



Foundational SAEs as Workforce Preparation: Usage by Agriculture Teachers Across Career Stages and Licensure Types



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Introduction

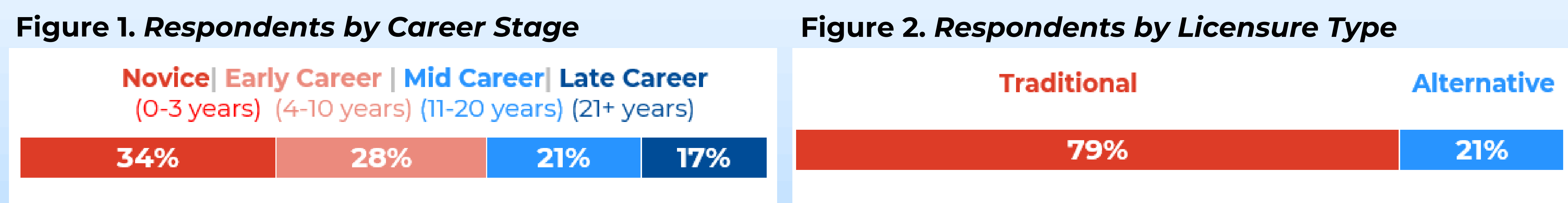
- Teachers affect student career exploration and decision-making (Hooley et al., 2015; Sanok et al., 2015).
- Ag teachers uniquely engage students in career-related content, activities or conversations (NAAE, 2024).
- SAEs provide experiential learning outside of the classroom (National Council for Agricultural Education, 2015).
- Every ag student is intended to have a Foundational SAE, which focuses on career exploration and preparation.

Our study explored U.S. agriculture teachers' perspectives on their role in preparing and influencing student career readiness and choices based on their usage of Foundational SAEs, and how their career stage (years teaching) or licensure type may affect that.

Research Questions

- What aspects of Foundational SAEs are agriculture teachers using to prepare students for future careers?
- To what level are these aspects of Foundational SAEs being taught by agriculture teachers?
- How does an agriculture teacher's career stage or licensure path yield differences in whether and to what extent they use Foundational SAEs to prepare students for future careers?

Results/Findings



Note: Only the statistically significant results are included within the tables. Refer to full abstract for all results.

Table 1. Level of Teaching Foundational SAE Components by Career Stage

Component	Career Stage	n	MR	H	p
College and Career Readiness	Novice	564	751.57	26.011	<.001
	Early Career _a	458	832.53		
	Mid Career _a	340	877.12		
	Late Career _a	281	879.50		
Personal Financial Management	Novice	562	722.84	67.307	<.001
	Early Career _a	457	808.52		
	Mid Career _a	340	869.53		
	Late Career	280	973.62		
Workplace Safety	Novice _a	564	776.02	25.344	<.001
	Early Career _{a,b}	458	790.75		
	Mid Career _{a,b,c}	340	855.75		
	Late Career _c	281	924.38		
Agricultural Literacy	Novice _a	564	777.71	17.321	<.001
	Early Career _{a,b}	458	807.06		
	Mid Career _{a,b,c}	340	850.92		
	Late Career _c	281	900.24		

- Two in three respondents (67.1%) teach Foundational SAEs.
- About half teach all five Foundational SAE components at a Moderate level, except for Personal Financial Management and Planning (36.2%).

Kruskal-Wallis Test Results:

- Novices teach four of the Foundational SAE components at a lower level compared to Late Career teachers.
- Early Careers also had statistically significantly lower means than Late Careers for Workplace Safety and Agricultural Literacy.

Table 2. Level of Teaching Foundational SAE Components by Licensure Type

Component	Licensure Type	n	MR	U	p
Personal Financial Management	Traditional	1289	848.4	198039	<.001
	Alternative	357	733.7		
Agricultural Literacy	Traditional	1291	838.1	215527	.025
	Alternative	359	780.4		

Mann-Whitney U Test Results:

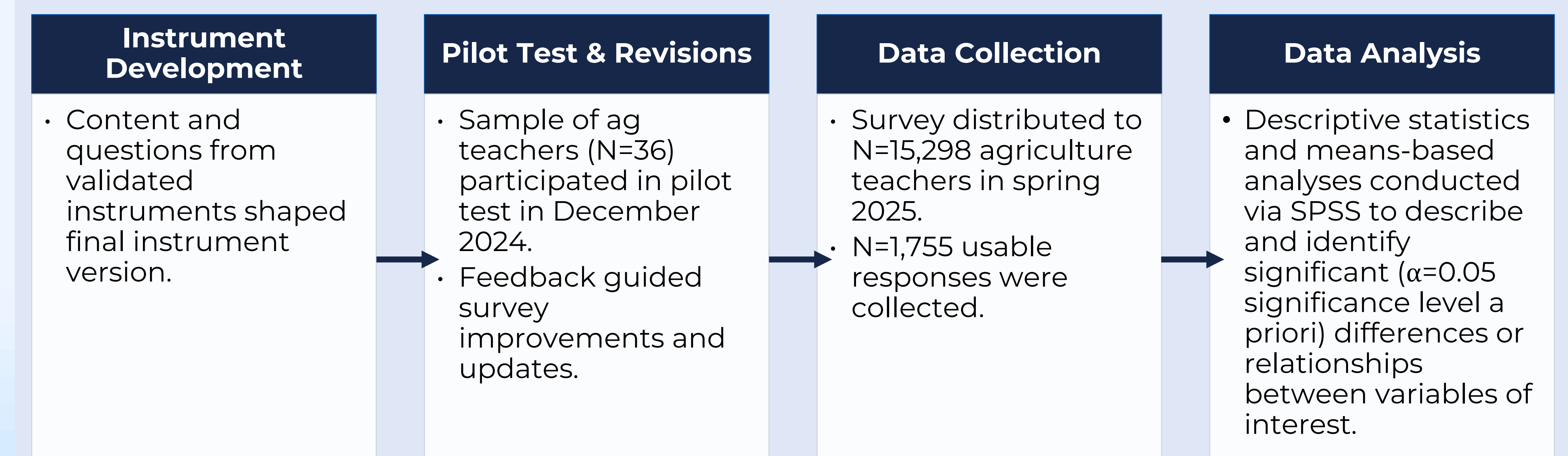
Traditional teachers teach two Foundational SAE components to a higher level than Alternative teachers at the $\alpha=.05$ level.

Theoretical Framework

- Social Cognitive Career Theory (SCCT) (Lent, Brown & Hackett, 2002)**
- Explains how academic and career interests develop, how educational and career choices are made, and how academic and career success are achieved.
 - Used to explore the influence of teachers on students through advising and career guidance (Brown et al., 2008; Copeland et al., 2020; Siddiky & Akter, 2021).
 - Helps explain how the experiences of ag teachers influence how they prepare students for the workforce via Foundational SAEs.

Methods

- Descriptive research design with an online Qualtrics survey.
- Modified Booth et al.'s (2021) compilation of career models and stages by accounting for the number of license renewals for teachers over time. (NAAE, 2024; National Center for Education Statistics, 2024).
- Four career stages classified: Novice, Early Career, Mid-Career and Late Career



Conclusions

- Not all agriculture teachers teach Foundational SAEs. Students miss out on essential career exploration, planning and development.
- Novice teachers are least likely to teach any of the five components of Foundational SAEs. Alternative teachers are also less likely to do so than Licensed teachers.
- Novice teachers comprise a third of respondents. Over a quarter of Novices are Alternative. Shifting demographics and varied backgrounds or experience with SBAE could have a significantly negative impact on students.

Recommendations

- Promote or mandate SAE for All training, especially for Novice and Alternative teachers. This supports teachers' integration of career development through Foundational SAEs – without adding to their workload.
- Future research should assess agriculture teachers' understanding and perceptions of Foundational SAEs as intentional career preparation practices and evaluate related professional development to tailor support for teachers throughout all career stages.

References available on request.
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