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Participants – Hog Industry Hearing – December 17, 1998
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**Participants – Green Bay Tour and Agriculture Committee Hearing – January 20,
1999**

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* Request speaker to authoring -
Sub Committee on
Ag. Education & Ag. Research
1 year time period
9 members
{ 3 education
3 ag
3 colleges & universities

Dick Aide
WAVAI Ex Sir.

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Ag Education

01/21/99

Exec. Dir. - ag Teachers Assoc. - Dick Aude
Wis. Leadership Council on Ag Education - Bob Campbell -
Concern w/ high school & post-secondary school

① Shortage of teachers

20 ag. teachers from 3 universities

1998 - 30 positions were filled

Nationwide problem -

Shortage at high school & college level

② Number of students per teacher increasing 29,000 students in ag. programs

** ** Jack Jace
Appoint study committee to address the problem
2 yr. Study

~~committee~~ Legislative study committee - Speaker's lunch

~~committee~~ Only 1.4 - positions from DPI to assist ag. educators

Madison East has ag program

LaFollette has part-time program

Philadelphia has largest ag program in nation

Strong FFA program to have strong ag education
Aquaculture same of the game - most active ag
Pet care part of FFA

Comparison of State Staff Serving High School, Middle School Agricultural Education Programs/Teachers/Enrollment

State	Enrollment 9-12	Enrollment 6-12 (Total Enrollment)	# Programs	# Teachers	FFA Membership	# Staff State-Non-State
California	47,630	47,630	307	658	48,897	9
Illinois			288		14,262	11 (2 Non-state paid)
Iowa			228		11,290	3 (1 Non-state paid)
Michigan	8,615	*	116	135	5,244	3
Minnesota	18,500	20,000	194	228	8,948	2
Missouri	20,942	28,620	266	370	18,245	6
Oklahoma	22,800	25,000	353	429	22,852	7
Wisconsin	22,874	29,339	261	315	16,341	3 (1 Non-state paid)

Table 1

1997-98 data provided by the National FFA Center and US Department of Education. * 6-8th grade not collected

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1998-99

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January 26, 1999

JAN 27 1999

Rep. Al Ott
State Capital
P.O. Box 8953, Rm 318 North
Madison, Wisconsin 53708

Dear Rep. Ott,

On behalf of the 342 members of the Wisconsin Association of Vocational Agriculture Instructors (WAVAI) I would like to thank you for taking time from your busy schedule and meeting with Robert Campbell and myself on Thursday, January 21, 1999.

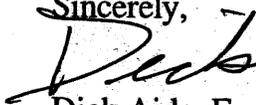
I believe there is a crisis in Agriculture Education. This statement is supported by:

1. Agriculture Education teacher shortage. Some schools have had to close programs or hire non-certificated teachers.
 - a. Only about 20 students will be graduating this spring from UW-Platteville, UW-River Falls and UW-Madison.
 - b. Many agriculture teachers are leaving before they have completed 5 years of teaching.
2. Increasing number of students are enrolling in agricultural education in our public schools.
 - a. In the 1980's there were approximately 16,000 students enrolled in our programs, today there are 29,339 students.
 - b. This increased student load takes time away from student supervised experience programs and FFA activities.
3. Decreasing services (updates and inservice programs) being provided to support the agriculture teacher.
 - a. DPI staff reduced from three to 1.4 full time positions.
 - b. WTCS staff reduced from two to .25 full time positions.
 - c. UW staff reduced from eight to three.

I am also concern about the effect this will have on the Wisconsin's agriculture industry. Many agriculture companies are already having problems finding trained people to fill their positions.

I believe a committee needs to be appointed to study the needs of agricultural education and make recommendations to address this crisis.

Sincerely,



Dick Aide, Executive Director

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Affiliated with NAAE, AVA, & WVA

TO: The Honorable Alvin R. Ott
Chairman
Assembly Committee on Agriculture

FROM: Dr. Robert L. Campbell *RLC*
Professor (Retired)
Agricultural Education

DATE: January 27, 1999

SUBJ: Concerns for Agricultural Education in Wisconsin

JAN 28 1999

Thank you for the opportunity to meet with you and your staff last week in your office at the capitol. I felt confident upon leaving that you have a sincere concern for the importance of agriculture to the economic and social well-being of our state. In addition, you demonstrated a sensitivity to the role played by education in maintaining a viable agricultural industry.

In the enclosed "position paper," I have attempted to provide some background and supporting information intended to be useful to you as you place this issue on the table before your committee and others. I have also enclosed copies of a number of pieces pertinent to the issue. They include:

- 1) The Grand Plan for Agricultural Education in Iowa, along with a January 15 letter to Governor Vilsack
- 2) A one-page spread of Line Item Dollars for Agricultural Education in Illinois (You have a copy of the Illinois brochure.)
- 3) Two pieces from Minnesota:
 - a. Legislation: Sec. 2 [41D.01] Minnesota Agricultural Education
 - b. "What Do You Need to Know About Agriculture," Minnesota Agricultural Education Leadership Council
- 4) Wisconsin Leadership Council for Agricultural Education Mission, Objectives and Critical Issues
- 5) Descriptive Data: Agricultural Education in Wisconsin
- 6) Wisconsin's Model Academic Standards for Agricultural Education

Enc.

cc: Dennis Rose, Richard Aide

POSITION PAPER: Agricultural Education Issues in Wisconsin

Introduction

Agriculture is the largest, most basic industry in the United States and in the world. It is our nation's largest employer. Today's agriculture is biotechnology, international marketing, genetics, engineering, food science, computer applications, horticulture, communications, veterinary science, environmental resources and much more. Its future depends on having our brightest young people become leaders in science, production, processing, resource management, service and business.

Agricultural Education is AGRICULTURAL LITERACY - knowledge and appreciation of the role of agriculture in our economy, our society and in our lives. Most Americans know very little about agriculture, its social and economic significance and particularly, its link to human health and environmental quality. All students should receive at least some systematic instruction about agriculture beginning in kindergarten or first grade and continuing through twelfth grade. Much of such information can be incorporated into existing courses and would not have to be taught separately. "Wisconsin's Model Academic Standards for Agricultural Education" addresses this issue.

Agricultural Education is PREPARATION FOR EMPLOYMENT in the food, fiber and environmental resources industry. Emerging curricula at the secondary and postsecondary level address the sciences basic to agribusiness, economics, management, domestic and international marketing, financial accounting and the knowledge and skills necessary to improve the efficiency of agricultural productivity.

William Jennings Bryan summed up the significance of agriculture in this way:

“Burn down your cities and leave our farms and your cities will spring up again as if by magic, but destroy our farms and grass will grow in the streets of every city in this country.”

Background

The teaching of agricultural subjects in Wisconsin can be traced to the early years of statehood. It was formalized, below the college level, with the passage of the Smith-Hughs Act in 1917. Secondary level vocational agriculture was defined, under the provisions of the Act, as “... preparation of farm boys for the work of the farm ...”.

The mechanism for offering vocational agriculture classes remained virtually unchanged for the next 50 years. Teaching the principles of farming to farm boys and to farmers in adult classes was quite straight forward with a standard curriculum and a common teacher-training program.

The teacher of agriculture had a farm background (required for certification) and he typically taught one class at each grade level (Ag. 9, 10, 11, 12) in addition to a class for adult farmers during the winter months. Fifty to 60 students would have been typical in a high school with an enrollment of 250. A standard, state curriculum was provided and supporting instructional materials were readily available. Teacher training emphasized the application of science and biology to the management of the farm enterprise. Federal and matching state funds supported the programs under the supervision of a staff of state supervisors.

The Impact of Change

Passage of the Vocational Education Act of 1963 and its subsequent amendments set changes in motion that are still in progress. Vocational Agriculture was defined as “... the preparation of boys and girls for any occupation requiring knowledge and skill in Agriculture.”

No longer was it limited to training farm boys for the work of the farm.

Growth in enrollments has come primarily from girls and from non-farm students. At the secondary level, over 70 percent of the students enrolled in Agriculture in Wisconsin high schools today are non-farm and about 30 percent are young women. They have been attracted to a curriculum centered on the production, processing and marketing of food and fiber and the development and protection of environmental resources. Two key elements carried through from more traditional programs, although significantly expanded, are the activities associated with the FFA (The Youth Program for Students of Agriculture) and Supervised Agricultural Experience (SAE) programs (On-The-Job Training).

Curriculum changes at the secondary level and the emergence of the Technical College System led to record enrollments through the 70's and into the 80's. Teacher training programs reflected curriculum changes, but occurred at a slower rate. Teachers already in the field required in-service assistance with curriculum planning and instructional materials. In-service needs were met through the cooperative efforts of state supervisory staff and University Agricultural Education faculty. As the decade of the 80's came to a close, three state supervisors at the secondary level and two at the postsecondary level were assisted by six University faculty, two each at UW-Madison, Platteville and River Falls.

The economic crisis in agriculture through the late 80's resulted in a reduction in enrollment of approximately one-third at all levels across the nation. With the decline in numbers came an erosion of public support, funding and staffing.

Changes in agriculture and in agricultural education accelerated as the economy improved into the 90's. The 1997-98 enrollment of students at the Jr./Sr. high school level in Wisconsin exceeded 29,000, an increase of more than 10,000 students since the 1990-91 school year.

During this same time span, supervisory staff through the Department of Public Instruction has been reduced from three positions to 1.4 while Agricultural Education faculty in the University System has gone from six to three (UW-Madison-0; UW-Platteville-1; UW-River Falls-2, with one retirement at the close of the current academic year).

The fact that we do not have current enrollment data for Agricultural Education programs within the Technical College system seems consistent with the staffing trend in the State Vocational Board office. Instead of the two supervisory positions for agriculture of a decade ago, there is now one 25 percent position and that is expected to dissipate.

The Need

The need for program support for Agricultural Education in Wisconsin has never been greater. The level currently provided, in terms of staffing, funding and coordination, has never been less. The need for support becomes even more critical when considering the issues of Academic Standards for students and Teacher Competency Testing. The unreasonable demands upon those trying to carry the load result in a sense of frustration and burn-out.

The problems delineated here are not unique to Wisconsin. The efforts of Wisconsin's teachers of Agriculture to deal with these challenges on their own are admirable, but have limited effect. Our neighbors in Minnesota, Iowa and Illinois have taken a different approach that appears to be working. It seems to make good sense to analyze what has worked for them and massage it to fit in Wisconsin.

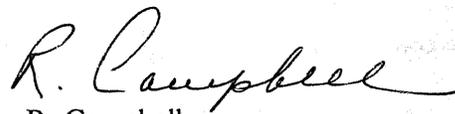
Recommendation

We recommend that a Governor's Task Force or Study Commission be appointed to conduct a review of Agricultural Education in Wisconsin with a view toward identifying critical issues and designing and enacting a package that will allow us to more effectively instruct the

citizens of our state in and about Agriculture.

We recommend further that such a task force or commission complete it's work, along with any resulting enabling legislation, in time to be a part of the 2001-2002 Biennial Budget process.

NOTE TO READER: While I am a member of the Wisconsin Leadership Council for Agricultural Education and visited Chairman Ott's office as a representative of that group, much of what is written here is personal opinion based upon a lifetime of work in Agriculture and Agricultural Education in Wisconsin.



R. Campbell

870 Fremont St.

Platteville, WI 53818-2014

608-348-6437

SPEAKER'S TASK FORCE ON AGRICULTURAL EDUCATION FORMED

**FOR IMMEDIATE RELEASE
FEBRUARY 1, 1999**

**CONTACT: SPEAKER JENSEN
608-266-2402**

MADISON...Assembly Speaker Scott R. Jensen (R-Waukesha) today announced the formation of a Speaker's Task Force on Agricultural Education "to ensure that Wisconsin retains its competitive advantage as the nation's leader in agricultural research and education."

"For decades Wisconsin has led the nation in agricultural education, from the formation of the nation's first school of agricultural science at our University to the launching of the Green Revolution," said Jensen. "We need to make sure that we build on this strong foundation in a way that prepares Wisconsin agriculture for the next century."

The Task Force on Agricultural Education will be headed by Representatives Al Ott (R-Forest Junction), Chairman of the Assembly Agriculture Committee, Robin Kreibich (R- Eau Claire), Chairman of the Assembly Colleges and Universities Committee, and Luther Olsen (R-Berlin), Chairman of the Assembly Education Committee. These chairmen will be joined on the committee by Representatives Joan Spillner (R-Montello), Steve Kestell (R-Sheboygan) and Kitty Rhoades (R-River Falls). The Task Force will also include four Democrat representatives appointed by Assembly Minority Leader Shirley Krug (D-Milwaukee).

"Students are enrolling in agricultural education programs in Wisconsin in record numbers at the same time fewer and fewer of the graduates from our agricultural programs are going into teaching," said Jensen. "We need to address this crunch before it compromises our twin traditions of educational quality and agricultural excellence."

Jensen said he believed it was essential to tap into the insight of all three of the committees whose chairmen head up the Task Force.

"This is not an issue that we can afford to address at the University level only," said Jensen. "We need to develop an integrated solution that involves our farmers, our high schools, our technical colleges, and the UW System schools."

The Task Force is expected to begin meeting next month. Speaker Jensen said he hoped that some preliminary recommendations would be ready from the committee in time for inclusion in the state budget this May and that the Task Force would then continue to work on further recommendations and initiatives for review by the full legislature later this session..

###

Office discussion here - Feb. 4, 1999 – Len Maurer, Asst. Dean, College of Agric. & Life Sciences

1. Ag education – high school level – has been a shift to agri-sciences

Teacher education in agriculture needs to be updated. Not the old FFA agric. courses anymore, but agri-science

What should a Voc Ag high school instructor be?

Farm structure is changing

2. 8 new positions in college (sesquicentennial)
 - 4 in food safety (micotoxins)
 - 3 in structural biology
 - 3 chemical biology (DNA & proteins)
 - Land use – waste handling
 - Watersheds (phosphorous)

Madison Initiative

Research campuses have different needs, has gone to Gov's budget proposal

3. WISARD – research project money
 - Animal Agriculture Initiatives-Need both projects
4. DNR Working Groups– Will form 2 groups
 - Discussion of Land Use for future



Wisconsin Agribusiness Council, Inc.

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February 11, 1999

Representative Alvin Ott
P.O. Box 8953
Madison, WI 53708

FEB 15 1999

Dear Al:

Two things-

Agriculture Education Hearing
March 15, 1999.

Dr. Rosco Vaughn, Executive Director, National Council for Agriculture Education is planning to be the invited outside resource for the Agricultural Education Hearing on March 15. He may be reached at:

National Council for Agriculture Education
1410 King Street, Suite 400
Alexandria, Virginia 22314
Ph: 317/838-5881 or 800/772-0939
Email: rvaughn@teamaged.org

Dr. Vaughn is originally from New Mexico where he taught vocational agriculture for 10 years. He was State Supervisor for Agricultural Education for 20 years, until moving to the National Council for Agricultural Education in 1995. He is well regarded in the field for his leadership and vision.

I have sent him some background material via Sharon Went, Wisconsin Department of Public Instruction. She is attending a workshop in Indianapolis this weekend, where they will have a chance to visit. By the way, he will be able to cover his own travel costs.

Wisconsin Agribusiness Council Educational Tour for Legislators
July 19-20, 1999

Accompanying this transmittal, please find the preliminary announcement about the tour for legislators being planned for this summer. There is a lot of interest in this from the folks I have visited with. The planning committee has already met three times. Note that it still says draft because a couple of the stops have not been confirmed. We have not yet established the cost per participant



Wisconsin Agribusiness Council, Inc.

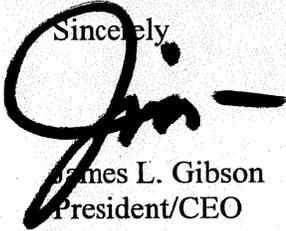
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There is yet some flexibility in the plan to include a formal hear or public forum. I am pleased that Jerry Petrowski has said yes to my invitation to participate in the planning process. I have not recovered a return call from Julie Lasse yet.

I want you and your committee to think of this activity as a tool to help them inform non-agriculture members about agriculture and agribusiness issues.

I look forward to working with you on these and other projects.

Sincerely,



James L. Gibson
President/CEO

enclosure

⑤ FFA - OPI

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COLLEGE OF
AGRICULTURAL
& LIFE SCIENCES
UNIVERSITY OF WISCONSIN-MADISON

Office of the Dean

FEB 15 1999

(HARDCOPY IS BEING MAILED)

February 12, 1999

TO: Representative Al Ott, Chairman
Assembly Agricultural Committee

FROM: Dick Barrows and Len Maurer



RE: Speaker's Task Force on Agricultural Education

I'm sorry we weren't able to get back to you sooner with questions or issues you may wish to address as part of the Agricultural Education Task Force.

The outline we have starts with a) an examination of agriculture and agri-related personnel needs, b) then moves to a look at roles played by various state and local institutions in meeting those needs, and c) finally looks at changes that need to be made to improve performance.

We'd be pleased to discuss this in more detail at your convenience.

Possible Issues for the
Speaker's Task Force on Agricultural Education

A. What are the needs of agriculture and agri-related (bio-based) businesses for trained personnel?

1. How have these needs changed over the years, and what are projections for the future?
2. This may require an examination of agricultural input industries, farm production units, processing and marketing firms, and bio-based industries beyond traditional production agriculture, such as turfgrass, landscaping and recreational industries.
3. This discussion could also lead to an examination of current and future structure of agriculture, and how changes in structure may impact educational needs of workers, managers and owners.

B. What are the distinct and interrelated educational roles played by various state and local educational institutions in meeting these needs --high school vo-ag and agri-science programs, Wisconsin Technical College System, University and Cooperative Extension, UW campuses, and Farm and Industry Short Course? How have these programs changed over the years and what are the projections for the future?

1. High School Vo-Ag and Agri-Science Programs

- a. What are enrollment trends and backgrounds of current students?
- b. What are students' post-high school educational or employment opportunities?
- c. How are programs changing to address changing student interests and employer expectations?
- d. How are university entrance requirements changing these programs?
- e. Are there enough instructors and are they properly trained to conduct the new, more broadly-based educational programs?

2. Wisconsin Technical College System

- a. What are enrollment trends and backgrounds of current students?
- b. What are employment opportunities for young people completing various training programs?

- c. How are these programs changing to address changing employment expectations?
- d. How is the Technical College system changing agricultural training programs to reflect the changing needs of agriculture?
- e. What is the availability of instructors for these programs, and are they adequately trained?
- f. How can the UW and the TCS work together to provide more opportunity for students

3. **Cooperative Extension**

- a. What are trends in Cooperative Extension educational programs for farm workers and operators, and what are projections for the future?
- b. What unique educational roles do Extension programs play, particularly in relation to Technical College programs?

4. **University of Wisconsin Programs**

a. **Farm and Industry Short Course**

- What are enrollment trends and backgrounds of current students?
- What are employment opportunities for young people completing various study options in this training program?
- How is Short Course changing to address changing employment expectations?

b. **Undergraduate Programs**

- What are enrollment trends and backgrounds of current students?
- Are they adequately prepared to compete in higher educational programs? What is their time to graduation and graduation rates? How many have high school vo-ag or agri-science training? Can the UW continue to deliver both the science that underlies agriculture and the practical application of that science in a single, four-year undergraduate degree?

- What are employment opportunities for young people completing various agri-related undergraduate degrees? How many pursue graduate training and in what areas?
- How are these undergraduate curricula changing to meet changing needs of students, employers and graduate or professional training programs?

c. **Vo-ag and Agri-Science Teacher Training**

- What training programs exist for young people wishing to prepare for careers as teachers of high school vo-ag or agri-science programs, Cooperative Extension educators, or agricultural instructors in the Technical College System?
- Less than 25 percent of all students are from farm background compared to a much larger percent 30 years ago? What is the likely future trend and how does this affect the subjects taught and the students's preparation for employment?
- What are employment opportunities for young people completing degrees in these programs?
- How must these programs change to meet changing needs?

C. **What changes need to be made in each of these programs to make them more responsive and successful for Wisconsin's young people and our farm and agricultural industries?**

1. What can the Legislature do to encourage and facilitate the change process?

Agricultural Education High School 1950-1960	Agricultural Education Jr./High School 1990-Present	Agricultural Education U.W. Madison 1950-1960	Agricultural Education U.W. Madison 1990-Present
<p>1. Year-long courses, multiple subjects within year. Workbooks for each year with accompanying text.</p>	<p>Semesterized courses, 10 to 14 different courses to teach meeting the students diverse interests.</p>	<p>One person - cutting edge science and farm practice</p>	<p>Explosion in biological science - hard to span entire continuum.</p>
<p>2. Stability of high school agriculture teachers often teaching for 40 years in one location.</p>	<p>Greater mobility of high school agriculture teachers. Career will include multiple communities.</p>		
<p>3. High school agriculture-teachers 99% male. Male seldom had specific family/childcare/household responsibilities</p>	<p>High school agriculture teachers 80% male. Female and male agriculture teachers have job and family responsibilities to consider.</p>	<p>Faculty male: few non-job demands on time.</p>	<p>Faculty much more diverse: male faculty participate in family responsibilities.</p>
<p>4. Community enjoys the stability of one or two agriculture teachers over an extended period and therefore supportive of the program and involved in the FFA Alumni.</p>	<p>Difficult for the community to support the agriculture teacher when they keep changing every few years. The teacher is the program.</p>		
<p>5. Almost 100% of the agriculture teachers and students came from production agriculture backgrounds.</p>	<p>Fewer and fewer agriculture teachers are coming from strong production agriculture backgrounds. 25% students come from farm backgrounds</p>	<p>Almost all faculty and students came from farm backgrounds.</p>	<p>Fewer faculty and students come from farm backgrounds.</p>
<p>6. Scheduling permitted the instructor to have students all year.</p>	<p>Block scheduling allows for more courses, however, the instructors have more students within the year.</p>		

Agricultural Education High School 1950-1960	Agricultural Education Jr./High School 1990-Present	Agricultural Education U.W. Madison 1950-1960	Agricultural Education U.W. Madison 1990-Present
7. The FFA had limited opportunities for career development beyond production agriculture. Few FFA contests.	FFA has 44 Proficiency areas for students to participate in and 14 Career development events as well as community development activities.	Career tracts generally well-known and limited.	Increasingly diverse student career interests and possibilities puts upward pressure on curricular offerings.
8. Technology consisted of the typewriter, ditto machine, overhead, film and filmstrip projectors.	Technology includes computers, e-mail, CD-ROM, Distance Learning, Satellite downlinks, VCRs, Internet access.	Technology consisted of the typewriter, ditto machine, overhead, film and filmstrip projectors.	Technology includes computers, e-mail, CD-ROM, Distance Learning, Satellite downlinks, VCRs, internet access
9. Almost 100% had 40-60 days of extended (summer) contracts for monitoring of students projects.	Extended contracts (summer) have been eroding with the spending caps imposed by the legislature.	All faculty had 12-month appointments.	About 2/3 of new faculty have 12-month appointments
10.		Applied research funds plentiful.	Applied research funds very scarce.
11. Course titles: Animal husbandry, agronomy, farm machinery/shop, soil conservation, farm management.	Course titles: Biotechnology, aquaculture, outdoor recreation, taxidermy, food science, horticulture, landscaping, farm power, production agriculture,	Courses focus on commodities within disciplines.	Courses are more spread across disciplines without molecular focus.
12. 1966, the average teacher had 60 students.	In 1998, the average teacher had 93 students.		

DPI/UW-Madison

Prepared for the November 6, 1998 Sponsors/Foundation Board Meeting.

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Narveson, Linda

From: Len MAURER [len.maurer@ccmail.adp.wisc.edu]
Sent: Friday, February 12, 1999 3:38 PM
To: Rep.Ott
Subject: Outline of Ag Ed Study Issues

TO: Rep. Ott and Lida Narveson:

(HARDCOPY IS BEING MAILED)

February 12, 1999

TO: Representative Al Ott, Chairman
Assembly Agricultural Committee

FROM: Dick Barrows and Len Maurer

RE: Speaker's Task Force on Agricultural Education

I'm sorry we weren't able to get back to you sooner with questions or issues you may wish to address as part of the Agricultural Education Task Force.

The outline we have enclosed starts with a) an examination of agriculture and agri-related personnel needs, b) then moves to a look at roles played by various state and local institution in meeting those needs, and c) finally looks at changes that need to be made to improve performance.

We'd be pleased to discuss this in more detail at your convenience.

With best regards,

Possible Issues for the
Speaker's Task Force on Agricultural Education

- A. What are the needs of agriculture and agri-related (bio-based) businesses for trained personnel?
 1. How have these needs changed over the years and what are projections for the future?
 2. This will require an examination of agricultural input industries, farm production units, processing and marketing firms, and bio-based industries beyond traditional production agriculture, such as turfgrass, landscaping and recreational industries.

3. This discussion could also lead to an examination of current and future structure of agriculture, and how changes in structure may impact educational needs of workers, managers and owners.
- B. What are the distinct and interrelated educational roles played by various state and local educational institutions in meeting these needs—high school vo ag and agri-science programs, Wisconsin Technical College System, Cooperative Extension, UW campuses, and Farm and Industry Short Course? How have these programs changed over the years and what are the projections for the future?
1. High School Vo-Ag and Agri-Science Programs
 - a. What are enrollment trends and backgrounds of current students?
 - b. What are students' post-high school educational or employment opportunities?
 - c. How are programs changing to address changing student interests and employer expectations?
 - d. How are university entrance requirements changing these programs?
 - e. Are there enough instructors and are they properly trained to conduct the new, more broadly-based educational programs?
 2. Wisconsin Technical College System
 - a. What are enrollment trends and backgrounds of current students?
 - b. What are employment opportunities for young people completing various training programs?
 - c. How are these programs changing to address changing employment expectations?
 - d. How is the Technical College System changing agricultural training programs to reflect the changing needs of agriculture?
 - e. What is the availability of instructors for these programs, and are they adequately trained?
 - f. How can the UW and the TCS work together to provide more opportunity for students
 3. Cooperative Extension
 - a. What are trends in Cooperative Extension educational programs for farm workers and operators, and what are projections for the future?
 - b. What unique educational roles do Extension programs play, particularly in relation to Technical College programs?
 4. University of Wisconsin Programs
 - a. Farm and Industry Short Course
 - What are enrollment trends and backgrounds of current students?
 - What are employment opportunities for young people completing various study options in this training program?
 - How is Short Course changing to address changing employment expectations?
 - b. Undergraduate Programs
 - What are enrollment trends and backgrounds of current students?

- Are they adequately prepared to compete in higher educational programs? What is their time to graduation and graduation rates? How many have high school vo-ag or agri-science training? Can the UW continue to deliver both the science that underlies agriculture and the practical application of that science in a single, four-year undergraduate degree?
- What are employment opportunities for young people completing various agri-related undergraduate degrees? How many pursue graduate training and in what areas?
- How are these undergraduate curricula changing to meet changing needs of students, employers and graduate or professional training programs?

c. Vo-ag and Agri-Science Teacher Training

- What training programs exist for young people wishing to prepare for careers as teachers of high school vo-ag or agri-science programs, Cooperative Extension educators, or agricultural instructors in the Technical College System?
 - Less than 25 percent of all students are from farm background compared to nearly 100 percent 30 years ago? What is the likely future trend and how does this affect the subjects taught and the students's preparation for employment?
 - What are employment opportunities for young people completing degrees in these programs?
 - How must these programs change to meet changing needs?
- C. What changes need to be made in each of these programs to make them more responsive and successful for Wisconsin's young people and our farm and agricultural industries?
1. What can the Legislature do to encourage and facilitate the change process?



Wisconsin Department of Public Instruction
 Division for Learning Support: Instructional Services
 Agricultural Education
 PO Box 7841
 Madison, WI 53707-7841
 FAX # (608) 267-9275

DATE: 2/12/99
 TO: Al Ott
 FAX #: 282-3603

FROM: Dean P. Gagnon
 TELEPHONE #: 608-267-9255
 NO. OF PAGES (including Cover Sheet): 3

GREAT CONVERSATION ¹ REVISID MATRIX
 WITH CURRENT DATA. NOTE NEW column "STUDENTS/TEACHER"
 THANKS
 Dean

<p>Agricultural Education High School 1950-1960</p>	<p>Agricultural Education High School 1961-Present</p>	<p>Agricultural Education High School 1950-1960</p>	<p>Agricultural Education High School 1990-Present</p>
<p>1. Year-long courses, multiple subjects within year. Workbooks for each year with accompanying text.</p>	<p>Semesterized courses, 10 to 14 different courses to teach meeting the students diverse interests.</p>	<p>One person - cutting edge science and farm practice</p>	<p>Explosion in biological science - hard to span entire continuum.</p>
<p>2. Stability of high school agriculture teachers often teaching for 40 years in one location.</p>	<p>Greater mobility of high school agriculture teachers. Career will include multiple communities.</p>		
<p>3. High school agriculture- teachers 99% male. Male seldom had specific family/childcare/ household responsibilities</p>	<p>High school agriculture teachers 80% male. Female and male agriculture teachers have job and family responsibilities to consider.</p>	<p>Faculty male: few non-job demands on time.</p>	<p>Faculty much more diverse: male faculty participate in family responsibilities.</p>
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<p>5. Almost 100% of the agriculture teachers and students came from production agriculture backgrounds.</p>	<p>Fewer and fewer agriculture teachers are coming from strong production agriculture backgrounds. 25% students come from farm backgrounds</p>	<p>Almost all faculty and students came from farm backgrounds.</p>	<p>Fewer faculty and students come from farm backgrounds.</p>
<p>6. Scheduling permitted the instructor to have students all year.</p>	<p>Block scheduling allows for more courses, however, the instructors have more students within the year.</p>		

<p>Agricultural Education U. W. System 1999 Present</p>	<p>Agricultural Education U. W. System 1966-1990</p>	<p>Agricultural Education U. W. System 1990 Present</p>	<p>Agricultural Education U. W. System 1966-1990</p>	<p>Agricultural Education U. W. System 1990 Present</p>
<p>7. The FFA had limited opportunities for career development beyond production agriculture. Few FFA contests.</p>	<p>FFA has 44 Proficiency areas for students to participate in and 14 Career development events as well as community development activities.</p>	<p>Career tracks generally well-known and limited.</p>	<p>Increasingly diverse student career interests and possibilities puts upward pressure on curricular offerings.</p>	<p>Technology includes computers, e-mail, CD-ROM, Distance Learning, Satellite downlinks, VCRs, internet access</p>
<p>8. Technology consisted of the typewriter, ditto machine, overhead, film and filmstrip projectors.</p>	<p>Technology includes computers, e-mail, CD-ROM, Distance Learning, Satellite downlinks, VCRs, Internet access.</p>	<p>Technology consisted of the typewriter, ditto machine, overhead, film and filmstrip projectors.</p>	<p>Technology includes computers, e-mail, CD-ROM, Distance Learning, Satellite downlinks, VCRs, internet access</p>	<p>About 2/3 of new faculty have 12-month appointments</p>
<p>9. Almost 100% had 40-60 days of extended (summer) contracts for monitoring of students projects.</p>	<p>Extended contracts (summer) have been eroding with spending caps imposed by the legislature.</p>	<p>All faculty had 12-month appointments.</p>	<p>Applied research funds very scarce.</p>	<p>Applied research funds very scarce.</p>
<p>10.</p>	<p>Applied research funds plentiful.</p>	<p>Applied research funds plentiful.</p>	<p>Applied research funds very scarce.</p>	<p>Applied research funds very scarce.</p>
<p>11. Course titles: Animal husbandry, agronomy, farm machinery/shop, soil conservation, farm management.</p>	<p>Course titles: Biotechnology, aquaculture, outdoor recreation, taxidermy, food science, horticulture, landscaping, farm power, production agriculture,</p>	<p>Courses focus on commodities within disciplines.</p>	<p>Courses are more spread across disciplines without molecular focus.</p>	<p>Courses are more spread across disciplines without molecular focus.</p>
<p>12. 1966, the average teacher had 60 students.</p>	<p>In 1999, the average teacher has 90 students.</p>	<p>In 1999, the average teacher has 90 students.</p>	<p>In 1999, the average teacher has 90 students.</p>	<p>In 1999, the average teacher has 90 students.</p>

DPI/UW-System
Prepared for the February 5, 1999 Sponsors/Foundation Board Meeting.

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Comparison of State Staff Serving High School/Middle School Agricultural Education Programs/Teachers/Enrollment

State (1)	Enrollment 9-12	Enrollment 6-12 (Total Enrollment)	Students/Teacher	# Programs	# Teachers	FFA Membership	# Staff State-Non-State
California	47,630	47,630	72	307	658	48,897	9
Illinois (2)	17,898	18,208	55	288	333	14,262	11 (2 Non-state paid)
Iowa (2)	15,200	(3)	60	237	255	11,290	3 (1 Non-state paid)
Michigan	8,615	(4)	63	116	135	5,244	3
Minnesota	18,500	20,000	87	194	228	8,948	2
Missouri	20,942	28,620	77	266	370	18,245	6
Oklahoma	22,800	25,000	58	353	429	22,852	7
Wisconsin	24,017	29,338	90	262	325	16,341	3 (1 Non-state paid)

Table 1

1998-99 data provided by the National FFA Center and US Department of Education

- (1) Selected states represent the largest, as well as neighboring or states with comparable enrollments. (2) 1997-98 Data
- (3) No programs in 6-8th grade (4) 6-8th grade not collected

Ratios expressed below reflect three state staff from Wisconsin. One of those staff members and the FFA Center, is not financially supported by the state but supported by a \$300 assessment to each FFA Chapter collected through student fund raising activities. If calculations were made using only state supported staff instead of state and student supported staff, the ratios would be even higher for Wisconsin.

State	Ratio of State Staff to Programs
Illinois	1:26
California	1:34
Michigan	1:38
Missouri	1:44
Oklahoma	1:50
Wisconsin	1:87
Iowa	1:96
Minnesota	1:97

Table 2

1/26/99

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State	Ratio of State Staff to Teachers
Illinois	1:30
Michigan	1:45
Oklahoma	1:61
Missouri	1:61
California	1:73
Iowa	1:85
Wisconsin	1:108
Minnesota	1:114

Table 3

State	Ratio of State Staff to Total Students
Illinois	1:1655
Michigan	1:2871
Oklahoma	1:3571
Missouri	1:4770
Iowa	1:5066
California	1:5292
Wisconsin	1:9779
Minnesota	1:10,000

Table 4

Narveson, Linda

From: Wiberries@aol.com
Sent: Monday, February 15, 1999 11:54 AM
To: Rep.Ott
Subject: Funds for Research and Education

February 15, 1999

Dear Representative Ott:

I read with interest that you are forming task force to review ag teaching and research programs. Additional funding for research and education is very important for agriculture, especially now.

The Wisconsin Berry Growers Association is committed to berry education and research in Wisconsin. We are a small not-for-profit ag. commodity group - about 90 members. Our members raise about \$3,500 annually for WI berry research. Strawberry breeding programs, berry trials and plant disease resistant research. It is important work for the strawberry industry in Wisconsin. We work closely with the University of Wisconsin Extension and their researchers.

I am writing because our industry is at a very critical juncture. The recently enacted Food Quality and Protection Act will be making a major impact on the strawberry industry. All of WI agriculture, will be requiring improved research and education efforts to a.) educate the growers so that they understand and comply with the loss of important chemicals used in production (strawberries) and b.) support research which is seeking alternatives to the chemical control of pests and weeds.

Thank you for taking the time to read this letter. I, or the Association President, Dale Secher, would be happy to discuss our concerns with you at your convenience.

I can be reached at 608-592-7970.

Dale can be reached at 608-835-5871

Very truly yours,
Corine Hill
Executive Director
Wisconsin Berry Growers Association

Discussion Points for meeting with Representative Al Ott, 2/24/99

The Issue: How would Wisconsin dairy farmers be impacted by a moratorium on large livestock operations?

Related Questions:

- 1) Who would be affected at various thresholds?
- 2) What impact would it have on the entry of new dairy operations into the sector?
- 3) What impact would it have on expansion of existing operations?

WHO WOULD BE AFFECTED BY A MORATORIUM?

- Analysis of our statewide survey of dairy farms in 1997 suggests that most dairy farms have total animal unit (AU) numbers that fall well below most of the suggested thresholds (600 to 1000 AUs). Note that 1 dairy cow is usually associated with 2 total AUs.
- For example, a 1000 AU cutoff would affect only 0.4 percent of herds; and 3.7 percent of livestock AUs.
- A 750 AU cutoff would currently affect roughly 0.8 percent of herds and 6.6 percent of livestock numbers.
- A 300 AU cutoff would currently affect roughly 5.5 percent of herds and 20.9 percent of livestock numbers.

WHAT WOULD BE THE IMPACT ON ENTRY OF NEW OPERATIONS?

- Analysis of our statewide surveys, particularly our study of recent dairy entrants in 1996, suggest that very few new dairy enterprises are started at levels of more than 300 AUs.
- ~~X~~In fact, the typical new dairy farms tends to be slightly smaller than the industry-wide average (45 vs 61 milk cows). The overwhelming majority tend to enter with less than 100 cows.
- There are a couple anecdotal cases of new enterprises being launched at relatively large scale (the Green county farm that recently started milking) but these are still quite rare.
- Entry can occur in two distinct ways (they are often linked). First, people can start a new operation (either on their own or with a partner). Second, people can work their way into an existing farm operation. Our research suggests that both are important paths, but that the first path is probably the most common way the next generation of dairy farmers is getting in.
- Which raises the next point... what about expansion of existing operations (often done to facilitate entry of a new partner, or the next generation)?

WHAT WOULD BE THE IMPACT ON EXPANSION OF EXISTING DAIRY FARMS?

- Over the last three years, PATS staff have conducted a great deal of research on the expansion and growth trends taking place among Wisconsin dairy farms.
- We have concluded that the most common “type” of expansion is an extension of the growth activity that has characterized the last 35 years – continued moderate and incremental expansion. Most grow by less than 50 cows at a time. Major transitions – like a farm with under 100 cows growing to over 225 cows in a single expansion – are relatively rare.
- Most people are expanding to the limits of what they can manage with minimal hired labor. With modern technology and facilities, this may allow them to milk up to 120-150 cows. This relates to the fact that there is not an ample supply of qualified and affordable hired workers in the state. It also reflects the desire of many farmers to avoid becoming major employee managers.
- Large farms (over 200 cows) are an increasing common part of Wisconsin’s dairy landscape. To date, most of these are still falling below the 750 cow AU threshold.
- * ➤ Almost all of the largest farms got to where they are through a long-term sequence of incremental expansions. (In other words, they are 10-15 years ahead of the pack in terms of herd size).

WHAT DOES THIS MEAN IN TERMS OF THE PROPOSED MORATORIUM?

- Whether or not it is good public policy, it is a moratorium that would affect relatively few current operations, few entrants, or few expansions.
- It is our strong belief that the focus on the extremely large operations as an environmental policy is somewhat misguided – particularly if it leads to a failure to assist or work with moderate scale operations that also face environmental challenges.

Task Force Ag Educ.

9AM - Wed. Feb. 24 - here

Mary Mathias - 266-1932
Legis. Council

Luther Olsen - 266-8077
Georgia

Rob Kreibich - 266-0660
Andy

Mark Patrosky - 266-9280
Legis. Council



REPRESENTATIVE SHIRLEY KRUG

WISCONSIN LEGISLATURE • ASSEMBLY DEMOCRATIC LEADER

FEB 25 1999

February 24, 1999

Speaker Scott Jensen
211 West, State Capitol
Madison, WI 53703

Dear Speaker Jensen:

I would like to recommend the following four legislators for membership on the *Speaker's Task Force on Agricultural Education*:

Rep. Barbara Gronemus
Rep. John Lehman
Rep. Marty Reynolds
Rep. John Steinbrink

Please contact me if you have any questions on these recommendations.

Sincerely,

Shirley Krug
Assembly Democratic Leader

cc: Rep. Al Ott

Rep. Ott
Rep. Olsen
Rep. Kreibich } Co-chairs

Rep. Kestell
Rep. Spillner
Rep. Rhoades

Office Discussion here – February 24, 1999 – FARM LINK/ENTRY-EXIT

Coalition – Working together to sponsor the Farmer Workshops events
Extension, credit services, Vo-ag, agri-business
Approx. 6 events a year

50 farmers wanting to leave farming
100 young farmers wanting to begin farming

At 200+ cows, the investment, employee headaches, etc. become apparent

Moratorium – Not going to affect that many current operations, or expansions
Direct toward appreciation of what kinds of expansion are important (80-150 cow range)

Net decline in farms – 6-7,000/yr.

30-35 students in the study – Found really fine role models – 50-150 cow range – biggest
success stories come after several years – first few years are the most difficult

Big groups of lenders need to be interested in these size farms (150 cow range)

Career Development Center for Production Agriculture

DPI – Production Agriculture Youth Apprenticeship

DANYL CORPORATION 1509 GLEN AVE. MOORESTOWN NJ 18057



ASSEMBLY COPY CARDS

**DEBBIE LOISELLE
ASSEMBLY CHIEF CLERK'S STAFF
1 EAST MAIN LOWER LEVEL
266-2400**

I have sent over via messenger, copy card # 212 for the Speakers Task Force on Agricultural Education Committee requested by Rep. Ott.

I am also sending one card each to Rep. Olsen (#213) and Rep. Kreibichs (#214) office as requested in the letter to Charles Sanders on February 25, 1999.

If you have any questions about these cards or are having problems using them please notify me at 266-2400 or let me know via E-mail

Debbie Loiselle

Chairman:
Agriculture Committee

Member:
Consumer Affairs
Government Operations
Natural Resources



Al Ott

State Representative • 3rd Assembly District

February 25, 1999

Mr. Charles Sanders
Assembly Chief Clerk
1 East Main
Room 402
Madison, WI 53708

Dear Mr. Sanders:

This letter is to request a separate account for the Speaker's Task Force on Agricultural Education which was formed by Speaker Scott Jensen and which will be headed by Reps. Ott, Olsen and Kreibich. Representative Ott will be coordinating the Task Force's activities with assistance from the other office staffs. We specifically need an account for copying and postage charges for conducting the Task Force business, with three copy cards so that Olsen and Kreibich staff can assist with the task of disseminating information to a large mailing list.

If you need a confirmation letter from Speaker Jensen, he has indicated that he will be happy to send one.

Thank you for your consideration of this request.

Sincerely,

A handwritten signature in black ink, appearing to read 'Al Ott', with a stylized flourish at the end.

Al Ott
State Representative
3rd Assembly District

ARO:ln
cc: Speaker Scott Jensen

Stromerms -

Exused

Steinbuhk -

Late

Task Force

- ✓ Nussbaum
- ✓ Lower level - / E. Main
- ✓ Assembly Board
- ✓ Comm. Members
- ✓ Keeley
- ✓ Sgt. at Arms
- ✓ Steve Krieser
- ✓ Sparker Jensen
- Others -
 - ✓ Mary Matthias
 - ✓ Mark Patonisky
 - ✓ Nicole Anderson

Chairman:
Agriculture Committee



Member:
Consumer Affairs
Government Operations
Natural Resources

Al Ott

State Representative • 3rd Assembly District

MEMO

TO: Members
Speakers Task Force on Agricultural Education

FROM: Rep. Al Ott
Rep. Luther Olsen
Rep. Rob Kreibich

RE: Task Force Meeting

DATE: March 1, 1999

The Speakers Task Force on Agricultural Education will hold its first meeting on Monday, March 22, 1999 at 1:00 p.m. in Room 411 South, State Capitol.

It will be an informational hearing with invited speakers from the agricultural education field. Public input will follow the invited testimony.

ARO:ln

A computer projector
has been reserved for
this day from 12:30 -
end of the day. If you want
help setting it up, call TSB
in the morning

Jessie

3/3

SW

**Office Discussion here – March 3, 1999 – Bill Rockwell – Wis. Tech .College Board
Consultant, Ag Ed
Kathy Schmitt – DATCP
Wis. Farm Center**

Create a Career Path for Production Agriculture – entry to exit

New Zealand has system of career course

FFA-Turned out farmers, then more agri-business, now it's agri-science

Update all current info./services so that it will be readily available

Incubator farms?

Liaison – Huge amount of promotion

Partnership with someone, hire new employees, handle like a business

Ag. Tech – 1 full time – budget request

Budget item – partially funded by budget, partially by private

Phone conversation with Bill Rockwell
March 4, 1999

Bill called to ask about the meeting of Ag Ed people who will be meeting tomorrow (Mar. 5) to talk about the Ag Ed Task Force Hearing on March 22. He wondered if Al would be there.

He also wanted to talk about the Ag Ed Career Group. He was calling from DATCP where he is meeting with Kathy Schmitt. The Ag Ed Career Group is proposing a full-time position to advocate for a production ag career path located at the Wisconsin Farm Center at Marketing Division, DATCP. They want to present this information to Rep. Ott .

We scheduled Mar 9 at 3:30 in Rep Ott's office. Kathy and Bill will attend, and maybe Rick Daluge and Steve Stevenson from UW. We called Reps Olsen and Kreibich to attend. Rep Olsen is out of town, but Georgia may attend.

Steve Wilson

Ladies and gentlemen of the Task Force, thank you for taking time to conduct this Task Force Hearing on Agricultural Education. We appreciate your interest and participation on a topic that is very important for the state of Wisconsin.

I am a professor and chair of the Agricultural Education Department, University of Wisconsin-River Falls. I am completing my 22nd year on the faculty of UW-River Falls and my 35th year in Agricultural Education. Our program is considered to be the largest programs in the nation and has produced a majority of the agricultural education instructors in Wisconsin. We enjoy a very positive reputation for our program.

This year we have had to Search and Screen for a replacement of the other Professor of Agricultural Education who is retiring at the end of this school year. As we began to initiate this process, we were fearful of the lack of people who would be qualified and interested in our position. Last spring and summer I called some colleagues in various universities and was told of the difficulty in finding qualified candidates. One campus had been looking for a faculty person in agricultural education for over 18 months. Another had been searching for 14 months, both without success. In fact there were about 14 campuses looking for a faculty person without experiencing success.

We feel very fortunate in that eight people applied and three were qualified and we hope to be able to hire one of the three finalists. We were able to avoid what Dr. Robert Martin, Iowa State University called a "National Crisis in Agricultural Education." It is my opinion that the quality and size of our program was able to attract some of the few candidates that are qualified. However, the "National Crisis in Agricultural Education" is real for nearly 17 or 18 universities who are currently looking for a faculty person in agricultural education.

Another aspect of the "Crisis" is the few people that are seeking a doctorate degree in agricultural education. In fact, we do not have any agricultural education doctoral candidates at the present time at the University of Wisconsin-Madison (which is my alma mater). Therefore the supply of candidates for agricultural education faculty at the university level is severely lacking. This will affect the opportunity to replace, or expand, the number of staff in the universities with programs of agricultural education.

I would like to share with you the data relating to the students and faculty we have experienced at UW-River falls for the past twenty years. Our data reveal that in 1979 we had about 220 students enrolled in our undergraduate program and had three faculty working with these students. Our numbers dipped to about 200 in the next couple of years and we were able to expand to four faculty. However, we experienced a major reduction in students in the 1980's and ended the decade with about 85 majors. The decade also recorded a loss of two faculty which has been the number throughout the 1990's. The positive experience has been a steady increase in students which now is about 140 students. However, we have been forced to drop some activities in order to meet the needs of our expanding number of students.

Another important factor of our program is the number of graduates and percent of placement in agricultural education positions. We have typically experienced a national percentage of placement, across all universities, to be about 60%. Our graduation and placement percentage has been ranging from a low of 8 graduates in 1989 (or 1990) with a 75% placement to a high of 24 graduates in 1998 with an 80% placement. It must be noted that our overall placement is always 100% since each year we have people accept graduate school offers, management and communications positions in agribusiness, or return to the home farms. Therefore, as we have experienced increased graduation numbers, we continue to have some people accept non-teaching positions. We also have experienced a greater demand for the teaching positions available.

As we look ahead to the near future, it appears our number of majors will be increasing. For example, we will graduate 25 people this year and have already accepted 33-35 new students for next fall. It appears that our classes will be experiencing nearly 40 students, or reaching a total of 150-160 students.

One might wonder how UW-River Falls can attract candidates for faculty positions and students when we have the "Crisis" situation. I believe we have a reputation for a quality program that meets the needs of students specifically, and agricultural education, in general. Of course there are some possible considerations that may well enhance the capabilities of university programs to remain high quality. One such possibility is to consider an incentive for our graduates to obtain some relief or forgiveness of their loans for higher education. A percentage per year would offer a greater incentive to enter teaching upon graduation.

Another consideration could be a program like the one the Philadelphia School District is reportedly doing this year. They have a signing bonus for new teachers to accept a vacancy. As we find schools competing for fewer candidates, this might be an effective incentive. I have had informal discussions with Wisconsin and Minnesota school administrators who are exploring this approach.

We also know our graduates often compare salaries with agribusiness. Since some school districts have decided to reduce support for the extended contract of agricultural education instructors, the non-teaching salaries are much higher due to the greater number of paid days in a year for agribusiness. The extended contract for high school agricultural education instructors enables the salaries to be more comparable with non-teaching positions. We need to explore this option.

I would also like to share some of the impacts of our increased enrollments in agricultural education. In the 1970's and 1980's we were able to offer a number of in-service programs for the agricultural education instructors. For example, we had offered multiple sections of the Beginning Teachers program. Plus we were able to participate in several workshop and professional development events. Due to a decrease in faculty, we have had to discontinue many of these activities. At this time we must rely on other people for the Beginning Teachers class and also assistance with student/intern teacher supervision.

Since our advisor-advisee ratio is 1:70+ (the university average is 1:18), we do not have opportunities to participate in off campus or in service programs such as happened in the past decade. We will need to add faculty.

One final item ought to be noted. We have a major agricultural literacy problem in the state (and nation). We have developed a summer workshop for elementary teachers, intended to provide them with agricultural learning activities they can diffuse in their curricula. For example, when they teach math, it is possible to use problems that calculate the number of half-pints of milk a good cow produces each day in Wisconsin. We currently teach four sections of this workshop throughout Wisconsin. The original thrust for this effort came from the WLCAE and has received support from the Wisconsin FFA Alumni, Wisconsin Farm Bureau, and the Wisconsin Agribusiness Council.

I appreciate the time you have given to me to discuss several experiences and ideas relating to the agricultural education programs at the university level. Thank you very much for this opportunity.

Chairman:
Agriculture Committee



Member:
Consumer Affairs
Government Operations
Natural Resources

Al Ott

State Representative • 3rd Assembly District

For Immediate Release

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March 12, 1999

*****Media Advisory*****

Madison... National and State leaders will give their perspectives on the growing crisis in agricultural education to the Speaker's Task Force on Agricultural Education on Monday, March 22, 1999, in Madison. The hearing is scheduled for 1:00 p.m. in Room 411 South, State Capitol.

In the first of a series of hearings, the task force will hear from instructors and leaders of State agricultural education organizations. From these hearings, the Task Force members hope to develop a comprehensive plan to address the dwindling supply of Agricultural Education teachers and programs in Wisconsin high schools, technical and vocational schools, and colleges and universities.

Co-chairmen of the bi-partisan task force appointed by Wisconsin State Assembly Speaker Scott Jensen are Al Ott (R-Forest Junction), Rob Kreibich (R-Eau Claire) and Luther Olsen (R-Berlin).

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