
	A greenhouse with a minimum of 1,056 square feet is provided for the recommended courses as stated in the latest edition of WDEFP).	
	A slat house with a minimum of 1,600 square feet is provided for the recommended courses as stated in the latest edition of WDEFP).	
	A head house with a minimum of 500 square feet is provided for the recommended courses as stated in the latest edition of WDEFP).	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Facility layout	
	<input type="checkbox"/> Program objectives	

7-B.	Is maintenance provided on a regular basis to ensure that the instructional facilities are clean?	
	<b>Must indicate 4 or more documented evidences to answer YES.</b>	<b>Check all that apply</b>
	Floor swept daily	
	Trash cans emptied daily	
	Area mowed and trimmed around fences and buildings	
	Supplies and materials are stored in specific areas.	
	Tools are stored in a designated area.	
	Daily removal of sawdust from shop area (when using shop)	
	Tables/benches dusted daily (when using shop)	
	Comments:	

7-C.	Does the agricultural education program receive funding for materials and consumable supplies?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Department budget	
	<input type="checkbox"/> Purchase orders	

7-D.	Is an inventory maintained on all fixed asset equipment and submitted to administration?	
	Evidences: (Required Evidence Listed)	Comments:
	<input type="checkbox"/> Department Inventory	

7-E.	Is the equipment provided in the recommended quantities as noted in the latest edition of the Workforce Development Education Equipment Guide?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Department Inventory <input type="checkbox"/> Purchase orders	

## 8. Safety Education and Practices

**Description:** Safety is incorporated into all phases of the agricultural education program.

**Rationale:** Due to the nature of agriculture and related careers, student safety and safety instruction are considered essential to quality program operations. The Occupational Safety and Health Administration (OSHA) standards shall be used to guide the implementation and maintenance of environmental health and safety features.

8-A.	Is safety being taught as a regular part of the instructional program?	
	<b>Must indicate 4 or more documented evidences to answer YES.</b>	<b>Check all that apply</b>
	Separate safety unit of instruction	
	Posted safety rules	
	Student safety tests on file	
	Teacher safety demonstrations	
	Approved storage for hazardous materials/chemicals	
	Safety guards on equipment	
	Participation in FFA safety career development events (Hunter Safety, Tractor/Truck Driving)	
	Fire drills practiced	
	First aid instruction	
	Types of fire extinguishers and use	
	Other:	
	Other:	
	Comments:	
8-B.	Is an annual safety inspection conducted by the teacher?	
	Evidences: (Minimum of 2)	Comments:
	<input type="checkbox"/> Completed safety checklist	
	<input type="checkbox"/> OSHA reports	
	<input type="checkbox"/> Fire marshal reports	
<input type="checkbox"/> Teacher log		
8-C.	Has equipment in disrepair been placed out of service and have repair or replacement timelines been established?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Completed safety checklist using industry standards	
	<input type="checkbox"/> Evaluator observations	
	<input type="checkbox"/> Equipment disposition records	

8-D.	Are safety glasses provided to all students in the agricultural education program? (One pair of glasses for each student in largest class)	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Safety tests/rules <input type="checkbox"/> Safety glasses storage <input type="checkbox"/> Student interviews <input type="checkbox"/> Evaluator observation <input type="checkbox"/> One pair of glasses for each student in the largest class	

8-E.	Are agricultural education facilities equipped with safety protection and treatment stations?	
	<b>Must indicate 6 or more documented evidences to answer YES.</b>	<b>Check all that apply</b>
	Clean-up wash basin	
	Sanitized eye protection station	
	Fire extinguisher	
	Ventilation is provided.	
	Eye wash station	
	Marked safety zones	
	Exit signs	
	Posted stationary equipment rules	
	Safety guards on equipment	
	Hazardous materials/chemicals sign	
	Color coded equipment	
	Master control safety switch for equipment	
	List of safety color codes	
	Other:	
	Other:	
	Other:	
	Comments:	

8-F.	Is separate and secure storage provided for hazardous materials?	
	<b>Must indicate 3 or more documented evidences to answer YES.</b>	<b>Check all that apply</b>
	Approved hazardous materials cabinet or room	
	Approved gasoline/flammable liquid containers	
	Hazardous materials/chemicals sign	
	Current Material Safety Data Sheet (MSDS) (chemicals)	
	Sprayers with chemical use labels	
	Oxygen and acetylene tanks in designated area	
	Other:	
	Other:	
	Comments	

## 9. Community Support and Involvement

**Description:** Community support and involvement are facilitated through a comprehensive program targeted to all program stakeholders.

**Rationale:** Partners are essential in developing and maintaining a quality agricultural education program. The success of any program is based upon community support and involvement. This input is developed by utilizing available resources to inform the community of the mission, activities, course content, and goals of the program in promoting student and program success.

9-A.	Is an agricultural education/FFA public relations program conducted in the school and community each year?	
	<b>Must indicate 3 or more documented evidences to answer YES.</b>	<b>Check all that apply</b>
	Radio	
	TV	
	News articles	
	Brochures	
	Civic appearances	
	Food for America program	
	Local fair	
	Local AgEd Day/Career Day	
	National FFA Week	
	Presentations/videos to feeder schools	
	Other:	
	Other:	
Comments:		

9-B.	Does each teacher participate in community activities?	
	<b>Must indicate 2 or more documented evidences to answer YES.</b>	<b>Check all that apply</b>
	Civic organizations	
	Chamber of Commerce activities	
	Fair board	
	Youth organizations/associations	
	Cooperative Extension advisory boards/committees	
	Soil and Water Conservation board	
	Volunteer fire department	
	Industry/agribusiness associations	
	Parent/teacher organizations	
	FFA Alumni Association	
	Faith-based and/or nonprofit community service organizations	
	Other:	
Other:		

	Comments:
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9-C.	Does at least one teacher ensure that counselors and administrators are familiar with the goals, objectives, activities, etc., of the agricultural education program on an annual basis?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Record of meetings with counselor/administrator <input type="checkbox"/> Interview with counselor <input type="checkbox"/> Interview with administrator <input type="checkbox"/> Program reports to administration, school and advisory committee <input type="checkbox"/> Program of Activities	

9-D.	Is a departmental school or community service project completed each year?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> National chapter award community area <input type="checkbox"/> FFA Week activities <input type="checkbox"/> Program of Activities <input type="checkbox"/> FFA scrapbook <input type="checkbox"/> Young Farmer/FFA alumni <input type="checkbox"/> List of projects with dates completed	

9-E.	Is the community used as a resource?	
	<b>Must indicate 3 or more documented evidences to answer YES.</b>	Check/indicate number of evidences
	Field trips	
	SAE placement	
	Guest speakers	
	Financial support for scholarships	
	Fund-raising support	
	Articulation with community colleges	
	Support and assistance for FFA career development events	
	Other:	
	Other:	
	Other:	
	Comments:	

## 10. Program Management and Planning

**Description:** Input from students, parents, staff members, and community representatives are used to develop and implement the agricultural education program's goals and objectives.

**Rationale:** Effective input from business, industry, and other organizations and individuals ensure that agricultural education is relevant to the needs of students. Each agricultural education program should actively strive to engage community involvement and to foster a greater understanding of the program's needs and accomplishments.

10-A.	Does the agricultural education program advisory committee meet a minimum of once each year and maintain minutes of the meeting?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> Advisory committee agendas <input type="checkbox"/> Advisory committee minutes	
10-B.	Does the agricultural education program have a FFA Alumni or support group?	
	Evidences: (Required Evidence Listed)	Comments:
	<input type="checkbox"/> FFA Alumni membership list	
10-C.	Does the FFA Alumni or support group meet a minimum of once each year and maintain minutes of the meeting?	
	Evidences: (Minimum of 1)	Comments:
	<input type="checkbox"/> FFA Alumni agendas <input type="checkbox"/> FFA Alumni minutes	



## 11. Student Achievement

**Description:** Quality instruction is implemented in the classroom, laboratory setting, and career-technical student organization that results in at least 90% of the agricultural education students receiving a course grade of 70 or above and at least 50% of the agricultural education students receiving a course grade of 80 or above as determined by teacher generated assessments, performance appraisals, rubrics, and other teacher assessments.

**Rationale:** The instruction shall include both theory and skill lessons along with other supplemental learning activities, which will serve to guide the program toward desirable student learning outcomes. The level of cognitive or performance achievement is one measure or indicator of the student's future success in the workforce or post-secondary education.

Enter the total number of agricultural education students enrolled in the box to the right..

*This number will be used for calculations in 11-A and 11-B.*

**Change for 2005-2006 School Year: Do not complete for each course! 11A should be based on the enrollment of the total agricultural education program.**

11-A.	Do 90% or more of the agricultural education students receive a course grade of 70 or higher? If the total in "Column D" Is equal to or greater than 90% of the total enrollment mark "Yes" on the Data Instrument.			
	<b>Column A:</b> Final numerical grade in agricultural education classes sorted into four (4) categories listed below.	<b>Column B:</b> Total number of students attaining this grade level.	<b>Column C:</b> Percentage of students attaining this grade. Divide each line (1-4) by total program enrollment stated above times 100.	<b>Column D:</b> Add the percentages from Lines 2, 3 & 4 from "Column C" and write in the space below.
	1. Below 70			<div style="border: 1px solid black; width: 100%; height: 100%;"></div>
	2. Between 70 & 79			
	3. Between 80 & 89			
	4. 90 and Above			
	Evidences: (Minimum of 1)			Comments:
<input type="checkbox"/> SIMS/ NC WISE/ Integrate Reports <input type="checkbox"/> Teacher generated assessments <input type="checkbox"/> Teacher generated performance rubric				

***Change for 2005-2006 School Year: Do not complete for each course! 11B should be based on the enrollment of the total agricultural education program.***

**11-B.** Do 50% or more of the agricultural education students receive a course grade of 80 or higher? If the total in "Column D" is equal to or greater than 50% of the total enrollment mark "Yes" on the Data Instrument.

<u>Column A:</u> Final numerical grade in agricultural education classes sorted into four (4) categories listed below.	<u>Column B:</u> Total number of students attaining this grade level.	<u>Column C:</u> Percentage of students attaining this grade. Divide each line (1-4) by total program enrollment stated above 11A, times 100.	<u>Column D:</u> Add the percentages from Lines 3 & 4 from "Column C" and write in the space below.
1. Below 70			
2. Between 70 & 79			
3. Between 80 & 89			
4. 90 and Above			

Evidences: (Minimum of 1)

Comments:

- ☐ SIMS/ NC WISE/ Integrate Reports
- ☐ Teacher generated assessments
- ☐ Teacher generated performance rubric

**11-C** Are all agricultural education students disaggregated into the Special Populations categories by student identification number and course name?

Evidences: (Minimum of 1)

Comments:

- ☐ Current bubble sheet used to record post-assessment test scores
- ☐ Computer generated summary sheet of Special Populations students by course

## **12. Total Program Performance**

When components 1-11 are complete in both the Evaluation Guide and Data Instrument, the agriculture teacher(s), principal, and local Career and Technical Education administrator should meet and review the data and evidence collected through the accountability process.

Program highlights (both positive and negative), needed program and facility improvements, and any other concern in regards to building a quality agricultural education program should be discussed at this time. Component 12 in the Data Instrument provides space for comments related to the program. All involved teachers and administrators should complete this section. Prior to submitting the Data Instrument to the state agricultural education office, all involved parties should sign and date the Data Instrument on the "certification and signatures" page.

Remember, this document (Evaluation Guide) should not be submitted, but kept on file for audit reviews and program planning.



# PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION Howard N. Lee, *Chairman*

DEPARTMENT OF PUBLIC INSTRUCTION June St. Clair Atkinson, Ed.D., *State Superintendent*

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Attachment 8

June 29, 2006

Mr. Gerald Barlowe  
State Agricultural Education Coordinator  
North Carolina State University  
Box 7607  
Raleigh, NC 27695

Dear Mr. Barlowe:

We received notification June 26, 2006 that our proposed revision to the Perkins III State Plan was not approved.

We requested the United States Department of Education to permit the State Board to field test the North Carolina Agricultural Education Program Standards and collect data on these standards for two years. They encouraged the continuation of this project. However, they noted that until it can be determined by the field test that the results meet the same reliability and validity standards that have been achieved through the VoCATS assessments they will require us to continue to use VoCATS assessments with all Career-Technical Education (CTE) students.

The United States Department of Education noted:

The use of third-party assessments (such as the VoCATS instrument) is considered the highest standard for measuring skill attainment. It would be unwise to establish a two-tier system of assessing CTE students (one standard for Agricultural Education students, and a higher standard for all other CTE students). Additionally, it would not be possible to aggregate the scores for reporting on the Consolidated Annual Report (CAR) using two very different sets of criteria.

The VoCATS assessment program that is currently in place in North Carolina has proven itself to be an effective instrument for assessing skill attainment. It would be hard to justify putting in place a tool with no proven reliability, especially during the field test stage.

Should the field test prove to be as effective in measuring student skill attainment, North Carolina may subsequently consider using

## DIVISION OF SECONDARY EDUCATION

Wandra C. Polk, Ph.D., Director | wpolk@dpi.state.nc.us

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this alternative to measure skill attainment for all CTE students.  
The best time to implement such a major change may be at some  
point after new Perkins legislation is enacted and the state is  
required to submit a new state plan.

The North Carolina Agricultural Education Program Standards are important standards to all  
Career-Technical Education programs and we encourage you to continue with this project. We  
look forward to working with you.

Sincerely,

Wandra C. Polk  
Director of Secondary Education

WCP/dtb

cc: Rebecca Payne, Section Chief, Career-Technical Education

**DIVISION OF SECONDARY EDUCATION**

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**NC STATE UNIVERSITY**

October 10, 2006

Dr. Wandra Polk  
Assistant Director  
NC Department of Public Instruction  
6341 Mail Service Center  
Raleigh, NC 27699

Gerald Barlowe  
State Agricultural Education Coordinator  
Campus Box 7607  
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Dear Dr. Polk:

Please submit to the United States Department of Education a request to reconsider their response, dated June 7, 2006, to our original request to amend the State Plan for Carl D. Perkins Vocational and Technical Education Act (Perkins III). This submission should be based on the following clarification:

After a review of your June 7 letter, we feel in paragraph 2, sentence 1, that you encouraged Agricultural Education to continue to conduct a two year field test of the Agricultural Education Program Standards and Accountability model. At the same time, it was noted that all students must be tested by VoCATS until the field tests yield valid and reliable data.

During the field test period, Agricultural Education's preliminary plans are for approximately half of the Agricultural Education students to only use the VoCATS assessments while the others will only use the Agricultural Education Program Standards and Accountability model. The field test study will be designed following generally acceptable scientific educational research practices with careful attention being given to ensure each cohort group will adequately reflect the entire North Carolina Agricultural Education student population and student performance. Only data collected from the VoCATS assessments will be used in the CAR.

In the spirit of the reporting requirements called for in North Carolina House Bill 1414, during the field test period we would include in the CAR a narrative status report of the progress of the field test. At no time during the field test will field test data be used in the calculation of any performance standard and measure called for in the Perkins Act.

May we proceed with the field testing under the plan described above?

Thank you for your consideration of our request.

Sincerely,



Gerald Barlowe  
State Agricultural Education Coordinator