



FFA Agricultural Proficiency Awards

www.ffa.org

National FFA Organization
6060 FFA Drive
Indianapolis, IN, 46268

Diversified Horticulture Placement

Example Application

PLACEMENT Proficiency



Place Label Here

STATE: WI
Chapter # WI 0001
Member ID # 111111111

DIVERSIFIED HORTICULTURE

Name of Proficiency Award Area

1. Name: Elizabeth Smith
Name on chapter FFA roster: (If Different): _____
2. Date of Birth: 1 - 01 - 87 3. Age: 19
(Month) (Day) (Year)
4. Gender: Male Male Female 5. E-mail: esmith@anywhere.com
6. Address: (street/R.R./box no.) 354-9 Somewhere Rd.
City: Somewhere State: WI Zip: 55555
7. Home Telephone number (including area code): (555) 555-1111
8. Name of Parents/Guardians 9. List Parents/Guardians Occupation Below:
a. Father: John Smith Electrical Technician
b. Mother: Janet Smith Paraprofessional
10. Complete FFA Chapter Name: Somewhere FFA
11. Name of High School: Somewhere High School
12. School Address: (street/RR./box no.) S 2770 Somewhere Rd.
School City: Somewhere State: WI School Zip: 5555511
13. School Telephone Number (including area code): (555) 555-2222
14. Chapter Advisor(s): Christine Jones and Steve Moore
15. Year FFA Membership Began: 1998
16. Years of Agricultural Education Completed: 6.5
17. Years of Agricultural Education Offered (grades 7-12) in high school last attended: 8
18. Year in school at time of applying for the award: Collegiate
19. If you have graduated from the high school, year graduated: 2003
20. State/National Dues paid? YES

We have examined this application and find that the records are true, accurate, and complete. We hereby permit for publicity purposes, the use of any information included in this application with the exception of the following:

Candidate Signature

Parent or Guardian Signature

In addition, we certify the applicant has achieved a satisfactory record of scholastic achievement.

Chapter Advisor Signature

Superintendent or Principal Signature
(indicate which)

The information contained in this application has been substantiated by an actual visit to the site of the applicant's supervised agricultural experience program

Employer Signature (if applicable)

State Supervisor, Ag Ed, Signature

NOTICE: This application will not be returned by the National FFA Organization. Please make a copy for your records.

DO NOT ALTER APPLICATION IN ANY WAY or APPLICATION IS SUBJECT TO DISQUALIFICATION!

National FFA Organization

I. Performance Review

A. Getting Started in this activity:

(15)

1. Briefly describe your SAE as it is related to this proficiency area. Describe how you started in this proficiency area. What interested and motivated you to begin?

My desire to work with plants started at a very early age. This is not surprising considering the long history my family has with horticulture. My grandma's passion in plants is evident in her horticulture business, while my dad's interest is apparent in his dedication to our family garden. Eventually I began planting my own plants in the family garden and started many plots of bulbs, annuals, and perennials around our home. I started working at my grandmother's greenhouse soon after she had back surgery, and my duties consisted mostly of watering plants and transplanting hundreds of seedlings for sale in the spring. I eventually started working with her at the weekly farmer's market where I helped her sell plants and produce. My background in horticulture came in handy when I enrolled in our school's Horticulture Class. After a few weeks I was asked if I would be willing to come in over the weekend to water plants. My advisor asked me to become the greenhouse manager and the following year she asked if I would be the horticulture teaching assistant. When my advisor was gone to a workshop with other members, she entrusted me with the activities for the day. The substitute teacher would supervise while I taught the class various horticulture skills ranging from making corsages to taking cuttings.

I started working in the apple industry after I saw a job opening at a local apple orchard. This was an

2. When you were planning your supervised agricultural experience in this proficiency area, what 2 or 3 goals and objectives did you plan to achieve at this point in your development?

1. Basic plant knowledge is essential to any floriculture enthusiast. I want to enhance my knowledge of plants and learn about soil mediums and fertilizer ratios so that I can increase production rates and produce a healthy crop of plants. I also want to learn how to identify warning signs of a disease that may be present in my plants. This knowledge will assist me in growing and maintaining healthy plants and it will also help me produce a quality crop.

2. The floriculture industry has a place for everyone. I want to extend my knowledge of the industry to young children who may not completely understand where flowers come from. I want to teach a group of first grade students about the floriculture industry to enhance their plant unit. I want to give them the opportunity to see how a greenhouse runs and what kinds of plants are grown in them. I hope to provide them with the opportunity to grow their own plants so they can better understand the process a seeds goes through before it becomes a flower.

3. Running all aspects of the horticulture class's Annual Valentine's Day Rose Sale, both effectively and efficiently, is another of my goals. I plan to be involved in the ordering of the roses, filler flowers, card picks, and Valentine's Day picks, as well as in the entire process of preparing the roses to delivering the roses to the customer. I also want to teach others the basics of floral arranging to ensure that all the orders are completed on time and that they are high quality products.

B. Progress:

1. Describe any special advantages or disadvantages that had a major impact on your achievements in your supervised agricultural experience program.

My parents have been a huge influence on the success of my SAE. At five years of age, I started working in the family garden with my father and my mother would take me with her when she went shopping for plants in spring. She allowed me to select the plants in order to design a window box every year. They drove me to my grandmother's business, to the school greenhouse, and to the farmer's market every week before I had my driver's license. They are always there to encourage me to do my best in everything I do.

Problems can arise in any job. My advisor has helped me understand and work through some of the problems we have had in the greenhouse. She helps me work out a solution and a prevention plan to prevent one from happening again. We have worked through an over-fertilizing problem, which was a result of not rinsing the pails before mixing more fertilizer water. We also worked through an aphid infestation by quarantining infected plants.

A major advantage in my program is that my grandmother owns a greenhouse operation. I have been able to work with her for many years learning all the basic skills I would use in the future years of my SAE. She allowed me to grow plants for free in her greenhouse as long as I was willing to help her at the weekly farmers market. Working at the market required me to have an in-depth knowledge about plant varieties. Much of my SAE has been voluntary, and volunteering has been a huge advantage for me. I enjoy seeing people smile from an

B. Progress (continued)

2. Briefly describe your placement in this proficiency area. (Include a description of the business/farm, working conditions, size, number of employees, type of facilities, equipment available, etc.)

I work at three businesses in the horticulture area. One is the school greenhouse, which I manage. The school greenhouse is 24 feet by 60 feet and is a heavy traffic area. Many students use the greenhouse to grow and learn about plants during class.

The second business, Hillside Gardens, employs five people and is made up of three separate greenhouses. One holds the seedlings and sprouts for new plants before they are moved to the large greenhouse for finishing. The large greenhouse is approximately 75 feet long and 30 feet wide and is the main source of plant sales. The last one is about the same size as the large house but holds a bag-culture hydroponics growing system for tomatoes. They also have two half-acre gardens for growing produce.

The Apple Farm propagates about 18 different varieties of apples for sale to the customer. They run the business out of a coffee-shop-style building, which has two kitchens, a large dining area, and a sorting and sales

3. How has your position description and/or responsibilities changed during the time of your placement?

I started at Hillside Gardens for my grandmother at the age of 12, and began by watering plants and transplanting seedlings. After some experience I learned how to fill orders by making floral arrangements and planting urns for local towns and cemeteries. I started another job as the greenhouse manager at Somewhere High School in the Agriculture Department where I am responsible for mixing different plant mediums and fertilizer water, along with monitoring the plants for disease. I became the horticulture teacher assistant my senior year and was responsible for overseeing the greenhouse operations and assisting in various projects. I worked with a class of first grade students in the early part of the year, and I taught them about how the greenhouse runs and helped them plant their own seeds. I currently donate my plants to the greenhouse for cuttings while I attend college.

C. Analysis/Evaluation of Program

1. Describe your level of achievement and progress towards your goals (such as skills, scope, etc.) in this award area as related to the goals and objectives described on page 2, question 2.

1. My knowledge of basic plant care and maintenance has increased greatly throughout my SAE. I have learned that starting seeds in a lightweight peat moss soil medium will increase germination rates and that a promix medium combined with 20-20-20 fertilizer will produce healthy flowering plants. By identifying early signs of disease I have been able to prevent major outbreaks by removing the infected plants from the greenhouse.

2. I worked with a class of first grade students for the past three years. The students come to the greenhouse and I teach them how to water plants and how the greenhouse operates. Then I take them through a step-by-step process of planting seeds. They return to the greenhouse many times during the spring to see how their plants have grown. I water and care for them during the spring, until the plants are big enough to be taken home for outside planting.

3. I have effectively run all of the aspects of our rose sale with the exception of ordering the roses. I have ordered

2. Describe the personal goals, educational goals, and career goals you would like to achieve in the next ten years.

I have many goals I would like to achieve in the next ten years. I plan on graduating from the University of Wisconsin-Platteville with a Civil Engineering degree with an emphasis in transportation and structures. I will also have a minor in math education. One goal of mine is to travel to all 50 states. I have currently been to 14 states and am planning a trip to Hawaii with my aunt. I would like to get married and start a family in the next ten years. I also want to keep an active, healthy lifestyle. Right now, I am captain of the women's rugby team and play on many intramural teams at the University of Wisconsin-Platteville along with running on a daily basis to work towards this goal. After college I plan on saving for a home. This is where I will be able to continue to be involved in the horticulture field by owning a small hobby greenhouse.

II. Scope, Income and Expense Summary for : **DIVERSIFIED HORTICULTURE**
Placement and Research Experimentation Type Supervised Agricultural Experience Program

(20)

| Year | Major Job Title Type of Work and/or Activities completed | Total Hours Worked | | | Gross Earnings (D) | Total Expenditures (E) | Net Earnings (F)** | |
|--------------------------|--|---------------------------|-------------|---------------|--------------------------|------------------------------|--------------------------|---------|
| | | Unpaid (A) | Paid (B) | Total (C)* | | | | |
| Mo/Day/Yr | Greenhouse Assistant | | | 0.0 | \$0 | \$0 | \$0 | |
| 09/01/1998 to | • Water Plants | 110.0 | | 110.0 | | | \$0 | |
| Dec. 31 | • Transplant Plants | 70.0 | | 70.0 | | | \$0 | |
| 1998 | • Arrange Cut Flowers | 50.0 | | 50.0 | | | \$0 | |
| (Year) | • Harvest Produce and Plants | 30.0 | | 30.0 | | | \$0 | |
| | | | | 0.0 | | | \$0 | |
| Totals for Year 1 | | 260.0 | 0.0 | 260.0 | \$0 | \$0 | \$0 | |
| Jan 1, to | Greenhouse/Sales Assistant | | | 0.0 | \$0 | \$0 | \$0 | |
| Dec. 31 | • Water Plants | 250.0 | | 250.0 | | | \$0 | |
| 1999 | • Propagate Plants | 125.0 | | 125.0 | | | \$0 | |
| (Year) | • Design and Plant Urns/Baskets | 75.0 | | 75.0 | | | \$0 | |
| | • Floral Sales | 70.0 | | 70.0 | | | \$0 | |
| | | | | 0.0 | | | \$0 | |
| Totals for Year 2 | | 520.0 | 0.0 | 520.0 | \$0 | \$0 | \$0 | |
| Jan 1, to | Greenhouse Manager | | | 0.0 | \$0 | \$0 | \$0 | |
| Dec. 31 | • Greenhouse Practices | 770.0 | | 770.0 | | | \$0 | |
| 2000 | • Floral Arranging | 89.0 | | 89.0 | | | \$0 | |
| (Year) | • Plant Production/Sales | 232.0 | | 232.0 | | | \$0 | |
| | Landscape Assistant | 0.0 | | 0.0 | | | \$0 | |
| | • Installing Pond, Mulching Flower Bed | 245.0 | | 245.0 | | | \$0 | |
| Totals for Year 3 | | 1336.0 | 0.0 | 1336.0 | \$0 | \$0 | \$0 | |
| Jan 1, to | Greenhouse Manager/Teacher Assist. | | | 0.0 | \$0 | \$0 | \$0 | |
| Dec. 31 | • The Greenhouse | 844.0 | | 844.0 | | | \$0 | |
| 2001 | • Somewhere Greenhouses | | 37.5 | 37.5 | \$223 | | \$223 | |
| (Year) | Apple Packer/Landscaping Assistant | | | 0.0 | | | \$0 | |
| | • Packing/Sales | | 122.5 | 122.5 | \$659 | | \$659 | |
| | • Landscaping | 246.0 | | 246.0 | | | \$0 | |
| Totals for Year 4 | | 1090.0 | 160.0 | 1250.0 | \$882 | \$0 | \$882 | |
| Jan 1, to | Greenhouse Manager/Teacher Assist. | | | 0.0 | | | \$0 | |
| Dec. 31 | • Greenhouse Practices | 755.0 | | 755.0 | | | \$0 | |
| 2002 | • Floral Arranging | 115.0 | | 115.0 | | | \$0 | |
| (Year) | Apple Packer/Landscaping Assistant | 0.0 | | 0.0 | | | \$0 | |
| | • Packing/Sales | 0.0 | 116.0 | 116.0 | \$639 | | \$639 | |
| | • Landscaping | 165.0 | | 165.0 | | | \$0 | |
| Totals for Year 5 | | 1035.0 | 116.0 | 1151.0 | \$639 | \$0 | \$639 | |
| Jan 1, to | Greenhouse Manager/Teacher Assist. | | | 0.0 | | | \$0 | |
| Dec. 31 | • Greenhouse Practices | 331.0 | | 331.0 | | | \$0 | |
| 2003 | • Floral Arranging | 213.0 | | 213.0 | | | \$0 | |
| (Year) | • Teaching Horticulture Projects | 15.0 | | 15.0 | | | \$0 | |
| | Apple Packer | | | 0.0 | | | \$0 | |
| | • Packing/Sales | | 35.0 | 35.0 | \$221 | | \$221 | |
| Totals for Year 6 | | 559.0 | 35.0 | 594.0 | \$221 | \$0 | \$221 | |
| GRAND TOTALS | | Year (1+2+3+4+5+6) | 4,800 | 311 | 5,111 | \$1,742 | \$0 | \$1,742 |

* Columns (A) plus (B) = (C)

** Columns (D) minus (E) = (F)

III. Balance Sheet

DIVERSIFIED HORTICULTURE

(5)

| ASSETS & INVESTMENTS | Beginning Value on Date Entered Ag (A) | Ending Value at End of Last Completed Record Year (B) |
|---|--|---|
| 1. Current/Operating Assets | | |
| a. Cash on-hand, checking and savings | \$842 | \$2,080 |
| b. Cash value - bonds, stocks, life insurance | \$100 | \$600 |
| c. Notes & accounts receivable | \$0 | \$0 |
| d. Total Current/Operating Inventory (all other current assets) | \$0 | \$0 |
| 2. Total Current/Operating Assets (1a+1b+1c+1d) | \$942 | \$2,680 |
| 3. Non-Current/Capital Assets | \$0 | \$0 |
| 4. Total Assets (2+3) | \$942 | \$2,680 |

| LIABILITIES | | |
|--|------------|------------|
| 5. Current/Operating Liabilities (notes payable) | \$0 | \$0 |
| 6. Non-Current/Capital Liabilities | \$0 | \$0 |
| 7. Total Liabilities (5+6) | \$0 | \$0 |

| | | |
|---------------------------------|--------------|----------------|
| 8. NET WORTH (4 minus 7) | \$942 | \$2,680 |
|---------------------------------|--------------|----------------|

| SUMMARY OF SOURCE AND USE OF FUNDS | | |
|---|--------------------|----------------|
| 9. Earnings from this proficiency area | XXXXXXXXXXXXXXXXXX | \$1,742 |
| 10. Other SAE earning NOT from this area | XXXXXXXXXXXXXXXXXX | \$137 |
| 11. Earnings from non-SAE activities | XXXXXXXXXXXXXXXXXX | \$0 |
| 12. Income other than earnings | XXXXXXXXXXXXXXXXXX | \$3,000 |
| 13. Total Earnings (9+10+11+12) | XXXXXXXXXXXXXXXXXX | \$4,879 |
| 14. Use of Funds | XXXXXXXXXXXXXXXXXX | |
| a. Total educational expenses | XXXXXXXXXXXXXXXXXX | \$2,000 |
| b. Total other personal expenses | XXXXXXXXXXXXXXXXXX | \$1,502 |
| 15. Total use of funds (14a+14b) | XXXXXXXXXXXXXXXXXX | \$3,502 |

IV. Skills and Activities

DIVERSIFIED HORTICULTURE

A. Skills

(25)

List your top six placement skills and give a brief description of each one and its contribution to the success of your supervised agricultural experience program.

1. Skill Number One.

| Year | Skill | Where Attained | Student Hours |
|---------|---|---------------------|---------------|
| 2000-03 | Rose Preparation for the annual Valentine's Day Rose Sale | Somewhere High Scho | 378 |

Description of Skill:

Being the chairperson of the horticulture rose sale, I'm required to prepare the roses for delivery. This consists of wiring, dethorning, removing leaves, and cutting down the roses. To dethorn the roses I use my thumb and carefully break off all the thorns on each rose. I remove all the leaves except for the top two leaflets. If too many leaflets are left on the rose they sit in the water in the arrangement and begin to rot. This causes the arrangement to wilt before its time. I cut the roses under water, and this prevents any contaminants from getting into the fresh cut. I always cut the rose at a 45-degree angle because this provides the most surface area for maximum water intake. The roses must be kept at 38 degrees in cool water to prevent early opening before the sale. To get roses to open, we put stems in hot water and leave them at room temperature. On the day of the sale I spend much of the time arranging the roses with baby's breath, leather leaf, statice, or caspia for premium aesthetic value.

2. Skill Number Two.

| Year | Skill | Where Attained | Student Hours |
|---------|---------------------------|----------------|---------------|
| 2001-03 | Apple Sorting and Grading | The Apple Farm | 153 |

Description of Skill:

The best way to ensure the highest quality product for the customers is by grading and sorting the apples. With the help of a pressure-sensitive grader we can grade and sort apples quickly without damaging the fruit. The apples come in from the orchard in large bins. We use an electronic lifting system to elevate and tip the bin of apples onto the belt. The apples are moved to the polisher where they lose all the attached leaves. The apples travel on spinning brushes and are separated into different compartments by size. I pack the apples into bags or boxes. The apples are graded number one, number two, or pie/juice apples. Number one apples have little or no marks on them, number two apples may have some blemishes on them from hail or insect damage, and pie/juice apples are used for cooking due to multiple bruises and marks. Some apples are too small for the sizing belt, and if this is the case they fall onto another belt and will be used for caramel apples. All apples are run through the pressure

3. Skill Number Three.

| Year | Skill | Where Attained | Student Hours |
|---------|----------------------------------|--|---------------|
| 1999-03 | Floral Design and Corsage Making | Hillside Gardens Somewhere High School | 522 |

Description of Skill:

Many considerations need to be accounted for when preparing any type of floral planter or arrangement. I need to know what types of flowers the customers want and where they plan to put the planter. I choose plants that will work for the amount of sunlight that the planter will be receiving. I use corresponding colors and shape them to create a planter to meet the needs of the customer. For the Horticulture Valentine's Day Rose Sale I arrange most of the dozen and half dozen vase arrangements. I select high quality roses and cut them to be 1.5-2 times the height of the vase. I cut and arrange the roses and use baby's breath, statice, or caspia, and leather leaf to fill in the spaces. I finish by adding a bow, card, and Valentine's Day pick for premium aesthetic value. When making corsages for Teacher Appreciation Day I use carnations. I wire the head of the flower with the cross pierce wire method to add support to the flower. I use leather leaf, asparagus fern, caspia, baby's breath, or statice for filler

IV. Skills and Activities (continued)

DIVERSIFIED HORTICULTURE

A. Skills (continued)

(25)

List your top six placement skills and give a brief description of each one and its contribution to the success of your supervised agricultural experience program.

4. Skill Number Four.

| Year | Skill | Where Attained | Student Hours |
|---------|---------------------------------|------------------|---------------|
| 1998-03 | Plant Propagation/Transplanting | Hillside Gardens | 602 |

Description of Skill:

I keep the greenhouse full of fresh, healthy plants by using different methods of propagation. One method of propagation is taking cuttings. Cuttings have proved to be the most cost and time-efficient way to increase the crop in the greenhouse. I cut portions of mother plants, which have 2-3 nodes and dip them in the rooting hormone Hormodin to enhance the root growth and speed up the total plant growth. Another method is planting seeds. I plant seeds by hand in a Sunshine Soil Mix and place the flats on a heated germination mat. I cover the flat with plastic saran wrap to retain moisture as the seeds germinate. Transplanting plants increases the value of the plants by providing more room for root development. I take plants that have outgrown their pots and replant them in new larger pots. Starting plants early and transplanting them into larger pots will produce larger, healthier plants, and this increases the profits of the annual plant sale in the spring. Our goal is to grow "Super Size" plants as a new

5. Skill Number Five.

| Year | Skill | Where Attained | Student Hours |
|---------|----------------------------|--|---------------|
| 1998-03 | Customer/Student Relations | Hillside Gardens Somewhere High School | 217 |

Description of Skill:

Customer and student relations are a huge part of my responsibilities. Through working at the weekly Farmer's Market for Hillside, I have learned to communicate with the diverse crowd that the market attracts. Sometimes people from different ethnic backgrounds can be hard to understand, so I adapted by communicating more with my hands than with words. I help them find the plants that will best suit their needs. We sell a variety of plants ranging from hanging baskets to perennials to flowering annuals. I also work with many different kinds of people at school. I help many students grow plants during the year, and some of the students I have worked with have learning disabilities and need more help than others. Every year I teach a group of first grade students about the greenhouse. I educate them on the different types of plants that are grown in the greenhouse. I give them the opportunity to plant their own seeds and watch how a plant goes from a seed to a seedling to a beautiful flower.

6. Skill Number Six.

| Year | Skill | Where Attained | Student Hours |
|---------|-------------------|----------------|---------------|
| 2000-03 | Pond Installation | My Own Home | 373 |

Description of Skill:

A pond is the perfect addition to any garden, and every year I reinstall a 32-gallon pond in front of my home. I purchased a pre-formed pond. I selected the pond based on its shape and size. This small half-circle pond was perfect for the corner in my garden. I chose the location of the pond so that it was not in full sun and was away from trees to ensure that leaves would not fall into the pond. I dug the hole by hand so I could make it just the right shape to fit my pond. I assembled a fountain to create water movement and oxygenate the pond. I purchased water plants, such as water lettuce, caterpillar plant, and water lily, to add aesthetic value. To finish the project, I landscaped around the pond using many foliage plants. I found that hostas worked very well to add a nice border and moss roses add color to the corner in the garden. The pre-form pond is made of hard plastic, and that means I have to take it out every winter and reinstall it in spring. The pond provides a sanctuary for small animals and birds

IV. Skills and Activities (continued)

DIVERSIFIED HORTICULTURE

B. Activities

(25)

List your top three placement activities and give a brief description of each one and its contribution to the success of your supervised agricultural experience program.

1. Activity Number One.

| Year | Activity | Where Attained | Student Hours |
|---------|-------------------------------------|-----------------------|---------------|
| 2001-03 | Annual Spring Greenhouse Plant Sale | Somewhere High School | 126 |

Description of Activity:

Every spring the Horticulture Class has a plant sale, and I have run all aspects of this sale over the past two years. I begin advertising by making flyers and distributing them to the entire staff at the school. I hang up posters, reminding people of our sale. The sale begins at 6 A.M. and runs until 8 A.M., we close during school hours and open again at 3:30 P.M. and stay open until 6 P.M. During the sale I assist customers with their purchases since many of them do not know what kinds of plants they can grow where they live. I ask them questions about the amount of sunlight the plant will receive and the type of care they plan to provide for the plant. Some customers want a plant for full sun that does not require a lot of care. Under those conditions I recommend them to petunias, which are a low-maintenance flower that thrives in sunlight. Along with petunias we sell hanging baskets, climbing plants, geraniums, and various other flowering annuals. I provide every customer with quality information and

2. Activity Number Two.

| Year | Activity | Where Attained | Student Hours |
|---------|---------------------------------------|-----------------------|---------------|
| 2000-03 | Maintain Inventory and Order Supplies | Somewhere High School | 24 |

Description of Activity:

In order to keep the greenhouse running properly we need to have our supplies on hand to ensure we have them when they are needed. My advisor spends countless hours correcting papers and helping students, so she does not have a lot of time to prepare orders for the greenhouse. As the greenhouse manager, it is my responsibility to keep inventory of the supplies in the greenhouse. When our supply of fertilizer or soil is getting low, I prepare and order the needed supplies to guarantee that we will have the products. It is also my duty to select the varieties of flowering plants we will be growing in the greenhouse for the sale. I select a variety of plants to keep a wide selection for customers. Over the years I have been taking note of what types of plants make the best sellers. Hanging baskets with geraniums have been very popular besides the Luna, which is a white variety. We expanded our hanging basket crop by adding wave petunia baskets. This proved to be our best seller. They were very

3. Activity Number Three.

| Year | Activity | Where Attained | Student Hours |
|---------|---|------------------|---------------|
| 1999-00 | Hillside Garden's Open House Scope of Hillside Garden's: three double poly greenhouses and a three acre flower growing plots | Hillside Gardens | 180 |

Description of Activity:

The open house is a big marketing event for Hillside Gardens. The open house is held annually in the spring of the year to show off the greenhouses and gardens. I help prepare by doing extensive cleaning. I am also responsible for giving tours of the greenhouses, and I am also required to help with sales and giving information on the greenhouses and the plants that are grown in them. I need to understand the concept of bag-culture hydroponics to help answer questions, educate others on the hydroponics concept, and how it is helping in today's production of quality plants and produce. The open house is a great opportunity for customers to come out and see the operation and purchase plants at a lower cost. Hillside Garden's open house allows a time for some of their customers from the Farmer's Market to see how and where their flowers and food are grown. It gives them a better understanding and appreciation of what it takes to get the produce from the farm to the customer.

Elizabeth R. Smith

3549 Somewhere Road

Somewhere, WI 55555

(555) 555-1111

smith@somewhere.edu

EDUCATION:

Somewhere High School – May 2003

University of Wisconsin – Platteville

Cumulative GPA – 3.802

Cumulative GPA – 3.367

OBJECTIVE:

I am currently attending the University of Wisconsin – Platteville, majoring in civil engineering with an emphasis in structures and transportation. I am also minoring in secondary math education.

FFA ACTIVITIES:

| | | | |
|----------------------------------|---------|---------------------------------------|---------|
| Chapter Reporter | 2001-03 | World Dairy Expo | 1999-01 |
| National/State Convention | 2000-04 | Ag Tech Contest | 1999-01 |
| Banquet Co-Chairperson | 2001-03 | Bank of WI-Customer Appreciation | 1999 |
| Greenhouse Manager | 2000-03 | Farm Safety Day Camp | 1999-02 |
| Speaking Contests | 1999-03 | 2 nd Grade Day on the Farm | 1999 |
| Junior High Quiz Bowl | 1999 | Window Painting Committee | 2000 |
| State Dairy Products Judging | 2000-01 | County Fair Trim Painting | 2000-02 |
| Rose Sale Chairperson | 2001-03 | 4 th of July Float | 2000-02 |
| Chapter Development Committee | 1998-03 | Somewhere County Fair | 2000-02 |
| Recreation Committee Chairperson | 2000-01 | Plant Sale | 2000-03 |
| Washington Leadership Conference | 2000 | Back to School Picnic | 2000-02 |
| Advanced Leadership Devel. Conf. | 2000 | Homecoming Dunk Tank Booth | 2000 |
| Halftime Conference | 2001 | Football Concessions | 1998-02 |
| Made for Excellence Conference | 2000 | Fruit Sale | 1998-02 |
| Sectional Leadership Workshop | 1998-02 | Hay Ride | 1999-01 |
| Greenhand Conference | 1999 | Basketball/Barnball | 1998-01 |
| EDGE Conference | 1999 | Volleyball | 1999-01 |

SCHOOL/COMMUNITY ACTIVITIES:

| | | | |
|--------------------------------|---------|---------------------------------|---------|
| National Honor Society | 2001-03 | Somewhere School Auction | 1999 |
| Varsity Athletic Club | 1999-03 | Somewhere Highway Clean-up | 2000-03 |
| Student Council Member | 2000-02 | Sandbagging | 2001 |
| UWP Society of Women Engineers | 2003-04 | Healthy Community/Healthy Youth | 2000 |
| Somewhere Junior Board | 2002-03 | UW-Eau Clair Science Institute | 1999 |
| Whos Who Among Am HS Students | 2000-03 | Church Server | 1994-99 |
| National Honor Roll | 2001-03 | Band/Chorus | 1996-00 |
| Elementary Tudor | 2001-03 | Homecoming Carnival/Air Band | 2000-02 |
| Harvest of Hope with Ron Kind | 2001 | Varsity Golf | 1999-02 |
| Lions Old Time Farm Fest | 1998-02 | Varsity Track | 2002-03 |
| UW-Platteville Rugby Club | 2003-04 | Varsity Basketball | 2002-03 |
| Somewhere Powerlifting | 2002-03 | Junior Varsity Softball | 2000-01 |

AWARDS:

| | | | |
|---|---------|---|---------|
| Star in Ag Placement State Runner-up | 2003 | All-Conference Golf/Track | 2000-03 |
| SAE – Diversified Horticulture State RU | 2004 | Parliamentary Procedure – State 4 th | 2002 |
| SAE-Floriculture State Winner | 2003 | Varsity Golf Captain | 2001-03 |
| SAE Vegetable Production State RU | 2003 | Powerlifting State 15 th | 2003 |
| National Honor Society State RU | 2002-03 | FFA Discussion Meet-Dist. Winner | 2003 |
| Alliance Bank Scholarship Winner | 2003 | Powerlifting Regional Meet 3 rd /4 th | 2002-03 |
| Alma Masonic Lodge Scholarship Winner | 2003 | Somewhere Dairy Princess Alternate | 2001-02 |
| Natl. Mutual Benefit Scholarship | 2003 | Teen-Be Kind to Animals Winner | 2000-01 |
| FFA Chapter Leadership | 2003 | FFA State Degree | 2003 |
| FFA Chapter Star Ag Placement | 2002 | FFA Chapter Degree | 2001 |
| Somewhere FFA Leader on the Horizon | 2001 | FFA Greenhand Degree | 2000 |
| Academic All-Conference | 1999-03 | FFA Discovery Degree | 1999 |

WORK EXPERIENCE:**SAE RELATED WORK EXPERIENCE:**

Sales Assistant/Produce Grader/Kitchen Assistant – The Apple Farm, Somewhere, Wisconsin
October 2001-December 2003

- Grade apples according to quality/size/variety
- Make caramel apples
- Aid in produce sales

Volunteer Greenhouse Manager/Teacher Assistant – Somewhere High School, Somewhere, Wisconsin
December 2000-May 2003

- Assist in teaching horticulture classroom projects and activities
- Monitor plants for pests and diseases
- Propagate new plants by seeds and cuttings

Greenhouse/Sales Assistant – Hillside Gardens, Somewhere, Wisconsin
July 1997 – 2000, 2004

- Plant floral baskets and urns
- Harvest and sell plants and produce
- Transplant seedlings

OTHER WORK EXPERIENCE:

Dining Services – University of Wisconsin – Platteville Glenview Commons, Platteville, Wisconsin
November 2003-Present

- Prepare salad bar daily
- Wash and sanitize utensils and flatware
- Cashier

REFERENCES:

Christine Jones
FFA Advisor
2174 Somewhere Road
Somewhere, WI 55555
(555) 555-2222

John Kimmer
Family Friend
5440 Anywhere Street
Anywhere, WI 55556
(555) 555-2223

Chris Ricker
Past WI State FFA President
2139 Somewhere Rd
(555) 555-2224.

Mary Smith
Co-Owner The Apple Farm
27062 State Rd. Anywhere
(555) 555-2225

Christine M. Jumbeck
Somewhere FFA Advisor

May 27, 2004

RE: Placement in Diversified Horticulture Proficiency
National Selection Committee

Elizabeth Smith took her love of horticulture and developed it into an incredible SAE project. She is actively involved in four area horticulture businesses. The variety of experience she obtains will keep her on the cutting edge in the industry.

Reports from her employers are outstanding! Elizabeth exhibits tremendous personal pride in growing blooming and foliage plants. She has the artistic talents to design gorgeous bouquets and corsages. She possesses strong organizational and time management skills which are vital in meeting planting schedules in today's highly competitive floral industry. She handles customer relations in a professional and courteous manner at the Somewhere Annual Horticulture Sale. She designed a water garden and several other landscapes around her home.

Elizabeth has learned how to propagate plants by cuttings and seeds. She learned the importance of sanitizing equipment and using the proper soil mixes for profitable germination rates.

Besides keeping busy with her various jobs, Elizabeth is extremely involved with the FFA, golf, power lifting, basketball and softball. She was the chapter Reporter and chair of the Public Relations Committee. Elizabeth co-chaired the FFA Rose Sale for two years where sales totaled \$1100. Elizabeth helps out with anything that is asked of her. Elizabeth taught the up-coming horticulture students how to make Valentine floral arrangements and corsages. She has been a volunteer at the Lions Old Time Farm Fest the past four years working in the Lone Star Café. She has logged numerous hours in promoting safety through the Progressive Farmer Safety Camp. Elizabeth was a member of the three-time state advancing parliamentary procedure team. She competed at districts and won first place honors in the discussion meet.

Elizabeth was a member of the National Honor Society. She finished fifth in her class. Elizabeth Smith is a very gifted young woman. She was named the state runner-up in Star in Ag Placement last June and was the State Winner in the Floriculture Proficiency area.

Elizabeth has served in the capacity of school Greenhouse Manager the past two years. She was responsible for watering, fertilizing, insect and disease monitoring and ordering flowers and annuals. Elizabeth is the key player in the chapters annual Valentine's Day Rose and Spring Plant Sales. She handles all of the orders, customer complaints and maintains the necessary inventory. She has attended one evening workshop with her advisor dealing with plant propagation and fertilizer management. She also took advantage of a presentation by a professional greenhouse supply company. Elizabeth's accomplishments as a student have been phenomenal! I can say that I really miss Elizabeth this year. The greenhouse planting schedule is way behind and we are totally out of supplies.

Elizabeth is pursuing a degree in Agricultural Engineering at UW-Platteville and was recently named to the Deans List in her first semester. Elizabeth is an exceptional candidate for your consideration in Diversified Horticulture! **M s. Christine Jumbeck**

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Elizabeth Smith

DIVERSIFIED HORTICULTURE

PHOTO # 1



Educating young people is the key to keeping new faces in the greenhouse. Teaching first graders about horticulture provides them with knowledge that is not available to many students their age. Working in the greenhouse enhances their plant unit to provide them with more hands-on experience.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Elizabeth Smith

DIVERSIFIED HORTICULTURE

PHOTO # 2



Workplace communication skills are vital to ensure smooth operations and a friendly environment. During peak seasons it is important to be sure that all tasks are completed to keep everyone working efficiently and customers satisfied.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Elizabeth Smith

DIVERSIFIED HORTICULTURE

PHOTO # 3



Valentine's Day is the busiest day for the horticulture class. Properly arranging flowers for the annual rose sale is important. Starting with the proper foundation of foliage plants is essential to creating a beautiful arrangement. Many students look to me for advice on how to complete a quality arrangement.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Elizabeth Smith

DIVERSIFIED HORTICULTURE

PHOTO # 4



Mixing correct ratios of fertilizer is important to the success of the greenhouse. By understanding fertilizer ratios, I mix fertilizer to the optimum strength needed for the type of plant I will be watering. Fertilizer provides necessary nutrients that plants need to enhance root growth and improve overall plant quality.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Elizabeth Smith

DIVERSIFIED HORTICULTURE

PHOTO # 5



The greenhouse plants have to be checked daily. I prevent over watering by only watering a plant if the soil is dry to the touch and the pot feels light. Then I water the plant and make sure all of the soil has been saturated thoroughly, preventing phytophthora root rot.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Elizabeth Smith

DIVERSIFIED HORTICULTURE

PHOTO # 6



This pond has been an aesthetic addition to our garden. I have to reinstall it every year because the form is made of plastic. I dig the hole by hand so the pond fits. Water plants thrive because of the fountain. It oxygenates the water to keep the plants healthy.

PERSONAL PAGE

UNABLE TO SCAN NEWSPAPER
ARTICLE SUBMITTED WITH THE
APPLICATION.