

UTAH SUMMER AGRICULTURE PROGRAM

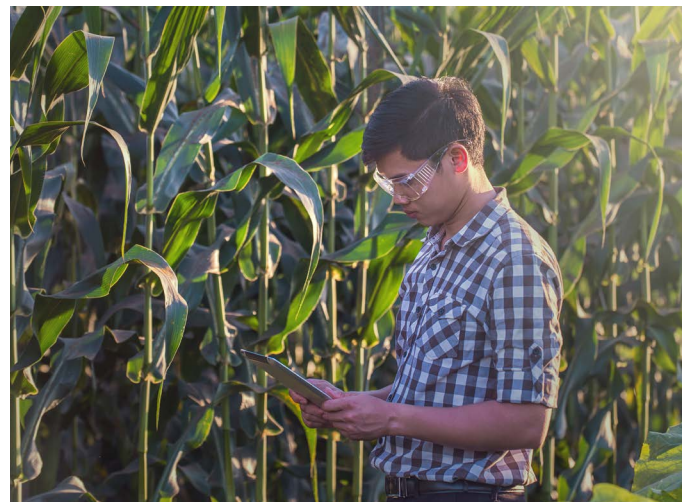


Career and Technical Education

GUIDEBOOK



Utah State Board of Education



SUMMER AGRICULTURE PROGRAM

GUIDEBOOK

TABLE OF CONTENTS

[Program Overview](#)

[USBE Board Rule: Disbursement of Funds](#)

[Eligibility](#)

[Requirements](#)

[Teachers, LEAs, and CTE Directors](#)

[Students and Interns](#)

[Participation, Operations, and Funding](#)

[SAE Projects](#)

[Teacher Responsibilities and Program Operations](#)

[Program Requirements and Definitions](#)

[Funding and Compensation](#)

[Documentation and Reporting](#)

[Appendix A: Frequently Asked Questions](#)

[Student Participation and Eligibility](#)

[Teacher Responsibilities and Timeline](#)

[Program Requirements and Definitions](#)

[Appendix B: Agricultural Experience Tracker \(AET\)](#)

[Overview](#)

[Teacher Journal Activity](#)

[Appendix C: Utah Grants](#)

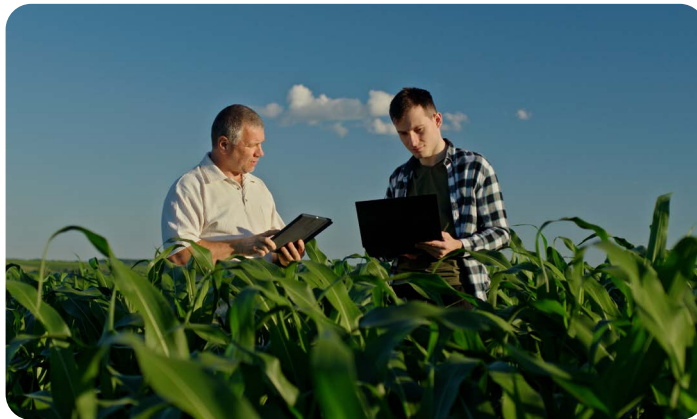


CTE provides all students access to high-quality, rigorous career-focused programs that result in attainment of credentials with labor market value.

PROGRAM OVERVIEW

The **Utah Summer Agriculture Program** (Summer Ag Program) offers students an extended opportunity to engage in agricultural and work-based learning beyond the classroom through supervised agricultural experience programs (SAEs). **This program is a practical application of intensive, individualized, and educational experiences of the field.** Teacher supervision of the student's SAE is a major part of the summer program. Instruction on and use of the Agricultural Experience Tracker (AET) is mandatory as both students and teachers are required to keep a record of their Summer Ag Program with this software. All programs must be in compliance with the state law and rules as outlined.

For LEAs, participating in the Summer Ag Program creates meaningful opportunities for students to gain real-world skills that prepare them for future careers in agriculture and related industries. **By extending learning beyond the classroom, students develop confidence, responsibility, and hands-on experience that employers value.** These experiences not only strengthen individual career readiness but also contribute to a skilled workforce that benefits the entire community. When students succeed in applying their knowledge in authentic settings, it reflects positively on the LEA and fosters strong connections between education, local businesses, and families—building a foundation for long-term community growth and success.



USBE/CTE [Summer Agriculture Program](#) website

R277-911-10

Scan the QR code below to read [USB E Board Rule R277-911-10](#), about the Utah Summer Ag Program.



CONTACT US



USB E BOARD RULE Disbursement of Funds

The Utah State Board of Education (USB E) established Board Rule R277-911 to guide the statewide development and implementation of CTE programs. [Within this rule, section R277-911-10 outlines the requirements for Utah LEAs to receive state funding for Summer CTE Agriculture Programs.](#) The Rule specifically provides a five Weighted Pupil Unit (WPU) disbursement and outlines the qualifications for receiving funding.

Supervised Agriculture Experience (SAE) is a student-led, instructor supervised, work-based learning experience that results in measurable outcomes within a predefined, agreed upon set of Agriculture, Food and Natural Resources Technical Standards and Career Ready Practices aligned to a career plan of study.

ELIGIBILITY

In order to be eligible for a Summer Ag Program, and in accordance with [Board Rule R277-911](#), an LEA must be a state approved CTE program, in addition to the following:

1. [Educator holding a valid Utah teaching license with an endorsement in agriculture.](#)
 - a. LEA-specific, associate, and professional licenses/endorsements all qualify.
 - b. Commitment to work 360 hours in the Summer Ag Program.
 - i. Report monthly through Agricultural Experience Tracker (AET).
 - c. Will not engage in other employment, including self-employment, which conflicts with the teacher's performance in the Summer Ag Program.
2. [A minimum of 35 students committed to participate.](#)
 - a. Incoming 9th-12th grade students who are enrolled in an approved agriculture education course for the upcoming school year. A high school graduate is not eligible.
 - b. Each participating student will be visited twice during the Summer Ag Program and the program will maintain a minimum average of four on-site visits overall.



REQUIREMENTS

Teachers, LEAs, and CTE Directors

TEACHERS

- Hold a valid Utah teaching license with an endorsement in agriculture (LEA-specific, associate, and professional licenses/endorsements all qualify).
- Will not engage in other employment, including self-employment, which conflicts with the teacher's performance in the Summer Ag Program.
- Submit a teacher plan/calendar indicating 360 hours and a roster of 35 students between April 15-30 using the AET platform.
- Supervise a minimum of 35 student SAEs using the AET platform.
- The Summer Ag Program begins the first day after the school contract ends and runs through the day before the next school contract begins.
- Complete and submit monthly journal (May, June, July, and August) using the AET platform.
- Submit final Summer Ag Program records with documentation to LEA and CTE director by the day before school teaching contract begins.

LEAs/CTE DIRECTORS - Timeline -

April 15-30

Approve teacher intent to complete a Summer Ag Program.

May-August

Review monthly journals within seven days of the closing month.

August 31

Submit the Summer Ag Program Assurances from AET to Utah Grants.



REQUIREMENTS

Students and Interns

STUDENTS

- Incoming 9th-12th grade students who are enrolled in an approved agriculture education course for the upcoming school year.
 - A high school graduate is not eligible.
- Engage in an SAE and maintain current records in AET.

INTERNS

- Be enrolled in an approved postsecondary Agricultural Education-Teacher Preparation program at the junior or senior level.
- Work with an approved LEA agricultural educator who will serve as the mentor.
- Submit a teacher plan/calendar indicating 360 hours and a roster of 20 students between April 15-30 using the AET platform.
- Supervise a minimum of 20 student SAEs using the AET platform.
- The Summer Ag Program begins the first day after the school contract ends and runs through the day before the next school contract begins.
- Submit monthly journal summaries using the AET platform.
- Submit final Summer Ag Program documentation to the LEA CTE director by the day before school teaching contract starts.



PARTICIPATION, OPERATIONS, AND FUNDING

The Summer Ag Program provides students with meaningful, hands-on agricultural learning experiences beyond the regular school year. Participation is open to students who will be enrolled in an agriculture class and have an approved Supervised Agricultural Experience (SAE) plan in the Agricultural Experience Tracker (AET). It is expected that the students will participate with their boundary school Summer Ag Program. However, if that is not available, with parent consent and LEA approval, a student can work with a school in the same LEA.

“ My SAE focused on raising and marketing beef and goat products as entrepreneurship-based projects. Through selecting animals, managing feed programs, tracking expenses, and preparing for market, I gained practical business skills and learned the importance of consistency and responsibility.

Working daily with my livestock taught me patience, problem-solving, and how to understand animal behavior, skills that directly support my goal of becoming a veterinarian.

Rylee

”

SAE Projects

SAE projects may be:

- Entrepreneurial
- Placement-based (paid or unpaid)
- Exploratory
- School-based
- Service-learning

The projects should be career goal oriented. Students can be compensated (by their employer) for their SAE work.

LEAs may award credit using USBE core codes:

- Character Education
25-02-00-00-052
- Service Learning
25-02-00-00-050
- STEM General
11-01-00-00-010

PARTICIPATION, OPERATIONS, AND FUNDING

Teacher Responsibilities and Program Operations

Teachers play a central role in the success of the Summer Ag Program, and their responsibilities should include a balanced set of duties, all in compliance with local LEA regulations:

- Supervision of SAE projects may include home, farm, school based, or workplace visits.
- Managing FFA activities, training students, attending camps, and supervising events to reinforce SAE skill development, leadership growth, and career preparation.
- Organizing educational experiences such as tours, internships, and hands-on learning opportunities.
- Maintaining school facilities, including farms, greenhouses, and equipment.
- Recruiting new students and conducting outreach within the community.
- Participating in professional development through trainings and workshops.
- Completing administrative tasks such as reports, budgets, and curriculum updates.

Work schedule and Compensation

Given the nature of agricultural education, teachers may work beyond the standard 8-hour day or 40-hour week, especially during events like overnight training or county fairs. It is recommended that teachers coordinate with their CTE director and LEA payroll or Human Resource Department to determine allowable extended day procedures. It is the responsibility of the teacher to follow the policies and directions of the LEA regarding compensation. The teacher cannot receive compensation from both the Summer Ag Program and the LEA for the same work.

NEW HIRES

- New hires may begin the program mid-summer to qualify for Summer Ag Program funding.
- Teachers/interns must complete the required 360 hours.
 - If these minimum requirements are not met, the LEA may be disqualified from receiving funding.

INTERNS:

- Interns are hired through a process coordinated by the Utah State Board of Education (USB E) and Utah State University (USU).
- Juniors and seniors in Agricultural Education are surveyed for placement preferences.
- Once confirmed by the LEA, CTE director, and supervising teacher, interns work with the LEA Human Resources Department to be hired.

PARTICIPATION, OPERATIONS, AND FUNDING

Program Requirements and Definitions

Teachers must supervise a minimum of 35 students, while interns are required to work with at least 20 students. A student visit is defined as a structured meeting between the agricultural educator and the student to evaluate progress, provide guidance, ensure safety, and support the educational value of the SAE project. Summer Ag Program funding is offered to LEAs for teachers and interns who complete the full requirement of 360 hours with a minimum of 35 students. The AET subscription is funded through the Utah FFA Association, and each LEA is responsible for ensuring compliance with data privacy best practices when using the platform.

Funding and Compensation

To secure funding, LEAs must submit all required documentation through Utah Grants by the August 31 deadline. Funding is allotted at five WPU per qualifying teacher and seven WPU per qualifying teacher with an intern. These funds are distributed through the monthly MSP Allotment. CTE Summer Agriculture State Funding Allotment (listed in Utah Grants as [Year] PPKA CTE Summer Agriculture).

All funds and revenue generated should be used to support the program under expenditure code 6150. Because new funds are not disbursed until October, LEAs typically utilize carryforward funds to cover the current year's program costs. For compensation details, including extra duty stipends or contract work, teachers should coordinate directly with their local CTE director and Human Resources Department.

Documentation and Reporting

Coordinated systems are used to implement, document, and monitor the Summer Ag Program. Key components include the AET for program documentation, Utah Grants for program reporting, and USBE program approval and review processes for oversight. Collectively, these structures support consistent program delivery and alignment with state expectations.

AET Report: Teacher Journal Report
(Refer to [Appendix B](#))

Utah Grants: Account where final reports for Summer Ag Program are submitted.
(Refer to [Appendix C](#))

Program monitored by Program Approval Visits to ensure compliance.

APPENDIX A — FREQUENTLY ASKED QUESTIONS

STUDENT PARTICIPATION AND ELIGIBILITY

QUESTION:

Can a student participate in a Summer Ag Program different from their boundary school?

ANSWER:

It is expected that students participate with their boundary school Summer Ag Program. However, if that is not available, with parent consent and LEA approval, a student can work with a school in the same LEA.

QUESTION:

Can students be paid for their Supervised Agricultural Experience (SAE) work?

ANSWER:

SAEs may be entrepreneurship, placement (paid/unpaid), exploratory, school-based, and/or service-learning. Student compensation for work will vary according to the employer.

QUESTION:

Is high school credit offered to students?

ANSWER:

Due to core code changes and discontinuations, it is recommended that the following core codes are used for the Summer Ag Program:

- 25-02-00-00-052 Character Education
- 25-02-00-00-050 Service Learning
- 11-01-00-00-010 STEM General



APPENDIX A — FREQUENTLY ASKED QUESTIONS

TEACHER RESPONSIBILITIES AND TIME

QUESTION:

What do teachers spend their time doing during the Summer Ag Program?

ANSWER:

Teachers play a central role in the success of the Summer Ag Program, and their responsibilities should include a balanced set of duties, all in compliance with local LEA regulations. Duties include:

- **SAE Visits:** Check in on student projects at homes, school-based, farms, or workplaces.
- **FFA Activities:** Coach teams, attend camps, and supervise events to reinforce SAE skill development, leadership growth, and career preparation.
- **Program Planning:** Organize tours, internships, and hands-on learning.
- **Facility Management:** Maintain school farms, greenhouses, and equipment.
- **Recruitment and Outreach:** Promote the program to new students and the community.
- **Professional Development:** Attend trainings and workshops.
- **Administrative Tasks:** Complete reports, budgets, and curriculum updates.

QUESTION:

Is it okay for a teacher to work more than eight hours a day or 40 hours a week?

ANSWER:

It is recommended to work with the CTE director and the LEA's payroll/Human Resource Department to determine allowable extended day procedures. Agricultural education often extends beyond a standard workweek. For example, overnight training may exceed eight hours in a day, and/or county fair weeks may involve more than 40 hours due to program demands.

QUESTION:

Does attending professional development count for a teacher's hours for the Summer Ag Program?

ANSWER:

It is the responsibility of the teacher to follow the policies and directions of the LEA regarding compensation. The teacher cannot receive compensation from both the Summer Ag Program and the LEA for attending professional development.

APPENDIX A — FREQUENTLY ASKED QUESTIONS

TEACHER RESPONSIBILITIES AND TIME (continued)

QUESTION:

Can a new hire start the program mid-summer?

ANSWER:

Summer Ag Program funding is offered to LEAs for teachers who complete the full requirements of 360 hours with a minimum of 35 enrolled students.

QUESTION:

Can a teacher have Summer Ag Program hours during the school year?

ANSWER:

The program begins the first day after the school contract ends and runs through the day before the next school contract begins.

QUESTION:

How are interns hired?

ANSWER:

USBE works with Utah State University (USU) to identify juniors and/or seniors in Agricultural Education. A survey is sent out to the identified students asking for placement preferences. Once the students have submitted their preferences for placement, the CTE director and supervising teacher are contacted to verify that they will allow an intern. Lastly, the student is approved to work with the LEA to be hired.



APPENDIX A — FREQUENTLY ASKED QUESTIONS

PROGRAM REQUIREMENTS AND DEFINITIONS

QUESTION:

What defines a student visit?

ANSWER:

A structured meeting between the agricultural educator and a student. The purpose is to evaluate progress, provide guidance, ensure safety, and support the educational value of the student's SAE project.

QUESTION:

Is a teacher required to work all 360 hours?

ANSWER:

In order for an LEA to qualify for Summer Agriculture Funding, the teacher and/or intern must complete the required 360 hours. An LEA can be disqualified for Summer Ag Program Funding if the teacher/intern does not meet minimum requirements.

QUESTION:

Is there a statewide data privacy agreement with Agricultural Experience Tracker (AET)?

ANSWER:

The subscription of AET is funded through the Utah FFA Association. As a result, USBE is unable to establish a statewide data privacy agreement for AET. Each LEA is responsible for ensuring its own compliance with data privacy best practices when using the platform.

GUIDEBOOK

APPENDIX B — AGRICULTURAL EXPERIENCE TRACKER (AET)

OVERVIEW

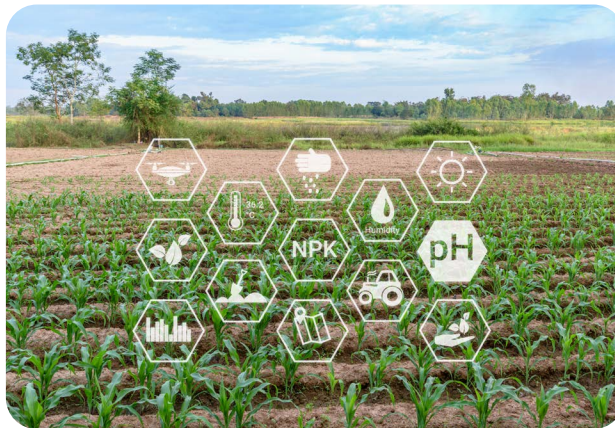
The Agricultural Experience Tracker (AET) is a comprehensive, student-centered online system designed for Agricultural Education, FFA, and SAE/WBL (Work-Based Learning). It empowers students to:

- Track classroom, SAE, and FFA activities.
- Document and reflect on real-world agricultural experiences aligned with Agriculture, Food, and Natural Resources standards (AFNR).
- Build digital portfolios useful for award applications and career readiness.
- Utilize tools like SAE plans, skill and time tracking, journal entries, financial records, and employer/supervisor oversight.

Teachers and CTE directors benefit from its robust management features, including grading support, administrative reports, program calendars, event coordination tools, and alignment with FFA and state award criteria.

For questions on AET, please contact the AET Support Desk: (936) 649-0111 or info@theAET.com.

Resources for utilizing AET are found at: <https://www.theaet.com/LearnMore>.



APPENDIX B — AGRICULTURAL EXPERIENCE TRACKER (AET)

TEACHER JOURNAL ACTIVITY

Teacher journal activities are used to document the various ways teachers work with and support students during the Summer Ag Program. The list below provides examples of journal activity types teachers may choose from to record their time, depending on the student interaction or support provided.

Advisory Committee Meeting and Prep

Planning for and participating in meetings with the program's advisory committee to align student SAEs with current industry needs, career pathways, and workforce expectations.

Example: Preparing a presentation that highlights student SAE projects, placement sites, and career interests, then meeting with local ag business leaders to gather feedback on skills students need for employment, internships, and entrepreneurship.

Alumni Chapter Activities

Engaging with the FFA Alumni Chapter to expand resources, mentorship, and real-world support for student SAE development and career exploration.

Example: Working with FFA Alumni to secure SAE mentors and raise funds to support student SAE start-up costs, certifications, and travel to career-focused FFA events.

Chapter Recruitment

Recruiting students by showcasing SAE opportunities that connect classroom learning to careers, income potential, and hands-on agricultural experiences.

Example: Presenting to middle school students about different SAE types (entrepreneurship, placement, research, service) and sharing examples of how current students earn income, gain experience, and prepare for agricultural careers.

Classroom Activities

Delivering instruction that intentionally prepares students with the technical, recordkeeping, and employability skills needed to successfully plan and grow an SAE.

Example: Teaching an animal science unit where students design an SAE feeding plan, calculate costs, track performance data, and practice explaining their project as if to an employer or customer.

APPENDIX B — AGRICULTURAL EXPERIENCE TRACKER (AET)

TEACHER JOURNAL ACTIVITY (continued)

Developing Business and Industry Partnerships

Building relationships with local businesses and industry partners to provide students with SAE placements, internships, mentorships, and career exposure.

Example: Meeting with a local agricultural employer to arrange paid SAE placement opportunities and identify the workplace skills students will document in their SAE records and resumes.

Equipment Maintenance

Maintaining equipment so students can safely use industry-standard tools as part of their SAE projects and career skill development.

Example: Repairing greenhouse systems so students can manage plant-based SAEs, collect production data, and gain experience aligned with horticulture careers.

FFA Chapter Management

Managing the FFA chapter in ways that support student leadership development, SAE accountability, and career readiness.

Example: Guiding officers to plan chapter activities that include SAE showcases, record book work sessions, and resume-building workshops.

FFA Competition Practice

Coaching students in CDEs and LDEs that reinforce technical skills, decision-making, and communication skills used in SAEs and agricultural careers.

Example: Coaching the floriculture team while helping students connect contest skills to their floral design SAEs or employment goals in the horticulture industry.

FFA Competition and Convention

Supervising students at FFA events that enhance leadership, networking, and career readiness connected to their SAEs.

Example: Supporting students at the State FFA Convention as they compete, attend career workshops, network with industry professionals, and explore postsecondary pathways aligned with their SAE interests.

APPENDIX B — AGRICULTURAL EXPERIENCE TRACKER (AET)

TEACHER JOURNAL ACTIVITY (continued)

Professional Development

Participating in training to better support student SAE supervision, career pathways, and evolving agricultural workforce needs.

Example: Attending professional development focused on SAE supervision, recordkeeping platforms, and emerging agricultural careers to better guide students.

Program Management

Managing program logistics to ensure students have equitable access to high-quality SAE experiences and career preparation.

Example: Developing procedures that support consistent SAE supervision, data collection, and student access to career-aligned experiences across all pathways.

Public Relations

Promoting student SAE achievements to highlight career readiness, skill development, and community impact.

Example: Sharing student SAE success stories through social media and local news outlets, showcasing skills learned, income earned, and careers explored.

SAE Management

Coordinating and supporting activities that help students explore careers, gain work-based learning experience, and expand or improve their SAEs.

Example: Organizing industry tours, job shadowing, and career panels to help students refine SAE goals and make informed career decisions.

SAE Visit

A structured visit focused on evaluating a student's SAE progress, safety, recordkeeping, skill development, and career alignment.

Example: Visiting a student's livestock SAE to review records, assess animal care and safety practices, discuss marketing strategies, and connect outcomes to animal science careers.

APPENDIX B — AGRICULTURAL EXPERIENCE TRACKER (AET)

TEACHER JOURNAL ACTIVITY (continued)

Student Visit

Individual check-ins with students to support SAE growth, career planning, and goal setting outside regular class time.

Example: Meeting a student at their SAE job site to discuss workplace expectations, skill development, and how to document experiences for resumes and proficiency awards.

School Farm / Livestock / Greenhouse

Supervising school-based facilities that function as SAE laboratories for hands-on, career-aligned learning.

Example: Overseeing student work at the school farm while guiding them to log SAE hours, maintain records, and demonstrate professional workplace behaviors.



Service Activities (Local, Region, State, and National)

Facilitating service projects that allow students to develop leadership, teamwork, and service-based SAEs connected to community needs.

Example: Organizing a community garden or food security project where students document SAE hours, reflect on impact, and build skills related to food systems careers.

Teacher Inservice and Curriculum

Participating in training and curriculum development that strengthens SAE integration and career readiness outcomes.

Example: Revising curriculum to embed SAE planning, financial literacy, recordkeeping, and employability skills into every agricultural pathway.

APPENDIX C — Utah Grants

OVERVIEW

The Utah State Board of Education (USBE) has implemented a common Electronic Grants Management System (EGMS), known as Utah Grants. Utah Grants provides a common, centralized, end-to-end grants system. All flow-through funds are managed and tracked in Utah Grants. Utah Grants is a comprehensive solution for grant life-cycle management, including grant applications, budgeting, awards, revisions, reimbursement requests, progress reports and monitoring.

For questions on Utah Grants, contact the Utah Grants Support Desk at:

(801) 538-7604

utahgrants@schools.utah.gov

Resources for utilizing Utah Grants are found at:

<https://www.schools.utah.gov/financialoperations/utahgrants>





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