

ASSESSING THE BARRIERS & NEEDED RESOURCES OF NEW SBAE PROGRAMS

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INTRO & FRAMEWORK

- An additional 1,000 SBAE programs have been created since 2016 (Smith et al., 2016; 2026).
- Sustaining program growth will be difficult if teachers do not feel supported (Claflin et al., 2022).
- SBAE teachers face many obstacles:
 - Curriculum development (Traini et al., 2021a)
 - Community engagement (Traini et al., 2021b)
 - Resource development and management (Ramstad & Smalley, 2025)
- SBAE teachers at new programs face those obstacles plus many others.
- Study was guided by Roberts and Ball's (2009) Model for Agricultural Subject Matter as a Content and Context for Teaching.
- New SBAE programs strive to deliver content to satisfy the expectations of the local context (Roberts & Ball, 2009).

PURPOSE

PURPOSE: To assess perspectives related to establishing a new school-based agricultural education program.

- **OBJ. 1:** To identify perceived barriers of new SBAE programs.
- **OBJ. 2:** To identify resources needed by new SBAE programs.

METHODS

- 37-item instrument was distributed to 188 SBAE teachers with new programs; 56 participated (29.8%).
- Instrument reviewed by expert panel and was deemed reliable in a field test (CA = 0.85; Nunnally, 1978).
- Analysis called for *t*-tests, one-way ANOVAs, and descriptive statistics.

RESULTS

BARRIERS

	$\bar{x}$	<i>SD</i>
Lack of funding	3.80	1.16
Lack of facilities	3.78	1.11
Student understanding	3.56	1.08
Establishing an advisory committee	3.31	1.21
Student interest	3.13	1.20
My perceived lack of experience	2.85	1.27
Working with administration	2.78	1.21
Community interest	2.76	1.20
Establishing curriculum	2.67	1.05
Chartering an FFA chapter	2.24	0.95

RESOURCE NEEDS

	$\bar{x}$	<i>SD</i>
More funding	4.46	0.79
Improved facilities	4.43	0.86
More planning time	4.20	0.88
More student interest in the program	3.78	1.00
Stronger administrative support	3.61	1.14
More community interest in the program	3.35	1.06
More training or professional development	4.46	1.17

CONCLUSIONS

- Context-driven classroom and lab facilities, equipment, and resources are critical for the hands-on nature of SBAE (Ramstad & Smalley, 2025; Roberts & Ball, 2009).
- Barriers are directly aligned with the desire for resources related to funding, facilities, and resources to build program interest.

RECOMMENDATIONS

- Administrators and stakeholders should lay foundations before program implementation through building partnerships and resources.
- Consistent communication should be in place to build interest in SBAE.

REFERENCES



Please scan the QR code to access the references and the full abstract.