

New York Agricultural Education Program Standards

Requirements and Application for School-Based Agricultural Education Programs

Policy Effective Date
October 18, 2018

Adopted by the New York State Association of FFA
and the New York Association of Agricultural Educators

Endorsed by the New York State Education Department

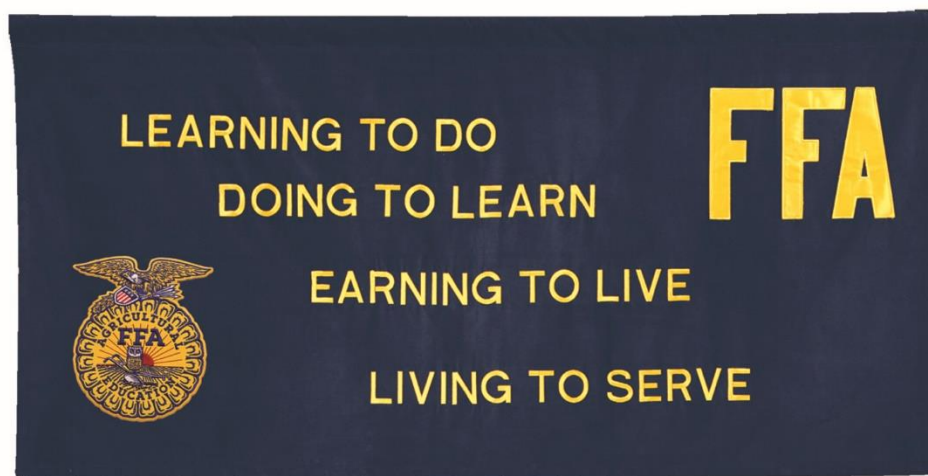


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Checklist to Charter an FFA Chapter

- ❑ **Step 1:** The agricultural educator and school administrator fill out the appropriate “*Agricultural Education Instructional Pathway Form*” (p.4 or 5) and submit the form to slighthall@cornell.edu .
- ❑ **Step 2:** Receive confirmation e-mail from slighthall@cornell.edu that the school has been approved as satisfying the agricultural education instructional requirements. In this e-mail, the school officials will be informed as to whether the school qualifies to continue the process to charter an FFA chapter.
- ❑ **Step 3:** Complete the “*Application to Charter an FFA Chapter*” (p. 6-14). This step will include completing the following information:
 - The Charter Application
 - List of Officers and Members
 - Program of Activities
 - Chapter Constitution (schools may use the fillable constitution starting on page 10, or they may draft their own document as long as it aligns with the State and National FFA constitutions)
 - For assistance with the documents listed in Step 3, please reach out to Juleah Tolosky at jft25@cornell.edu.
- ❑ **Step 4:** Submit all required application materials to jft25@cornell.edu
- ❑ **Step 5:** Receive confirmation e-mail from jft25@cornell.edu that the application to charter an FFA chapter has been approved. In this e-mail, the school officials will receive their National FFA Chapter ID Number and official chapter name.
- ❑ **Step 6:** Congratulations! The steps to charter an FFA chapter are complete! Please be sure to review the requirements to maintain your FFA chapter’s charter.



NEW YORK AGRICULTURAL EDUCATION MIDDLE SCHOOL ONLY

INSTRUCTIONAL PATHWAY FORM

FFA is an integral part of an Agriculture, Food and Natural Resources instructional program. New York FFA requires schools to provide a list of the Agriculture, Food and Natural Resources courses being taught within the school to ensure that the requisite coherent sequence of AFNR courses are being offered.

***New York FFA Constitution, Article II, Section F:** The New York FFA Association activities are an integral part of the organized instructional programs in agricultural education which prepare students for a wide range of careers in agriculture, agribusiness, and other agriculture-related occupations.*

School District:
School Superintendent:
Principal or CTE Director:
Agriscience Educator:
NY Teaching Certification(s):
Ag. Educator E-mail:

School Phone Number:
Superintendent E-mail:
Principal E-mail:
Additional Ag. Educator:
NY Teaching Cert.:
Ag. Educator E-mail:

Courses Offered **

Credits Offered **Instructor Teaching Course**

	<input type="checkbox"/> 0.25 credit <input type="checkbox"/> 0.5 credit <input type="checkbox"/> 1 credit	
	<input type="checkbox"/> 0.25 credit <input type="checkbox"/> 0.5 credit <input type="checkbox"/> 1 credit	
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Please use additional sheets if necessary.

 Agriscience Educator Signature Date

 Add'l Agriscience Educator Signature (if applicable)

 School Administrator Signature Date

 School Administrator

Please e-mail completed form and course descriptions to Shari Lighthall at: slighthall@cornell.edu

AEO OFFICE USE ONLY

Status Assigned: Approved	Conditional	Ineligible
Reviewer's Name:		Date:
Reviewer's Signature:		

The contents of this form are subject to review annually if more than a year has lapsed between approval and chartering an FFA Chapter.

**NEW YORK AGRICULTURAL EDUCATION SECONDARY OR JOINT MS/HS SCHOOL
INSTRUCTIONAL PATHWAY FORM**

FFA is an integral part of an Agriculture, Food and Natural Resources instructional program. New York FFA requires schools to provide a list of the Agriculture, Food and Natural Resources courses being taught within the school to ensure that the requisite coherent sequence of AFNR courses are being offered.

***New York FFA Constitution, Article II, Section F:** The New York FFA Association activities are an integral part of the organized instructional programs in agricultural education which prepare students for a wide range of careers in agriculture, agribusiness, and other agriculture-related occupations.*

School District:
School Superintendent:
Principal or CTE Director:
Agriscience Educator:
NY Teaching Certification(s):
Ag. Educator E-mail:

School Phone Number:
Superintendent E-mail:
Principal E-mail:
Additional Ag. Educator:
NY Teaching Cert.:
Ag. Educator E-mail:

Courses Offered **	Credits Offered	Instructor Teaching Course
_____	<input type="checkbox"/> 0.5 credit <input type="checkbox"/> 1 credit	_____
_____	<input type="checkbox"/> 0.5 credit <input type="checkbox"/> 1 credit	_____
_____	<input type="checkbox"/> 0.5 credit <input type="checkbox"/> 1 credit	_____
_____	<input type="checkbox"/> 0.5 credit <input type="checkbox"/> 1 credit	_____
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_____	<input type="checkbox"/> 0.5 credit <input type="checkbox"/> 1 credit	_____
_____	<input type="checkbox"/> 0.5 credit <input type="checkbox"/> 1 credit	_____

Please use additional sheets as necessary.

Agriscience Educator Signature Date

Add'l Agriscience Educator Signature (if applicable)

School Administrator Signature Date

School Administrator Title

Please e-mail completed form and course descriptions to Shari Lighthall at: slighthall@cornell.edu

AEO OFFICE USE ONLY		
Status Assigned: Approved	Conditional	Ineligible
Reviewer's Name:		Date:
Reviewer's Signature:		

The contents of this form are subject to review annually if more than a year has lapsed between approval and chartering an FFA Chapter.

**APPLICATION FOR CHARTER
AUTHORIZING LOCAL FFA CHAPTER**



Date:

Juleah Tolosky
New York State FFA Director
300 Kennedy Hall, 3rd Floor
Cornell University
Ithaca, NY 14853

Dear Ms. Juleah Tolosky,

We, the undersigned, affirm that the agricultural education/agribusiness students of _____ have organized into a local chapter and are applying for membership in the New York Association of FFA. We have adopted a constitution; elected the necessary officers; and have identified membership according to the constitution.

In the name of the chapter and for the chapter, we hereby make application for a charter that will give full membership in the National FFA Organization.

The official chapter name should appear on the charter as FFA Chapter: _____

Attached to this application are the following:

1. The chapter Charter Application and Agreement
2. A list of chapter officers
3. A complete list of all chapter members including grade level
4. A copy of our annual Program of Activities
5. A copy of the chapter's Constitution

Chapter President

Date

Chapter Advisor

Date

Superintendent of Schools

Date

New York FFA Chapter Charter Application and Agreement

School Name:

Mailing Address:

City: State: Zip:

Shipping Address:

City: State: Zip:

School Phone:

Approved Agricultural Education Program: Yes No

Type of Agricultural Education Program Approval: Conditional Active

Desired Chapter Name:

Chapter Type: High School Only Middle School Only Middle/High School (Joint)

For Advisor Only:

Advisor's Name:

Advisor's Email Address:

Advisor's Direct Phone:

Do you have a username/account for www.ffa.org? If so, what is your username?

Memorandum of Understanding

I understand that FFA is an intra-curricular component of agricultural education. My FFA Chapter will remain in good standing as long as:

1. Agriculture classes are currently being offered to students through instruction by an approved, New York certified agricultural teacher and all FFA members are engaged in agricultural education coursework.
2. FFA state and national dues and participation fees (if applicable) are paid in a timely manner.
3. FFA chapters and students adhere to the FFA code of conduct and policies or regulations for all FFA events.
4. The FFA chapter will maintain a minimum of 6 members on the FFA Roster.
5. The FFA chapter will remain in good financial standing as outlined in the Constitution and Bylaws of the New York Association of FFA.
 - *"A chapter to be in good standing and eligible to participate in any State Association conducted activity shall have submitted their "initial" roster and paid the current year's dues by February 1 of that year. A member to be in good standing and eligible to participate in any State Association activity shall have paid the current year's dues as per the current dues policy (see NYS Association of FFA Policy Book) prior to that activity."*
6. The FFA chapter will complete the advisor and chapter profiles, which include chapter data and their program of activities (POA) on www.ffa.org.

Advisors Signature:

Date:

Advisors Printed Name:

Administrator Signature:

Date:

Administrator Name and Title:

AEO OFFICE USE ONLY

Status Assigned: Active

Reviewer's Signature:

Date:

Reviewer's Name:

FFA CHAPTER OFFICERS & CHAPTER MEMBERSHIP

FFA Chapter Name: _____

Chapter Officers

President: _____ Grade: _____

Vice President: _____ Grade: _____

Secretary: _____ Grade: _____

Treasurer: _____ Grade: _____

Reporter: _____ Grade: _____

Sentinel: _____ Grade: _____

Other (please specify): _____ Grade: _____

Other (please specify): _____ Grade: _____

Chapter Membership

Name: _____ Grade: _____ Name: _____ Grade: _____

Name: _____ Grade: _____ Name: _____ Grade: _____

Name: _____ Grade: _____ Name: _____ Grade: _____

Name: _____ Grade: _____ Name: _____ Grade: _____

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Name: _____ Grade: _____ Name: _____ Grade: _____

Name: _____ Grade: _____ Name: _____ Grade: _____

Chapter Membership Continued

Name: _____	Grade: _____	Name: _____	Grade: _____
Name: _____	Grade: _____	Name: _____	Grade: _____
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Name: _____	Grade: _____	Name: _____	Grade: _____
Name: _____	Grade: _____	Name: _____	Grade: _____
Name: _____	Grade: _____	Name: _____	Grade: _____



Program of Activities: Form 1

DIVISION:
QUALITY STANDARD:
NAME OF COMMITTEE:
COMMITTEE PURPOSE:
COMMITTEE MEMBERS:
COMMITTEE CHAIRPERSON(S):

Activity	Goal(s)
Activity Name:	1. 2. 3.
Target Completion Date:	
Estimated Income:	
Estimated Expenses:	
Chapter Action:	

Activity	Goal(s)
Activity Name:	1. 2. 3.
Target Completion Date:	
Estimated Income:	
Estimated Expenses:	
Chapter Action:	

Activity	Goal(s)
Activity Name:	1. 2. 3.
Target Completion Date:	
Estimated Income:	
Estimated Expenses:	
Chapter Action:	

Activity	Goal(s)
Activity Name:	1. 2. 3.
Target Completion Date:	
Estimated Income:	
Estimated Expenses:	
Chapter Action:	

*For more information on Program of Activities development, review the POA Resource Guide at FFA.org
 FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.*

CHAPTER CONSTITUTION

ARTICLE I - Name, Mission and Strategies

Section A. The name of this organization shall be the “_____” Chapter of the National FFA Organization

Section B. The mission and strategies for this chapter are as follows:

FFA makes a positive difference in the lives of students by developing their potential for **premier leadership, personal growth and career success** through agricultural education.

1. To be an integral part of the organized instructional programs in agricultural education which prepare students for a wide range of careers in agriculture, agribusiness, and other agriculture- related occupations.
2. To strengthen the confidence of students in themselves and in their work by developing desirable work habits and the effective usage of their time; by learning to assume responsibility; and by developing competencies in communications, human relations, and other social abilities leading to the intelligent choice of a career and successful employment or entrepreneurship in the agricultural industry.
3. To provide agriculture-related programs and activities which will develop pride, responsibility, leadership, character, scholarship, citizenship, patriotism, and thrift, and which will improve the economic, environmental, recreational, and human resources of the community.
4. To encourage and recognize achievement in supervised agricultural experience programs, scholarship, leadership and other individual and group activities by providing awards to deserving members and chapters.

ARTICLE II - Organization

Section A. The _____ Chapter of FFA is a chartered local unit of the New York FFA Association, which is chartered by the National FFA Organization.

Section B. This chapter accepts in full the provisions in the constitution and bylaws of the New York FFA Association as well as those of the National FFA Organization.

ARTICLE III - Membership

Section A. Membership in this chapter shall be of three kinds: (1) Active, (2) Alumni and (3) Honorary, as defined by the National FFA Constitution.

Section B. The regular activities of this chapter shall be carried on by the active membership.

Section C. Honorary membership in this chapter shall be limited to the Honorary Chapter FFA Degree

Section D. Active members in good standing may vote on all business brought

before the chapter. An active member shall be considered in good standing when:

1. While in school, be enrolled in at least one agricultural education course during the school year and/or follow a planned course of study. Either course must include a supervised agricultural experience program, the objective of which is preparation for an agricultural career.
2. Show an interest in the affairs of the organization by attending meetings, striving for degrees of membership, and participating in other organized activities of the chapter.
3. Pay all current state and national dues by the date determined by the chapter.
4. Display conduct consistent with the ideals and purposes of the National FFA Organization.

Section E. Names of applicants for membership shall be filed with the membership committee.

ARTICLE IV - Emblems

Section A. The emblem of the FFA shall be the emblem for the chapter.

Section B. Emblems used by the members shall be designated by the National FFA Organization.

ARTICLE V - Degrees and Privileges of Active Membership

Section A. There shall be five degrees of active membership based on individual achievement. These are the Discovery FFA Degree, Greenhand FFA Degree, the Chapter FFA Degree, the State FFA Degree, and the American FFA Degree. The national organization shall set the minimum qualifications for each degree. The national organization shall set the minimum qualifications for each degree. The Discovery FFA Degree is intended for use in state associations and local chapters where middle school membership is offered. Receipt of this degree is not necessary in order to obtain the Greenhand FFA Degree or subsequent degrees.

All Discovery FFA Degree recipients are entitled to wear the regulation Blue Discovery FFA Degree pin. All "Greenhands" are entitled to wear the regulation bronze emblem pin. All members holding the Chapter FFA Degree are entitled to wear the regulation silver emblem pin. All members holding the State FFA Degree are entitled to wear the regulation gold emblem charm. All members holding the American FFA Degree are entitled to wear the regulation gold emblem key.

Section B. Discovery FFA Degree – To be eligible to receive the Discovery FFA Degree from a chapter, the member must meet the following minimum requirements:

1. Be enrolled in agricultural education class for at least a portion of the school year while in grades 7-8.
2. Have become a dues paying member of the FFA at local, state and national levels.
3. Participate in at least one local FFA chapter activity outside of scheduled class time.
4. Have knowledge of agriculturally related career, ownership and entrepreneurial opportunities.
5. Be familiar with the local FFA chapter program of activities.
6. Submit written applications for the degree.

Section C. Greenhand FFA Degree - To be eligible to receive the Greenhand FFA Degree from the chapter, the member must meet the following minimum qualifications:

1. Be enrolled in agricultural education and have satisfactory plans for a supervised agricultural experience program.
2. Learn and explain the FFA Creed, Motto, Salute and FFA Mission Statement.
3. Describe and explain the meaning of the FFA emblem and colors.
4. Demonstrate a knowledge of the FFA Code of Ethics and the proper use of the FFA jacket.
5. Demonstrate a knowledge of the history of the organization, the chapter constitution and bylaws, and the chapter Program of Activities.
6. Personally own or have access to the Official FFA Manual and the FFA Student Handbook.
7. Submit written application for the Greenhand FFA Degree.

Section D. Chapter FFA Degree - To be eligible to receive the Chapter FFA Degree from the chapter, the member must meet the following minimum qualifications:

1. Must have received the Greenhand FFA Degree.
2. Must have satisfactorily completed the equivalent of at least 180 hours of systematic school instruction in agricultural education at or above the ninth grade level, have in operation an approved supervised agricultural experience program and be enrolled in an agricultural education course.
3. Have participated in the planning and conducting of at least three official functions in the chapter Program of Activities.
4. A student after entering agricultural education must have:
 - a. earned and productively invested at least \$150 by the member's own efforts, or worked at least 45 hours in excess of scheduled class time, or a combination thereof; and
 - b. Developed plans for continued growth and improvement in a supervised agricultural experience program.
5. Have effectively led a group discussion for 15 minutes.
6. Have demonstrated five procedures of parliamentary law.
7. Show progress toward individual achievement in FFA award programs.
8. Have a satisfactory scholastic record.
9. Have participated in at least 10 hours of community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid supervised agricultural experience hours.
10. Submit a written application for the Chapter FFA Degree.

Other requirements may be established by the chapter and/or the state FFA association.

Section E. State FFA Degree - Minimum qualifications for selection:

1. Qualifications for the State FFA Degree are those set forth in the constitution of the State FFA Association and National FFA Organization.

Section F. American FFA Degree - Minimum qualifications for selection.

1. Qualifications for the American FFA Degree are those set forth in the constitution of the National FFA Organization.

ARTICLE VI - Chapter Officers

Section A. The offices of an FFA chapter shall be: president, vice president, secretary, treasurer, reporter and sentinel. Other officers may be elected as deemed appropriate by the local advisor and/or governing body. The teacher(s) of agricultural education shall be the FFA advisor(s). Chapter officers shall be elected annually or semi-annually by the members present at any regular meeting of the chapter.

ARTICLE VII - Dues

Section A. Local dues in this chapter shall be fixed annually by a majority vote of the active members.

Section B. Full local, state, and national dues shall be paid by all active members.

Section C. No member shall be considered as active and in good standing unless he/she pays full local, state, and national FFA dues.

ARTICLE VIII - Amendments

Section A. This constitution may be amended or changed at any regular chapter meeting by a two-thirds vote of the active members present providing it is not in conflict with the state association constitution or that of the National FFA Organization.

Section B. Bylaws may be adopted to fit the needs of the chapter at any regular chapter meeting by a two-thirds vote of the active members present providing such bylaws conflict in no way with the constitution and bylaws of either the state association or the national organization

APPENDIX A: Overview of New York Career and Technical Education

Overview of New York Career and Technical Education

Career and Technical Education (CTE) encompasses defined career and technical subject areas designed to prepare students for life-long careers. Such courses were formerly referred to as occupational education. Current State Education Department documents and regulations, as well as New York State legislative language all use the CTE terminology.

Definition

Commissioner's Regulations [C.R.R. 100.1(1)L], defines CTE as a kindergarten through adult area of study that includes rigorous academic content closely aligned with career and technical subjects. The Career Development and Occupational Studies (CDOS) Learning Standards serve as the framework. In grades nine through twelve, CTE includes the specific disciplines of **agriculture education**, business and marketing education, family and consumer sciences education, health occupations education, technical education, technology education, and trade/industrial education.

Carl D. Perkins Vocational and Technical Education Act 2006

“PART B – STATE ADMINISTRATIVE PROVISIONS”“SEC. 2. PURPOSE.

“(5) CAREER AND TECHNICAL EDUCATION.—The term ‘career and technical education’ means organized educational activities that—

“(A) offer a sequence of courses that—

“(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;

“(ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and

“(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and

“(B) include competency-based applied learning that contributes to the academic knowledge, higher- order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

Commissioner's Rules and Regulations

Commissioner's Regulations Part 100.2 (h) (1) specifies that public school districts must make available, and allow students to complete, both **three-unit and five-unit** approved sequences in CTE studies.

- three-unit sequences must be “extendable” into approved five-unit sequences; and
- five-unit CTE sequences must prepare students for both employment and postsecondary education.

Agricultural Education is a systematic program of instruction available to students desiring to learn about the science, business, and technology of plant and animal production and/or about the environmental and natural resources systems. Agricultural education prepares students for successful careers and a lifetime of informed choices as one of the recognized Career and Technical Education areas by the state of New York.

APPENDIX B: Agricultural Science Education Classroom Instruction

Agricultural Education is a systematic program of instruction available to students desiring to learn about the science, business, and technology of plant and animal production and/or about the environmental and natural resources systems. Agricultural education prepares students for successful careers and a lifetime of informed choices. Agricultural education envisions a world where all people value and understand the vital role of agriculture, food, fiber, and natural resources systems in advancing personal and global well-being. FFA is integral to the instruction of Agricultural Education.

Definition of an Approved Agricultural Education Instructional Pathway

Secondary school Agricultural Education programs are composed of three essential components: classroom instruction, supervised work experience, and integrated student leadership development activities through the FFA. The process to charter an FFA chapter, begins with filing for an Approved Agricultural Education Instructional Pathway.

All coursework must fall within the Agriculture, Food, and National Resources standards (AFNR) to include coherent and rigorous content, aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses. Courses included in instructional pathways for approval must provide instruction aligned to the New York State learning standards, Career Development and Occupational Studies Learning Standards (CDOS) and Common Core.

The AFNR Career Cluster Content Standards were developed to provide state agricultural education leaders, teachers, and administrators with a forward-thinking guide for what students should know and be able to do through the study of secondary agriculture. Just as agriculture varies throughout our state, so will our agricultural education instruction and coursework. Schools, along with local advisory committees, can review the AFNR coursework options and determine what agricultural disciplines are most relevant and appropriate for the students in your community.

The National AFNR Career Cluster Content Standards are organized into eight pathways, and it is recommended that all courses fall within the following disciplines:

- I. ***Agribusiness Systems*** —the study of business principles, including management, marketing and finance, and their application to enterprises engaged in Agriculture, Food and Natural Resources
- II. ***Animal Systems*** —the study of animal systems, including life processes, health, nutrition, genetics, management and processing, through the study of small animals, aquaculture, livestock, dairy, horses and/or poultry
- III. ***Biotechnology Systems*** —the study of data and techniques of applied science for the solution of problems concerning living organisms
- IV. ***Environmental Service Systems*** —the study of systems, instruments and technology used in waste management and their influence on the environment
- V. ***Food Products and Processing Systems*** —the study of product development, quality assurance, food safety, production, sales and service, regulation and compliance, and food

service within the food science industry

- VI. **Natural Resource Systems** —the study of the management of soil, water, wildlife, forests and air as natural resources
- VII. **Plant Systems** —the study of plant life cycles, classifications, functions, structures, reproduction, media and nutrients, as well as growth and cultural practices, through the study of crops, turf grass, trees and shrubs and/or ornamental plants
- VIII. **Power, Structural, and Technical Systems** —the study of agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures

For additional information on the Agriculture, Food and Natural Resources (AFNR) Career Cluster Content Standards please visit:

https://www.ffa.org/thecouncil/Documents/finalafnrstandardsv324609withisbn_000.pdf

Units of Study

In order to qualify as an approved Agricultural Education instructional pathway your school must offer a minimum of three units of study in agricultural science education. At least two courses must integrate technical, career development, and academic skills with an awareness of the food, fiber and natural resource industry, and include components of SAE and FFA. As defined in Commissioner’s Regulations, a unit of study: “...means at least 180 minutes of instruction per week throughout the school year, or the equivalent.” [C.R.R.100.1(1)(a)]

A unit of study may be completed over a shorter or longer period of time than a full school year, provided the requirement of 108 hours of instruction (180 minutes a week X 36 weeks) is met. Most, but not all, units of study are converted by the school district into the units of credit required for high school graduation. The distinction between a unit of study and a unit of credit is important in CTE programs because a unit of study may be used to meet more than one distribution requirement.

School-Based Agricultural Educator

The instructor(s) of school-based agricultural education must possess a valid teaching certificate/license with an endorsement in Agriculture, or meet the requirements for approval determined by the New York State Department of Education. **The school-based agricultural educator must teach the agricultural science courses within the Agriculture, Food, and Natural Resources standards (AFNR).** If an instructor does not hold the required certification/license, the program may be considered for “**conditional**” status. A “Conditional” approval will be reviewed on September 15th three years from when the status is assigned and the school will need to submit required documentation no later than October 15th of that same year to avoid revocation of program approval.

Once the “Agricultural Education Instructional Pathway Form” is received and reviewed, an “**Approved**”, “**Conditional**”, or “**Ineligible**” status is assigned to the school. Eligible “**Approved**” and “**Conditional**” instructional pathways may apply for an FFA chapter. In order to verify the assurances noted on the ‘Instructional Pathway Form’ (p. 4 or 5), NYSED or their designee will ask for

evidence of their compliance with the NYS Agricultural Education Instructional pathways. If sufficient evidence is not presented, NYSED or their designee will do site visits to the school. Programs found deficient in any of the assurance areas (teacher certification, course offerings, FFA membership, etc.), will be placed on **conditional** status and must develop and implement an improvement plan **within three years** to rectify deficiencies.

An **Approved Agricultural Education Instructional Pathways** will meet the following requirements:

1. Course content and delivery must be from an accredited middle or secondary institution and taught by a New York certified agricultural educator holding one of the five agricultural certification titles recognized by New York State Education Department (Initial, Professional, Transitional A, Supplemental, Additional). For additional information regarding certification requirements, please visit: <http://eservices.nysed.gov/teach/certhelp/CertRequirementHelp.do> .
2. At least three units of study are being offered in agricultural science education with at least two units of study integrating technical, career development, and academic skills with an awareness of the food, fiber, and natural resource industry. Living environment can count as the third unit of study.
 - a. Independent study or online courses aligned to the Agriculture, Food, and Natural Resource Standards, are NOT permitted as part of the three-units of study.
 - b. Schools applying as a Middle School ONLY instructional pathway, are only required to offer 1 ¾ units of study based on the NYSED Middle School CTE Requirement; however all units of study must integrate technical, career development, and academic skills with an awareness of the food, fiber, and natural resource industry.
 - c. Schools are strongly encouraged to ensure their agricultural science education courses are aligned with the National Agriculture, Food, and Natural Resources Standards (AFNR).
3. Demonstrates that the same certified, school-based agricultural educator is the teacher of record for at least two units of study listed as part of the Agricultural Education Instructional Pathway.
 - a. If a school has multiple New York certified agricultural educators, each teacher must be listed as the teacher of record for at least one unit of study listed as part of the Agricultural Education Instructional Pathway.
4. Per Commissioner’s Regulations Part 100.2 (h), the school should be prepared to show that the 3-credit CTE sequence in agriculture can be extended into a 5-credit sequence once the need arises.

Conditional Instructional Pathways

Agricultural Education Instructional Pathways may be given “**Conditional**” approval if deficiencies exist in program requirements and/or they do not meet the instructional pathway standards completely.

Conditional Agricultural Education Instructional Pathways - Schools that have secured a “Conditional” status will have met the following requirement:

1. At least three units of study are being offered in agricultural science education with at least two units of study integrating technical, career development, and academic skills with an

awareness of the food, fiber, and natural resource industry. Living environment can count as the third unit of study.

- a. Independent study courses can count towards the three required units of study but the independent study must be in one of the eight AFNR pathways that represents a continuation of the agricultural course sequence.
 - b. Schools applying as a Middle School ONLY instructional pathway, are only required to offer 1 ¾ units of study based on the NYSED Middle School CTE Requirement; however all units of study must integrate technical, career development, and academic skills with an awareness of the food, fiber, and natural resource industry.
 - c. Schools are strongly encouraged to ensure their agricultural science education courses are aligned with the National Agriculture, Food, and Natural Resources Standards (AFNR).
 - d. Online courses taught by a New York certified agricultural educator may count towards the units of study required for the conditional status.
2. Demonstrates that the school-based agricultural educator(s) is the teacher of record for at least two units of study listed as part of the Agricultural Education Instructional Pathway.
 3. Per Commissioner's Regulations Part 100.2 (h), the school should be prepared to show that the 3-credit CTE sequence in agriculture can be extended into a 5-credit sequence once the need arises.

Conditional programs may, at any time, request a program review in order to change their status from 'conditional' to an 'approved' program. If a request is not made, the program will automatically be reviewed at the end of the three year 'conditional' status.

Eligible Conditional programs can apply for an FFA Chapter.

Instructional pathways must meet the conditions defined in the approval process within three years to return to full "Approved" status. Instructional pathways in which the deficiencies have not been corrected by the end of the three year conditional period will be placed in "**Ineligible**" status. If a program on **ineligible** status does not meet the conditions of the re-approval within three years, the FFA Charter will be revoked. If a program is found to exist with an instructor who does not possess a valid credential and there are no credentialed instructors available, the program approval will be placed on **conditional** status until such time as a credentialed instructor is in place. Extensions of conditional status for extreme circumstances may only be granted by NYSED or their designee.

If a program is not being offered for a period of time due to an alternating schedule or lack of a qualified instructor, the program should be placed on **ineligible** status. The FFA program can continue to operate and participate in state and national activities for the rest of the current academic year. If not re-approved for two full years following, the chapter will no longer be able to exist and the charter will be revoked.

The program will only be able to be re-opened through the renewal process.

APPENDIX C: Requirements for Approval as a Comprehensive Agricultural Education Program (Classroom Instruction; FFA; and Supervised Agricultural Experiences)

Definition: A **Comprehensive Agricultural Education Program** is defined as a school-based program that, under the direction of a certified agricultural educator, is implementing the three-circle model of agricultural education: (1) Classroom Instruction; (2) FFA; and (3) Supervised Agricultural Experiences.

1. **Classroom Instruction. Agricultural Education** is a systematic program of instruction that provides students with rigorous, hands-on, and application-based instruction in the eight agricultural pathways outlined in the National Agriculture, Food, and Natural Resource Career Content Cluster Standards. Agricultural education prepares students for successful careers and a lifetime of informed choices. Agricultural education envisions a world where all people value and understand the vital role of agriculture, food, fiber, and natural resources systems in advancing personal and global well-being.
2. **FFA.** FFA is an intra-curricular component of an agricultural career and technical education program which prepares students for a wide range of careers in agriculture and other agriculture-related occupations. Student leadership development activities are considered an integral part of the course of instruction in all programs. Each student shall be afforded the opportunity to become an active member of a local FFA chapter. The leadership development activities associated with the FFA shall be directed and supervised by the local teacher with guidance from the local school administration and the state staff. In addition, leadership competencies must be integrated into each course profile and be related to FFA activities.
3. **Supervised Agricultural Experience.** Work-based experiences provide hands-on or realistic experiences for secondary students that relate to the students' CTE Plan of Study. Work-based experience options are required for secondary programs.

Adequate instructional time must be allowed for proper placement planning and supervision of students in the workplace. Students enrolled in Agricultural Education programs are required to maintain a Supervised Agricultural Experience Program during their entire time enrolled in the Program. The student's experience program is to be related to those pathways found in the Agriculture, Food and Natural Resources career cluster. It should complement the student's occupational interests and should include technical, academic and employability skills as found in the state. Students engaged in an SAE program will be under the supervision of the teacher(s) or coordinator and will also be supervised by the parent, and/or person in charge of the experience.

Requirements: In order for a school to submit an application to charter a local FFA Chapter, the school must have an "Approved" or "Conditional" Agricultural Education Instructional Pathway.

Approved Agricultural Education Instructional Pathways - Schools that have secured an "Approved" status will have met the requirements outlined in "APPENDIX B: Agricultural Science Education Instruction" on page 18.

Conditional Agricultural Education Instructional Pathways - Schools that have secured a "Conditional" status will have met the requirements outlined in "APPENDIX B: Agricultural Science

Education Instruction” on page 18-19.

If this criteria is met, the school may follow the instructions to submit an application to Charter an FFA Chapter.

Ineligible Agricultural Education Instructional Pathways - Schools that have secured an “Ineligible” status must wait until the following semester to re-submit the “Agricultural Education Instructional Pathway” form and will NOT be eligible to submit an application to charter an FFA Chapter.

Requirements to Submit the Application to Charter an FFA Chapter

1. In order for an application to Charter an FFA Chapter to be considered, all application materials must be submitted to the New York State FFA Director. Required application materials include:
 - a. Letter of Intent (p. 6)
 - b. Charter Application and Agreement (p. 7)
 - c. List of Chapter Officers and Members (p. 8-9)
 - d. Program of Activities (p. 10)
 - e. Proposed Chapter Constitution (p. 11-14)
2. The request to charter an FFA chapter is given to the FFA Governing Board (meets in September, Jan, April, and June) for approval and is sent on to National FFA. National FFA then assigns your chapter a charter number.
3. New York is a 100% Affiliate State as of the 2018-19 school year. Member dues are calculated based on the number of student members with ranges starting at 1-25 and continuing to 101+. More details are available at: www.nysffa.org/membership.
4. Once dues are paid, the chapter will be assigned an “**Active**” status to reflect the FFA chapter’s ability to participate in FFA conferences, trainings, and events.

Additional Recommendations for New York State Comprehensive Agricultural Education Programs

- All New York State Agricultural Educators should be members of the New York Association of Agricultural Educators (NYAAE).
- Each program is encouraged to have a local Advisory committee focused specifically on their program.
- All programs are encouraged to complete the New York State CTE Approval Process.
- All programs are encouraged to complete the National Agriculture Quality Program Standards Evaluation

Requirements to Maintain a Charter for the FFA Chapter

Once an FFA chapter obtains an “**Active**” status, it is extremely important that the chapter uphold the values, beliefs, and professionalism that the National FFA Organization is known for. Therefore, each year, all Active FFA Chapters must complete the following information to retain the status of “**active**”. They are:

1. Submit the Advisor Profile on www.ffa.org

2. Submit the Chapter Profile on www.ffa.org
3. Submit the membership roster on www.ffa.org by the state required deadlines.
4. The FFA chapter will maintain a minimum of 6 members on the FFA Roster.
5. The FFA chapter will remain in good financial standing as outlined in the Constitution and Bylaws of the New York Association of FFA.
 - a. *“A chapter to be in good standing and eligible to participate in any State Association conducted activity shall have submitted their “initial” roster and paid the current year’s dues by February 1 of that year. A member to be in good standing and eligible to participate in any State Association activity shall have paid the current year’s dues as per the current dues policy (see NYS Association of FFA Policy Book) prior to that activity.”*
6. The FFA chapter will complete the advisor and chapter profiles, which include chapter data and their program of activities (POA) on www.ffa.org .

Failure to meet the requirements for maintaining the FFA chapter will result in an **“Inactive”** status. This means that all use of the FFA branding, emblem, and tax information must cease immediately. The FFA chapter will have one year from the **“Inactive”** status to submit the required documentation to become an **“Active”** FFA chapter again. Failure to do so, will result in the FFA chapter’s charter being revoked. Once the charter is revoked, a school will need to complete the “Checklist to Charter an FFA Chapter” from Step 1 (found on page 3). **In the case of a program closure, open vacancy, or retirement without replacement, a school with a FFA Chapter has three years to allow currently enrolled students to graduate from HS. (No new students allowed on roster).**

APPENDIX D: New York Association of FFA Constitution and National FFA Guiding Principles for Chartering New FFA Chapters

New York Association of FFA A Chartered Organization of The University of the State of New York Founded in 1926

According to the NYS FFA Constitution, in order for students to be involved in Active FFA Membership on the State and National Level the following criteria must be met:

Article II Organization

Section A. The State Association of FFA shall be New York's representative body in the National FFA organization.

Section B. The New York Association of FFA is a State organization with local chapters in secondary schools where instruction in agriculture is conducted.

Section C. The objective of the organization shall be consistent with Section 3 of the organization's federal charter, the Board of Regents, Public Law 81-740. The organization shall cooperate with the national and state government agencies and officials for career and technical education in accomplishing the following objectives:

1. To be an integral part of the organized instructional programs in agricultural education which prepare students for a wide range of careers in agriculture, agribusiness, and other agriculture-related occupations.
2. To strengthen the confidence of students in themselves and in their work by developing desirable work habits and the effective usage of their time; by learning to assume responsibility; and by developing competencies in communications, human relations, and other social abilities leading to the intelligent choice of a career and successful employment or entrepreneurship in the agricultural industry.
3. To provide agriculture-related programs and activities which will develop pride, responsibility, leadership, character, scholarship, citizenship, patriotism, and thrift, and which will improve the economic, environmental, recreational, and human resources of the community.
4. To encourage and recognize achievement in supervised agricultural experience programs, scholarship, leadership and other individual and group activities by providing awards to deserving members and chapters.

Section D. Upon admission to membership of a local group as a chapter of the Association, a charter shall be provided by the Association, signed by its principal officers, bearing the date of admission into the Association and designating the name of such chapter and number which shall be assigned by the National FFA Organization.

Section E. After admission, in order to remain in good standing, a chapter must have paid the prescribed membership dues and assessments of the State Association for the current year and carry on a program of activities in harmony with the aims and purposes of the State Association.

Section F. Any chapter not in good standing will be denied participation of its members in all activities, programs and meetings arranged and conducted by the State Association.

ARTICLE IV

Membership

Section B. Active Membership State and National

1. Any Student:
 - a. While in school, be enrolled in at least one agricultural education course during the school year and/or follow a planned course of study; either course must include a supervised agricultural experience program, the objective of which is preparation for an agricultural career
 - b. Enrolled in a Supervised Agricultural Experience (SAE) program for a local Regents diploma credit.

Below are the National FFA Guiding Principles for Chartering New FFA Chapters:

National FFA Organization

Charter Guidelines in Public and Non-public Educational Settings

- **Guiding Principle #1** - Each state association has the authority and the ability to decide for itself whether to charter local FFA chapters in particular public or non-public educational settings.

Basis - State statutes vary greatly on the relationship between public and non-public educational settings. Moreover, the national FFA's organic act (Public Law 105-225) and the national FFA constitution provide that State FFA associations have the authority to charter local FFA chapters. Therefore, these guidelines are meant to provide guidance for State associations, which desire to charter local chapters in public or non-public educational settings. These guidelines are not meant to encourage or force State associations to charter chapters where State laws or policy prohibits official recognition of systematic instructional programs in non-public educational settings, or to otherwise mandate the chartering of an FFA chapter in any particular school or for any particular educational program.

National FFA Bylaws, Article X. Section C.

The state FFA advisor and/or governing body of a chartered state association shall charter a local chapter when the state requirements have been met and the following have been received by the state association:

1. An application for a charter.
 2. The names of all chapter members and officers.
 3. The proposed chapter constitution and bylaws.
 4. The chapter Program of Activities.
 5. All current state and national FFA dues.
- **Guiding Principle #2** – Leadership, personal growth and career success through engagement in FFA is integral to school-based agricultural education, and therefore FFA chapters can only be chartered in

educational settings that have a systematic program of instruction in school-based agricultural education pursuant to federal law.

Carl D. Perkins Vocational and Technical Education Act 2006

“PART B – STATE ADMINISTRATIVE PROVISIONS

“SEC. 2. PURPOSE.

(6) CAREER AND TECHNICAL STUDENT ORGANIZATION

(A) **IN GENERAL,** - The term ‘career and technical student organization’ means an organization for individuals enrolled in a career and technical education program that engages in career and technical education activities as an integral part of the instructional program.

(B) **STATE AND NATIONAL UNITS,** - An organization described in subparagraph (A) may have State and national units that aggregate the work and purpose of instruction in career and technical education at the local level.

Basis - Both the FFA's organic federal law, and the FFA's national constitution, require that FFA be an integral part of systematic programs of instruction in school-based agricultural education.

The National FFA Constitution, Article III Section B, states:

"Chapters of the National FFA Organization shall be chartered only in such schools where recognized systematic instruction in agricultural education is offered under the provisions of federal vocational education legislation. Such chapters shall operate as an integral part of the instructional program of agricultural education."

- **Guiding Principle #3** - State authorities responsible for school-based agricultural education must have guidelines/program standards for recognition of "systematic instruction in agricultural education."

Basis - Only by establishing objective standards for the recognition of systematic programs of instruction can the FFA ensure compliance with its organic federal law and with the national constitution. The national FFA uses the definition in the current Federal legislation (Perkins IV) of “career and technical education” as it applies to school-based agricultural education, and believes that the State associations should use this definition as a basis for defining "systematic instruction in agricultural education." The Perkins law defines career and technical education as follows:

Carl D. Perkins Vocational and Technical Education Act 2006

“PART B – STATE ADMINISTRATIVE PROVISIONS

“SEC. 2. PURPOSE.

“(5) **CAREER AND TECHNICAL EDUCATION.**—The term ‘career and technical education’ means organized educational activities that—

“(A) offer a sequence of courses that—

“(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;

“(ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and

“(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and

“(B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of

all aspects of an industry, including entrepreneurship, of an individual.

- **Guiding Principle #4** – The instructor(s) of school-based agricultural education must hold the proper credentials authorizing them to teach agriculture and serve as the advisor(s) to the FFA chapter in accordance to the certification/licensure policies in the state in which the chapter is chartered.

Basis - The National FFA Constitution, Article XI, Section B, states: “The teacher(s) of agricultural education shall be the FFA advisor(s)”.

Each state association is responsible for the determination of what constitutes a teacher of agricultural education in accordance with their state department of education and/or credentialing/certificating organization/institution. Because state statutes and guidelines vary from state to state, the National FFA Organization relies on each state association to determine guidelines for approving the teacher(s) of school-based agricultural education.

- **Guiding Principle # 5** – The National FFA Organization believes in the value of all human beings and seeks diversity in its membership. Therefore, any school in which an FFA chapter is chartered must comply with all relevant anti-discrimination laws.

Basis - As a federally chartered corporation and one that believes in the value of all human beings, neither the FFA nor the schools in which FFA chapters are located may engage in improper discrimination. Therefore, where school-based agricultural education instruction is recognized by the State authorities and a FFA Chapter is desired, both public and non-public schools must certify that all Federal laws for non-discrimination are followed as a matter of school policy and practice.

The U.S. Department of Education’s (ED) Office for Civil Rights (OCR) laws prohibit discrimination on the basis of race, color, and national origin (Title VI of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), disability (Section 504 of the Rehabilitation Act of 1973), and age (Age Discrimination Act of 1975). OCR also has enforcement responsibilities under Title II of the Americans with Disabilities Act, which prohibits state and local governments from discriminating on the basis of disability. In addition, OCR enforces the Boy Scouts of America Equal Access Act, which addresses equal access to meet on school premises or in school facilities for the Boy Scouts of America and other designated youth groups.

- **Guiding Principle #6** – The local FFA chapter shall abide by all requirements for chartering a chapter in accordance with the National FFA Constitution and the State FFA Constitution in the state in which the chapter is chartered.

Basis - The National FFA Constitution, Article IV Section B, outlines the minimum requirements for chartering a local chapter as:

“A chapter shall be in good standing with the state association when the following conditions are met:

1. All annual, state and national dues have been paid by the date determined by the state association.
2. All reports have been submitted as requested by the state association.
3. Provisions of the chapter constitution do not conflict with the State or National FFA Constitutions and chapter activities are in harmony with the ideals and purposes of the National FFA Organization.

The governing body of the state association shall have the power to suspend the charter of any

chapter which violates the state or National FFA Constitution and Bylaws.”

State FFA constitutions may outline requirements necessary for fulfillment beyond what is required at the national level provided “the state FFA constitution (does) not conflict with the National FFA Constitution and ... (is) in harmony with the ideals and purposes of the National FFA Organization” (Article IV Section A #3.)

NOTE: To obtain the full legal opinion, contact the National FFA Advisor at:

National FFA Organization
Attn: National FFA Advisor 1410
King Street, Suite 400
Alexandria, VA 22314

Phone: 703-838-5882
E-mail: sbrown@ffa.org

These guidelines were officially approved by the National FFA Board of Directors,
January 24, 2013.