

HANDBOOK FOR
VOCATIONAL AGRICULTURE
IN INDIANA SCHOOLS

Office of the *Superintendent of Public Instruction*
State of Indiana
Agriculture Education
Delmar Johnson, Chief
401 State House
Indianapolis, Indiana 46204

TABLE OF CONTENTS

	Page
State and Federal Relationships -----	1
Vocational Instruction -----	3
High School Program -----	4
Future Farmers of America -----	4
Summer Program -----	6
Facilities -----	8
Teachers' Travel -----	12
Advisory Committee -----	13
Desirable Standard -----	15
Plan of Evaluation -----	18

(Revised 1968-69)

VOCATIONAL EDUCATION IN AGRICULTURE IN INDIANA SCHOOLS

The program of Vocational Education in Agriculture in Indiana is designed to provide training for occupations which entail activity in the areas of producing, processing, distributing, and servicing agriculture and/or agricultural products. The "State Plan for Vocational Education" establishes official policies for the organization, administration, operation and evaluation of the program of Vocational Education in Agriculture.

STATE AND FEDERAL RELATIONSHIPS

I. The State Plan -- An Agreement between the State Board for Vocational Education and the Office of Education --

The State and the Federal Government have certain responsibilities for the development of vocational education. Each state is required, under the terms of the Federal Vocational Education Acts, to submit a plan for the vocational education programs for which it expects to use Federal Funds. This plan, when approved by the U.S. Commissioner of Education, becomes a contract between the State and the Federal Government. The plan for a State is a composite of all of the plans submitted by the local school corporations and is reviewed by the Office of Education only as it applies to the use of Federal Funds in that state. When a provision is included in a State Plan for any phase of work in which Federal reimbursement may be involved, such provision shall conform to the Federal Acts and the official policies of the Office of Education.

II. Responsibility of the State under the Vocational Education Acts -

In order to participate in the benefits of the funds provided by the Federal Acts, the State, through its legislative authority, must have accepted the provisions of the acts; appointed its State treasurer as custodian of the vocational education funds allotted to the State; and designated or created a State Board having all necessary power to cooperate with the Office of Education in the administration of the Federal Acts. The State Board for Vocational Education is the State agency which is responsible for carrying out the provisions of the Federal Acts in the State and for the expenditure of Federal Funds which are allotted to it.

LOCAL AND STATE RELATIONSHIPS

I. The Application - An Agreement between the local Board of Education and the State -

An application for a department of vocational agriculture is initiated by the local school corporation. The application is reviewed and recommendations are made by the appropriate state officials to the State Board for approval to conduct such a vocational education program. The application, when approved for a department of Vocational Agriculture, becomes a contract between the local school corporation and the State. Periodic evaluations shall be made of existing programs to determine the desirability of continuing the contract.

II. Responsibility of the local School Corporation under the Vocational Education Acts.

In order to participate in the benefits of the funds provided by the state, the individual school corporation must have accepted the provisions of the State Plan and designated a local board as having the necessary authority to administer the agricultural education program. The local school board is the agency responsible for carrying out the provisions of the State Plan and for expenditure of funds allotted to the school corporation.

SCHOOL AND COMMUNITY RELATIONSHIPS

Vocational Education in Agriculture, in all of its phases, is a definite part of a community school program. The local school board contracts for a teacher or teachers of vocational agriculture who assume the instructional obligations and the agricultural leadership of the school community. A local vocational agriculture advisory committee assists the local school board and the teacher(s) in providing a Vocational Agriculture Education program designed to meet the needs of the local school community.

REIMBURSEMENT TO SCHOOL CORPORATIONS

Local school corporations may receive funds for vocational education program in addition to regular state support. The purpose of vocational reimbursement is to encourage the initiation of new programs and to improve, extend, and expand existing programs of vocational agriculture. Reimbursement to school corporations is made on the basis of the approval of their vocational agriculture program. A program is evaluated upon quality, extent of manpower needs served, and service to individuals in the training for occupations in agriculture.

VOCATIONAL INSTRUCTION

Vocational Education in Agriculture achieves its aims through systematic instruction with the following organized groups:

1. Secondary -- high school students who have as their vocational objective an occupation in agriculture.
2. Post-Secondary -- persons who have completed or left high school and who are available for study in preparation for entering the labor market.
3. Adult — persons (other than persons who are receiving training allowances under MDTA) who have already entered the labor market achieve stability or advancement in employment.
4. Special Needs -- may be either high school or out-of-school groups who have special needs for vocational education in agriculture because of being handicapped or disadvantaged.

The interests and needs of these groups vary. One of the important responsibilities of the teacher of Vocational Agriculture is to collect general and factual information concerning the interests and needs of these groups, analyze this information, and then work with each group in formulating a program of instruction which will best develop the needed abilities.

Training for proficiency in agriculture requires a continuous program of systematic instruction. The high school student is concerned with the selecting of, and preparation for, an agricultural occupation. The problems of the young person after graduation are essentially those of becoming established in his chosen agricultural occupation. The adult student in agriculture is primarily concerned with adjusting his agricultural business operations to changing political, social, economic and other conditions. Agricultural research is constantly determining improved methods of producing, marketing, processing, distributing and/or servicing agricultural products. The local department of vocational agriculture must provide organized, systematic instruction in vocational agriculture for the high school students, young persons, and adults in the curriculum if each individual is to be able to obtain instruction which will help him solve his particular problems.

Individual instruction is an important and essential part of the instructional program with all groups. Vocational training requires "learning by doing." Although some "learning by doing" takes place in the classroom, laboratory, and on field trips, most of this kind of learning takes place during practical work experience. In planning instructional programs, ample provisions should be made for giving instruction at the place where practical experience is gained.

Recognizing the varying interests and needs of youth and adults, an instructional program for these groups is organized as follows:

I. High School Program

- A. Vocational Education in Agriculture is an integral part of the high school curriculum. It is organized and is available to those high school students who desire training which will lead toward establishment in agricultural occupations. The nature of this instruction is such that much of the student's time should be spent in laboratory, shop, and field work.

Students enrolled in agricultural classes are required to plan and conduct a supervised work experience program as a definite part of their agricultural training. This work experience may be on the students home farm, school owned farms, other farms in the community or in an agricultural related business. Classroom instruction is closely correlated with the work experience programs of the individuals enrolled. It is very desirable that these programs show comprehensive planning, continuation, growth, and increase in scope as the student advances from grade to grade.

The teacher's schedule of organized classes should be arranged so that ample time is available for supervising students for the purpose of giving on-the-job instruction.

The daily sessions shall conform to the following:

All high school vocational agriculture classes shall meet for a minimum of 275 minutes per week. Class periods are to consist of a minimum of 55 minutes, unless a modular system is being used, then multiple units are to be used to give the above equivalents. Exceptions may be granted where extenuating circumstances may require it.

Agricultural cooperative programs in Agricultural Sales and Service, Agricultural Mechanics, Horticulture and others must provide for a minimum of 15 hours of instruction per student/per week; this shall consist of one hour of class related instruction and two hours on-job instruction per day. Intensive laboratory facilities may be used in the local school if training stations in the community are not available.

The curriculum should provide for an intensive course at the 11th grade level, directed toward preparing the students for the on-job training program during the 12th grade.

- B. The Future Farmers of America - The Future Farmers of America, or FFA, is the national organization of, by and for students studying Vocational Agriculture in public secondary schools. The FFA is an intra-curricular activity having its origin and root in a definite part of the school

curriculum--Vocational Agriculture. The primary aim of the FFA is the development of agricultural leadership, cooperation, and citizenship. Among other things, members learn through active participation how to conduct and take part in a public meeting; to speak in public; to buy and sell cooperatively; to solve their own problems; finance their agricultural operations; and assume civic responsibility. The foundation upon which the organization is built includes leadership and character development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism.

An FFA chapter shall have membership equal to 80% of the enrollment in vocational agriculture as active members. Membership dues shall be paid by November 1 of the current year.

1. Degrees of Membership

There are four grades or degrees of active membership --"Green Hand," "Chapter Farmer," "State Farmer," and "American Farmer." These grades of membership are contingent upon definite accomplishment in connection with the Vocational Agriculture program of the school. Local chapters determine the individual's advancement in the first two grades of membership, the State Association determines the third degree, and the National organization awards the fourth degree.

2. The FFA's part in Vocational Agriculture

The FFA was and is designed to supplement training opportunities for students who are progressing toward the goal of establishment in an agriculture business.

II. Out-of-School

A. Post-Secondary Education

Training for proficiency in agriculture extends beyond the high school curriculum. During the period immediately following termination of high school training, young persons are confronted with many real problems in becoming established in an occupation. An instructional program is needed to help them solve their problems.

Basic training programs in all of the agricultural occupational areas should be provided in the curriculum for post-secondary students.

Due to the cost of such programs, it is recommended that programs such as these, should be offered as a cooperative

program among several schools, or be offered as part of the curriculum of an area vocational school or community college.

Young Farmer Organizations, composed of members who are training for or are already employed in an Agricultural Occupation, should be organized, either on a local or county level.

B. Adult Education

Organized instruction is needed for those already established in an agricultural occupation. Agriculture is a rapidly changing industry. A knowledge of economic conditions throughout the world, and of new discoveries in producing, processing, distributing, and servicing agriculture are important in making decisions affecting the individual's business. Adults are seeking ways and means to solve their problems. Teachers of agriculture plan programs of organized instruction which meet the needs of this group. Definite improved practices are planned for each individual enrolled in the adult program. These practices are carried out at the home or place of employment. This instruction requires individual supervision by the teacher of vocational agriculture. A careful analysis of the problems of adults is essential in planning instruction.

C. The adult education may be in any of the major occupational areas as designated by the U.S.O.E. Field trips may be substituted for one-fourth (1/4) of the total class time.

A unit of instruction in adult education will be defined as a course of study, consisting of 10 or more hours of class time on one subject.

A minimum of five (5) students shall constitute a class.

III. Summer Program

A. Objectives

The teacher(s) of vocational agriculture are to be employed on an extended contract during the summer in order that the objectives of a total program in agricultural education may be completed.

These objectives are:

1. To provide for effective follow-up of the classroom instruction of high school, post secondary and adult students.
2. To provide adequate supervision of Agricultural Experience Programs.

3. To provide opportunity for planning, selecting and collecting instructional materials.
4. To provide opportunity for identifying and selecting training stations for work experience programs.
5. To provide for the development of leadership abilities of the FFA and YFA members through conducting meetings, educational tours and leadership training programs.
6. To provide opportunity for teacher to counsel with prospective students.
7. To provide for professional improvement of the instructors.

B. Activities

Definite written summer plans are to be carefully developed by every teacher of vocational agriculture. The following list of suggested activities may serve as a guide in developing a desirable program for your school community.

1. Supervisory Activities
 - a. Work with high school and out-of-school students.
 - b. Counsel prospective students.
 - c. Follow-up former students.
 - d. Coordinate the activities of Vocational Youth Groups (FFA & YFA).
2. Tours and Trips
 - a. Conduct group educational tours for students.
 - b. Attend State FFA Convention.
 - c. Attend State FFA Leadership Training program.
3. Program Meetings
 - a. Hold meetings of high school and out-of-school students.
 - b. Provide parent orientation.
 - c. Meet with Advisory Council.
 - d. Meet with School Administrators.
4. Experimental Plots, School Farms or Demonstrations
 - a. Develop and supervise experimental trails or demonstrations with students and others.
5. Program Planning and Evaluation
 - a. School administrators, advisory committee, and the vocational agriculture teacher complete annual program evaluation.
 - b. Prepare annual program of work.

- c. Secure needed supplies and equipment.
 - d. Revise courses of study.
 - e. Collect and prepare teaching materials.
6. Professional Improvement
- a. Attend state and area conferences and workshops.
 - b. Take graduate courses.
7. Public Information
- a. Provide the administrator a weekly itinerary of activities.
 - b. Write regular articles for local newspaper.
 - c. Prepare special articles for magazines and news papers.
 - d. Make radio and television broadcasts.
 - e. Prepare exhibits and demonstrations.
8. Summer Semester Instruction

FACILITIES

The local school corporation shall provide adequate facilities and equipment to help insure efficient and effective instruction in all phases of the vocational agriculture program.

	<u>ITEM</u>	<u>STANDARDS</u>
I.	Classroom and Equipment	
A.	Size of classroom	Floor space - 850 square feet
B.	Location	Ground level, adjacent to or near the farm mechanics labortory but separated from the laboratory with dust-proof wall and so located that it may be heated, lighted, and entered without interference with the rest of the building.
C.	Chalkboard	Lineal feet - 15 or more
D.	Bulletin Board	One or more bulletin boards totaling at least 24 square feet made of suitable material and located where it will be accessible and usable for both students and teacher.
E.	Sink and Running Water	Hot and cold running water available in classroom or laboratory.

F.	Provisions for Heating Water	Available
G.	Convenience Outlets	Two or more located at convenient places.
H.	Lighting, Heating, Ventilation	Sufficient for optimum com-fort, health and working conditions for students and teacher with not less than 40 foot candles of glare-proof lighting at the table top.
I.	Student Tables and Chairs	Individual tables (2ft x 5ft) for two students are preferred. Chairs comfortable, durable, and non-folding.
J.	Teacher's Desk and Chair	Flat-top office desk and suitable chair.
K.	Filing Cases	Ball-bearing cradle suspension four-drawer letter-size steel files and sufficient quantities.
L.	Storage	Suitable, adequate, and conveniently located storage space for instructional materials and supplies, such as space for bulletins, books, charts, specimens, and student notebooks.
M.	Laboratory Equipment	Suitable and adequate for teaching the skills included in the course of study, kitchen type sinks and cabinets are desirable.
N.	Projection Equipment	Available for use of audiovisual aids, such as movies, slides, film strips and opaque materials.
O.	Reference Material	
	1. Books	A variety of up-to-date authoritative reference books in sufficient quantity to provide references for individual students in each of the areas to be taught in the department.

2. Bulletins Up-to-date and adequate to meet needs of students.
 3. Periodicals Types of agricultural and other magazines appropriate to the course of study.
 4. Audio-visual aids Up-to-date teaching aids, such as movies, slides, film strips, samples, specimens, and models, charts, pictures suitable and adequate for teaching the skills included in the course of study.
- II. Conference Room
- A. Size of room 150 square feet
 - B. Location Adjacent to classroom and agriculture mechanics laboratory.
 - C. Equipment Equipped appropriately
- III. Demonstration Laboratory
- A. Size of laboratory 150 square feet
 - B. Location Contiguous to or a part of the agriculture classroom.
 - C. Equipment Contains built-in cabinets and double acid-proof sink with work area. Equipment appropriate for work in crops and livestock.
- IV. Agriculture Mechanics Laboratory Available for use of high school and out-of-school classes.
- A. Size 2400 or more square feet
 - B. Outside Door 12' high by 14' wide.
 - C. Equipment Appropriate equipment in good working condition and in sufficient quantity to permit effective instruction in the following areas:

1. Agricultural Power and Machinery
2. Agricultural Buildings and Conveniences
3. Soil and Water Management
4. Rural Electrification
5. Agricultural Construction and Maintenance

D. Fenced, Paved Work Area 1200 or more square feet adjacent to large outside door of agriculture mechanics laboratory. Fenced and paved with two large gates. 110 and 220 volts current and water available.

V. Horticulture Laboratories (Greenhouse, hotbeds, cold frames, plant beds, work area, etc.)

A. Providing Facilities and Equipment

A detailed guide has been prepared with the assistance of the Hoosier Horticulture Consultant Committee, to help those who are planning to offer Vocational Horticulture. For our purposes here, these general minimums are suggested:

1. classroom - 800 sq. ft.
2. classroom-laboratory - 200 sq. ft.
3. conference room - 200 sq. ft.
4. horticulture mechanics lab - 1,500 sq. ft.
5. greenhouse - 1,000 - 1,500 sq. ft. (with expansion possible)
6. lath house - 200-600 sq. ft.
7. hot beds and cold frames, adequate for type of program
8. head house - 200 sq. ft. work space for potting, seeding, etc.

B. Providing Outdoor Education Laboratories

The concept of school land laboratories has changed a great deal in recent years. The entire school property can conceivably become a learning laboratory. Shrubs and other plantings can be sprayed, pruned, propagated, and transplanted. Essentially the same is true of turf areas as well. However, it would be certain death to the educational value of Vocational Horticulture if the students enrolled become cheap or unpaid labor for the school grounds.

Specific areas must be set aside for the use of the horticultural students to layout two to six acres of plots for the production of nursery stock, vegetables, flowers, and turf. The space available and its use should be flexible depending on the community and the needs of the students enrolled.

- VI. Land Laboratories
(Includes School Farm)
- A. Size 5 acres or more.
 - B. Location A part of the school grounds nearby
 - C. Equipment Tool benches, animal building and area, equipment appropriate for the work to be done.
 - D. Agreement for use Written, annual and long-term

QUALIFICATIONS OF TEACHER

The effectiveness of any educational program is dependent to a large extent upon the qualifications of its teachers. Especially in the rapidly changing field of agriculture, the teachers must be versatile persons with a background of practical experience, adequate professional training, and desirable personality and leadership characteristics.

- I. Regular and special teachers shall meet the qualifications as prescribed by the Division of Teacher Licensing, Office of the Superintendent of Public Instruction.

TEACHER TRAVEL

Teacher visits for instructional purposes to high school and out-of school students is essential to a good program of Vocational Education. The farm or other place of agricultural work provides a good learning situation for the student. Furthermore, the teacher must become familiar with the occupational environment in order that he may be able to give the best possible leadership and guidance to his students.

- I. Monthly Service Reports, Form V-53
 - A. A supply of report forms is available in the office of the Chief Supervisor of Agricultural Education.
 - B. This report is to be prepared by each teacher of vocational agriculture each month. It should be a day-by-day record of the teachers's activities as well as miles traveled.
 - C. The mileage reports are to become a part of the school record (for purpose of audit) and are to be kept on file in the local administrator's office. An annual report of actual expenses for travel is to be submitted by the local school to the State Department at the end of the school year.
 - D. The "purpose" of trips should be recorded, such as; preparing sow for farrowing, checking rate of gain, selecting

supervised agricultural programs, enrolling farmers in evening classes, etc.

- E. Travel strictly for official vocational agriculture promotion and supervision is considered as reimbursable travel.
 - 1. It includes trips to:
 - a. High school and out-of-school students
 - b. Field days or tours
 - c. FFA and YFA meetings and activities
 - d. Prospective vocational agriculture students
 - e. Community activities related to the vocational agriculture program
 - f. State and District vocational meetings
 - 2. It includes (when approved by local school administrator) out-of-state trips related to Vocational Agriculture, such as the National FFA Convention.
 - 3. It does not include trips to purchase livestock for individual students when such a trip should be the obligation of the parent.
 - 4. It does not include travel from teacher's residence to school building.
- F. All travel must be approved by the local school administrator.

II. Travel budget

- A. A minimum travel budget recommended for a teacher of vocational agriculture is \$480 per year.
- B. A travel budget above the minimum should be provided in schools where there is a need for greater service.
- C. Reimbursement of Travel
 - 1. State called meetings which necessitate teacher travel will be reimbursed at the rate of 100% of actual mileage for one round-trip.
 - 2. Local travel will be considered as part of the instructional cost for the program and will be reimbursed at the rate of 50%.

THE ADVISORY COMMITTEE FOR VOCATIONAL EDUCATION IN AGRICULTURE

The Vocational Education Acts provides that "Boards of Education administering approved vocational schools foragriculture educationshallappoint an advisory committee. It shall be the duty of the

advisory committee to counsel with and advise the board and other school officials having the management and supervision of such schools or departments."

- I. Duties of the advisory committee - The duties of the advisory committee are to counsel with and to advise the school officials including the vocational agriculture teachers concerning:
 - A. The new teacher's method of becoming acquainted with the people and agriculture in the community.
 - B. The courses of study as determined by the community needs.
 1. Developing new courses of study.
 2. Revising old courses of study.
 - C. The making of community surveys and the interpretation of pertinent information obtained.
 - D. The organization and enrollment of out-of-school programs.
 - E. The activities of the FFA and YFA Chapters.
 - F. The student's supervised work experience programs.
 - G. The determination of opportunities for the placement in establishment of selected individuals in agricultural occupations.
 - H. Proposed or suggested policy statements for the school board.
 - I. The evaluation of the program of vocational education in agriculture.
 - J. The improvement of the program of vocational education in agriculture.
 - K. The clarification of relationships with community organizations, institutions, and agencies.
- II. Membership of the advisory committee
 - A. Appointment of the committee
 1. The board of education shall appoint the committee. The school administrators and the vocational agriculture teacher should be asked to make suggestions concerning the committee membership.
 2. The individual members of the committee should be appointed for a specific term and not be reappointed immediately to the committee.

3. A policy should be established whereby part of the committee membership will be changed each year.
- B. Selection of the individual committee members
A committee consisting of 9 or more members will usually prove most effective providing that it be representative of:
1. Parents of vocational agriculture students and those not parents of vocational agriculture students.
 2. Renters and owners of farms.
 3. Different age groups.
 4. Geographic units of the entire school patronage area.
 5. Unorganized as well as organized farm people.
 6. Business and/or professional men from the community.
- C. Ex-officio members of the committee
1. School officials such as high school principal, the superintendent of schools, vocational director, and school board members.
 2. Representative of agricultural and civic organizations or agencies.

SOME DESIRABLE STANDARDS FOR A PROGRAM OF VOCATIONAL EDUCATION IN INDIANA

I. Instruction -

- A. High School Program
1. Number of students in vocational department 40 or more students in agriculture class 9-12.
 2. Enrollment Open to any individual who desires to enroll and can benefit by the instruction, provided supervised occupational experience programs are available.
 3. Number and size of Two or more classes of 10 classes to 20 students.
 4. Time Requirements Meet the time requirements outlined in the State Plan.

In general, a teacher should visit the student at place where a work experience program is being carried out, sufficient number of times to adequately supervise that student. Co-op students should be visited each week while in training. Visits should be made throughout the year.

V. Advisory Committee -

Nine or more members appointed by the school board who meet regularly at least six times each year to consider important problems of the vocational agriculture department. Administrators shall serve as ex-officio members.

VI. Physical Facilities

A. Classroom

850 square feet of floor space, well arranged and suitably equipped to provide a satisfactory and useful program in Vocational Agriculture. It should be located at the ground level, adjacent to the agriculture mechanics or other laboratory.

B. Conference Room

150 square feet adjacent to the classroom and agriculture mechanics laboratory.

C. Demonstration Laboratory

150 square feet

D. Agriculture Mechanics Laboratory

2400 square feet of floor space with an outside door 12' high and 14' wide, well arranged and suitably equipped to provide effective instruction in all phases of agriculture mechanics. A fenced paved area 1200 square feet adjacent to the large door is desirable.

E. Horticulture Laboratory (Greenhouse, hotbeds, cold frames, plant beds, etc.)

Facilities that make the practical experience and instruction possible in horticulture. (See page 11)

- | | | |
|-------|---|--|
| F. | Land Laboratory
(Includes School Farm) | Suitable facilities well located and equipped for instruction in appropriate phases of plant and/or animal science and production. |
| VII. | Annual Program of Work | A written annual program of work has been developed for the Department. |
| VIII. | Local School Policy | A written statement of policies exists governing the administration and operation of the vocational agriculture program. |
| A. | Agreements | Written, annual and long-term agreements should be made for all facilities not owned by the school corporation. |

PLAN OF EVALUATION FOR SCHOOLS HAVING DEPARTMENTS OF VOCATIONAL AGRICULTURE

The development and continuation of quality programs in Vocational Agriculture is of utmost importance.

Departments of vocational agriculture will be recognized as either a Standard or a First Class department. The following criteria will be used in the evaluation of these programs.

Standard Department

1. Teacher-be fully licensed in vocational agriculture and employed on a 12 month contract.
2. Facilities - approved for the type of program being offered.
3. FFA - meet requirements for a standard chapter.
4. Teacher Travel - adequate to meet the requirements of the program, (It is recommended that at least \$480 be budgeted for teacher travel.)
5. Course of Study - have on file in the State Office an up-to-date course of study suitable for the curriculum offered.
6. Advisory Council - an actively functioning advisory council, composed of farmers, businessmen, educators and administrators from the school service area.
7. Students - Every student shall have a supervised occupational experience program and be accounted for on report forms V-80 and V-80-0.

First Class Department - A vocational agriculture department may qualify as a First Class Department in one of the following categories:

- A. Production Agriculture and Off-Farm Occupations
 - 1. Production Agriculture (2-5 hours per day)
 - 2. Off-Farm Occupations
 - 3. Adult Education (20 hours)
- B. Production Agriculture
 - 1. Production Agriculture (2-5 hours per day)
 - 2. Adult Education (20 hours)
- C. Off-Farm Agriculture Occupations
 - 1. 2-5 hours per day
 - 2. Adult Education (20 hours)

To meet First Class requirements, a department must meet all of the requirements for the standard reimbursement plus the following:

- A. FFA - must meet superior chapter rating
- B. The teacher shall have a minimum of one 55-minute period per day assigned for program supervision.
- C. Whenever the teaching load in vocational agriculture exceeds 60 high school vocational agriculture students, a careful review of the program will be made to determine the advisability of an additional teacher.
- D. Have an up-to-date library of reference materials adequate for the course of study being followed.