



Floriculture Placement Example Application

PLACEMENT Proficiency



Place Label Here

CHAPTER #: _____
STATE: _____
Member ID #: _____

FLORICULTURE Name of Proficiency Award Area

1. Name: Elizabeth A. Latuch
2. Date of Birth: _____ 3. Age: _____
4. Gender: _____ Male _____ Female 5. Social Security #: _____
6. Address: (street/R.R./box no.) _____
City: _____ State: _____ Zip: _____
7. Home Telephone number (including area code): _____
8. Name of Parents/Guardians 9. List Parents/Guardians Occupation Below:
a. Father: _____
b. Mother: _____
10. Complete FFA Chapter Name: _____
11. Name of High School: _____
12. School Address: (street/RR./box no.) _____
School City: _____ State: _____ School Zip: _____
13. School Telephone Number (including area code): _____
14. Chapter Advisor(s): _____
15. Year FFA Membership Began: _____
16. Years of Agricultural Education Completed: _____
17. Years of Agricultural Education Offered (grades 7-12) in high school last attended: _____
18. Year in school at time of applying for the award: _____
19. If you have graduated from the high school, year graduated: _____
20. State/National Dues paid? NO _____ 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.

I. Performance Review

FLORICULTURE

(15)

A. Getting Started in this activity:

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 SAE deals with the floriculture industry and being a floral designer with duties of an assistant manager. I have been interested in horticulture since I was a little girl and I was able to go out into my grandma's garden to help with the weeding and watering of her plants and flowers. My great interest in the floriculture industry grew after taking the various horticulture classes offered at Pinkerton Academy during my four years in high school. The horticulture classes included plant science, floral design, greenhouse management, and landscape design. It was the great deal of help given from my horticulture instructor and FFA advisor Peter Mortenson that allowed me to have the hands on experiences in the classroom. He put me in a three week internship at a local flower shop that gave me the true inspiration to be active in the FFA and start with an SAE program that dealt with my interests in the floriculture industry.

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?

When I first was learning about what an SAE program involved and what the floriculture industry had to offer I made a few realistic goals for myself. My primary goal was to become involved in the industry as a floral designer at a local flower shop. I also made the goal to gain as much knowledge as I could about the floriculture industry. I wanted to have the knowledge of what types of flowers and plants are available in the industry and how they are handled to the customer's satisfaction. I wanted to learn the skills that help make a person in a flower shop not only a designer but one that can take on all duties in the shop.

B. Progress:

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

Having the opportunity at school to go on an internship for three weeks at a local flower shop shared me I wanted to continue in the area of a flower shop. After going on the internship I went to the vocational department and asked to be placed at a co-op site where I would leave school and go to a work site where I would be given a credit if I worked so many hours. They placed me at one of the largest and most well known shops in New Hampshire. The shop I was placed at gave me the job title of designer's assistant. The whole co-op program was an advantage because I was now in a flower shop and able to have hands on practice as well as different responsibilities. I was named co-op student of the year at school. At the same time it was a disadvantage because it took three periods away from mine in the afternoon so that was three fewer classes that I could take my senior year. During the co-op program I gained skills and knowledge. After the co-op program at school ended, I continued my job at the flower shop.

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.)

The flower shop I am currently employed at is in the town of Exeter which is on the seacoast of New Hampshire. Here many of the tourists come to stay during the summer vacations and many come into the shop. The shop currently employs eight people. The boss and I are full time and the other six are part time. The shop includes a greenhouse, an office where all the paper work is done, a delivery area, work stations where all the daily work is done, a sales floor where the saleable items are displayed and coolers for the display of arrangements and processed flowers. The shop is a house in the downtown area that has been renovated into a flower shop and has been part of the community since 1978. It is currently going through more renovations because the business has shown such a successful growth.

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

When I was first placed in a flower shop through my high school's coop program I began with the title of designer's assistant. With this title came limited responsibilities, from getting supplies or flowers that a designer would need to finish their work, to cleaning up the shop, and pricing the inventory that would be marketed. Within the past year and a half my title and responsibilities have changed greatly. I have the title of a floral designer and with that title comes responsibilities including: designing arrangements, silks, dries, and fresh, to putting a fruit and gourmet basket together, placing merchandise orders for the shop, and processing the flowers when they are delivered. I am in charge of the green house and the plants, and I occasionally run the shop alone for a few hours at a time.

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.

I have had tremendous opportunities in meeting my goals and objectives and getting to where I am today. I have a variety of designing techniques that I have picked up during the horticulture classes I took in high school, my job sites and the different workshops I have attended. The designing techniques that I have gained knowledge on range from the traditional at! around arrangement to the hand tied wedding bouquet. I also have learned what plants are and how to care for them through taking the greenhouse management class at school and having the hands on practice in the greenhouse at my work site. I have attended and plan to continue attending various workshops that are held for employees in the floriculture industry to further enhance my knowledge and skills in today's business in the floriculture industry.

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

As I have become older I have learned how important it is to make goals for myself. My personal goals are extremely important to me. Someday I would like to have a family and I hope to become part of the garden club in New Hampshire. This year my FFA state officer term as Vice President is up, however, I would like to continue to remain in the FFA and plan to do this by becoming a foundation member in New Hampshire, and hopefully someday serving the National FFA foundation as a trainer for blast off, MFE, ALD, or WLC. As for my future career goals I am extremely happy where I am today but someday I would love to have a shop of my own that will be located on the property of my house. The shop will have a greenhouse connected to it full of fruits, vegetables, and plants. My shop will be Teleflora, FTD, and AFS serviced and it will carry arrangements, fruit and gourmet baskets, plants, and gift items.

II. Scope, Income and Expense Summary for : FLORICULTURE
 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	Store Clerk Ben Franklins Crafts		388.0	388.0	\$1,995		\$1,995
07/01/1996 to				0.0			\$0
Dec. 31				0.0			\$0
1996				0.0			\$0
(Year)				0.0			\$0
Totals for Year 1		0.0	388.0	388.0	\$1,995	\$0	\$1,995
Jan 1, to	Store Clerk for Ben Franklins		610.0	610.0	\$3,259		\$3,259
Dec. 31				0.0			\$0
1997				0.0			\$0
(Year)				0.0			\$0
Totals for Year 2		0.0	610.0	610.0	\$3,259	\$0	\$3,259
Jan 1, to	Store Clerk Ben Franklins		161.0	161.0	\$980		\$980
Dec. 31	Floral Designer Asst. Chalifour's		1121.0	1121.0	\$6,724		\$6,724
1998	Floriculture Workshops	24.0		24.0			\$0
(Year)				0.0			\$0
Totals for Year 3		24.0	1282.0	1306.0	\$7,704	\$0	\$7,704
Jan 1, to	Floral Designer Chalifour's		1028.0	1028.0	\$6,687		\$6,687
Dec. 31	Floriculture Workshops	16.0		16.0			\$0
1999				0.0			\$0
(Year)				0.0			\$0
Totals for Year 4		16.0	1028.0	1044.0	\$6,687	\$0	\$6,687
Jan 1, to	Floral Designer Chalifour's		1016.0	1016.0	\$7,613		\$7,613
Dec. 31	Floral Designer Exeter		543.0	543.0	\$5,159		\$5,159
2000	Floriculture Workshops	16.0		16.0			\$0
(Year)				0.0			\$0
Totals for Year 5		16.0	1559.0	1575.0	\$12,772	\$0	\$12,772
Jan 1, to				0.0			\$0
Dec. 31				0.0			\$0
2001				0.0			\$0
(Year)				0.0			\$0
Totals for Year 6		0.0	0.0	0.0	\$0	\$0	\$0
GRAND TOTALS		56	4,867	4,923	\$32,417	\$0	\$32,417

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

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

III. Balance Sheet

FLORICULTURE
(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	\$265	\$1,389
b. Cash value - bonds, stocks, life insurance	\$0	\$250
c. Notes & accounts receivable	\$0	\$0
d. Total Current/Operating Inventory (all other current assets)	\$0	\$1,703
2. Total Current/Operating Assets (1a+1b+1c+1d)	\$265	\$3,342
3. Non-Current/Capital Assets	\$0	\$0
4. Total Assets (2+3)	\$265	\$3,342

LIABILITIES		
5. Current/Operating Liabilities (notes payable)	\$0	\$10,645
6. Non-Current/Capital Liabilities	\$0	\$0
7. Total Liabilities (5+6)	\$0	\$10,645

8. NET WORTH (4 minus 7)	\$265	(\$7,303)
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SUMMARY OF SOURCE AND USE OF FUNDS		
9. Earnings from this proficiency area	XXXXXXXXXXXXXXXXXX	\$32,417
10. Other SAE earning NOT from this area	XXXXXXXXXXXXXXXXXX	
11. Earnings from non-SAE activities	XXXXXXXXXXXXXXXXXX	\$175
12. Income other than earnings	XXXXXXXXXXXXXXXXXX	
13. Total Earnings (9+10+11+12)	XXXXXXXXXXXXXXXXXX	\$32,592
14. Use of Funds	XXXXXXXXXXXXXXXXXX	
a. Total educational expenses	XXXXXXXXXXXXXXXXXX	
b. Total other personal expenses	XXXXXXXXXXXXXXXXXX	\$29,249
15. Total use of funds (14a+14b)	XXXXXXXXXXXXXXXXXX	\$29,249

IV. Skills and Activities

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
1996-2000	Creation of window, cooler and aisle end-cap displays and transference of those skills to other tasks in a flower shop.	Ben Franklins Chalifour's Flowers Exeter Flowershop	800

Description of Skill:

Displays play a big part in the impulse buying of flowers, as well as just bringing customers into the store. They also provide an opportunity to educate customers about items that they may not know and to inform them of special sales of flowers and plants. Displays can be created around a variety of themes, including ? seasons, holidays, color, decorating styles, etc. My ability to create effective displays increases the sales and customer volume in the shop making me a more valuable employee. It also provides me the opportunity to learn about combining multiple materials, flowers, and arrangements to achieve a total effect which, is important when planning for weddings, banquets, and other functions. Many flower shops in our area at Christmas time go into a private residence or business and decorate the entire home/business. It's very important for success in a small flower shop that the employees have multiple talents.

2. Skill Number Two.

Year	Skill	Where Attained	Student Hours
2000	Receiving and sending telephone and computer orders.	Exeter Flowershop	40

Description of Skill:

As our society becomes more mobile an increasingly large percentage of flower orders are accomplished over the telephone and computer. At the Exeter Flower Shop it has become crucial for me to learn how to deal with this type of customer service. I need to know availability and cost of different types of flowers and materials, not only in New Hampshire but, all around the world. I also need to communicate effectively the customers needs and desires, so that what is sent and received is what was ordered. The use of standard terminology and names is also necessary to ensure a satisfied customer. Repeat customers are a very important to the long term survival of a flower shop and being competent in telephone and computer orders makes me a valued employee and helps ensure repeat business. Mastery of this skill has allowed me to run the shop alone for a couple of hours every day increasing my value as an employee.

3. Skill Number Three.

Year	Skill	Where Attained	Student Hours
1996-2000	Customer Relations	Ben Franklins Chalifour's Flowers Exeter Flowershop	500

Description of Skill:

Providing the service a customer wants is what business is all about. Effective communications skills are critical to the success of a flower shop. For example, during a wedding consult it's important to listen to the customer because they may not know exactly what it is they want and you have to decipher their needs. Also, to be able to find a compromise between desire and ability to pay, requires you to see beyond the words. Or, being sensitive to peoples feelings when discussing a funeral arrangement, means they will come back another time. These types of quality communications assure the sales to the flower shop and brings repeat business.

IV. Skills and Activities (continued)

FLORICULTURE

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
1998-2000	Flower and plant care and maintenance.	Anywhere High School Chalifour's Flowers Exeter Flowershop	100
<p>Description of Skill:</p> <p>The longer you can keep flowers and plants in saleable condition the better chance there is to sell them. Product loss is a substantial problem in a flower shop. Cut flowers have a short shelf life and even adding one day can make a noticeable financial difference and using proper conditioning techniques can make the difference between a rose lasting two days or two weeks. Keeping cut flowers at their proper temperature, humidity, pH, light levels, etc can mean the difference between selling or throwing them away. I do all the flower conditioning at the Exeter Flower shop taking care to ensure the longest life possible. Plants, on the other hand, while long lived, also have specific needs so they remain saleable. I have been responsible for watering, nepotting, pruning, and pinching a variety of plants at both flower shops I've worked at.</p>			

5. Skill Number Five.

Year	Skill	Where Attained	Student Hours
2000	Business Management	Exeter Flower Shop	280
<p>Description of Skill:</p> <p>I have teamed what it takes to run a small flower shop alone for hours at a time. I am able to run the shop and deal with all types of customers. I inventory materials that come into the shop as well as check to make sure they are saleable. I keep track of all the telephone and computer orders as well as make sure the paper flow, correctly follows orders and billing. All of which shows my manager that I am dependable and reliable and that I will get the job done successfully. It has also given me the opportunity to see, hands on and for myself, what it is like to be responsible for the success of a business. This will be very important to me as I begin to plan for my own flower shop.</p>			

6. Skill Number Six.

Year	Skill	Where Attained	Student Hours
1998-2000	Safety in the Floriculture Industry	Anywhere High School Chalifour's Flowers Exeter Flowershop	100
<p>Description of Skill:</p> <p>One of the first things I learned about in the Floriculture Industry was the safety in the flower shop and greenhouse areas. At Chalifour's Flower Shop I was given a book of safety and hazards in the shop which included such things as poisonous materials and plants, how to safely use paint sprays, MSDS sheets, and much more. After reading the book and discussing things with my managers I was able to run a safe and hazard free work area and greenhouse. At School I spent time outside of class maintaining the greenhouse and plants. This included the safe use of pesticides and fertilizers, as well as, proper maintenance of tools, equipment, and the facility itself.</p>			

IV. Skills and Activities (continued)

FLORICULTURE

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
1998-2000	Flower arranging with fresh, silk and dried flowers; fruit and gourmet baskets.	Chalifour's Flowers Exeter Flowershop	2000

Description of Activity:

I was and continue to be responsible for taking the fresh cut flowers and designing them into different types and styles of arrangements for all occasions, including weddings, funerals, parties, gifts, etc. Having gained experiential know not only design fresh cut arrangements, I also work with silk, dried, fruit and gourmet baskets, dish gardens, and European baskets. The arrangements that I produce are then used for orders, displays and for customers that come into the shop looking for something special. I also produce a variety of body flowers including corsages and boutonnieres. My ability to produce any type of arrangement, and use all types of flowers and materials, was a major factor in my obtaining my present job at the Exeter Flower Shop. Being a small shop with few employees my duties and responsibilities have increased giving me the chance to learn and perform even more.

2. Activity Number Two.

Year	Activity	Where Attained	Student Hours
1998-2000	Processing and conditioning of fresh cut flowers and greens.	Anywhere High School Exeter Flowershop	240

Description of Activity:

I learned during my floral design class how to process flowers and take care of them a few years ago this helped me at the flower shop I am currently employed at because we receive flowers every other day that are unconditioned. It is my duty to wash all the buckets with a cleaning soap and warm water, unpackage and inventory the flowers, strip all the necessary leaves, place fresh water in the buckets with conditioner, give the flowers a fresh cut, and then place the flowers in the buckets of conditioned water. After all the flowers have been conditioned it is then my job to clean out the coolers and place the newly processed flowers in the right spot in the cooler. These activities, if done properly and with care can, make a major difference in the shelf life of cut flowers, there-by decreasing product loss and increasing profit.

3. Activity Number Three.

Year	Activity	Where Attained	Student Hours
1998-2000	Consulting for weddings, funerals and other events.	Anywhere High School Chalifour's Flowers Exeter Flowershop	385

Description of Activity:

The consultation begins with sitting down with the customer and seeing what their needs are. After finding out what they want, I then discuss their preferences for flowers and color schemes. From there I show them some examples of the shop's work and what they can expect to pay. I need to find a balance between what the customer would like and their ability/willingness to pay for the service. For most events arrangements are then made for delivery and set up, and how the body flowers will be taken care of. Key to this process is providing the customer with a quality service, both the consultation and flowers, while remembering that design ideas are valuable and need to be protected. The time spent in the consult is also important because the shop has to pay my salary and not all consults end up in a sale.

Checklist for Agricultural Placement Proficiency Applications

Award Area: FLORICULTURE
Name: Elizabeth A. Latuch

Local Advisor	State Advisor	Circle "Y" if the Statement is "YES" and "N" if the Statement is "NO".
Y N	Y N	1. Applicant has been an active FFA member for each year covered by this application. Cover page, Line 20 . (Please consult the local & state copy of membership roster for each year.)
Y N	Y N	2. Applicant has included his/her Social Security Number, Cover page, Line 5 .
Y N	Y N	3. Applicant has been out of high school for no more than one year. Cover page, Line 19 .
Y N	Y N	4. Applicant has graduated and has completed at least three full years of agriculture, or all of the agriculture offered at the school last attended, Cover page, Line 16 . Note: Applicants that are still in high school at the time of applying are eligible to participate at all grade levels.
Y N	Y N	5. Applicant has in operation and has maintained records to substantiate an outstanding supervised agricultural experience program through which exhibits comprehensive planning, managerial and financial expertise, Pages 2, 3, 4, 5, 6, 7, 8, and 9.
Y N	Y N	6. The total hours that a student list on Page 4, Section II, are greater than or equal or equal to the hours listed in either the "Skills" portion of Section IV. Pages 6 and 7 or the "Activities" portion of Section IV. Page 8.
Y N	Y N	7. Applicant has included no more than a two page resume.
Y N	Y N	8. Applicant has included no more than a one page written evaluation by the most recent employer or agriculture instructor describing the progress that the applicant has made in developing the skills and competencies necessary for success within the award area in which they are applying.
Y N	Y N	9. Applicant has included a maximum of six photographs with captions containing less than 50 words each.
Y N	Y N	10. Applicant has included a maximum of one page (maximum size 8 1/2" x 11") of additional information. (This may NOT include the following: Video Tapes; Computer Disk; Cd ROM's; DVD's; etc.)
Y N	Y N	11. The Application is properly signed by the applicant, parent or guardian, chapter advisor, school superintendent or principal, and submitted to the State FFA Advisor.

Elizabeth Latuch

Career Objective	it is my goal to own a flower shop with an attached greenhouse. The shop and greenhouse will focus on customers everyday needs from daily work to weddings and funerals.	
Employment	Sept 2000 The Exeter Flower shop	Anywhere, NH
	Floral Designer <ul style="list-style-type: none">• Processing and conditioning flowers.' Arranging using a number of different products.• Wedding and funeral stations.• Manage the shop when needed.• Maintain file plants and greenhouse.• Customer Service	
	1999-2000 Chalifour's Flowers	Anywhere, NH
	Floral Designer Assistant/Floral Designer <ul style="list-style-type: none">• Arranging using a number of different products.• Wedding and funeral consultations.• Closed the shop at night.	
	1997-1999 Ben Franklin Crafts	Anywhere, NH
	Clerk <ul style="list-style-type: none">• Customer service in all areas focused on floral, ribbon and fabric departments.• Inventory of the store.• Displayed and stocked shelves• Received shipments weekly• Register clerk.	
Education:	1996-2000 Anywhere High School	Anywhere, NH
	<ul style="list-style-type: none">• Completed four years of horticulture classes offered.• Participated in a three week internship at a local florist• Toured wholesale suppliers• Attended a variety of professional workshops for the floriculture industry.	
FFA Experience	<ul style="list-style-type: none">• Granite State Vice-President and Sentinel• Anywhere High School chapter President, Vice-President and Truer• Attended four state conventions	

Elizabeth Latuch

- Attended flues national conventions
- Developed and ran Leadership camps for chapter officers
- Planned and ran state meetings
- Participated in Adopt-A-Highway program
- Organized and led State officer visits

School Activities And Awards

- Member of the National Vocational Honor Society

- Horticulture student *of the year*

Community service Activities

- Co-op student of the year

- Rotary club/vocational student of the month

- Halloween walk for Neighborhood families

- Belgian horse hayrides and sleigh rides



The Exeter Flower Shop
55 Main Street
Anywhere, New Hampshire 00303
(555) 772-1347

To whom it may concern:

It is with pleasure that I write this letter of recommendation for Elizabeth Latuch. Elizabeth came to work for me as a very competent floral designer from one of the largest shops in New Hampshire where people were very specialized. She was very good with all aspects of design work including fresh cut, silks, and specialty baskets.

As a small flower shop we rely on our employees to do multiple tasks. As our only full time employee Elizabeth is responsible for conditioning all the fresh cut flower, inventorying items that arrive in the shop, acting as a function and wedding consultant, assisting customers, processing tele-marketing orders and all the myriad of other tasks it takes to run a successful small business.

Elizabeth has taken on the responsibility of learning all aspects of the retail floral industry with enthusiasm. I am very comfortable leaving her in charge of the shop. She has a very positive way with customers and is very good at explaining things they don't understand. Elizabeth is in charge of all the flower shop displays as well as those in the greenhouse. She supervises the part time employees in both areas and makes sure all our product meets out exacting standards for quality.

Elizabeth is a very valued employee who we have come to trust to understand the complete retail floral business and make sure that all our customers go away satisfied.

Sincerely,

Kevin Blair
Exeter Flower Shop Owner

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Elizabeth A. Latuch

FLORICULTURE

PHOTO #

1



I am straightening and displaying the silk department at Ben Franklin Crafts. The silks are placed according to color and manufacturer. Having the job of doing this at Ben Franklin's gave me further knowledge of the different silk manufacturers and styles that can be used at the flower shop for silk arrangements used for customer sales and shop displays.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Elizabeth A. Latuch

FLORICULTURE

PHOTO #

2



The proper design skills are a critical part of a job in a flower shop. You are faced with many orders throughout a days work. Here I am shown filling an order with two dozen long stem pink roses that are designed in a vase with leather leaf tree fern and babies breath. The daily orders are filled according to a customers requet and then are delivered to the customers satisfaction.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Elizabeth A. Latuch

FLORICULTURE

PHOTO #

3



The processing and conditioning of flowers and greens that are brought into the shop is very time consuming and it can take up to a full day to finish all of what needs to be done. It is critical that the processing and conditioning be done correctly and thoroughly. This will increase the shelf life of the flowers and greens and therefore will increase the profit of the business. Here I am shown stripping the leaves of a flower called stock.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Elizabeth A. Latuch

FLORICULTURE

PHOTO #

4



In a flower shop the primary business is through the design of arrangements for customers orders. The designs are not just done with fresh flowers, they are also made with silks, dries and plants. Fruit and gourmet baskets are also arranged in baskets. I am shown filling a customers orders for a fruit basket. All of the shops arrangements are done daily to ensure freshness and quality.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Elizabeth A. Latuch

FLORICULTURE

PHOTO #

5



In this picture I am caring for a geranium hanging plant in the shops greenhouse. The plants in the greenhouse are carefully looked at and after all necessary pruning, repotting and pinching I then take and water all of them with the necessary water amounts. They are then placed back on the racks in the greenhouse for customer sales. After all plants are looked at, I then look over the greenhouse and check the temperature to keep it controlled.

VI. SUPPORTING DOCUMENTATION (continued)

C. Supporting Pictures

Elizabeth A. Latuch

FLORICULTURE

PHOTO #

6



The proper computer skills are essential to have in a flower shop. You are not only faced with taking orders over the phone but with the technology the world has today we are also faced with taking orders over the computer from various wire services. I am not only responsible for placing orders to other shops across the country to fill customers requests.

February 2, 2001

Dear Selection Committee:

It is my pleasure to write a recommendation for Elizabeth Latuch. She was in my Horticulture Program and FFA Chapter at Anywhere for her entire high school career.

Elizabeth Latuch is a perfect example of what an FFA member's involvement in a SAE is all about. She came into the Horticulture program at Anywhere High School with no idea of what she wanted to do for a career. Four years later she not only knew she wanted to be a florist, but had obtained enough training and education that she graduated from high school and stepped right into full time employment, as a floral designer, in one of New Hampshire's largest flower shops.

Elizabeth has since moved to a small flower shop where her responsibilities have been greatly expanded. She now runs the shop on her own for part of the day and is responsible for incoming inventory, telephone and computer orders, as well as physical care of the flower shop, the greenhouse, and all product displays.

As an FFA member Elizabeth has been just as successful. She was the Granite State FFA Association's Vice President this year and during the past four years, she has been -- State Sentinel, Chapter President, Vice President, and Reporter. She has been very active in local, state, and national FFA Activities having attended four state and three national conventions. She placed first high individual in the State Floriculture and Agriculture Sales CDEs, and has competed at the National level in Agriculture Issues CDE. Elizabeth also competed in a number of other local and state CDEs, including the Deerfield Fair horticulture events and impromptu speaking CDEs.

Elizabeth has been involved in numerous FFA leadership activities -- from taking part in MFE and NLCSO, to being part of the NH State Officer teams that designed and ran the two weekend leadership camps for chapter officers. She has also done many local chapter visits over the past two years and attended many of the local annual FFA banquets.

Elizabeth Latuch is dedicated to the ideals of the FFA and is a prime example of the success the FFA can bring to its members. Elizabeth has goals to have her own flower shop in the near future and to be a MFE workshop leader next year.

Sincerely,

Peter Mortenson
FFA Advisor