

## **PA FFA Board of Directors**

### **Minutes, August 4, 2017**

**The meeting was called to order by President Moyer at 10am in the Ferguson Building at PSU. In attendance was:** Nathan Moyer, Thomas Gabel, Taylor Halbleib, Brody Coolidge, Philip Winklosky, Justin Kurtz, Kelsey Stewart, Sherisa Nailor, Joanna McKelvey, Mark Anderson, Doug Brown, Ayla Miller, Daniel Foster, Kevin Curry, Caleb Wright, Libby Baker-Mikesell, Annette Gray, Kelly Bier, Ron Frederick, Cliff Wallace and Mike Brammer.

**Following a welcome and introductions of all, Brammer presented the minutes of the May and June meetings. Stewart/Gabel moved to accept as written. Motion passed. Miller/Baker-Mikesell moved to moved to concur. *Motion passed.***

**Financial report** for the fiscal year 2016-17 was presented by Brammer.

Chapters not in good standing to date: Abe-Lincoln FFA Chapter (fees owed for ACES)  
**Report filed for audit.**

**State Officers report** presented by Halbleib. **(Written)**

**FFA Foundation report** presented by Wright.

- All CDE/LDE's are sponsored
- Golf outing was a success
- Need a list of dedicated sponsors sent to teachers
- Ag Progress Days help needed
- Mrs. Isenberg part time help

**FFA Alumni report** presented by Nailor.

- 9/23 – Swine and Wine – Hunters Valley
- New process for jacket campaign – Details coming
- Fall Regional meetings in conjunction with PAAE

**PSU report** presented by Foster. **(Written)**

**PAAE Report** – President Fellenbaum available by the phone if needed. Brammer reported summer conference went well.

**PDE/PDA** – No reports.

### **REGIONAL COORDINATORS**

**Easter (Frederick)** – Annual planning meeting conducted. Fall CDE day – Nov 6; Spring day – May 1.

**Northern (Gray)** – Attended area meetings.

**South Central (Bier)** – Regional Keystone Eval - Nov 14; Spring CDE/LDE Day - April 24.

**Western (Wallace)** – WPLC was a success with approx. 85 in attendance.

## COMMITTEES

### CDE/LDE Standing Committee – McKelvey (Written)

- **Recommendation 1** – Accept CDE changes as submitted. (Submitted changes from Aquatics, Dairy Cattle Evaluation and Management, Dairy Cattle Handlers, FFA Knowledge, Employment Skills)  
**Motion passed.** Thomas/Halbleib moved to concur – **Motion passed.**
- **Recommendation 2** – Accept the proposal to start an Agricultural Communications CDE at State FFA Activities Week in June 2018.  
**Motion passed.** Thomas/Halbleib moved to concur – **Motion passed.**
- **Recommendation 3** – Expand the Standing CDE Committee to 9 members, to be appointed by the FFA Board President and the CDE Committee.  
**Motion passed.** Halbleib/Winklosky moved to concur – **Motion passed.**

### Conference Review – McKelvey (Written)

Report of recommendations and suggestions were submitted to the State FFA Officers for consideration.

## UNFINISHED BUSINESS

### Constitutional Amendment – Stewart/Halbleib moved to accept as presented by the delegates.

**Motion passed.** Baker-Mikesell/Miller moved to moved to concur. **Motion passed.**

Nailor appointed the following pending acceptance: M. Anderson-Chair, Jenna McIntyre, Abbie Cornett, Curt Swineford, Laura Metrick.

**Section E. A standing SAE committee will report to the PA FFA Board of Directors at each meeting on SAE issues. Committee members will include a chairperson from the FFA Board of Directors and one non-board member teacher from each of the four regions. In addition, the SAE Specialist or their designee will serve in ex-officio, non-voting capacity. Roles and responsibilities of the committee will be:**

- **Overview and Guidance of SAE in PA**
- **Management of Degree Programs (American and Keystone--Application, Verification, Education)**
- **Management of Proficiency Programs (Application, Verification, Education)**
- **Management of Financial Literacy (Professional Development and Student Education)**

### CDE Policy for IEP Students:

Postponed from previous meeting – Original motion:

**Students with IEP's requesting assistance or accommodations during local, regional or state CDE/LDE's must:**

- **make the request for accommodations at the time of registration**
- **be accompanied by a non-parent guardian or chaperone to make such accommodations**
- **not require additional work or effort on the part of the chairperson**

Foster/Miller moved to amend by striking out "local, regional" and the last two bullet points.

PREVIOUS QUESTION called for by McKelvey. **Motion passed 10-0. Amendment passed. Motion as amended passed.** Gabel/Stewart moved to moved to concur. **Motion passed.**

**POLICY – NEEDS A SECOND VOTE.**

**TO BE CONSIDERED AT DECEMBER MEETING:**

**Students with IEP's requesting assistance or accommodations during state CDE/LDE's must:**

- **make the request for accommodations at the time of registration**

**New Program Charter Process** – Foster/Wright moved to postpone definitely to the December 2017 meeting. **Motion passed.** Stewart/Coolidge moved to moved to concur – **Motion passed.**

**Dr. Foster's Farewell Comments: Foster's Farewell Five:** (Written)

- Is the Pennsylvania FFA truly an inclusive organization evidenced by words and deeds?
- What does it mean to have a Pennsylvania FFA Charter/Chapter?
- Does Pennsylvania FFA seek out opportunity for synergistic collaboration?
- What role do competitive event programs play in Pennsylvania Agricultural Education?
- What value does Supervised Agricultural Experiences have in Pennsylvania Agricultural Education?

**Contracted Nurse for State FFA Events:**

- Miller/Brown moved to create a special committee of three (3) appointed by the chair with Nailor serving as chair to report back at the December meeting. **Motion passed.** Stewart/Halbleib moved to concur. **Motion passed.**

**NEW BUSINESS**

**Convention General Sessions:** Brammer reported on results of Ag Science Fair, Proficiency and National Star results. Question was asked if there were any objections on returning to the Bryce Jordan Center – None were noted.

**Team Structure for CDE/LDE's** – Anderson and Brown asked for clarification on individuals competing in the same CDE after placing first as an individual. Ok to compete again unless they competed at Nationals and/or were on a 1<sup>st</sup> place team.

*VI.c.vii – Eligibility Policy*

*"Once a student competes at the National FFA Convention, places first in an individual state CDE/LDE, and/or is the member of a first place team in a team state CDE, they have exhausted their eligibility and are no longer eligible to compete in that respective CDE/LDE at the State level."*

**Safety of Students at State Events** – Anderson and Brown asked about a crisis management/emergency/security plan. Contact will be made with the PDA safety officer for future action/thoughts.

**Accommodation of transgender students** – Anderson and Brown asked about our policies and accommodations. Caleb Wright will assist in moving forward and bring recommendations at a future meeting.

**2017 State FFA Delegate Issues** – Presented by the State FFA Officers. (Written)

1. State Officer Interviews – No action recommended at this time.
2. Ag Tools CDE – Gabel/Halbleib moved to refer to CDE committee. **Motion passed.** Baker-Mikesell/Anderson moved to concur. **Motion passed.**

3. Dairy Cattle and Livestock Eval – No action recommended at this time. Stewart/Halbleib moved to refer to CDE Committee. **Motion passed.** Miller/Baker-Mikesell moved to concur. **Motion passed.**
4. Fall Leadership attendance – No action recommended at this time; however, recommended that the conference structure and attendance eligibility be reviewed for 2018.
5. Keystone Degree eligibility.
  - a. Halbleib/Kurtz moved to allow Juniors and older to receive the Keystone State Degree if they qualify, effective with the 2019 recipients, and, only Seniors and older be eligible to apply to become a State Star. **Motion passed.** Wright/Gabel moved to concur. **Motion passed.**

**POLICY CHANGE – REQUIRES A SECOND VOTE**

*IV.a.i – Keystone Degree Procedures*

*“Candidates must be at least a Junior in high school and meet all other degree requirements in order to be eligible to apply for the Keystone degree.”*

*IV.b.2 – Regional Stars Selection (new item i.)*

*“Candidates must be at least a Senior in high school and have received or be approved to receive their Keystone degree at the time of application.”*

**Additional New Business:**

- i. Miller/McKelvey moved to amend policy - IV.b. 3. State Star Selection Committee to remove “FFA Facilitator” and replace it with “SAE Specialist or the FFA Board designee”. **Motion passed.** Gabel/Winklosky moved to concur. **Motion passed.**

**POLICY CHANGE – REQUIRES A SECOND VOTE**

*IV.b.3 – State Star Selection Committee*

*“The SAE Specialist or the FFA Board designee will oversee a selection committee for each star category to review applications and interview the candidates the morning of the Pennsylvania FFA Association Mid-Winter Convention.”*

**Closing Remarks:**

CDE Committee charges for recommendation at the December meeting:

- Ag Tools CDE (Interest, Need, Feasibility)
- State Dairy & Livestock Evaluation location (All American and KILE)
- CDE Rotation Schedule/Cycle
- CDE Website Updates (Sample Tests, Question Banks, Format, etc.)
- Appeals Process – means for reporting concerns or challenging process
- Duties of CDE/LDE Chairs and Accountability

Next meeting will be **December 15 at PDA in Harrisburg starting at 1pm.**

Meeting was adjourned with closing ceremonies at 2:10pm.

Respectfully submitted,



Mike Brammer – FFA Executive Director



**Pennsylvania FFA Board of Directors**

**August 4, 2017**

**State Officer Report/Update**

**“INITIATE, CREATE, ILLUMINATE”**

Since being elected on June 15, 2017, the team has participated in BLAST OFF training (Building Leaders and Strong Teams of Officers), as well as NLCSO training (National Leadership Conference for State Officers), in Virginia. We also toured Universal Lettering.

We have scheduled visits to “job shadow” at PDA, visit New Holland, PA Farm Bureau and Ag Choice Farm Credit. In addition, our first chapter visit is scheduled at Central Columbia FFA.

Over these past 7 weeks, we have;

- Connected with over 100 students (More by social media)
- Visited valued partners (PDA, Lancaster Farming, Masser Potato)
- Taylor and Thomas attended State Presidents Conference in Washington D.C and connected with 104 state officers from all 52 state associations
- Attended 1 Regional Conference (WPLC)
- Helped at County Fairs
- Helped at FFA Foundation Event
- Inclusively traveled over 15,000 miles

We are so excited to log even more miles and connect with many more members during our year.

Respectfully Submitted,

*Taylor Halbleib*

**2017-2018 Pennsylvania FFA Secretary**



# CDE Committee Report

*PA FFA Board Meeting*

*Friday, August 4, 2017*



Chair - Doug Masser (Eastern Region), *Pequea Valley Agriscience Teacher*  
Joanna McKelvey (Western Region), *Wilmington Area Agriscience Teacher*  
Sarabeth Fulton (South Central Region), *Big Spring Agriscience Teacher*  
Valerie Fry (Northern Region), *Selinsgrove Agriscience Teacher*  
Daniel Foster (At-Large), *Penn State Agricultural Education*  
Vacancy (At-Large)  
Vacancy (At Large)

## **Committee Updates**

### **Event Rule Changes Deadline:**

The CDE committee presented the proposed event changes deadline options at the PAAE summer conference during the CDE update time. This allowed teachers to weigh in with their ideas and for the committee to gain an understand of what teacher feel is the appropriate action on this item. The consensus in the room was the following:

- August 1st Deadline
  - All proposed changes are due to the CDE Committee by July 15
  - Changes are shared at a PAAE Summer Conference CDE session and published on the website for review for all teachers
  - Teachers should contact chair with opinions or suggestions about the changes.
  - All changes due to the CDE Committee by August 1
  - CDE approval occurs at August board meeting
  - Final approval at December Meeting (2 votes required for policy changes)

The CDE committee also discussed the possibility of moving to a 5 year rotation for all CDEs, where rule changes are only permitted to occur every 5 years for all CDEs. Again, the consensus at the CDE update meeting at PAAE was that this is a positive move for Pennsylvania FFA. This timeline would align with National FFA so the Pennsylvania events can prepare the members for the national level. Any changes that occur outside the 5 year rotation will be submitted to the CDE Committee for review, and then a recommendation will be made to the board on whether or not to accept or reject the proposed change. This committee review option allows flexibility for unforeseen changes to occur in our events.

The CDE Committee will be submitting the changes listed above at the next board meeting. Any further comments or suggestions should be sent to the CDE committee as this proposal is finalized.

### **Recommendations**

**Recommendation 1:** Accept the CDE changes as submitted. An overview of the changes can be found at the following link: <https://goo.gl/5UiYYz>

**Recommendation 2:** Accept the proposal to start an Agricultural Communications CDE.

**Recommendation 3:** Expand the CDE Committee to 9 members. The board president and the CDE committee will appoint individuals to the openings/vacancies on the CDE committee.

# CDE Changes



**2017**

# **CDE's with Proposed Changes**

- Agricultural Communications CDE
- Dairy Cattle Evaluation and Management CDE
- Dairy Cattle Handlers CDE
- FFA Knowledge CDE
- Employment Skills LDE
- Aquatic Resources CDE

# **Agricultural Communication CDEs**

## ***(NEW)***

- Start the Agricultural Communications CDE for 2017-2018
- Janae McMichael and Meagan Slates agreed to assist in starting the CDE
- Rules reflect national's, with minor modification to fit PA's state convention timeline

# **Dairy Cattle Evaluation and Management CDE**

- Dairy Cattle Evaluation and Management CDE will change the team presentation rubrics to better match the National CDE Format. The current rubrics are based on the previous cycle. See new rubrics attached. Biggest change is the evaluation of teamwork in the preparation room.

# Dairy Cattle Handlers CDE

- To provide more structured time for the participants in the Dairy Cattle Handlers CDE, students not competing in a Tuesday only CDE will take the written knowledge test of the Evaluation and Management CDE. A 1<sup>st</sup> place individual in Dairy Knowledge will be selected from the combined groups. An additional awards sponsor would be needed for this to happen.
- Logistics impact
  - 24 additional photocopies of the test would be required – No Problem
  - Dairy Knowledge Individual – Awards Sponsor Needed
  - Make sure that the Tuesday room is 101 ASI to fit all participants
  - Dairy Cattle Handler Committee members would then be available to help evaluate the teamwork of the Evaluation and Management CDE participants

# FFA Knowledge CDE

- Teams will consist of three individuals from the following eligible grades: 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> or 10<sup>th</sup> grade first year members

# **Employment Skills LDE**

- All documents will be submitted in an online job application. No mailed documents will be accepted
- Due date for job application submission will be May 1st (To align with other states due dates)
- Align the following items to the national event:
  - All rubric will be the national rubrics
  - Letters of reference will not submitted or scored

# **Aquatic Resources CDE**

- Added Bird and Amphibian Calls ID
- Updated ID lists to better match Environmental and Natural Resources CDE
- Changed Pond Management Practicum
  - Stocking or Pond Stocking Density
  - Removed pond volume practicum
- Added Total Alkalinity to water testing practicum

## **2017 FFA Delegate Issues Proposals**

- 1. Conduct State Officer Interviews prior to the State Convention.**
  - a. PROPOSAL – We recommend no change to the process at this time. We do propose the continuation of additional nominating committee training leading up to and prior to all interviews.**
  
- 2. Create an Ag Tools CDE for first year members.**
  - a. PROPOSAL – We recommend no action on this issue at this time. We do recommend that the CDE Committee review this proposal for future consideration. One state to check with would be North Carolina as they conduct this CDE.**
  
- 3. Conduct the Dairy Cattle Evaluation and Livestock Evaluation CDE's at All American and KILE.**
  - a. PROPOSAL – We recommend no action on this issue at this time. We do recommend that the CDE Committee review this proposal for future consideration.**
  
- 4. Allow additional attendance at the Fall Leadership Conference.**
  - a. PROPOSAL – We recommend that Chapter Officer workshops be revised and will work with PSU Ag & Extension Education on recommendations for 2018 to include team dynamics. We also recommend that registration be open to an unlimited number of first year students.**
  
- 5. Allow the Keystone (State) Degree to be awarded to Juniors if they qualify.**
  - a. PROPOSAL – We recommend the approval of this delegate issue – Allowing Juniors and above to receive the Keystone (State) Degree if they qualify – Effective with the 2019 Keystone State Degree applicants.**
  - b. PROPOSAL – We further recommend that ONLY Seniors and above be allowed to apply to be selected as a Regional/State Star, and that an application be required from those applying when they apply. (NOTE – Students could receive their State Degree as a Junior and then apply as a Senior to be selected as a Star – Effective with the 2019 Keystone State Degree applicants.**
    - i. THIS IS A POLICY CHANGE which will require two votes.**



## August 2017 Pennsylvania FFA Board Meeting

@TeachAgPSU Report

### Student Teachers Update

- Since 2010 (and counting 2017), PSU has had **99** students complete student teaching Internships. Approximately 65% of graduates are employed directly in school-based agricultural education. Teachers have accepted agricultural education positions in the following states:

- |                      |                             |
|----------------------|-----------------------------|
| 1. Arizona           | 9. New Jersey               |
| 2. California        | 10. New Mexico              |
| 3. Connecticut       | 11. North Carolina          |
| 4. Florida           | 12. Pennsylvania (multiple) |
| 5. Indiana (2)       | 13. South Dakota            |
| 6. Maryland (5)      | 14. Virginia (4)            |
| 7. Montana           | 15. Wisconsin (3)           |
| 8. New Hampshire (2) |                             |

- **We have 11 students placed in the following schools for Spring 2018 (#psuaged18):**

- |                        |                  |
|------------------------|------------------|
| ○ Central Columbia HS  | ○ Northwest HS   |
| ○ Cumberland Valley HS | ○ Penn Manor HS  |
| ○ Derry HS             | ○ Selinsgrove HS |
| ○ Fort Cherry HS       | ○ Tri Valley HS  |
| ○ Kennard-Dale HS      | ○ West Perry HS  |
| ○ Manheim Central HS   |                  |

- #psuaged18 intends to assist with Fall Leadership Conference with their AEE 295 class
- #psuaged18 will be attending NAAE in Nashville

### Other Preservice Education Involvement

- *Student Organizations*
  - Assisted with PA FFA Convention
  - Has appointed a committee to investigate combining CFFA & TeachAg Society
  - Will be at the Big E and National FFA Convention

## **Professional Development Opportunities from the Center**

- **CASE:** Conducted an Animal Science Institute in 2017.
  - Offering Partial Scholarships to Teachers (3)
  - Offering Scholarships to Candidates (3)
  - Currently, approximately 24 teachers in Pennsylvania have attended one or more CASE institutes
- Do It Yourself Program is under way for 2017-2018 year. Visit website for more information to acquire funding for specialized development.
- The New & Beginning Teacher Program is being coordinated by Dr. Laura Rice.
- Executive Summary Sheets of research conducted to advance PA FFA/PA Ag Ed specifically in the Spring are provided:
  - Technology-Based Distractions Among Farming Youth
  - Youth Perceptions Regarding Entrepreneurship
- Specific requests for topics of professional development (and mode of delivery) can be made to [teachag@psu.edu](mailto:teachag@psu.edu)

## **Other News**

- Staffing Human Resources:
  - *Program Manager:* The program manager position is open after Ms. Melissa Sankey pursued employment with Cooperative extension.
  - *New Faculty Member:* Dr. Kevin Curry (@kevinwcurry) has officially joined our team. Dr. Curry will be teaching AEE 100 and AEE 311 in the Fall. AEE 311 is our “FFA/SAE” course; thus, Dr. Curry will be the new representative from Penn State to the PA FFA Board.

Pennsylvania FFA Association:

Thank you for your support in a research study on *youth perceptions of entrepreneurship in agriculture* completed as part of the graduate work of Michael Cahill in his Master's program of Agricultural and Extension Education at Penn State. The purpose of the research was to explore teachers' and students' entrepreneurial self-efficacy, perceptions regarding entrepreneurship, and inclinations to pursue business. Entrepreneurship in agriculture will play a crucial role in ensuring food security and sustainable development of rural communities now and in the future.

The population for the study included all Pennsylvania agriculture teachers and a random sample of students who had entrepreneurial Supervised Agricultural Experiences (SAE). Each group was sent a survey questionnaire online.

### Key Findings

- 1. Teachers and students are confident completing entrepreneurial tasks** - Overall, students and teachers indicated that they were confident in their abilities to successfully perform tasks associated with entrepreneurship (entrepreneurial self-efficacy) and had high perceptions regarding entrepreneurship. Both teachers and students indicated that their perceived weakness was in the planning aspect of creating a new business. Specific items from the questionnaire relating to planning include estimating customer demand for a new product or service, determining a competitive price for a new product or service, estimating the amount of start-up funds and working capital necessary to start a business, and designing an effective marketing/advertising campaign for a new product or service.
- 2. Teachers and students are not very inclined to start their own businesses** - Though attitude toward entrepreneurship was high, teachers and students were not very inclined to pursue business. Perhaps that this indicates that agricultural education emphasizes the pursuit of employment over entrepreneurship or that there are some perceived barriers that are unrecognized that discourage students and teachers from starting their own businesses.
- 3. Female students had significantly higher entrepreneurial self-efficacy and inclinations to pursue business than male students.** In the past decade, there has been a significant increase in female agriculture teachers in Pennsylvania. Currently, women make up the majority of agriculture teachers in Pennsylvania. Previous studies have indicated that female students generally have lower entrepreneurial self-efficacy and intentions to pursue business. As more and more female agriculture teachers enter the profession, this may have implications on the development of students' entrepreneurial self-efficacy, perceptions regarding entrepreneurship, and inclinations to pursue business specifically in empowering female students to pursue entrepreneurship.

### Recommendations

Specific recommendations from this study for Pennsylvania agriculture teachers include:

1. Professional development should target those competency areas identified by experts, namely: searching, planning, marshalling, implementing-people, implementing-financial, and attitude toward venturing. Special considerations should be given to the *planning* dimension as it was consistently lower in both student and teacher respondents.
2. Additionally, more curriculum should be developed and made available to help teachers facilitate learning experiences that increase student entrepreneurial self-efficacy.

For more information, please feel free to contact the PSU TeachAg! program at [teachag@psu.edu](mailto:teachag@psu.edu).



## Summary of Important Information and Findings

Table 1

*Number of Respondents by Population*

Population	Number of Respondents	Total Population	Response Rate (%)
Pennsylvania Teachers	75	244	31
Pennsylvania Students	119	500	24

Table 2

*Reliability Analysis*

Construct	Number of Items	Population	Alpha
Entrepreneurial Self-Efficacy	22		
		Pennsylvania Teachers	0.90
		Pennsylvania Students	0.89
Perceptions of Entrepreneurship and Inclinations	21		
		Pennsylvania Teachers	0.85
		Pennsylvania Students	0.89

Table 3

*Mean scores of Teachers and Students for each Instrument and Dimension*

Instrument Constructs and Dimensions	PA Teachers	PA Students
Entrepreneurial Self-Efficacy (Total)	3.9	3.8
Searching	3.9	3.7
Planning	3.4	3.5
Marshalling	3.8	3.8
Implementing - People	4.3	3.9
Implementing - Financial	3.7	3.6
Attitude Toward Venturing	4.3	4.3
Perceptions of Entrepreneurship	4.2	4.2
Inclinations to Pursue Business	3.5	3.8

Table 4

*Relationships between Pennsylvania teachers' and students' Entrepreneurial Self-Efficacy, Perceptions of Entrepreneurship, and Inclinations to Pursue Business*

Construct	Population	n	Mean	SD	p	Cohen's d
Entrepreneurial Self-Efficacy	PA Teachers	74	3.86	0.60	0.35	
	PA Students	115	3.77	0.67		
Perceptions of Entrepreneurship	PA Teachers	73	4.17	0.40	0.85	
	PA Students	112	4.16	0.52		
Inclinations to Pursue Business	PA Teachers	72	3.52	0.63	0.002*	0.47
	PA Students	112	3.80	0.59		

*Note.* \*Significant at the .05 alpha level. A Cohens's d value of 0.2 is considered to have a small effect, 0.5 medium effect, and 0.8 large effect.

Table 5

*Relationships between male and female student populations in Pennsylvania and Entrepreneurial Self-Efficacy, Perceptions of Entrepreneurship, and Inclinations to Pursue Business*

Construct	Population	n	Mean	SD	p	Cohen's d
Entrepreneurial Self-Efficacy	Male Students	53	3.65	0.67	0.01*	0.47
	Female Students	57	3.94	0.57		
Perceptions of Entrepreneurship	Male Students	53	4.09	0.53	0.23	
	Female Students	57	4.21	0.51		
Inclinations to Pursue Business	Male Students	53	3.72	0.61	0.18*	0.26
	Female Students	57	3.88	0.57		

*Note.* \*Significant at the .05 alpha level. A Cohens's d value of 0.2 is considered to have a small effect, 0.5 medium effect, and 0.8 large effect.

Table 6

*Relationships between male and female teachers in Pennsylvania and Entrepreneurial Self-Efficacy, Perceptions of Entrepreneurship, and Inclinations to Pursue Business*

Construct	Population	n	Mean	SD	p
Entrepreneurial Self-Efficacy	Male Teachers	35	3.89	0.62	0.68
	Female Teachers	38	3.83	0.60	
Perceptions of Entrepreneurship	Male Teachers	35	4.13	0.37	0.35
	Female Teachers	38	4.22	0.43	
Inclinations to Pursue Business	Male Teachers	35	3.58	0.53	0.42
	Female Teachers	37	3.46	0.71	

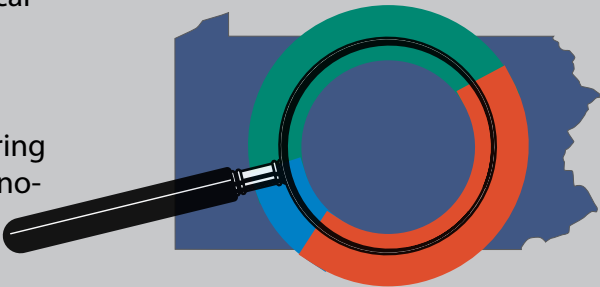
*Note.* No significant relationships at the .05 alpha level

EXECUTIVE SUMMARY

TECHNOLOGY-BASED  
DISTRACTIONS AMONG FARMING YOUTH

OVERVIEW

A preliminary literature search suggests there is little to no research about technological distractions in agriculture that addresses on farm youth at work. Agriculture involves high use of vehicles and machinery and these are the two major source of agricultural fatalities. The focus of this research is to understand the extent of technological distractions during farm work among Pennsylvania FFA members, how these FFA members perceive technological related distractions, and how these perceptions relate to farm safety.



SURVEY DESIGN AND METHODS

The survey was conducted online in February and March, 2017 and was comprised of 26 questions. The survey population was Pennsylvania FFA members.

Technology Engagement Types	#1:	Make a phone call
	#2	Answer a phone
	#3:	Send a text message
	#4	Read a text message
	#5:	Read social media
	#6	Post/share social media
	#7:	Use search engine/phone maps
	#8	Play games
	#9:	Watch a video/video clips
	#10	Manually adjust in-vehicle technologies (radio, AC, ...)

Measures	
	<b>FREQUENCY OF TECHNOLOGY USAGE</b> How often do you use while driving tractor, ATV/UTV, skid steer and truck/car?
	<b>BELIEFS</b> Do you believe you can safely drive and use technology?
	<b>CONCERNS</b> How much of concern do you have when drive and use technology?
	<b>SOCIAL NORMS</b> How often do you see others using a mobile device when driving/operating?
	<b>TECHNOLOGY INCLINATION</b> - How do you rate your familiarity with technology? - How would you rate yourself with a new technology?

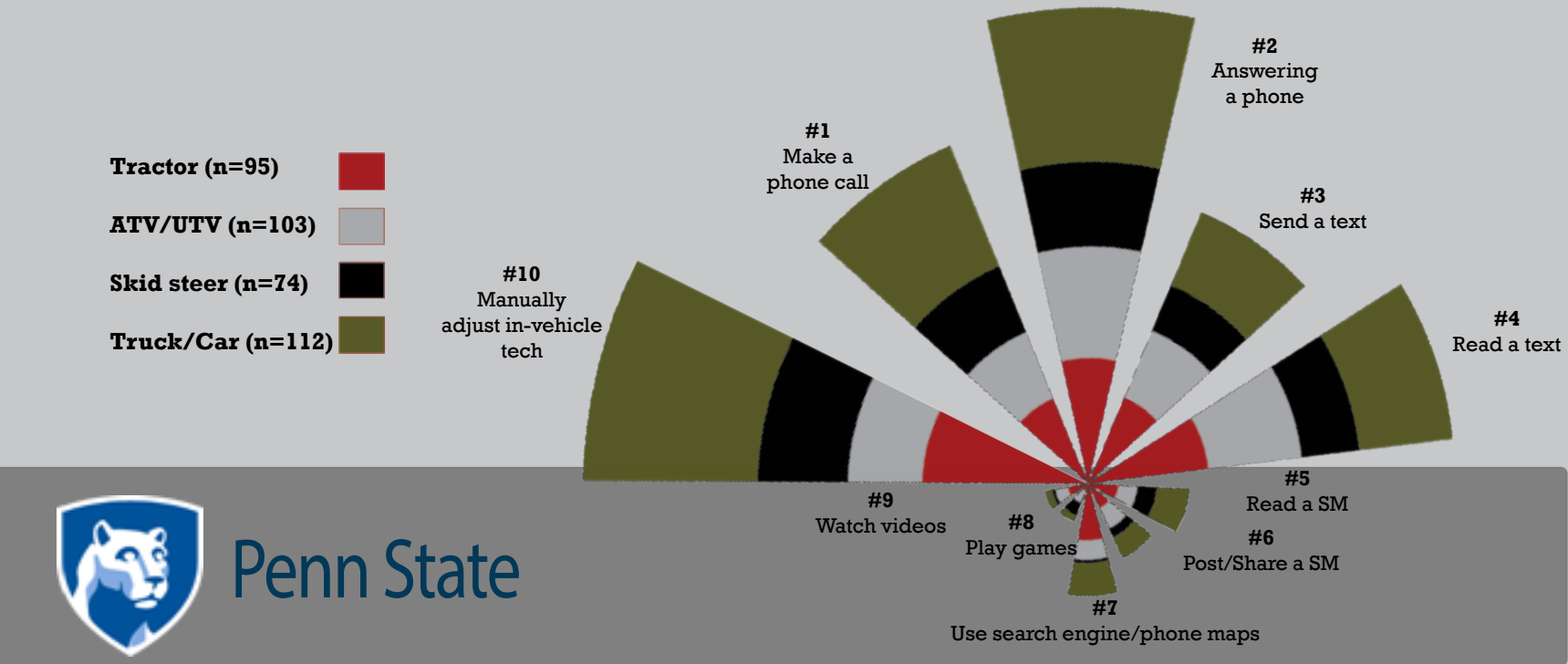
PARTICIPANT PROFILE

143 respondents (response rate 28.6%),  
Mean age =17 (min:14, max:18)

Female, 60%	Male, 40%
White, 99%	Multi-racial, 1%
Live on farm, 53%	Not on farm, 47%
≥ 5 years experience, 53%	< 5 years, 47%

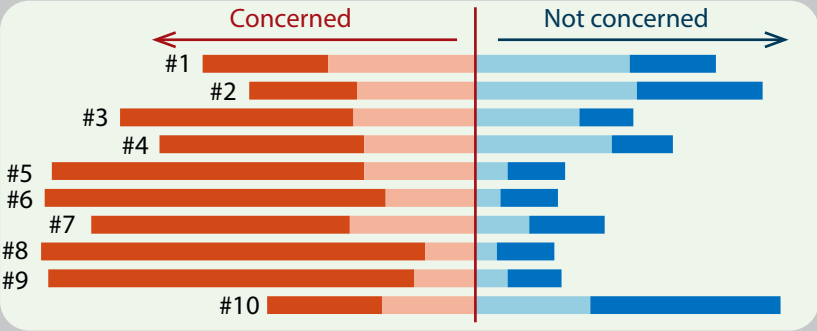
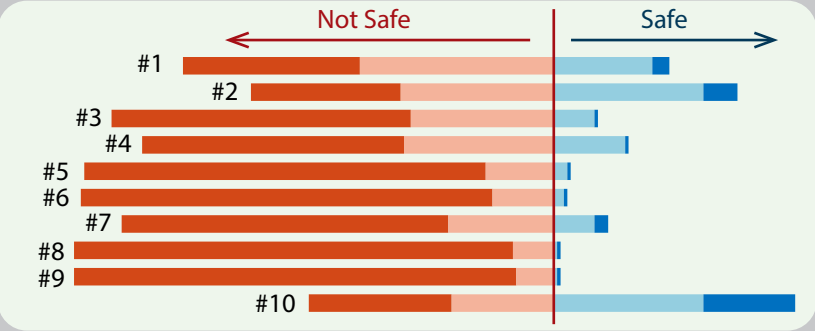
FREQUENCY OF TECHNOLOGY ENGAGEMENT

FFA members engaged, to some extent, with their mobile technology while driving/operating a tractor, ATV/UTV, skid steer, or truck/car for farm work. The most common technology engagement behavior reported was manually adjusting in-vehicle technologies, followed by answering a phone, reading a text message, making a phone call, and sending a text message.



## BELIEFS AND CONCERNS

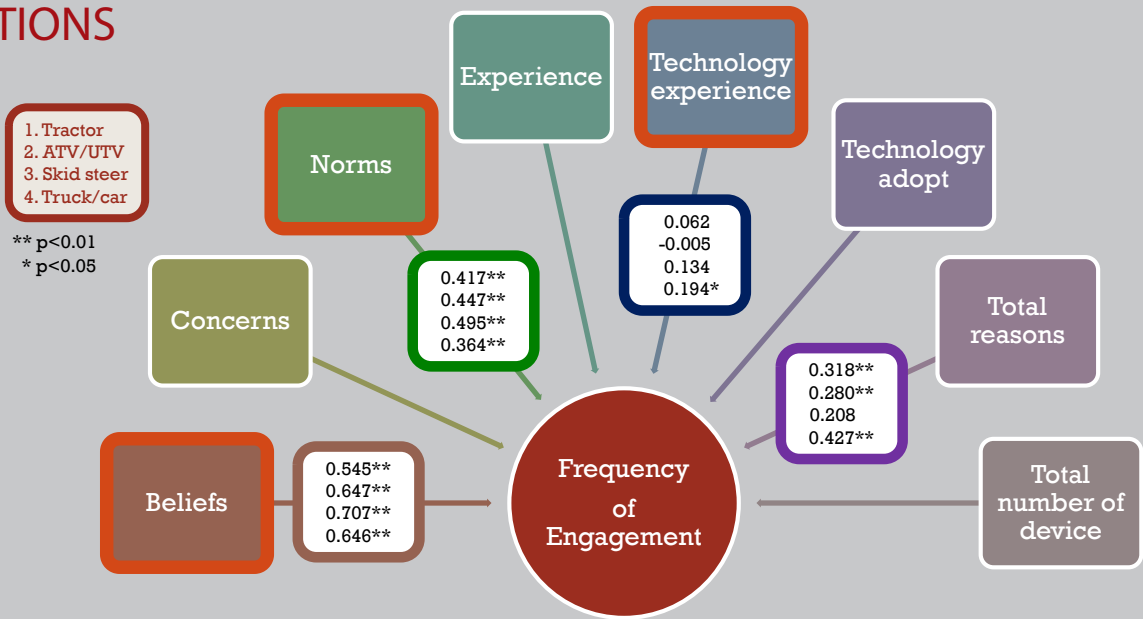
- The safety belief towards the manually adjusting in-vehicle technologies were higher than other engagements followed by answering a phone, making a ohone call an reading a text.
- The concern for internet related engagements such as reading, sharing, and posting on social media or playing games and watch videos were higher than the other technology interactions; the concerns for manually adjusting in-vehicle technologies were of the least concern.



## REASONS TO USE MOBILE TECHNOLOGY WHILE DRIVING



## CORRELATIONS



## CONCLUSIONS

- The frequency of engagement with the technology while driving/operating a vehicle did not differ by the vehicle type (tractor, ATV/UTV, skid steer, truck/car).
- Most common technology engagement types were manually adjusting in-vehicle technologies, answering a phone, reading a text message, making a phone call, and sending a text message.
- Safety beliefs and seeing others engaged with the technology while driving had influence on the FFA members' frequency of technology engagement while driving/operating vehicles/farm equipment.
- Considering educational efforts, our study suggests that the primary educational efforts should be focused on FFA members' beliefs towards technology engagement while driving.
- Parental role modelling would be one potentially effective approach to reduce frequency of technology engagements while driving.



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## **Foster's Farewell Five: Questions and thoughts for consideration and contemplation**

Pennsylvania FFA Board of Directors:

I appreciate the opportunity to serve as the voice of Penn State to the Pennsylvania FFA Board of Directors for the past 8 years from 2009-2017. Know that I am available to serve at your request and that the @TeachAgPSU program will be well represented by Dr. Kevin Curry going forward.

Benefits of the positions I've held have allowed me to interact with those of you on this Board, as well as those who serve our students. Across the FFA Association, colleagues, mentors, and students are investing in order to achieve. "Success" and "growth" are two general words that might be used to describe primary goals we seek to achieve. I have concerns that the system we perpetuate has developed adaptations (both formal and not) that inhibits meaningful reflection and address difficult problems from being solved. An example of such a process might be the utilization of the "delegate system" to address administrative questions or responsibilities like some of the ones mentioned in my missive below which burdens student with tasks which they are not prepared to authentically address. The students' priority is to learn, and the adult stakeholders must facilitate. That role places the responsibility of discourse primarily on our shoulders.

As someone who has had the unique opportunity to be engaged school-based agricultural education my entire life and who has been able to visit, observe, and be involved in agricultural education in multiple states, nationally and on the global scene, I feel I would be remiss in not sharing some final thoughts for consideration, and action - either by this group or others vested in agricultural education. Please note that these are personal individual reflections and thoughts; not a reflection of the position of Penn State or Penn State's Agricultural Teacher Education Program. Additionally, have no doubt the intent of each suggestion and comment is to ensure the long-term viability of Pennsylvania FFA as an active presence in the lives of generations of future young people.

It would be unlike my nature to identify concerns without identifying possible actions to take towards resolution. I have identified 10 possible action items with the five issues below.

### **I. Is the Pennsylvania FFA truly an inclusive organization evidenced by words AND deeds?**

The challenge for all to embrace is the question of whether or not systematic barriers are proactively (not passively) being addressed to ensure all students have opportunity to engage in agricultural education in a safe welcoming environment.

As an example, recent Pennsylvania Department of Education enrollment statistics shows that in 2016-2017, approximately 33% of all students were non-white. Does our organization reflect similar numbers both in membership and in involvement? If not, we must ask: why not?

#### **EQUALITY VERSUS EQUITY**



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

I would challenge you to think deeply about:

- *Is it appropriate for a school-affiliated organization to have an office and engage in ceremonies that routinely and consistently favor one religion (Christianity) above others? The U.S. Supreme Court has ruled that public schools are allowed personal acts of religious faith but to simultaneously avoid any appearance that religion (or any particular religion) enjoys special status. An example is that prayer would not be allowed over the loudspeaker prior to a varsity football game, yet the Pennsylvania FFA conducts prayers as part of its opening and closing ceremonies. It should be acknowledged that there might be a reason that Pennsylvania FFA is the ONLY state FFA association that has a state level office of chaplain.*
- *Is it appropriate to allow students to wear clothing reflecting symbolism that makes other students uncomfortable or that some interpret as “hate symbols” (i.e. Confederate Flags) at Pennsylvania FFA Events like ACES, SLLC, or State Level Competitions ?*

**Suggested Action Items:**

1. Change the office of Chaplain to one of Community Service Advocate
2. Change the ceremonies to include a moment of quiet reflection as opposed to prayer.
3. Create a process for anonymous submission through a web form of celebrations or concerns regarding inclusion. Publicize the existence of the form at EVERY statewide FFA event as an example of proactive action towards a welcoming and inclusive organization encouraging students/participants to utilize to share great things witness or concerns to be addressed. Essentially, create a process where students (and/or teachers) will not be stigmatized for drawing attention to concerns.

**II. What does it mean to have an Pennsylvania FFA Charter/Chapter?**

This organization has the authority to grant charters. We must ask: What does that mean? There is a profound difference between a “student club” and an intra-curricular organization that is an extension of the systematic delivery of school-based agricultural education. It must be acknowledged that FFA is the most visible element of any school-based agricultural education program and is truly the only leverage that exists at times regarding the quality of agricultural education delivered at the local level.

I would challenge you to think deeply about:

- Do our FFA Chapters reside in philosophically, fundamental sound school-based agricultural education programs? How as an organization are we contributing to the quality of school-based agricultural education in Pennsylvania?

**Suggested Action Items:**

1. Only award FFA Charters or allow involvement in FFA programming above the chapter level for state-approved school-based agricultural education programs.

### **III. Does the Pennsylvania FFA seek out opportunity for synergistic collaboration?**

Agriculture as an industry, and agricultural education, do not represent a majority of the Pennsylvania citizens. In fact, awareness of the existence of youth agricultural organizations is limited at best. How can we work with those of similar interests to advance youth opportunities should be a central question/premise.

I would challenge you to think deeply about:

- *How are we role modeling as a state FFA association collaborative relationships and engagement in a meaningful and purposeful way for our local chapter to emulate?*

#### **Suggested Action Items:**

1. Seek out a way to conduct a state-level youth agriculture engagement event with shared governance and ownership with the following organizations: Pennsylvania 4-H, Pennsylvania Grange, Pennsylvania Farm Bureau
2. Revisit the proactive opportunity to invite the Pennsylvania 4-H to have a seat at the table to discuss opportunities as a member of the Pennsylvania FFA Board of Directors.

### **IV. What role do competitive event programs play in Pennsylvania Agricultural Education?**

Competition is a wonderful thing and our events can help students advance their knowledge in specific areas and explore possible career opportunities in a meaningful way.

I would challenge you to think deeply about:

- *Could these events be viewed as authentic performance assessments of the curriculum we deliver?*
- *Would these events be viewed as valid and credible by the industries they represent? Are those industries involved?*
- *Are we effectively maximizing all built in advantages of unique events that occur throughout the year in Pennsylvania for the administration of these events?*
- *Would we be proud to have any school-administrator or potential partner “drop-in” to see what is happening at any point in our state-level career or leadership development events?*

#### **Suggested Action Items:**

1. Continue to support the standing CDE committee in “raising the bar” on expectations of events. This includes all events reaching a level of quality to be deemed by industry and education professionals as valid assessments of learning.

**V. What value does Supervised Agricultural Experience have in Pennsylvania Agricultural Education?** The truly unique competitive advantage of school-based agricultural education that makes it the “premier delivery system in education” is the built in expectation for all students to have applied work-based learning. The role of FFA is to provide extrinsic motivations in the form of degrees and awards.

I would challenge you to think deeply about:

- *Do the degrees we award have value and meaning? This is beyond personal value to the recipient and continues to value as perceived by agricultural industry partners and educational entities.*
- *Do our work-based learning (SAE) programs contribute to workforce development in Pennsylvania Agriculture and how are we systematically and purposefully reaching out to others with that shared mission and goal?*

**Suggested Action Items:**

1. Find a way to authentically involve industry partners in state level award selection.
2. Review the recent National Council for Agricultural, national SAE renewal committee work and have award/recognition language reflect those efforts.
3. Explore how Michigan FFA Association negotiated the awarding of transcribed academic credit (6 credits) for the attainment of the Michigan FFA Degree from Michigan State University.

Thank you again for the opportunity of service. Keep striving with knowledge that you are engaging in a critical mission to the future of our state, our nation and our world. Please never hesitate to reach out to engage in meaningful conversation and dialogue!

Yours in Quality Education,



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Agricultural Education Advocate

# Conference Review Committee Report

## ACES:

1. It is a great introductory conference and details vast experiences available in the FFA
2. Can we have workshops where all the members from a chapter are together to work on a project or something specific to their chapter.
3. Two rounds of workshops - one for 9<sup>th</sup> and 10<sup>th</sup> and the other for 11<sup>th</sup> and 12<sup>th</sup>. So you may end up with 10 difference workshops, but they may be more age appropriate and focus on more on the level they are currently at.
4. Sunday morning needs some work, but not exactly sure where to go with it as you do not want chapters far away getting home real late. But just something a little more.
5. Students are extremely tired by the end of these, is there a way to give them a mental break... maybe half-way through the sessions simply play a game or activity. I know that they do activities in the sessions, but the students are missing valuable information because they are drained
6. Liked having a mission after the Sunday workshop... how can the Association keep chapters accountable. Whether it's doing community service, etc. how can the ACES challenge continue once students are back in their home chapters?

## SLLC:

1. It works well with the concepts that are being taught to the students.
2. Continuing to try and make the whole process as exciting and as interesting as can be is important.
3. As much hands on stuff as possible to get them to understand the process is best, even though that may be hard to do.
4. Community service continues to be a great asset in teaching the members to give back.
5. We really tried to adapt the conference to the goal and mission of the conference... allow students to learn about and engage in a real like legislative process. With that being said a positive change made this year was assigning students to a committee, just like a real legislator would have. Bringing some legislative experts in to help facilitate seemed like a real benefit for members to understand the process. However, I still think the conference emphasizes parliamentary procedure a bit too heavy. While students should walk away being introduced to it and able to do the basics, it is essential to remember that parli pro is not the goal of the conference. Finally, certainly ideas about how to keep everyone engaged in the meeting rooms at all times should be explored.
6. There was no session on Etiquette, and I think this is something that students need (maybe this could go with the conversation 101 session?)
7. We need to make sure that students are understanding the WHY of SLLC... why are we fighting about bills, WHY is it hard to pass something?
8. Some of my students were just going through the motions, even though we talked before the conference, they needed reminders while in the sessions
9. Maybe have breakout discussions on the RELEVANCE

## FLC:

1. Possibility of allowing more members to attend.
2. A portion where the members are able to work with the officers to maybe make advances for the year in their chapter activities.
3. The officers sharing what they are responsible for at difference chapters to that the other officers can see what they can be responsible for.
4. Helping facilitate the conference as a SO was my first time there. This leads me to look at what chapters attend, and I feel that for some reason it is not being well attended (especially from eastern folks). Personally I do not think the location is a bad spot, so some further investigating would need to be done to figure out why these chapters aren't attending at a fairly central location. I would be open to pursuing the idea of allowing chapters to bring more members, as I feel it is a bit limited. Also, how can the content be elevated both for first year members and officers? SO's are still fairly fresh at developing workshops and facilitation, so I think it is time to explore other options. What does this look like... National FFA 212/360 conference curriculum? This would allow state officers to get a good training in facilitation without having to create and develop workshops, while elevating content for members.

