Guide for

Industry Certification Of Agriculture Education Programs

Office of Student Learning and Achievement
Georgia Department of Education
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State Superintendent of Schools

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AGRICULTURE EDUCATION INDUSTRY CERTIFICATION

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FOREWORD

Agriculture Education Industry Certification

The purpose of the Agriculture Education Certification Program is to promote high quality instruction by recognizing schools, which have outstanding programs in Agriculture Education. The guide for establishing a program as "industry certified" was developed by a committee of high school Agriculture Education teachers and agriculture professionals. The committee formulated the guidelines listed below to be used in certifying programs in Agriculture Education.

1. Criteria for meeting industry certification requirements should be maintained at a level worthy of a superior program and validated by direct input from industry professionals.

2. Meeting industry certification standards is an indication of:
    a. a well-trained teacher
    b. excellent local support
    c. excellent curriculum that meets standards, facilities and equipment, and
    d. Complete program participation including classroom/laboratory, FFA and SAEP.

3. Few programs will be expected to qualify for certification without improvement. The certification process should be viewed as an opportunity to improve all aspects of the program with assistance from the State Department of Education and agriculture industry professionals.

4. Teacher should be certified in Agriculture Education with a clear renewable certificate by the State Department of Education.

ACKNOWLEDGMENTS

The Agriculture Education Certification Program was originally developed in January 2000 as a joint effort by professional agriculture related organizations in Georgia and the Georgia Department of Education. Appreciation is extended to the following individuals for their assistance and expertise in the development of the original Industry Certification project for Georgia Agriculture Education.

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In 2010, Georgia Farm Bureau and the Georgia Agriculture Education formed a collaborative committee to oversee and certify Agriculture Education programs for Industry Certification. Through the efforts of this committee, this document was further reviewed and revised throughout the summer of 2010 by the following committee members from both Georgia Agriculture Education staff and the Georgia Farm Bureau.

Georgia Agriculture Education:
- John T. Bridges
- Anne Smith
- Christa Steinkamp

Georgia Farm Bureau:
- Mike Copeland
- Bob Ragsdale
- Donna Rocker

INTRODUCTION

Agriculture is Georgia's largest industry. The foundation of a strong economy center is a strong agriculture sector. A strong and diverse agricultural sector will continue to be important to the economic well being of Georgians in future years. Based on the importance of the agriculture industry, and especially with rapid growth of jobs in many areas such as food processing, food service, the environment and ornamental horticulture, there is a corresponding need for more workers trained in all areas of agriculture. Therefore, it is important for educational institutions to provide high quality educational programs in agriculture. Recognizing this need, the Georgia professional agriculture organizations and the Georgia Department of Education initiated an Agriculture Education certification program designed to recognize high school Agriculture Education programs that meet standards of industry.

The Agriculture Education Program Certification process consists of four phases: initial application, self-evaluation, on-site team evaluation and re-certification. Teachers or administrators seeking certification for their program must apply directly to the respective Regional Coordinator of Agricultural Education for information and self-evaluation materials.

The self-evaluation should be completed by a school committee and submitted to the Regional Coordinator. The application must list a local agricultural representative willing to serve on the on-site committee. The Regional Coordinator will review the self-evaluation, appoint an Evaluation Team Leader (ETL) and send letters of invitation for the on-site and to the members and upon approval of the evaluation team.

The certification program is designed to determine the capability of the local Agriculture Education program to prepare students for entry-level jobs in the agriculture industry and/or to encourage them to pursue a degree in agriculture at the post-secondary.

The evaluation instrument is divided into six areas for review:

Performance Indicators	Administration
Instruction	Facilities and Equipment
Instructional Staff	Requirements by Specialty Area

Certification is awarded by specialty area. A school may choose to apply for industry certification in one or more specialty areas. On the basis of the on-site evaluation, the program may be designated "Industry Certified" in one or more areas of instruction.

GENERAL GUIDELINES AND STANDARDS

1. Schools may apply for certification in one or more of the following agriculture specialty areas.

Agriculture Mechanics	Agriscience	Veterinary Science
Animal Science	Forestry	Horticulture

2. Financial reward will be prorated among industry certified programs as funds are available.

3. Equipment selected for the programs will come from suggested equipment lists, and will be approved by the regional coordinators.

4. The on-site evaluation team will consist of at least three of the following:
   - One statewide industry representative
   - One local industry representative in certification area
   - One person from the state or regional Agricultural Education staff
   - One CTAE administrator from another school system appointed by region coordinator.

5. The schedule of the on-site evaluation should be designed to complete the process within two hours.

6. First year teachers and new programs are eligible to be considered for industry certification when standards have been met. Agriculture Education certification is for programs currently in place. Certification is <u>not</u> given based on a program planned for future implementation.

7. A self-evaluation will be completed on an annual basis and filed with the regional coordinator.

PROCEDURE FOR SEEKING PROGRAM CERTIFICATION

1. Certification Inquiries

   Inquiries concerning Agriculture Education certification should be made to the Regional Coordinator of Agricultural Education. The Agriculture Education certification guide will be forwarded to the school. Information concerning the state workshop on industry certification can be obtained from the Regional Coordinator of Agricultural Education.

2. Certification Workshop

   A workshop will be conducted to assist teachers in preparation for the certification process. All teachers who plan to go through the evaluation process during the next year must attend. It is important that the teacher look critically at their program and use this guide to determine if their program is likely to pass standards. Attending the workshop is no guarantee that the teacher's program will be certified.

3. Self-Evaluation

   A self-evaluation should be conducted by school personnel and advisory committee members. See the self-evaluation section of this bulletin for detailed instructions.

4. Application for Certification

   If the self-evaluation team finds that the program meets certification standards, an application for on-site evaluation should be submitted to the Regional Coordinator. The application should list at least one local agriculture businessperson willing to serve on the on-site evaluation team.

5. Coordination of the Evaluation Team

   Upon approval of the application, the Regional Coordinator will appoint an Evaluation Team Leader (ETL), appoint a team member from the agriculture sector above the local level and send letters of invitation to each prospective team member. The Regional Coordinator and ETL will work cooperatively with the agriculture industry representatives and school personnel to plan an evaluation date, schedule and agenda.

6. Review and Recommendations

   The on-site evaluation team will review the program in terms of quality factors as described in this publication.

   (a) The evaluation team will review the school/program documentation and facilities, and discuss the program with school personnel and other interested parties.
   (b) The evaluation team will use the evaluation guide to determine if the program meets each quality factor.
   (c) The evaluation team may discuss their findings with the school administration but may choose not to reveal their final recommendation while at the site.

(A copy of the completed form should be mailed to the Regional Coordinator.)

The evaluation team will make recommendations using the following as a guide.

(1) The program is recommended for certification in the following areas: (Check all that apply)

__ Agriculture Mechanics __ Agriscience __Veterinary Science
__ Animal Science __ Forestry __ Horticulture

(2) The program is recommended for certification in the following areas contingent upon correction of minor deficiencies as specified:

__Agriculture Mechanics __ Agriscience __ Veterinary Science
__ Animal Science __ Forestry __ Horticulture

The committee may elect to meet again or to give the ETL or another team member power to act on the committee's behalf in reviewing the corrections and making consequent recommendations for certification.

(3) The following program areas are <u>not</u> recommended for certification.

__Agriculture Mechanics __ Agriscience __ Veterinary Science
__ Animal Science __ Forestry __ Horticulture

The improvements needed will require an extended period of time to complete and cannot be completed satisfactorily within the current school year. Denial of certification will be accompanied by the identified deficiencies and an explanation of what improvements are needed to earn certification.

7. <u>Program Recognition</u>

The Regional Coordinator will arrange for appropriate recognition of programs that are declared industry certified.

AGRICULTURE EDUCATION INDUSTRY CERTIFICATION PROCESS

Regional Coordinator Supplies Certification Guide Upon Request

Teacher Attends Certification Workshop

Documentation Prepared, Self-Evaluation Conducted & Application Made for On-Site Evaluation

Regional Coordinator Appoints an ETL & Invites Industry Association Representatives to Participate

On-site Evaluation Conducted

ETL Submits Recommendations to Regional Coordinator

Industry certifying body approves certification for program

Regional Coordinator Arranges for Appropriate Recognition

INSTRUCTIONS FOR SELF-EVALUATION

During the self-evaluation phase, school personnel compare their program to the evaluation quality factors. The steps outlined below should be followed.

1. Review the evaluation guide and compile documentation for each quality factor.

2. Form a self-evaluation committee. Self-evaluation committee should consist of at least three members of the following: school administrators, faculty members, CTAE Director, and chair person of the advisory committee. A team leader, other than the agriculture teacher, should be chosen for the self-evaluation process.

3. Review the evaluation guide and certification process with team members.

4. Assign two or more standards to each team member. The team members should evaluate the program against their assigned standards and report to the group. The team members may wish to work independently or as a group.

5. Set time schedules for completion of the program review and group sessions to summarize the team members' findings.

6. Based upon the reports of each team member, make any necessary adjustments or corrections to the program and documentation prior to the on-site evaluation.

7. Submit an application for on-site evaluation to the Regional Coordinator of Agricultural Education.

8. School personnel may want to invite the ETL to visit the school to review the documentation and agriculture program prior to the on-site evaluation.

MAINTAINING INDUSTRY CERTIFICATION BEYOND THE INITIAL PERIOD

All certified programs will be evaluated annually. Once a school is awarded certification, the school may remain a "certified" program for five years without another on-site visit provided that:

(1) The teacher conducts a self-evaluation annually and sends the completed evaluation document to the Regional Coordinator.

(2) All the performance indicators and program standards are met annually.

(3) The Regional Coordinator approves the self-evaluation.

The Regional Coordinator should be contacted if there is a change in teachers or if the program has fallen below standards according to the self-evaluation. Annually, the Regional Coordinator will determine what steps are necessary to maintain certification.

STANDARD 1 - PERFORMANCE INDICATORS

All performance indicators listed in Standard 1 must be met for industry certification. These requirements are the same required standards for all agricultural education programs as established by the State Department of Education.

1.1 Professional Development and Performance

A. Does the teacher hold a valid Teaching Certificate in Agriculture Education?

B. Did the teacher comply with the Code of Ethics for Agriculture Education Teachers"?

C. Is the teacher actively involved in the professional teacher organization specifically for agriculture educators in the state?

D. Did the teacher attend all Area meetings for Agriculture Education Teachers?

E. Did the Agriculture Education Department have at least two advisory committee meetings one of which may have been an informal meeting?

F. Is a copy of each monthly report on file in the region office for the teacher?

G. Was the annual program of work approved by the local system and the Regional Coordinator of Agriculture Education? Did the annual program of work reflect activities in the approved areas for extended year and day?

H. Did the teacher attend the GVATA Summer Leadership Conference?
Did the teacher attend the Mid-Winter Leadership Conference?

I. Has the teacher submitted a class schedule with enrollment counts to the Regional Coordinator? (1 per semester)

J. Have practical lesson plans meeting specific state standards been developed and filed for each course taught?

K. Has a course calendar or course syllabus of all teaching units been prepared for each course?

L. Was a unit on leadership and personal development (including parliamentary procedure) taught?

M. Did the teacher maintain all facilities (classroom, agricultural mechanics laboratory, livestock facilities, food processing center, forestry plot, greenhouse) in a safe, neat, and aesthetically pleasing condition?

1.2 Supervised Agricultural Experience Program

A. Do at least 60% of students have in place an approved Supervised Agriculture Experience Program? An approved Supervised Agriculture Experience Program is one that is conducted beyond the regular classroom instructional time.

B. Did the teacher provide project supervision for each student with an approved Supervised Agricultural Experience Program?

C. Were students provided with a record book appropriate for their Supervised Agricultural Experience Program?

D. Was systematic instruction on record keeping included in the instructional program?

E. Did the teacher submit at least one proficiency application in area of certification each year?

1.3 FFA Performance Indicators

A. Was the Chapter Program of Activities and Budget submitted to the Regional Coordinator by region deadline? Did the chapter submit a National Chapter Application?

B. Was systematic instruction on the FFA included in the instructional program?

C. Did the chapter hold a minimum of ten chapter meetings during the year using the official opening and closing ceremonies?

D. Did the chapter conduct an awards or parent-member banquet?

E. Did the chapter conduct activities in recognition of National FFA Week?

F. Did the chapter conduct a community service project?

G. Did each teacher have a minimum of two participants in an area leadership CDE?

H. Did the chapter have two official delegates at the State FFA Convention?

I. Did the teacher prepare teams to compete in a minimum of three FFA Career Development Events conducted on the Area or state level? A minimum of two shall be team events. Two of the three must be CDE's must be related to the certification area. The Chapter must score at least 60% or more of total possible points in at least one CDE in the certification area on the area level.

STANDARD 2 - ADMINISTRATION

The administrative structure of the program must support and promote the attainment of the goals and objectives.

2.1 PROGRAM DESCRIPTION

A. Are there written goals and objectives for the program which meet the expectations of employers for entry level employees in the agriculture industry?

B. Are students provided with written goals and objectives, such as might be included in a course syllabus, for the class at the beginning of each quarter/semester?

2.2 ADMINISTRATIVE SUPPORT

A. Are provisions made for the teacher(s) to participate in at least one instructional staff development activity in agriculture each year?

B. Is there a written policy regarding safety and liability in the agriculture laboratory?

C. Is there a written policy regarding live-work projects?

D. Is there a written policy regarding the sale/disposal of products and services generated through the agriculture program?

2.3 PUBLIC RELATIONS

A. Are records available that reflect what community involvement, recruitment activities and news releases have been utilized during the past year?

B. Is there an appropriate sign identifying the agriculture department/laboratory?

C. Are records available that reflect local Farm Bureau involvement?

2.4 BUDGET

A. Is an annual budget developed by the agriculture teacher and local administrators for the agriculture education program?

B. Are the budgeted funds allocated to and used for benefit of the program?

C. Are funds generated through the program available for use by the teacher for benefit of the program?

D. Are budget status reports available to the teacher upon request?

STANDARD 3 - INSTRUCTION

Instruction must be systematic and goal oriented. A competency list and specific performance objectives must be used within Georgia Performance Standards.

3.1 INSTRUCTIONAL PLAN

A. Are lessons and laboratory experiences matched to state standards across a broad base of subject areas (i.e. math, science, language arts, economics)?

B. Are career pathways offered in the certification specialty area?

C. Are the competencies in each specialty area as defined by the state curriculum guide included in the program courses?

3.2 INSTRUCTIONAL EQUIPMENT AND MATERIALS

A. Are up-to-date textbooks, reference materials and laboratory activity materials available in sufficient quantity for student use in each specialty area?

B. Is technology such as multimedia and computers available for teachers to use in daily instruction?

C. Does the school subscribe to at least one agriculture magazine, trade publication or newsletter in each area considered for certification? Are periodicals displayed in the classroom and available for student and teacher use?

3.3 TEACHING LOAD

A. Does the teacher/student ratio fall within the requirements set by the State Department of Education?

B. Is the teacher provided with a planning period during the school day?

C. Was a minimum of one organized adult class conducted by the teacher? The course must have shown a minimum of 10 adults on an enrollment form submitted to the adult education coordinator.

3.4 CURRICULUM

A. Does the learning activities provide for an adequate amount of hands-on instruction for each performance objective?

B. Is the curriculum reviewed and approved by the advisory committee on an annual basis?

C. Are basic math, science and communication skills stressed in agricultural applications?

D. Is new technology incorporated into the curriculum?

3.5 PERFORMANCE STANDARDS

A. Are students required to demonstrate hands-on competence or mastery of skills before the teacher verifies student performance?

B. Are students required to keep notebooks current with class notes, laboratory activity sheets and other class information?

3.6 SAFETY

A. Is an introductory lesson on safety taught to all new students and does each student receive a copy of the program safety and liability policy?

B. Are safety tests administered and kept on file until the student leaves the program?

C. Are Material Safety Data Sheets (MSDS) conveniently available to students and staff working in the agriculture laboratory?

D. Is the program in compliance with state and federal laws and regulations dealing with the safe use of chemicals such as the Right-To-Know laws?

3.7 PERSONAL DEVELOPMENT

A. Are good work habits and ethical practices included in lesson plans where appropriate?

3.8 TESTING

A. Are students given a comprehensive test which measures knowledge and management skills in the specific certification area (refer to Standard 6)?

3.9 EVALUATION OF INSTRUCTION

A. Is there evidence that systematic program evaluation is used to make decisions about course content and instructional efficiency and effectiveness?

B. Are students surveyed for input to improve the instructional program?

STANDARD 4 - FACILITIES AND EQUIPMENT

Facilities, equipment and tools used in the Agriculture Education instructional program should be of the type and quality found in agriculture industry and must be the type needed to provide instruction to meet the program and performance objectives.

4.1 SAFETY

A. Are all equipment shields, guards and other safety devices in place and operable?

B. Is defective equipment tagged, marked, and/or removed?

C. Are safety glasses and protective clothing available and worn by students and instructors when applicable?

D. Is a first aid station conveniently located and supplied with sufficient and up-to-date first aid supplies including an eye wash station?

E. Is there a fire extinguisher conveniently located and properly marked?

F. Is proper laboratory color-coding used in appropriate areas?

G. Is a telephone or other emergency communications device located in the agriculture education department?

H. Is a telephone or other communications device available when the teacher takes students to labs?

4.2 TOOLS AND EQUIPMENT

A. Are tools and equipment available in sufficient quantity?

B. Do the tools and equipment used in the instructional program meet industry quality and safety standards?

4.3 CONSUMABLE SUPPLIES

A. Are adequate consumable supplies readily available and in sufficient quantity?

4.4 MAINTENANCE

A. Is there evidence of a preventive maintenance program in use for equipment?

4.5 CLASSROOM

A. Is there adequate classroom space, desks, and/or tables provided for the instructional program?

4.6 AGRICULTURE LABORATORY

A. Is an agriculture laboratory of adequate size provided for instruction in the specialty area?

B. Is the agriculture laboratory easily accessible from the classroom?

C. Is school-provided transportation readily available for transporting students for off-campus laboratory activities?

4.7 OFFICE

A. Is sufficient office space, equipment and furniture available for the teacher's use?

4.8 STORAGE

A. Are adequate storage areas available, conveniently located, and secure?

B. Is a storage area available for chemicals, combustible materials and pesticides, and is it located in accordance with hazardous chemical storage regulations?

C. Are storage areas maintained in a clean, safe and orderly condition?

4.9 SUPPORT FACILITIES

A. Is an area convenient to the instructional area provided for students to clean up after laboratory activities?

4.10 MAINTENANCE AND OPERATION

A. Are the facilities adequately maintained through general housekeeping and cleanliness to ensure a proper learning environment?

STANDARD 5 - INSTRUCTIONAL STAFF

The instructional staff must have technical competence and meet all requirements for certification to teach Agriculture Education.

5.1 TECHNICAL COMPETENCE

A. Has the teacher taken and passed competency test in specialized certification area (refer to Standard 6)?

B. Is the teacher a member of the professional organization associated with the technical area(s) considered for certification?

5.2 TECHNICAL UPDATING

A. Has the teacher returned to industry or the educational sector for in-service education in the area(s) being considered for certification with a minimum of 5 Professional Learning Units (PLUs) (total of 50 contact hours) or 5 hours college credit in the last five years related to certification area? (5 quarter hours or 3 semester hours).

B. Has the teacher attended at least one industry/state or Federal sponsored educational activity in each area considered for certification in the last two years?

5.3 FIRST AID TRAINING

A. Has the instructor had first aid training?

STANDARD 6: REQUIREMENTS BY SPECIALTY AREA

Special requirements for specific program areas are detailed below. Only the program area(s) being considered for certification should be considered.

6.1 Agricultural Mechanics

1. Does the Ag Mechanics lab meet minimum state square footage requirements?

2. Is the Ag Mechanics labs equipped with minimum state Ag Mechanics tools / equipment?

3. Does the program offer a minimum of three of the following content areas (woodworking, metal working, small engines, electricity, and/or tractor operations & maintenance) within the Ag Mechanics pathway?

6.2 Agriscience

1. Curriculum should document at least 25% instructional time is in active Agriscience lab work.

2. Facilities have and use agriscience lab and equipment.

3. At least 60% of students enrolled in Agriscience courses, must complete in Agriscience Fair project. Teacher must maintain records of student projects.

6.3 Animal Science

1. Program must have access to livestock teaching facility.

2. Teacher must offer all students the opportunity to participate in all facets of the livestock show program.

3. Local program must have access to a livestock show or exhibition facility on the local level.

4. Strongly recommended that a local or consulting veterinarian be involved in the instructional program of Animal Science.

6.4 Forestry

A. Is an outdoor lab area readily accessible to students?

B. Does teacher must maintain documentation of a minimum of 50 hours in the woods or on field trips. (Documentation must be related to: forestry, wildlife or natural resources curriculum)

D. Does the teacher have a pesticide applicators license in forest pest control?

E. Is the teacher certified in prescribed burning?

F. Does the teacher have a CDL and/or have access to school transportation for driving/transporting students to the school forestry plot and other labs?

G. Does teacher have documentation of at least 60 % pass rate of End-of-pathway testing in Forestry (when available)?

6.5 Horticulture

A. Does the teacher have a current pesticide license?

B. Are the crops, products and services generated through the Agriculture Education program of a commercial nature (do they reflect crops, products and services produced in local businesses)? Does the teacher provide annual greenhouse/nursery crop schedule of what is grown in lab facilities?

C. Does the horticulture program have a Live Plant License from the Georgia Department of Agriculture?

D. Has the teacher passed Level 1 of GGIA Certification? Has the teacher had at least 5 students prepare and pass Jr. GGIA Certification every 5 years?

6.6 Veterinary Science

A. Program must align and/or work with a Veterinary Science Department at a college or Tech School.

B. Teacher must offer all students the opportunity to work with a variety of animals.

C. Students must have the opportunity to view surgeries and other procedures. (It may be through field trips, videos, or internships.)

D. Strongly recommended that a local or consulting veterinarian be involved in the instructional program.

APPLICATION FOR ON-SITE TEAM EVALUATION

1. School: _____
   Address: _____
   City, State, Zip: _____
   Telephone: _____ Fax: _____ E-Mail: _____

   _____ _____
   Agriculture Teacher Principal or Vocational Supervisor

2. Check each area for which industry certification is being applied for.

   __Agriculture Mechanics __ Agriscience __ Veterinary Science
   __ Animal Science __ Forestry __ Horticulture

3. Has a self-evaluation team evaluated the program, based on the state approved evaluation guide, and determined that the program meets the guidelines for industry certification in the above marked categories?

4. On-site evaluation date: 1st Choice:_____ 2nd Choice:_____
   (Allow at least 30 days from receipt of the application by the Regional Coordinator to the scheduling of an evaluation.)

5. Recommended local agriculture industry personnel for the on-site evaluation team.
   List at least one person from the local agribusiness community who is willing to serve on the on-site evaluation team. It is the teacher's responsibility to contact this person before making application and determine their willingness to serve.

   Name, Title:_____
   Address:_____
   City, State, Zip:_____
   Telephone:_____

   Alternate:
   Name, Title:_____
   Address:_____
   City, State, Zip:_____
   Telephone:_____

_____ _____
Agriculture Teacher CTAE Director

_____
Principal

Note: Return this form to the Regional Coordinator of Agricultural Education.

CERTIFICATION FORM

This form is used by the evaluation team to make recommendations concerning Agriculture Education certification. The form should be completed at the conclusion of the evaluation session and mailed to the Regional Coordinator of Agriculture Education.

1. School: _____

2. Date of Evaluation: _____

3. Agriculture Teacher: _____

4. Evaluation Team Leader: _____

5. Recommendations:

(A) The evaluation committee recommends this program for certification in the following specialty areas of Agriculture. (Check all that apply)

__Agriculture Mechanics __ Agriscience __ Veterinary Science
__ Animal Science __ Forestry __ Horticulture

(B) The program is recommended for certification in the following specialty areas contingent upon correction of minor deficiencies.

__Agriculture Mechanics __ Agriscience __ Veterinary Science
__ Animal Science __ Forestry __ Horticulture

The committee may meet again as a group to review the program or to give the Team Leader (ETL) or another team member power to act on the committee's behalf in reviewing the corrections and making consequent recommendations for certification. Corrections must be made prior to the beginning of the next school term.

(C) The following program specialty areas are <u>not</u> recommended for certification.

__Agriculture Mechanics __ Agriscience __ Veterinary Science
__ Animal Science __ Forestry __ Horticulture

The improvements needed will require an extended period of time to complete and cannot be completed satisfactorily within the current school year. Deficiencies identified by the evaluation team are as follows:

6. _____ _____
Signature of Evaluation Team Leader Signature of Evaluation Team Member

_____
Signature of Evaluation Team Member

RENEWAL APPLICATION
INDUSTRY CERTIFICATION

1. Teacher: _____

School: _____

Address: _____

City, State, Zip: _____

Telephone: _____ Fax: _____ E-mail: _____

2. Check each area for which recertification is being applied for.

__Agriculture Mechanics	__ Agriscience	__ Veterinary Science
__ Animal Science	__ Forestry	__ Horticulture

3. What year were the programs originally certified?

__Agriculture Mechanics	__ Agriscience	__ Veterinary Science
__ Animal Science	__ Forestry	__ Horticulture

4. Verification:
The current industry certified programs in agriculture education have been reviewed based on the state approved evaluation guide. It has been determined that the program continues to meet guidelines for industry certification in the above marked categories.

_____ _____
Agriculture Teacher CTAE Director

_____
Principal

5. List any exceptions or comments. Use back of this form if necessary: _____

Note: Return this form to the Regional Coordinator of Agricultural Education.