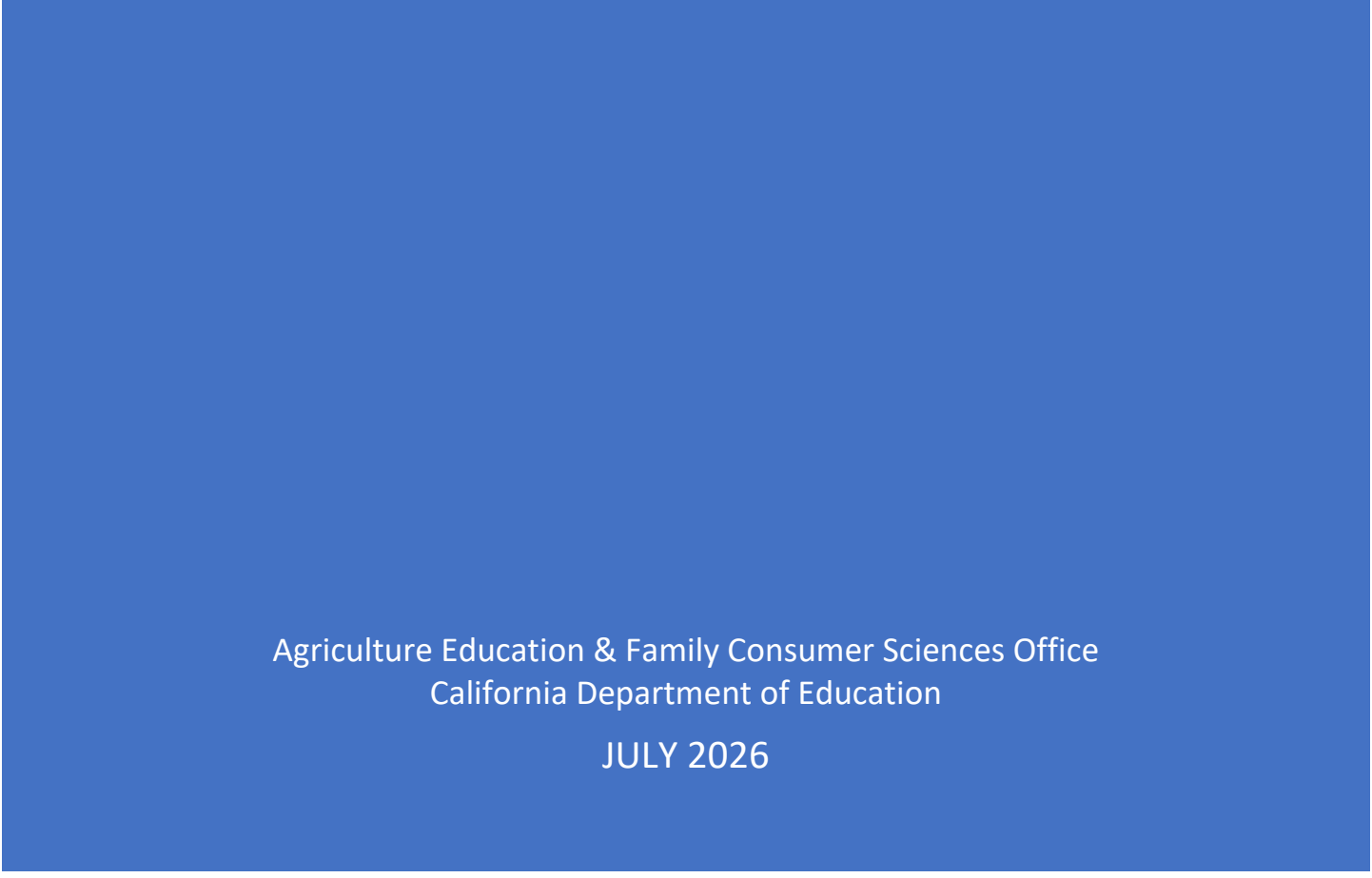




Requirements for Maintaining a California FFA Chapter Charter

**(Guidance for Agricultural Education Programs
Not Receiving Agriculture Incentive Grant Funds)**



Agriculture Education & Family Consumer Sciences Office
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Purpose

This document clarifies the minimum requirements for California agricultural education programs that wish to maintain an active California FFA chapter charter, regardless of whether the program receives Agriculture Incentive Grant (AIG) funding.

While participation in the Agriculture Incentive Grant Program is voluntary, maintaining a California FFA chapter charter requires that the local program meet the constitutional requirements established by the California Association, Future Farmers of America.

Governing Authority

The requirements for maintaining a California FFA chapter charter are established in the California FFA Constitution, Article II – Organization: Definition of Agricultural Education, Section A, which states:

The California Association, Future Farmers of America is a chartered state association affiliated with the National FFA Organization, a national organization. The state association is composed of affiliated local chapters which may be organized only in schools that choose to participate in the state program of agricultural career technical education and meet all of the following components:

- 1. Organized classes in the study of agricultural sciences and technology.*
- 2. A student-supervised occupational experience program in agriculture.*
- 3. A program of leadership, organization, and personal development.*

Student learning activities developed to supplement these components shall be considered curricular and shall contribute to the grade of the participating student when those activities are integral to assisting the student to achieve the career objective of the class or course (CA Education Code 52454)

Requirements for Maintaining an FFA Chapter Charter

Agricultural education programs that do not participate in the Agriculture Incentive Grant Program may continue to maintain a California FFA chapter charter provided the program continues to meet all constitutional requirements. Specifically, the program must provide:

1. Organized Agricultural Education Instruction

The school must offer organized courses in agricultural education that are approved by the local educational agency as part of the school's Career Technical Education program.

To maintain a California FFA chapter charter, the agricultural education program must offer at least one agricultural career pathway comprised of a minimum of two sequenced courses that provide students with coherent instruction aligned to agricultural career technical education standards.

Instruction should be designed to prepare students for careers and postsecondary education in agriculture while serving as the instructional foundation of the comprehensive agricultural education program.

2. Supervised Agricultural Experience (SAE)

Students must have opportunities to participate in Supervised Agricultural Experience (SAE) programs that extend classroom instruction through applied, work-based, entrepreneurship, research, service-learning, or school-based agricultural experiences.

SAE activities are not extracurricular in nature or optional enrichment activities. Consistent with the California FFA Constitution, these activities must be:

- Integrated into the agricultural education curriculum;
- Designed to support student achievement of course objectives;
- Considered curricular in nature; and
- Reflected as part of student evaluation and grading (CA Education Code 52454)

To maintain a California FFA chapter charter, agricultural education programs must ensure that each student's SAE is supervised by the agriculture teacher and maintained as part of the instructional program. Student SAE records must be maintained using the Agricultural Experience Tracker (AET) to document student experiences, competencies, financial records (as applicable), goals, and progress.

The SAE program is an integral, curricular component of agricultural education and supports the application of classroom instruction through authentic, hands-on learning experiences.

3. Leadership Development Through FFA

The agricultural education program must provide a comprehensive program of leadership, organization, and personal development through the FFA organization.

FFA activities are not extracurricular in nature or optional enrichment activities. Consistent with the California FFA Constitution, these activities must be:

- Integrated into the agricultural education curriculum;
- Designed to support student achievement of course objectives;
- Considered curricular in nature; and
- Reflected as part of student evaluation and grading (CA Education Code 52454)

To maintain a California FFA chapter charter, each chapter must actively participate in the governance of the California FFA Association by ensuring two official chapter delegates attend the annual State FFA Leadership Conference. These delegates must be actively engaged in the complete delegate process, including:

- Participation in delegate committee meetings;
- Attendance at the official delegate business session; and
- Voting on official business of the California FFA Association.

Additionally, each chapter must maintain an accurate and current FFA membership roster. The annual FFA membership roster must be submitted annually by October 15. Every student enrolled in an agricultural education course must be included on the chapter's FFA membership roster to ensure that all students have access to the complete

agricultural education model, including classroom instruction, Supervised Agricultural Experience (SAE), and FFA leadership development opportunities.

Every FFA chapter is required to hold a minimum of six meetings per year for the general membership. These meetings should be conducted as official business meetings with agendas and proper minutes recorded.

Participation in the delegate process, maintaining accurate membership records, holding at least six business meetings for the general membership, and having language as part of the chapter constitution/by-laws that specify the process for electing chapter officer (including a general membership vote) will ensure that local chapters are represented in the governance of the California FFA Association and fulfills an essential component of the chapter's leadership development program.

4. Properly Credentialed Teachers

Agricultural education courses that are part of a California FFA chapter must be taught by appropriately credentialed teachers who are authorized to provide instruction in agricultural education under California law.

In California, there are two pathways for a teacher to be properly credentialed to teach agricultural education:

1. Single Subject Agriculture Credential and Agriculture Specialist Credential

- The teacher holds a valid California Single Subject Credential in Agriculture and a valid Agriculture Specialist Credential authorizing service as an agricultural education specialist.

2. Career Technical Education (CTE) Agriculture Credential

- The teacher holds a valid California Career Technical Education Credential in Agriculture authorizing instruction in agricultural education courses.

Teachers shall hold the appropriate credential authorization and be assigned in accordance with state credentialing requirements. Maintaining properly credentialed instructors ensures that students receive high-quality agricultural education instruction and that the program remains aligned with California agricultural education standards and expectations.

6. Professional Development for Teachers

Agricultural education teachers are expected to maintain current knowledge and skills in instructional practices, curriculum, leadership development, and industry trends through ongoing professional learning.

To maintain a California FFA chapter charter, each teacher with at least 50 percent of their teaching assignment in agriculture must attend a minimum of six state-approved professional development activities during each school year.

State-approved professional development activities may include conferences, workshops, trainings, and other learning opportunities approved by the California

Department of Education and/or the California Agricultural Teachers' Association (CATA). Participation in professional development ensures that agricultural education teachers remain current with educational best practices, industry standards, and program requirements, ultimately benefiting student learning and the overall quality of the agricultural education program.

7. Agriculture Advisory Committee

Each agricultural education program must maintain an active local Agriculture Advisory Committee composed primarily of representatives from the local agriculture industry, including employers, agricultural business leaders, producers, postsecondary partners, and other stakeholders with expertise relevant to the program's instructional pathways.

The advisory committee shall:

- Meet at least two times each school year (with at least three ag industry representatives in attendance)
- Review the agricultural education program and provide recommendations for continuous improvement;
- Evaluate existing instructional programs and career pathways;
- Review courses of study to ensure alignment with current industry needs and workforce expectations;
- Assess facilities, equipment, and instructional resources;
- Provide recommendations regarding program modifications, expansion, and future direction; and
- Assist in strengthening partnerships between the agricultural education program and the local agricultural community.

The local Agriculture Advisory Committee serves as an essential partner in ensuring that the agricultural education program remains relevant, responsive to industry needs, and aligned with current workforce demands.

Agriculture Incentive Grant Participation

Receipt of Agriculture Incentive Grant funding is not a prerequisite for maintaining an active California FFA chapter charter. However, programs who are ineligible or those choosing not to participate in the Agriculture Incentive Grant Program remain responsible for meeting the constitutional requirements governing California agricultural education programs and FFA chapters.

Programs that fail to maintain the three required components of agricultural education—classroom instruction, Supervised Agricultural Experience (SAE), and leadership development through FFA—will no longer meet the definition of an agricultural education program eligible to maintain a California FFA chapter charter.

Summary

An active California FFA chapter exists only as an integral component of a comprehensive agricultural education program. Regardless of funding status, local programs must continue to provide:

- Organized instruction in agricultural education;
- At least one agricultural career pathway, comprised of a minimum of two sequenced courses;
- Supervised Agricultural Experience (SAE) opportunities with student records maintained through the Agricultural Experience Tracker (AET);
- Leadership development through FFA, including active participation in the annual California State FFA Leadership Conference delegate process;
- Properly credentialed agricultural education teachers; and
- An active local Agriculture Advisory Committee that provides guidance and recommendations for continuous program improvement.

Programs that maintain these components continue to satisfy the constitutional requirements for a California FFA chapter charter, irrespective of their participation in the Agriculture Incentive Grant Program.

Chapters that fail to meet the requirements outlined in this document will be subject to charter revocation due to noncompliance with the California FFA Constitution and the requirements for maintaining an affiliated local chapter within the California Association, Future Farmers of America.