



Golden Slate

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Deadlines

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November 15, 2013.....January 2014

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Articles should be e-mailed to cata@calagteachers.org. ❖

Issue Date



Sacramento Scene

Legislators Show Signs of Support for Career Technical Education

By Jim Aschwanden, CATA Executive Director

As most of you are aware, Governor Brown's budget plan released in January contained a proposal very similar to one he aired last year — the Weighted Student Formula — now renamed and introduced as the Local Control Funding Formula. It's really the same basic premise with the same devastating impact to Ag Education and the rest of Career Technical Education (CTE) — just with a new shade of lipstick and a new political spin. Gee, now it's about "local control," not just a plan to siphon billions into the hands of a few urban districts.... Yeah, okay.

One of the factors that stopped the proposal last year was the Governor's insistence that this overhaul of the education funding system in California be handled purely within the "budget" arena, with no discussion of the merits of the plan or its potential impact on existing programs within the existing policy committees.

The Legislature sent the Governor a clear message that this tactic wasn't going to be acceptable, and legislators eventually refused to include his language in the final budget.

New Twists

So, the "new" plan is introduced in January, and, ta-da — no policy language; just a budget proposal with the same provisions as last year's failed attempt. Although the supporters of the plan (those who will get more

\$\$\$\$) have launched a substantial P.R. campaign for its passage, members of the Legislature still seem troubled by the lack of policy disclosure and discussion. As a result, some new "twists" have developed within the soap opera that is Sacramento.

For starters, the chair of the Assembly Education Committee recently introduced AB88, which incorporates all the provisions of the Governor's proposal into a policy bill that now must be heard by the policy committees within each house. Not only does this tactic slow down the process; it sends a very direct message to the Governor that the Legislature is still unwilling to cave in to his demands.

Even though the Democrats control a super majority of the Legislature, the Governor can't

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Officers' Corner

TIME and Agricultural Education

By Steve DeRose, CATA President, Arroyo Grande High School

We often hear a lot about time. "Man how *time* flies, if I only had a little more *time*, don't give it the *time* of day, it's only a matter of *time*, you're just in *time*, etc. etc." Think about time for a moment and what it really is? Although our answers may vary, I think we'll all agree that time is much like us in agricultural education as we look at two of its basic qualities that are shared with being a *WINNER*.

Moving Forward

✓ Time and winners keep on moving forward.

✓ Time and winners never stop.

This is us in agricultural education. Never let one challenge or one bad day dictate the outcome of the next; and know that through persistence and commitment, the sun will rise again and a brighter tomorrow is always possible.

Example for Others

I've been a part of this organization for a long time now and we've always strived for excellence and have been the example for others in education. "Time will not change that!"

Already what I've seen and discussions I've heard in regards to our Vision 2030, we are moving forward, not stopping and wait-

ing to be told what we should look and be like.

We are taking charge of our own destiny and controlling its path. This is our *WINNERS* attitude shining through as we're not waiting for things to happen; we're making it happen.

Collective Efforts

Our future will be determined by our collective efforts in the

present. What will agricultural education at the secondary level and above look like for those babies being born today and in the coming years? "Only *time* will tell," BUT there is no doubt in my mind that by putting ALL the wise owls together, we will emerge better and stronger.

I'm confident those agricultural programs and FFA students of the future will continue to set the pace, be tomorrow's leaders, and most certainly will stand the test of *time*.

Special Thanks

I want to commend everyone for taking ownership in this vitally important task.

In addition, a special thanks to those of you who have accepted leadership roles and taking part in the committee work which organized, sorted through the information, and categorized the data, making it possible for us to stay on track and move forward.

Keep up the good work California and don't let the passing of *time* dictate your future.

See ya at conference and, oh yeah, be on *time*. ❀

Sacramento Scene

Signs of Support for Career Technical Education

(Continued from page 1)
assume, at least for the time being, that he can muster the votes to support his goals.

Secondly, there is emerging support within the legislative ranks for programs that would clearly be impacted by this funding scheme. Adult education, which has been devastated throughout California as a result of categorical flexibility, is commonly pointed to as a valuable program that needs assistance.

Career Technical Education is another area of concern for a growing number of legislators, who are beginning to understand that school districts will no longer be incentivized to offer CTE programs under the Governor's scheme.

Encouraging Signs

We are also beginning to see some tangible actions within the Capitol that are encouraging. Senator Carol Liu has a bill (SB 223) that would extend the existing categorical flexibility for another five years. During the policy committee hearing, she announced amendments to the bill that will take Adult Education, ROP, and Specialized Secondary Programs out of Tier

3 status and move that funding to Tier 2 — a huge shift in commitment to CTE funding.

The bill made it out of committee on an 8-0 vote. It's still a long way from making it through the system, but it did send another clear message to the Governor that CTE funding is a concern that he needs to address.

Supporting Ag Education

On that note, we are continuing to make the rounds within the Capitol to visit with representatives about the importance of Agricultural Education and the devastating impact that this proposal would have on our programs and students.

We have identified a key group of legislators who should be helpful in fighting this battle, and we may be contacting some of you to make some district visits or arrange for supporters of your program to meet with legislators. Please let us know if you have advisory committee members or other community members who are willing to help!

Summer Conference

We are also in the final planning mode for this year's CATA Summer Conference. The schedule has been adjusted a bit to

enable all CATA members to participate in the Ag Ed 2030 process, and we are looking forward to having more of our young members in attendance during our business sessions. Special thanks to Bill Kellogg and the Cal Poly staff for finding a way to adjust the class schedules of the Masters' candidates so that classes will no longer conflict with our conference program! We appreciate their efforts.

Just a friendly reminder to get your registration materials in to Kerry and to get those motel reservations made now. We are looking forward to seeing you in San Luis Obispo!

I would also like to thank the authors of the articles that appear in this edition of *GOLDEN SLATE*. We appreciate your commitment to the profession and thank you for taking the time to share your thoughts. If any member of the CATA would like to contribute an article for *GOLDEN SLATE*, we would love to hear from you! This is your newsletter and your profession, so please don't hesitate to submit an article.

Hope you are having an exciting and rewarding spring season ❀

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Teacher Educator News

California Polytechnic State University, San Luis Obispo

By Ann De Lay, Teacher Educator, Cal Poly, San Luis Obispo

"The purpose of life is a life of purpose." – Robert Byrne

Agricultural Education lends relevance and importance to each day. As if the mile-long "to do" lists or jam-packed monthly planners weren't enough evidence, those who teach ag graciously assume their roles as leaders in their schools and communities. They help students engage with their environment, manage vast resources, supervise projects, cultivate new leaders, grow their own knowledge and skills... oh, and teach content.

Their influence helps students, administration, parents, community members, and industry view their roles and agricultural education as purposeful. This year, Cal Poly has extended the paradigm of purpose through its students, faculty and community partners.

Student Teachers

The student teaching experience is truly a partnership between the university and the local agriculture program. Without hardworking, dedicated cooperating teachers willing to serve the profession, student teaching cannot occur. Cal Poly is grateful to the talented cooperating teachers and students that provided our candidates a quality capstone experience.

This year, 16 teacher candidates will earn their Single Subject - Agriculture and Agriculture Specialist credentials.

Additional information on these candidates can be accessed at: <http://aged.calpoly.edu/content/credprogram>

Agriculture Communicators

The Agriculture Communicators of Tomorrow (ACT) student organization continues to support student growth. The club was awarded Small Club of the Year for the College of Agriculture, Food and Environmental Sciences (CAFES).

The club and its members were recognized at the 2012 Ag Media Summit. Jennifer Ray (Atwater) was elected to serve as the National ACT Second Vice President.

The Ag Circle Magazine received First Place in the Publications Category and won the Award for Excellence in Publications. Morgan Dewar (San Luis Obispo) earned First Place for her radio spot advertisement and Carrie Isaacson (Woodland) received First Place for her Social



The fall candidates include: Christie Liebig (Hilmar), Chloe Smith (San Benito), Sarah Marques (Hughson), Julie Laughton (Santa Ynez), Kadie Calac (Buhach Colony), Christine Woodman (Nipomo), and Stephanie Goeb (Los Banos).



The spring candidates include (back row): Ernesto Marcial (Wasco), Sarah Senff (Nipomo), Jessica Bulleset (Pitman – Turlock), Richard Chapman (Los Banos); (front row): Kaylene Maize (Exeter), Lauren Carminati (King City), Kory Fontes (Santa Maria), Katie Titus (Hughson), Adie Amador (Hilmar).

Media Campaign and the Award for Excellence in Public Relations.

The club has recently submitted a number of entries for the 2013 competition this August in Buffalo, New York. ACT continues to be active in community events like the Farm in the City Night at the SLO Farmers Market. In January, ACT hosted a clinic to help its members with their career searches, and in March, hosted a panel discussion about completing an internship.

CFFA

The Cal Poly CFFA has attacked its program of activities and dominated in CAFES. The organization continues to main-

tain visibility in the community by participating in the San Luis Obispo County Giant Pumpkin Contest and the Farm in the City Night. It also hosts local FFA chapters looking to practice their speaking skills, serving as judges and offering feedback.

Most recently, the organization raised nearly \$1,000 in its Tahoe Joe's fundraiser. Proceeds from the event will add to earnings from other fundraisers, to benefit chapters in the San Luis Obispo section. The organization received the Large Club of the Year award for CAFES in 2012, and is looking to make it a THREE-peat this May!

Ag Ambassadors

The Cal Poly Ag Ambassadors continues to manage a full schedule with the grace and professionalism required of such a large club. The ambassadors provide tours to visiting families and schools, host a university-wide ambassador social, support the Fall Preview and Open House events, and transport their informational booth to the State FFA Conference. To schedule a tour, email the group at agambassadors@calpoly.edu.

Alpha Tau Alpha

Cal Poly Alpha Tau Alpha (ATA) hosted a panel discussion featuring agriculture teachers and their spouses. The topic addressed how they maintain balance given the demands of the profession and their roles of spouse and parent.

The group completed a tour of coastal agriculture by visiting Old Creek Ranch, the Cayucos Abalone Farm, and the gardens of Hearst Castle. Additionally, it hosted a teacher candidate breakfast giving current candidates the opportunity to share their experiences with faculty, staff and prospective teacher candidates.

Latinos in Agriculture

Latinos in Agriculture (LIA) celebrated its 25th Anniversary hosting the 26 Hours of Science and Technology in Agriculture program. The student planning committee welcomed 130 students from 13 high schools, representing underserved populations.

The high school students participated in a number of Learn by Doing laboratories led by students and faculty across the College, grafted with Dr. Joe Sabol and the local California Rare Fruit Growers chapter, and heard from industry representa-

(Continued on page 4)

News and Views

California Agricultural Educators Receive Literacy for Life Grants

California Foundation for Agriculture in the Classroom (CFAITC) awarded three agricultural educators with \$500 Literacy for Life Grants to supplement their agricultural education curriculum.

"Ag in the Classroom can serve as a great resource for agricultural educators and FFA programs. We are pleased to offer a number of grants to agricultural educators to enhance their already established programs," said Judy Culbertson, CFAITC's executive director. The three agricultural educators who received Literacy for Life Grants are Mandy Garner, Cherie Shook, and Tamara Trost.

Mandy Garner, a teacher at Liberty Ranch High School, has received a grant to fund her project, 3rd Grade Ag Mentorship Program. Liberty Ranch High School agriculture students will host a Third Grade Ag Day for students at Marengo Elementary and will establish an ongoing educational program about



production agriculture. FFA students will create 12 educational booths about agriculture for the Third Grade Ag Day. The FFA students will also work with the elementary students to plant vegetables, monitor how they grow, and teach the elementary students about agriculture through bi-monthly visits.

Cherie Shook, a teacher at Mission Viejo High School, has received a grant to fund her project,

Poultry Production: Broiler Chicken Growth and Development. Mission Viejo High School will develop a broiler chicken production unit to provide hands-on training in current poultry industry standards and techniques, and allow students to research the cost and benefits affecting poultry producers. The broiler chicken production unit will provide the proper housing, safety, lighting, and heating

necessary to raise 25-50 broiler chickens to market age per cycle (9-11 weeks) with 2-3 cycles completed per year. The goal of this project is to present proper and effective broiler production techniques, including government regulations and innovations in the poultry industry, to the local community through displays and interactive presentations.

Tamara Trost, a teacher at Frazier Mountain High School, has received a grant to fund her project, Modernization and Refurbishment of Greenhouse.

Frazier Mountain High School will modernize and refurbish the greenhouse structure so students can research growing methods and crop science year-round. This will allow students to create rotating crop projects, grow seasonal plants such as poinsettias, and start a high school garden that will be shared with the cafeteria for student lunches.

Literacy for Life Grants were established by CFAITC to initiate new projects or expand existing projects that promote agricultural literacy. Funds have been provided to California educators to support the integration of agriculture into regular classroom instruction. CFAITC awarded 25 educators statewide with Literacy for Life Grants.

To learn more about the 25 Literacy for Life Grant projects, visit www.LearnAboutAg.org/literacyforlife.

CFAITC is a 501(c)(3) organization that works with K-12 teachers, students and community leaders, to enhance education using agricultural examples. The organization's mission is to increase awareness and understanding of agriculture among California's educators and students. The ultimate vision of the organization is an appreciation of agriculture by all. ❖

Teacher Educator News

Cal Poly, San Luis Obispo

(Continued from page 3)
tives like Salvador Hurtado from U.S. Agriseeds.

Admissions officers also shared how the participants can prepare for their own future university experiences.

Brock Center

The Brock Center for Agricultural Communication has maintained its upward trajectory, bringing innovation and collaboration to their duties and responsibilities. The staff, consisting of one director and four student associate editors, has produced three issues of *Ag Circle Magazine*. Previous issues may be viewed at <http://issuu.com/brockcenter>.

Additionally, the team produced the *Open House* magazine; and hosted another forum addressing how California agriculture will meet the chang-

ing standards of sustainable production and dairy policy. Panelists included: Honorable Sam Blakeslee, April Mackie and Dino Giacomazzi.

The Brock Center unveiled its blog in December 2011 and celebrated one year online. The format has afforded writers a new opportunity to write and publish their work, as well as engage with the public through ongoing dialogue. The Brock Blog can be found at <http://brock-center.wordpress.com/>

Enrollment

Cal Poly is thrilled to be home to many who share the desire to showcase the purpose-driven nature of agricultural education. As a result of these successes, combined with the quality classroom and laboratory experiences, the Agricultural Education and Communication Department is

pleased to host 244 students in the Agricultural Science and the Agricultural Communication majors.

The master's program continues to support an enrollment of 80 students at various stages in the credential program and Master of Agricultural Education degree program.

The department also has added two additional resources to the website. The first is a link to Haley Clement's Agricultural Chemistry instructional resources. The second is the Great Ideas handbook consisting of the resources shared by participants at the 2012 New Professionals Institute. To access, visit <http://aged.calpoly.edu/content/credprogram>

To learn more about the programs offered, visit our website at <http://aged.calpoly.edu/> ❖

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Building a Bridge for Others to Follow

By Rob Norwood, Southern Region President, Jurupa Valley High School

As a veteran ag teacher, I am excited about the prospects of developing a new Ag Ed vision to carry the profession into the next decade and beyond. I look forward to opportunities to seek, to encourage, to connect, to strategize, and to share a vision with those who will come after. As individuals, and collectively as an organization, we have the unique opportunity to anticipate the needs of future agricultural teachers and agricultural education in California. The Vision 2030 project gives us all a chance to utilize the wisdom and experience of our past to construct a viable, useful pathway for agriculture teachers to follow.

Article

Some in the organization have questioned the process or usefulness of such an endeavor. Apparently not all are as excited as I to take on this task. I recently read an article that I hope will sway those who have reservations about getting involved in this vision. It included this poem by Will Allen Dromgoole about bridge building and bridge builders.

The Bridge Builder

An old man, going a lone highway,
Came at the evening, cold and gray,
To chasm, vast and deep and wide,
Through which was flowing a sullen tide.
The old man crossed in the twilight dim;
The sullen stream had no fears for him;
But he turned when safe on the other side
And built a bridge to span the tide.
“Old man,” said a fellow pilgrim near,
“You are wasting strength with building here;
Your journey will end with the ending day;
You never again must pass this way;
You have crossed the chasm, deep and wide —
Why build you the bridge at the eventide?”
The builder lifted his old gray head:
“Good friend, in the path I have come,” he said,
“There followeth after me today
A youth whose feet must pass this way.
This chasm that has been naught to me
To that fair-haired youth may a pit-fall be,
He, too, must cross in the twilight dim;
Good friend, I am building the bridge for him.”

Making Change

The article points out that Bridge Building is “a powerful metaphor, a tool for making change. Seeing and making connections — whether among people or ideas — is a hallmark of bridge builders, whose lives are rooted in values and who dedicate their time and energy to causes larger than themselves.”

Sounds like all the qualities every ag teacher I’ve ever met! The author goes on to point out “...there was someone who came before, who mentored others or offered ... a new idea. Bridge builders ... bring out the best in others by connecting resources and talents ... for the benefit of others, even those whom they may never meet.”

Chance to Build

If you are still sitting on the fence or reluctant to jump in feet first, think about where you are now in the profession. Think about the people/mentors who built the bridges that got you to this point. Now is your chance to help build the next set of bridges for those who will come behind us.

The CATA needs your wisdom, your experience, your insight to build the bridges that will reach into the next two decades. The Vision 2030 project has the resources and talent for a bridge, but the next step is up to the bridge builders to turn the vision into action, a bridge leading Agricultural Education into the future. ❖

Shop Nightmare Come True

By Danny Aschwanden, Sonoma Valley High School

Agriculture mechanics instructors, let me paint you the scene. You are in the back storage room searching for a specific tool or supply when you hear the cry of students in distress. As you poke your head out the door you see your beginning agriculture mechanics class in chaos. A student is on the ground next to the table saw, with the visible sight of blood, and crying out for help. You and your class have just experienced a major, and even possibly catastrophic, injury during class time. What is the first thing that comes to your mind?

Would it be to check on the status of the student, call the main office, or dial 911? Fast forward to after the student has been taken to the office or picked up by the ambulance. What would your next thoughts be, and what are the repercussions going to look like?

Questions

Why were you not supervising, did the student pass a safety test and do you have it on file, were all safety guards in place, was a safe working area around the saw clearly marked with yellow paint on the ground, was the student dressed appropriately with all PPE equipment on, and most important, did you do everything possible to prevent this accident from happening?

These are the questions that you are going to be asked by the parents, administrators, lawyers, and insurance companies.

It is my sincere hope that this scene never occurs and that you personally can answer these questions with an emphatic “YES.” But let’s be honest with each other, some of you reading this right now are having second thoughts about your shop safety and procedures.

Safe Working Environment

I understand that sometimes unforeseen and unexpected

things happen, and that is why they are called “accidents.” However, let us not confuse accidents with apathy and lack of attention to detail. We owe it to ourselves, our students, and to the teaching profession to make sure that we have created a safe working environment at our facility.

Please don’t be “that one ag teacher” who will be remembered for getting the agriculture mechanics shop closed down because of a lack of attention to detail, and therefore casting a shadow over our profession.

Regardless of whether you are a seasoned ag mechanics instructor or a first-year teacher teaching out of your area of expertise, shop safety is your responsibility to take ownership and manage well.

It is not my goal to scare, intimidate, or even lecture on how you run your shop and program. We all have our own methods and systems of how we do things, and I hope that yours are working for you — especially in a safe and appropriate manner.

In closing, keep in mind that safety does not happen by accident. Your students are kept safe by efforts that you make. We owe it to our students, and ourselves, to make that conscious choice to be safe at all times. ❖

Making a Commitment to Our Responsibility

By Dave Gossman, Atwater High School

"Perfection is not attainable, but if we chase perfection we can catch excellence" — Vince Lombardi Jr.

If you take the time to examine the design, diversity, organization, and detailed framework of the agricultural education blueprint (model), you will come to the conclusion that there is no possible way for an individual, group of individuals, or program to implement the "blueprint" to its fullest capacity. This is why being an agricultural educator can be so exciting and fun!

There are so many pathways, a tremendous number of agriculture-related sectors, and so much variety within agriculture, you can always adapt, introduce, and explore venues within agricultural education that meet your school, community, and industry's needs and interests while generating enthusiastic interest and curiosity within your students.

In addition, there is no other past or current education model/blueprint that has or currently compares to the quality, diversity, and production of making a positive difference in the lives of young people while preparing and implementing personal growth, academic success, and career preparation (both agriculture and non-agriculture careers) in students.

How 'Blueprint' Differs

What we need to recognize is what separates our "blueprint" from other educational sectors/programs is NOT the classroom, but the two other components within our profession — SAEs and FFA. We need to recognize the fact that the entire state, national, and everyday assessment of education is based primarily on the classroom component. The focus and evolution of strengthening our classroom component of agricultural education curriculum through the sciences, A-G requirements, etc... have strengthened to where agriculture-related core class test results have matched or exceeded those of regular core classes throughout the state.

Today's new agricultural teachers are coming into our profession with a wealth of technology, curriculum and teaching strategy skills, which has played an important part toward the growth and success of our state's agricultural education.

Additional Components

More important, however, is the recognition that what makes us MORE productive compared to "regular classroom" education are the two additional components of SAEs and FFA. For example, when you have a school with a number of biology sections and a number of ag biology sections, and both are evaluated by a principal or superintendent, the first to be evaluated and compared are test scores, because that is just the reality of today's political spectrum. If an agricultural program has a staff that can meet or exceed the assessment/evaluation results (test scores) of regular biology and has tremendous productivity of SAEs and FFA involvement, it ends up being a "no brainer" in terms of which is the better product!

Top Concern

The number one concern

from veteran agricultural educators (15+ years of experience) based on the Vision 2030 data is the "fear of complacency and regression of the SAE and FFA component within agriculture education."

Our profession has made tremendous strides with the "classroom" component, but what we need to refocus on and put forth effort toward, is the two other components, because that is what separates ourselves from the "pack" (general education).

When we made the commitment to become an agricultural teacher, we committed to the responsibility involved in the profession.

We committed to the "3-circles" of classroom, SAEs, and FFA. We committed to all the challenges of time, commitment, effort, and sacrifice involved in our profession just as much as

we appreciated the rewards of having a "job," a decent salary, student success, and all the other accomplishments that come with the territory.

Accountability

If the fears of deceased, retired and veteran agricultural teachers who helped create and establish the agricultural education "blueprint" come true, we end up being just like all the other "education models" lumped together. We become mediocre.

That's not the profession we made a commitment to. We need to hold each other accountable to the "blueprint" of our profession, and we ALL need to put forth the effort of being a "doer" and strive toward "perfection," because even if we don't attain perfection, we at least end up with "excellence" ... and THAT is what makes our profession worth our commitment! ❖

The Power of One

By Rob Norwood, Southern Region President, Jurupa Valley High School

Trying to make a difference in our students' lives,
We are not satisfied with just one victory, we expect everything to be a victory
Triumph, win, success, accomplishment, realization
One difference in one life, is a victory
Take pride in the small victories, the individual achievement.

Have you ever had that feeling that you are just spinning your wheels, getting nowhere? The feeling of one step forward and two steps back? I think the longer you work in our profession, the more often you will experience days feeling just this way.

As an ag teacher I have "hit the wall" more times than I can count. That unexpected splat, face first, right in the center with the slow-motion slide to the bottom.

Ouch!

It's painful just thinking about it.

Like all good teachers, I get up, dust myself off, and begin again. Of course in the back of my mind

I'm grappling with those feelings of self-doubt, failure and disappointment. I begin to question my purpose and effectiveness as an ag teacher.

Does anyone really value what I do, what I've accomplished? Does what I do make a difference to any student, or anyone else for that matter?

The answer of course is YES!

Inspiration

My wife recently reminded me of a story she tells students, prospective teachers and administrators, in her credentialing program.

A young girl was walking along a beach upon which thousands of starfish had been washed up during a terrible storm. When she came to

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News and Views

The Power of One

(Continued from page 11)
each starfish, she would pick it up, and throw it back into the ocean. People watched her with amusement.

She had been doing this for some time when a man approached her and said, "Little girl, why are you doing this? Look at this beach! You can't save all these starfish. You can't begin to make a difference!"

The girl seemed crushed, suddenly deflated. But after a few moments, she bent down, picked up another starfish, and hurled it as far as she

could into the ocean. Then she looked up at the man and replied,

"Well, I made a difference to that one!"

The old man looked at the girl inquisitively and thought about what she had done and said. Inspired, he joined the little girl in throwing starfish back into the sea. Soon others joined, and all the starfish were saved.

— Adapted from the Star Thrower by Loren C. Eiseley

Lasting Effect

I think it's a great parable to remind us that we as Ag teachers have a positive and lasting effect on our students. Everything we do makes a difference to that "one" student.

The catch is that we don't necessarily know how much we influenced that "one" student or get to see that difference immediately. It could be years later before you find out that that one kind gesture, that single moment

of encouragement, that gentle push to try something new will become a defining moment in the life of that student.

As you go on in your career, you will be surprised about to whom you made that difference and how much it meant to them.

So the next time you begin to feel down and out, remind yourself of the Starfish Story and the fact that you can say, "Well, I made a difference to that one!"



2012–2013 Calendar of Activities

May 4.....	State FFA Judging Finals.....	Cal Poly, San Luis Obispo
June 23.....	Executive Committee Meeting.....	Cal Poly, San Luis Obispo
June 23.....	Pre-Conference Governing Board.....	Cal Poly, San Luis Obispo
June 23–27.....	CATA Summer Conference.....	Cal Poly, San Luis Obispo
June 27.....	Governing Board Summer Retreat.....	San Luis Obispo