



Yellow Dog

A newsletter for the U.A.A.E.

Message from the President....



Why does a round pizza come in a square box? Did you ever notice that when you blow in a dog's face, he gets mad at you, but when you take him for a ride in your truck the dog sticks his head out of the window? Why do people pay to go up tall buildings and then put money in binoculars to look at things on the ground? Such things amaze me as things around us make no sense. Often we have no control over them or the situations that got them to that point. In our workplaces we are all currently faced with frozen budgets, serious budget cuts, program adjustments, higher workloads to maintain services with fewer people and less money, flexible mandates for some and in-flexible mandates for others and many more haunting questions that keep us from really investing the time in our product development (students).

The demand for education has never been higher yet the priority of education is accelerating downward at ever increasing rates. At these times, it is best if we stop and take a breath as to see what we really can do something about. Ask questions like: How can I become more marketable and of higher value to my community and employer. How can I increase quality of activity and delete unnecessary, less quality activities to save me sanity, time, money. The best place to learn to prioritize is to professionalize. Involve yourself in your own extended learning by participating in professional workshops where each of us learn from the experienced, the seasoned, the tried and tested. How others successes can help each of us is in-valuable.

Learning how other teachers incorporate CDE training into the classroom could really help your personal time. I am personally impressed with the quality of agriculture instructors we have in the state of Utah. Every time I turn around I see many stand outs coming up with ideas to make their lives better. I have been able to glean many of these ideas to make my life better. All too often as more time becomes available personally, the bucket list of others flows over into ours. Ag teachers are by nature more inclined to be on the offensive side of the line rather than the defensive side. Make it happen rather than reacting to what might happen. A good offense is better than a good defense. This is the time to act on these challenges rather than be the one whom gets acted upon. Approach your administration with ideas rather than whining of "why did you do this to me". I've watched the past weeks many groups protesting the state legislature with signs saying, "You don't care about us", "why would you do this to us?" and "We are more important than others". These statements are not part of the solution. Today's politics won't apply grease to the wheel; it looks for a more efficient wheel. Let us focus on our jobs, our students, our programs. Let us not be lead astray by others ways of influence when they create dominance by confusion. Stew always tastes better when we put the ingredients in it, stir it calmly, and savor it until we know it's just right. May we all take these opportunities to clean house of life's clutter and proactively create the environment that we as teachers, FFA advisors, parents, and quality people can succeed in. Learn from your peers both local, state, region and national. Commonality of program purpose is what we all have as an asset. What you are going through, someone else is experiencing the same thing. I hope we all can share with each other the ways and means of being better Ag teachers and better people. Were all in this together so keep your stick on the ice!

Dave Erickson

Pathways 2009-2010

Did you know that CTE Pathways show students a direct connection between doing well in high school and the ability to transition smoothly to post-secondary opportunities and getting a good job when they graduate.

What Are CTE Pathways? CTE Pathways, within eight Areas of Study, are rigorous programs of study designed to assure strong academic and technical preparation providing students with critical learning and hands-on skills. Students who focus on a Pathway acquire the skills necessary for entry into well-paid careers with high potential for rapid financial growth, increased levels of responsibility, and a high degree of personal satisfaction. For Utah Career and Technical Education the eight Areas of Study are; Agriculture, Business, Family & Consumer Science, Health Science & Technology, Information Technology, Marketing, Skilled & Technical Sciences, and Technology & Engineering.

The Agriculture area consists of 5 Pathways; Agricultural Systems Technology, Horticulture Science and Management, Natural Resources Science and Management, Production Processing Animal Science, Production Processing Plant Science, and Production Processing Science and Management.

In Agricultural Education a student has to complete 3 courses in a Pathway to be designated a Completer. The successful completion of 2 courses in a Pathway earns them the designation of Concentrator. The new Carl Perkins data reporting requires that we report information on program Completers and Concentrators. Why? Because research has shown that when a student concentrates in a pathway or completes a pathway they do better than students who do not. We are all familiar with the research that shows that students who complete an agricultural education program tend to do better in high school and in their post-secondary education experience.

- *"Students who take two or more CTE courses are less likely to drop out of high school."* (NCCTE Study 2002, The Ohio State University)
- *"CTE concentrators enroll in post-secondary education immediately after high school at a higher rate."* (NAVE Study 2004, US Department of Education)
- *"8-years after graduation, 53% of CTE concentrators had earned a post-secondary degree or certificate."* (NAVE Study 2004, US Department of Education)
- *"CTE concentrators who enter the workforce right after high school earn more money."* (NAVE Study 2004, US Department of Education)
- *"CTE concentrators who work while going to college earn more money."* (NAVE Study 2004, US Department of Education)

All the Pathways are set up the same. To be a Completer the student must take the 2 Foundation courses and then one other course from the list of Elective courses. An example in the Animal Science Pathway would include the Foundation courses – Animal Science I and Animal Science II. The Elective course(s) could be Agricultural Science I taught at the 9th or 10th grade level, Equine Science, Agricultural Business and Management or Agricultural Communications and Leadership taught at the 12th grade level as a capstone to the Pathway.

Completing a Pathway is good for students. The statistics provided in this article should attract the attention of every principal, every superintendent, and every legislator. These statistics address the very concerns that they have identified for their students. We need to send the message loud and clear, CTE and specifically Agricultural Education is not a part of the problem we are a part of the solution.

Submitted by: William L. Deimler, Specialist Agricultural Education

Arch of Fame



Allan Sulser was recognized at the 2008 ACTE Conference in Charlotte North Carolina. Allan received the Arch of Fame Award. This award is to recognize the contributions and distinguished accomplishments of people who have been identified with the work and purposes of the Association for Career and Technical Education. The Arch of Fame is a means by which ACTE provides recognition for the commitment and dedication that individuals may have demonstrated to the organization. Allan's dedication to his program, our state and national organization is reflected in his success. Congratulations and thank you to Allan for your long term commitment as an agricultural educator and professional!

Allan Sulser has dedicated more than 28 years of his time to career and technical education. As the Agriculture Education Teacher and FFA Advisor for Wasatch School District of Heber City, Utah, Sulser makes a significant impact on the lives of students through through his advocacy and leadership efforts. Sulser served on the National Council for Agricultural Education for three years (2005-2007) and served as President in 2007. During his tenure on the board, NCAE wrote and implemented the National Programs Standards for agriculture education, which provides schools with a comprehensive assessment tool. Sulser also guided NCAE to undertake the goal of achieving 10,000 quality agricultural science programs by 2015, and NCAE developed eight priority initiatives to achieve this goal.

Along with his involvement with NCAE, he has been involved with the National Association of Agricultural Educators (NAAE). Sulser served on NAAE's Board of Directors as its Region I Vice President, President-Elect and President. He was instrumental in merging the NAAE convention with ACTE's Convention and expanding opportunities for both organizations.

Sulser helped rewrite curricula for Agriculture Systems, Horticulture, and Plant and Animal Science courses in the state of Utah. He was influential in establishing skill certification testing for program completers and helped develop tests for Agriculture Technology and Horticulture. During Sulser's 28 years of teaching, his students have done very well. In 2006, Wasatch Chapter was chosen as one of the "Models of Innovation" Top Ten chapters in the nation in community service, the only chapter in Utah to receive the award.

