

The tentative agenda and speakers are:

- 1:00 – 1:10 Introductions and Committee Business
- 1:10 - 1:20 Richard Aide, Executive Director
WI Assoc. Vocational Agriculture Instructors, Inc
Robert Campbell, Member
WI Leadership Council for Agriculture Education
- 1:20 – 1:30 Dennis Rose, President
WI Leadership Council for Agricultural Education
Agricultural
- 1:30 – 1:40 Ferron Havens, Instructor
Verona High School
- 1:40 – 1:50 Dean Gagnon, Agriculture Education Consultant
Department of Public Instruction
- 1:50 – 2:30 Dr. Roscoe Vaughn, Executive Director
National Council for Agriculture Education
- 2:30 – 2:40 Dale Drees, Instructor
Fox Valley Technical College
- 2:40 – 2:50 Richard Jensen, Professor
University of Wisconsin-River Falls
- 2:50 – 3:00 James L. Gibson, President /CEO
Wisconsin Agribusiness Council
- 3:00 – 3:30 Public Comment

Chairman:
Agriculture Committee



Member:
Consumer Affairs
Government Operations
Natural Resources

Al Ott

March 12, 1999

State Representative • 3rd Assembly District

Mr. Richard Aide
N10496 Buckhorn Rd
Fox Lake, WI 53933

Dear Dick:

Thanks for agreeing to speak at the Speaker's Special Task Force on Agricultural Education informational hearing on March 22, 1999. The hearing will be in Room 411 South, State Capitol. The tentative agenda and speakers are:

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Once again, thank you for agreeing to participate in this important hearing. I look forward to seeing you on March 22 and hearing your testimony on this very important issue.

Sincerely,

Alvin R. Ott

Robin G. Kreibich

Luther S. Olsen

Co-Chairmen, Speaker's Task Force on Agriculture Education

March 12, 1999

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N10496 Buckhorn Rd
Fox Lake, WI 53933

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Alvin R. Ott

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Luther S. Olsen

Co-Chairmen, Speaker's Task Force on Agriculture Education

WISCONSIN LEADERSHIP COUNCIL
FOR
AGRICULTURAL EDUCATION

MISSION

To provide for the coordination of the efforts of businesses, organizations and agencies involved in agriculture and in education so they may contribute directly and continuously to the evaluation, improvement and expansion of the total agricultural education program for Wisconsin.

Objectives

1. to be a strong advocate for agricultural education in Wisconsin
2. to ensure that schools are adequately preparing professionals for careers in the food and agriculture system
3. to enhance awareness of the economic impact of and employment opportunities in the food and agriculture system
4. to support the provision of pre-service and in-service educational programs to assure an adequate, well-trained supply of qualified teachers of agriculture for ongoing and expanding programs of agricultural education
5. to identify key agricultural education issues and concerns and work toward their resolution
6. to identify resources for the support of agricultural education
7. to facilitate futuristic planning
8. to insure that students in Wisconsin have the opportunity to pursue a course of study in agriculture

Critical Issues of Concern

1. Mission and educational objectives for excellence in Wisconsin agricultural education programs for the 21st Century and their importance to the State of Wisconsin. This would include the identification of clientele groups and individuals to be served by agricultural education.
 - a. Elementary level
 - b. Secondary school level
 - c. Post-secondary level
2. Enrollment enhancement - identification of factors impacting on enrollment, and ways and means to alleviate enrollment problems.
3. Development of a positive public image and recognition of the need for quality agricultural education programs, coupled with agency, organizational, and legislative support needed to maintain quality agricultural education programs for Wisconsin's citizens.
4. Adequacy of financial support of agricultural education programs from community, district, state, federal; consideration of local, state and federal regulations affecting contractual arrangements of agricultural education, their summer appointments, and multiple instructor departments.
5. Planning, development and implementation of a futuristic agricultural education curriculum - recognizing agriculture, agribusiness. Imperatives to recognize impact of biotechnology, international trade, etc. on all aspects of Wisconsin's agricultural and natural resources; competencies to be developed.
6. Develop quality and optimal supply of agricultural educators; plan, conduct and evaluate pre-service and in-service educational programs for prospective and current agricultural educators.

Develop professionalism and leadership among agricultural educators to assure visionary programs for Wisconsin's clientele groups.

7. Optimal educational buildings and facilities, instruction materials, texts, supplies, and support services for agricultural education programs.

Educational delivery systems and emerging instructional modes to keep agricultural educators on the "cutting edge" for the future. Coordination with all professional workers in agriculture.

8. Optimal administrative and supervisonal support; i.e. local, district, state, federal.
9. Articulation between secondary and post-secondary agricultural education programs and colleges of agriculture/natural resources.
 - a. Post-secondary education entrance requirements
 - b. Curriculum coordination of relationships - Advanced standing.
10. Standards of performance, evaluation procedures and policies to assure quality programs, adequacy of state supervision and counseling.
11. Educational research which needs to be conducted to be supportive of future agricultural education for Wisconsin.
12. Developing an agricultural career path, especially in production agriculture.



Wisconsin State Assembly

P.O. BOX 8952 • MADISON, WI 53708

DRAFT

DATE: April 19, 1999

TO: SPEAKER SCOTT R. JENSEN

FROM: Representatives Alvin Ott, Rob Kreibich and Luther S. Olsen, Chairpersons,
Speaker's Task Force on Agricultural Education

SUBJECT: Preliminary Report of Speaker's Task Force on Agricultural Education

As the cochairpersons of your Task Force on Agricultural Education, we are alarmed at the crisis threatening our state's largest industry. The educational infrastructure that supports Wisconsin's agriculture economy is deteriorating. The Task Force will develop a comprehensive strategy to address this crisis. However, we believe immediate action must be taken. Therefore, we are proposing two amendments to the 1999-2001 Biennial Budget Bill, as follows:

1. Provide an additional Agricultural Education Consultant position at the Department of Public Instruction (DPI). The two current agricultural education consultants at DPI are overwhelmed by the needs of the 325 agricultural education teachers in Wisconsin. The consultants provide assistance to teachers in curriculum development and reform and program development. They are vitally important to help overwhelmed agricultural education teachers keep up with the latest developments in agricultural science and technology. They act as liaison between DPI, other state agencies and the state FFA Foundation, which includes 150 major Wisconsin agribusinesses.

2. Provide a full-time Agricultural Education Consultant at the Wisconsin Technical College System (WTCS). This position is currently only 0.25 full-time equivalent. A full-time consultant is needed to coordinate the overall agricultural education program within WTCS and to serve as a liaison with the K-12 and University of Wisconsin (UW) systems and agribusinesses. This will ensure that the technical colleges' programs are tailored to meet the needs of students and industry. The consultant would also direct the Post-Secondary Agriculture Student Organization, the Technical College counterpart to the FFA.

AO:RK:LO:rr

Attachment

The Crisis in Wisconsin Agricultural Education

Wisconsin's agribusiness leaders are alarmed at the current worker shortage in the agriculture industry. The Agribusiness Council states that agricultural education is in crisis. This crisis threatens both the growth potential of agriculture and related businesses in Wisconsin and our ability to attract emerging cutting-edge agriculture-related businesses. The crisis in agricultural education is a nationwide phenomenon. Neighboring states have undertaken major agricultural education initiatives. Wisconsin cannot afford to lag behind.

Briefly, here are some of the major points brought out by Wisconsin agricultural education and agribusiness leaders at the Task Force's March 22, 1999 hearing:

- Although the number of farms in the state is decreasing, the number of agriculture-related businesses and jobs is increasing. The science and technology base necessary to function in today's agriculture economy is expanding and changing rapidly.
- Agribusiness leaders are alarmed at the insufficiency of the available trained work force available to them.
- There has been a dramatic increase in enrollment in agricultural studies at the high school level. The number of agricultural education programs and teachers has not kept pace with this demand. Parents and students recognize the tremendous opportunities in this field.
- Fewer agriculture students than ever come from farm backgrounds. Nonfarm students must be taught the "basics" that were taken for granted in the past. Hands-on learning is vital yet resources are diminishing.
- Agricultural education teachers are overwhelmed by the influx of students and are inadequately supported. Higher-paying jobs in the agribusiness industry that is desperate for workers lure them out of the classroom. Agricultural education teacher turnover of 10% is not uncommon.
- There is a shortage of university agricultural education professors to train new agricultural education teachers. At least 18 universities, including UW-River Falls, are searching for faculty to fill agricultural education positions. Several have been searching in vain for over a year.
- Neighboring states have experienced similar trends and have taken decisive action:
 - Illinois funds seven full-time regional professional staff that provide extensive program development services to teachers and implements other facets of the statewide plan for the improvement of agricultural education.
 - Minnesota has established the Minnesota Agricultural Education Leadership Council.
 - In Iowa, the Governor's Council on Agricultural Education released "The Grand Plan for Agricultural Education in Iowa" in 1998 and has developed a program of aggressive teacher recruitment and retention, convened statewide conferences and taken other steps to implement its plan.
 - Indiana is currently expanding its agricultural education leadership center.
- Our proposal would address immediate needs to bolster the technical assistance to grade 6-12 agricultural education teachers and WTCS instructors as well as providing statewide leadership and coordination for agricultural education.

Narveson, Linda

From: Matthias, Mary
Sent: Monday, April 19, 1999 11:31 AM
To: Cook, Andrew; Narveson, Linda; Maxwell, Georgia
Subject: Ag Ed Task Force Memo

You will be receiving the draft of the memo by page shortly. Please share it with your bosses and get any changes you want to me by 1:00 pm tomorrow so I can get you all the final version by late tomorrow ofr first thing Wednesday. I'll be at the Small Business hearing in the am tomorrow but I should be back in the office by 11. I leave at noon today.

I am still working on getting the costs of the DPI position- I will add that info tomorrow. I realize it will be more than 1.0 FTE .

Here is the info from Merry Larsen at LFB on the cost of the WTCS position. I'll also add that tomorrow.

Hi Mary,

* I looked up Bill's position on WTCS' B-1s. His position is an education consultant (classified salary schedule 13-83) and he is currently at full-time (1.0 FTE). His salary is \$26,291 per hour (\$54,895.61 annually). If they wanted him to devote all of his time to ag, they could hire an additional 0.75 FTE education consultant at the minimum salary level of \$20,998 per hour (\$43,843.65) for 1.0 FTE. So the starting salary would be \$32,883 for 0.75 FTE. WTCS' fringe benefit rate is 34%, so this would add another \$11,180 for a total of \$44,100.

Mary Matthias

Senior Staff Attorney

Wisconsin Legislative Council Staff

ph.: (608)266-0932; fax: (608)266-3830

mary.matthias@legis.state.wi.us

 *** ACTIVITY REPORT ***

TRANSMISSION OK

TX/RX NO. 4665
 CONNECTION TEL 819209891240P
 CONNECTION ID
 START TIME 04/21 08:28
 USAGE TIME 01'35
 PAGES 2
 RESULT OK



Wisconsin State Assembly

P.O. BOX 8952 • MADISON, WI 53708

DATE: April 21, 1999
 TO: SPEAKER SCOTT R. JENSEN
 FROM: Representatives Alvin Ott, Rob Kreibich and Luther S. Olsen, Chairpersons,
 Speaker's Task Force on Agricultural Education
 SUBJECT: Preliminary Report of Speaker's Task Force on Agricultural Education

The educational infrastructure that supports Wisconsin's agriculture economy is deteriorating. We are alarmed at the crisis threatening our state's largest industry. The Task Force will develop a comprehensive strategy to address this crisis. However, immediate action must be taken. We propose two amendments to the 1999-2001 Biennial Budget Bill, as follows:

1. Provide an additional Agricultural Education Consultant position at the Department of Public Instruction (DPI) at a total cost of \$122,100 GPR for the biennium.¹ The two agricultural education consultants at DPI are overwhelmed by the needs of the 325 agricultural education teachers in Wisconsin. They provide assistance in curriculum development and program improvement and help teachers keep up with the latest developments in agricultural science and technology. They act as liaison between DPI, other state agencies and the state FFA Foundation, which includes 150 major Wisconsin agribusinesses.

2. Provide a full-time Agricultural Education Consultant at the Wisconsin Technical College System (WTCS) at a total cost of \$89,162 GPR for the biennium.² This position is currently only 0.25 full-time equivalent (FTE). A full-time consultant is needed to effectively coordinate the WTCS agricultural education program and serve as a liaison with the K-12 and University of Wisconsin (UW) systems and agribusinesses. The consultant would also direct the Post-Secondary Agriculture Student Organization, the Technical College counterpart to the



Wisconsin State Assembly

P.O. BOX 8952 • MADISON, WI 53708

DATE: April 21, 1999
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2. Provide a full-time Agricultural Education Consultant at the Wisconsin Technical College System (WTCS) at a total cost of \$89,162 GPR for the biennium.² This position is currently only 0.25 full-time equivalent (FTE). A full-time consultant is needed to effectively coordinate the WTCS agricultural education program and serve as a liaison with the K-12 and University of Wisconsin (UW) systems and agribusinesses. The consultant would also direct the Post-Secondary Agriculture Student Organization, the Technical College counterpart to the FFA.

This proposal will address the immediate need for technical assistance to grades 6-12 agricultural education teachers and WTCS instructors as well as providing statewide leadership and coordination for agricultural education.

AO:RK:LO:rr
Attachment

1. This figure includes one-time start-up costs of \$5,500 for computer equipment, furniture, etc., and \$6,200 annually for supplies and services. The figure provides funding for 9 months in 1999-00 and 12 months in 2000-01.

2. This figure would fund 0.75 FTE educational consultant position to assume duties which would no longer be carried out by the agricultural education consultant when that position becomes 1.0 FTE. The figure includes one-time start-up costs of \$5,500 and \$5,000 annually for supplies and services. The figure provides funding for 9 months in 1999-00 and 12 months in 2000-01.

The Crisis in Wisconsin Agricultural Education

Wisconsin's agribusiness leaders are alarmed at the current worker shortage in the agriculture industry. The Agribusiness Council states that agricultural education is in crisis. This crisis threatens both the growth potential of agriculture and related businesses in Wisconsin and our ability to attract emerging cutting-edge agriculture-related businesses.

- Although the number of Wisconsin farms is decreasing, the number of agriculture-related businesses and jobs are increasing.
- The science and technology base necessary to function in today's agriculture economy is expanding and changing rapidly. The equipment and curriculum available to our agricultural students must constantly adapt.
- Agribusiness leaders are alarmed at the insufficiency of the trained work force available to them.
- Enrollments in agricultural studies at the high school level have increased sharply. The number of agricultural education programs and teachers has not kept pace with this demand.
- Fewer agriculture students than ever come from farm backgrounds. Nonfarm students must be taught the "basics" that were taken for granted in the past. Hands-on learning is vital yet resources are diminishing.
- Agricultural education teachers are overwhelmed by the influx of students and are inadequately supported. Higher-paying jobs in the agribusiness industry that is desperate for workers lure them out of the classroom. Teacher turnover of 10% is not uncommon.
- There is a shortage of university professors to train new agricultural education teachers. At least 18 universities, including UW-River Falls, are searching for faculty to fill agricultural education positions. Several have been searching in vain for over a year.
- Neighboring states have undertaken major agricultural education initiatives. Wisconsin cannot afford to lag behind.
 - In fiscal year 1999, the Illinois Legislature provided \$1.5 million for its agricultural education initiative. \$800,000 went to the Facilitating Coordination in Agricultural Education Project, which provides statewide coordination and provides five full-time regional field advisors who provide extensive services to high school agricultural education teachers. \$700,000 went to the state Department of Education which passed funds on to individual schools for equipment, curriculum development and other program improvements.
 - Indiana is spending over \$600,000 to expand its agricultural education leadership center.
 - Minnesota has established the Minnesota Agricultural Education Leadership Council.
 - In Iowa, the Governor's Council on Agricultural Education released "The Grand Plan for Agricultural Education in Iowa" in 1998 and has developed a program of aggressive teacher recruitment and retention, convened statewide conferences and taken other steps to implement its plan.

American Family Insurance Group
6000 American Parkway
Madison, Wisconsin 53783-0001
Phone (608) 249-2111

File - Ag Ed.
APM

MAY 05 1999



Nancy M. Johnson
Vice President, Corporate Research and Development

April 30, 1999

✓ Hon. Alvin R. Ott
Hon. Robin G. Kreibich
Hon. Luther S. Olsen
Co-Chairmen, Speaker's Task Force on Agricultural Education

Re: State Superintendent's Advisory Committee for Agricultural Education

Dear Mr. Ott, Mr. Kreibich, and Mr. Olsen:

I have had the pleasure of chairing the State Superintendent's Advisory Committee for Agricultural Education during 1998-1999. At our meeting on April 16, we reviewed the recommendations that were presented at the informational hearing on March 22. We are pleased that the Legislature is examining the state of Agricultural Education and we were impressed with the quality of the testimony presented at your hearing.

I wanted to share with you reactions from our committee with the hope that you will find it useful in your work. There are three issues that I want to present to you: 1) a teacher's anecdote about herself as a "role model," 2) support for recommendations from the Wisconsin Agribusiness Council, and 3) State Superintendent's Advisory Committee for Agricultural Education Advice from April 16 Meeting.

A teacher's anecdote about herself as a "role model"

At our meeting, there was some discussion about our society's broad tendency to "burn the candle at both ends." One of our committee members, an agriculture teacher, told a poignant and frightening anecdote. She told us about a conversation that she had with a student who could become an agriculture teacher. The student, however, was not going to explore that career option and actually considered this teacher a "negative role model." The problem was not that the student did not respect the teacher, but instead reported "I just don't want to have to work as hard as you do." I share this information as an important back-drop to recommendations that you will consider.

Wisconsin Agribusiness Council Recommendations

The advisory committee expressed its strong support for the following recommendations presented by the Wisconsin Agribusiness Council as written by James L. Gibson:

- Item 1: Provide more support to local teachers of agriculture to help assure local program success.
- Item 2: Challenge local school districts to continue full-time employment of their teachers of agriculture through the summer months.
- Item 4: Support the added costs of student development programs.
- Item 7: Provide leadership and support for teacher recruitment and retention.
- Item 8: Add state-level professional leadership positions to support local teachers.

State Superintendent's Advisory Committee for Agricultural Education Advice from April 16 Meeting

I also want to share with you the sentiment of our committee on actions that can be taken now, those to consider in the near-term, and those to be considered farther into the future. With help from the Legislature, we see the follow:

Actions to take now:

- Implement "Local Program Success." We know what works and have the model.
- Implement the standards for agricultural education.
- Implement the recommendation to hire teaching assistants to support agriculture teachers.
- Apply for Federal funding to implement Local Program Success, the standards, and hiring of TAs.
- Support grant-seeking from private foundations to implement Local Program Success, the standards, and hiring of TAs.
- Use the model for distance education that is in place in Weyauwega. This model alleviates pressure for resources and alleviates burn-out situations for teachers. (This model could be helpful in other disciplines as well.)

Actions to take in the near term:

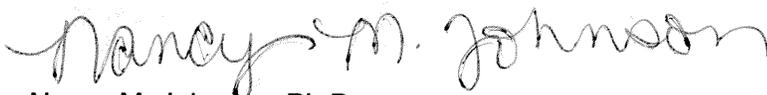
- Make sure that "articulation agreements" are in place so that students can transfer from school-to-school in Wisconsin in a seamless system.
- Be aggressive in seeking funding from Federal and private foundation sources.

Actions to take farther into the future:

- Use agricultural education as a model for other disciplines.
- Find other creative ways to fund schools.

Thank you for the opportunity to provide you with this information. Best wishes for success as you explore this very important subject.

Cordially,



Nancy M. Johnson, Ph.D.
Vice President, Corporate Research and Development
Chairman, State Superintendent's Advisory Committee for Agricultural Education

cc: John Benson, State Superintendent
Steve Dold, Deputy State Superintendent
John Fortier, Assistant Superintendent
Dean Gagman, Agriculture Education Consultant
Sharon Wendt, Agriculture Education Consultant

5. DPI AGRICULTURAL EDUCATION CONSULTANT

	Chg. to JFC Funding Positions	
SEG	\$122,100	1.00

Provide \$56,400 SEG in 1999-00 and \$65,700 SEG in 2000-01 to the Department of Public Instruction in a new, annual appropriation from the agricultural chemical cleanup fund for 1.0 agricultural education consultant position at DPI to provide assistance in curriculum development and program improvement.

6. WTCS AGRICULTURAL EDUCATION CONSULTANT

	Chg. to JFC Funding Positions	
SEG	\$89,200	0.75

Provide \$41,600 SEG in 1999-00 and \$47,600 SEG in 2000-01 to the Wisconsin Technical College System in a new, annual appropriation from the agricultural chemical cleanup fund for .75 agricultural education consultant position. The consultant would coordinate agricultural education programs and serve as liaison with agribusinesses and the K-12 and UW systems. The consultant would also direct the Post Secondary Agriculture Student Organization, the Technical College counterpart to the Future Farmer's of America.

7. EXPORT MARKETING

Delete the Joint Finance provision which would create a GPR sum sufficient appropriation to equal the difference between \$300,000 and the amount by which federal monies exceed federal monies received in 1998-99 for export promotion. Rather, provide the \$300,000 in an annual GPR appropriation for promotion of exports of agricultural products. This provision eliminates the requirement that DATCP reimburse the general fund by the amount by which federal monies exceed federal monies received in 1998-99 for export promotion.

8. TRADE PRACTICES POSITION AND INSPECTION APPROPRIATION

	Chg. to JFC Funding Positions	
PR	\$110,000	0.50

Restore \$55,000 PR annually and 0.5 vacant trade practices analyst position for the dairy and vegetable security and trade practices program that had been deleted by Joint Finance. Also, change a fruit and vegetable inspection appropriation from annual to continuing. Under this provision, authorized expenditures would exceed available revenues by an estimated \$109,100.

9. AQUACULTURE STAFFING

	Chg. to JFC Funding Positions	
PR	\$160,000	1.00

Provide \$80,000 PR annually for 1.0 fish farm microbiologist position. Revenues are collected from livestock market dealer and trucker licenses, livestock vehicle registrations, livestock health certificates and deer and fish farm registrations.



MAY 18 1999

State of Wisconsin
Department of Public Instruction

Mailing Address: P.O. Box 7841, Madison, WI 53707-7841
125 South Webster Street, Madison, WI 53702
(608) 266-3390 TDD (608) 267-2427 FAX (608) 267-1052
Internet Address: www.dpi.state.wi.us

John T. Benson
State Superintendent

Steven B. Dold
Deputy State Superintendent

Date: May 19, 1999

MAY 20 1999

To: Representatives Alvin R. Ott, Robin G. Kreibich, and Luther S. Olsen
Co-Chairs, Speaker's Task Force on Agricultural Education

From: John T. Benson, State Superintendent

Subject: Agricultural Education Task Force Recommendation

I was very pleased to learn that the Agricultural Education Task Force is recommending to Assembly Speaker Scott Jensen the addition of agricultural consultant positions for both the Technical College System Board and the Department of Public Instruction.

The State Superintendent's Advisory Committee for Agricultural Education has reviewed the recommendations made to the task force on March 22, 1999 by Dr. James Gibson, Executive Director of the Wisconsin Agribusiness Council. In her April 30, 1999 letter to you, Advisory Committee Chair Nancy Johnson addressed the committee's review of those recommendations and referenced the addition of "state-level professional leadership positions to support local teachers."

The additional 1.0 FTE position for DPI will support agricultural teachers by:

- Implementing the new Youth Apprenticeship in Production Agriculture
- Promoting and implementing the State-Certified Agribusiness Co-op
- Enhancing other agricultural work-based programming for School-to-Work programs
- Providing teacher support to new teachers
- Providing support for state standards in agricultural education

I look forward to further discussion as the task force addresses issues facing agricultural education and welcome any questions you may have.

cc: Nancy M. Johnson, Chair
State Superintendent's Advisory Committee for Agricultural Education

Name:

Position No: 000000

Classification: Education Consultant - Agriculture Education

Cert No: New
(05/18/99)14. POSITION SUMMARY *Draft*

Provide statewide leadership in the implementation of secondary-level agriculture education programs primarily in the area of work-based programs such as Youth Apprenticeship in Production Agriculture, State Certified Agribusiness Co-op and Supervised Agricultural Experience Programs. This includes program improvement activities conducted with (1) teachers and administrators from LEAs, CESAs, WTCS districts, and teacher education programs; (2) related state, regional, and national organizations; (3) the agribusiness community. Responsibilities include agriculture education work-based curriculum design, development, implementation, and evaluation; inservice and preservice teacher training program development; DPI liaison with related state agencies and associations; program improvement policy and guideline development; grant writing to enhance state resources; provision of direct consultation to local school districts and teacher training programs.

TIME % GOALS AND WORKER ACTIVITIES

TIME %	GOALS AND WORKER ACTIVITIES
65%	<p>A Provision of statewide consultation and leadership in the implementation, and evaluation of Youth Apprenticeship in Production Agriculture, State Certified Agribusiness Co-op, and Supervised Agricultural Experience Programs.</p> <p>A1. Provide technical assistance to LEA administrative staff concerning agriculture education work-based programs.</p> <p>A2. Provide leadership in the development, dissemination, and coordination of agricultural work-based programs in the state.</p> <p>A3. Provide technical assistance in the evaluation of middle school and high school agriculture education programs as they relate to work-based education.</p> <p>A4. Provide leadership and technical assistance in the development, implementation, and evaluation of LEA/DPI/WSDI/WTCS/DWD agriculture education related curriculum articulation projects.</p> <p>A5. Provide integration and coordination between the FFA and the curriculum.</p> <p>A6. Research and seek grants from federal, state and private foundations to support cutting-edge agricultural programs to enhance state resources.</p> <p>A7. Coordinate activities with agency agricultural consultants.</p>
15%	<p>B Provision of leadership and direction in training opportunities for agriculture education teachers.</p> <p>B1. Plan, formulate, and assist in the implementation of work-based education for agriculture education curriculum and teacher education programs.</p> <p>B2. Plan and provide technical assistance with professional organizations.</p> <p>B3. Participate in planning, coordinating, and conducting inservice training opportunities for teachers in cooperation with universities, the WTCS, and the FFA through FFA Fall Leadership Workshops, Summer Conference and Spring and Fall Inservices.</p> <p>B4. Serve as speaker, resource person, or participant in meetings of professional organizations, related agencies, and teacher educator conferences or meetings.</p> <p>B5. Assist beginning teachers in adapting to their programs.</p> <p>B6. Serve on team/division/department committees and on agency special projects as</p>

Name:

Position No: 000000

Classification: Education Consultant - Agriculture Education

Cert No: New
(05/18/99)

requested.

5% C Provision of leadership in related Division for Instructional Services: Lifework Education Team, activities.

C1. Serve on division and agency teams, committees, and agency special projects as requested.

C2. Serve on the Vocational Education Sub-team and VSO committees as requested.

10% D Provide leadership to the state and other related organizations.

D1. Coordinate state and national FFA activities with the state FFA adviser, executive secretary, executive director and foundation director.

D2. Coordinate arrangements for FFA statewide and regional activities as appropriate.

D3. Maintain a cooperative relationship with the following agriculture education associations and organizations; Wisconsin FFA Board, Center Board, Foundation, FFA Alumni, WAVAI, Wisconsin Leadership Council for Agricultural Education and the Combined Agricultural Education Staff.

5% E Provision of statewide leadership to agriculture education advisory committees and related organizations as it pertains to work-based education.

E1. Serve as DPI liaison to the State Superintendent's Advisory Committee for Agriculture Education.

E2. Represent DPI at state and national conventions as participant or presenter as appropriate.

DESCRIPTION OF KNOWLEDGES

1. Knowledge of work-based programming such as Youth Apprenticeship in Production Agriculture, State Certified Agribusiness Co-op, and Supervised Agricultural Education programs.
2. Knowledge of the content, scope, and sequence of contemporary agriculture education curriculum.
3. Knowledge of the agricultural education standards and how they are integrated into the other state standards.
4. Knowledge of both general education and specific agriculture education methods and techniques of instruction for both youth and adults.
5. Knowledge of leadership development, management, and award applications for student organizations.
6. Knowledge of methods and processes of curriculum development, implementation, evaluation and articulation agreements with WTCS and UW System.
7. Knowledge of federal and state legislation affecting vocational education program development, maintenance, and financial support.
8. Knowledge of grant writing processes for federal, state, or private funding
9. Knowledge of standards and guidelines for preservice and inservice teacher education programming in agricultural education.
10. Knowledge and methods to provide for staff development.
11. Knowledge of the principles of total quality management.
12. Knowledge of program characteristics and ability to maintain databases and retrieve and disseminate information.
13. Knowledge of Microsoft WORD, Access, Excel and Powerpoint.

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Wisconsin Technical College System Board

Edward Chin, State Director

May 21, 1999

The Honorable Alvin Ott
State Representative
318 N. State Capitol Building
Madison, WI 53702

The Honorable Robin G. Kreibich
State Representative
107 W. State Capitol Building
Madison, WI 53702

The Honorable Luther S. Olsen
State Representative
9 W. State Capitol Building
Madison, WI 53702

Dear Representatives Ott, Kreibich, and Olsen:

I fully support a legislative initiative to fund a full time agriculture education consultant position to provide leadership in agriculture education at the Wisconsin Technical College System Board. Funding decreases over the past 10 years have resulted in staff sharing more varied program responsibilities and the reduction of the full-time agriculture consultant position. The responsibilities were reassigned to one consultant on a 25 percent basis. Although we heartily supported agriculture programming, we were not able to retain the position solely dedicated to agriculture education with decreased staff.

The proposed new position would allow us to provide direction and support for agriculture education to the 16 technical college districts in a number of areas. These duties include:

- developing and improving programming and related educational offerings as well as technical assistance to staff in our colleges;
- analyzing current agriculture issues, concerns and trends and developing solutions to meet those needs;
- building closer ties and articulated agriculture education models with K-12, the Wisconsin universities and other post secondary education institutions;
- and, focusing increased involvement with agriculture related professional associations, committees and task forces.

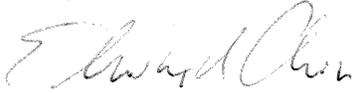
Representatives Ott, Kreibich and Olsen

Page 2

May 21, 1999

We realize and appreciate the enormous contribution of agriculture to Wisconsin and welcome the opportunity to provide education leadership through the technical college system.

Sincerely,



Edward Chin
State Director

EC:KSS

cc: Nancy Mommsen, President, WTCS Board
Paul Gabriel, Executive Director, WTCS Boards Association

POSITION DESCRIPTION

Agriculture Education Consultant – Page 1

14. POSITION SUMMARY:

Provide program leadership as a state consultant for Agriculture. This includes the following program areas: Horticulture, Landscape Horticulture, Landscape and Turf Services, Agribusiness Facilities and Equipment, Agri-business Science Technology, Biotechnology Laboratory Technician, Natural Resources Technician, Food Science Technician, Agricultural Equipment Technology, Veterinary Technician, Laboratory Animal Technician, Environmental & Pollution Control Technician, Water and Wastewater Treatment Technician, Food/Environmental Laboratory Technician, Chemical Technician, Pulp & Paper Technology, Farm Business & Production Management, Ag Diesel Power Mechanic, Farm Operation, Dairy Herd Management, and Agricultural Power and Equipment Technician

15. DESCRIBE THE GOALS AND WORKER ACTIVITIES OF THIS POSITION:

<u>TIME %</u>	<u>GOALS AND WORKER ACTIVITIES</u>
50%	<p>A. Provide statewide leadership and coordination in the exploration, initiation, development, implementation and evaluation of courses and programs in agriculture.</p> <p>A.1 Implement research and analysis to identify new areas of instructional need.</p> <p>A.2 Consult with national, state and local business and industry to initiate and develop innovative courses, seminars and programs to meet areas of instructional need.</p> <p>A.3 Consult with and provide leadership to program and course advisory committees regarding course and program development, maintenance and evaluation.</p> <p>A.4 Analyze enrollment statistics, student placement, staff certification and cost/benefit statistics as they relate to program implementation, maintenance and evaluation.</p> <p>A.5 Provide leadership as it applies to economic development.</p> <p>A.6 Provide direction in the implementation, development and evaluation of adult and continuing education offerings.</p> <p>A.7 Conduct professional development meetings for administrators.</p> <p>A.8 Conduct professional development meetings for faculty and staff.</p> <p>A.9 Provide leadership and coordination in the articulation of courses and programs with the UW System, DPI, and other educational institutions.</p>

POSITION DESCRIPTION

Agriculture Education Consultant – Page 2

- A.10 Participate in statewide associations, task forces and advisory committees.
 - A.11 Participate in statewide and district evaluation of courses, seminars and programs.
- 20%
- B. Provide leadership and expertise in agriculture related performance based instructional design and development.
 - B.1 Provide the necessary direction and expertise to improve the instructional methods, techniques and resources needed to carry out courses, seminars and programs.
 - B.2 Provide leadership in the review and monitoring of new and emerging projects.
 - B.3 Provide leadership in the review and monitoring of statewide curriculum projects.
- 20%
- C. Consult with and provide leadership to district agriculture staff in the initiation, development and implementation of new instructional technologies
 - C.1 Provide leadership in coordinating the development and implementation of new instructional technologies.
 - C.2 Participate in statewide associations, task forces and committees related to the development and implementation of instructional technologies.
- 10%
- D. Assume management assignments related to State Board requirements.
 - D.1 Review, process, monitor and evaluate projects related to outside funding.
 - D.2 Participate in national, state and local professional development activities.
 - D.3 Participate in staff in-service programs and seminars.
 - D.4 Participate on internal teams.
 - D.5 Perform other duties as assigned.

KNOWLEDGES AND ABILITIES: Agriculture Education Consultant

The following knowledges and abilities are required in order to perform the duties of this position:

Knowledges

Knowledge of principles, practices, and techniques of technical education and occupational skill training methods.

Knowledge of establishing, conducting, and organizing workshops.

Knowledge of instructional methods and techniques.

Knowledge of techniques of advisory committees.

Knowledge of providing direction in developing, operating, and upgrading courses for agriculture.

Knowledge of development of curriculum.

Knowledge of techniques of program and course evaluation.

Knowledge of instructional methods and teaching aids.

Knowledge of techniques of program evaluation, programs, and courses.

Knowledge of identifying needs, planning, and implementing in-service meetings and instructor/coordinator workshops.

Abilities

Ability to effectively interact with other people and provide strong group leadership.

Ability to provide leadership in decision making in an educational setting.

Ability to effectively resolve problems and conflicts.

Ability to appropriately set and reset priorities and complete assignments.

Ability to travel to various locations statewide.

Ability to communicate effectively both orally and in writing.

Ability to operate a personal computer.



Wisconsin Technical College System Board

Edward Chin, State Director

EC

May 21, 1999

The Honorable Alvin Ott
State Representative
318 N. State Capitol Building
Madison, WI 53702

Dear Representative Ott:

At your request, I am providing the following information regarding the history of position losses experienced by the Wisconsin Technical College System Board.

Over the last two decades, the number of authorized positions for the WTCS Board has declined by nearly 25 percent. In 1980-81, the agency's position count was 106.5 full-time equivalent (FTE) positions. By the end of the 1980s, that number was reduced to 94.5 FTE positions due to the combination of state and federal funding reductions. During the 1990s, the agency experienced another round of federal cuts (in 1991-92) and state GPR reductions (in the 1995-97 biennial budget) resulting in the agency's current authorized level of 80.5 FTE positions.

The loss of 26.0 FTE positions affected all program areas within the agency. Individual staff members had to share more than one program responsibility. As a result, the amount of staff resources devoted to the Agriculture Program has been reduced to the current 25 percent assignment of one education consultant's workload.

If you need any additional information, please contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Edward Chin".

Edward Chin
State Director

EC:KSS

Chairman:
Agriculture Committee

Member:
Consumer Affairs
Government Operations
Natural Resources



Al Ott

State Representative • 3rd Assembly District

MEMO

DATE: June 7, 1999
TO: Members, Speaker's Task Force on Agricultural Education
FROM: Representatives Alvin Ott, Rob Kreibich and Luther Olsen, Chairpersons
SUBJECT: Budget Amendment for Funding Agricultural Education

Attached please find the memorandum to Speaker Jensen requesting two amendments to the 1999-2001 budget which would provide funding for positions in curriculum and program development in agricultural education at the Department of Public Instruction and the Wisconsin Technical College System.

Speaker Jensen announced this morning during his regular media session that he will advance these amendments in the budget process. We are encouraged by this and hope that as a committee we can stand in strong support of this agenda.

ARO:ln

REPORT OF FARM CREDIT SERVICES OF NORTH CENTRAL WISCONSIN, ACA BUSINESS CONSULTING EFFECTIVENESS

BACKGROUND

Farm Credit Services' business consulting is a collaborative effort between Farm Credit Services of North Central Wisconsin and Farm Credit Services of Northwest Wisconsin which began in late 1997. The objective of FCS consulting is to assist producers of all sizes in creating profitable, vibrant dairy businesses. Business consulting focuses on the following:

- Producers' lifestyle and business goals.
- Diagnostic assessment of key business measures.
- Review of options to achieve goals/business success measures.
- Partnering with other professionals (i.e. veterinarians).
- Prescribing the best option that meets producer's lifestyle and business goals.
- Providing follow-up management information systems.
- Assisting producers in business plan follow-up and future projections.

FCS consulting is unique in its "B.E.A.T." (Business and Economic Assessment Team) to include other professionals and in its diversity to work with any size or type of dairy producer.

Further, it is the long held view that the successful producer of tomorrow must aggressively manage the business issues of:

- Breakeven cost for production
- Net profit per cow
- Operation expenses as percentage of income
- Return on Assets (ROA)

BUSINESS RESULTS AS OF JUNE 1999

A total of 37 dairy businesses have completed feasibility studies. The profile of these 37 combined units is as follows:

Completed Feasibility Studies		
	Baseline	Year 3
Average Total # of Cows	147	327
Breakeven (\$/cwt.)	13.56	11.35
Operating Expense Ratio	75%	68%
Net Cash Income/Cow	\$257	\$537
Debt/Cow	\$2,334	\$2,598
ROA	4.6%	12.2%
Total Cows	5,438	12,084
Total Cwt.	980,444	2,477,192

Of the 37 businesses that completed the feasibility study, 88% proceeded with modernization. The reasons for not proceeding varied from ownership incompatibility, weak debt management and excessive facility cost.

MODERNIZATION OPTIONS

The study categorizes the various modernization options into the following three categories:

Small – This structure option is profiled by usually less than 200 cows and the producers aptitude to utilize existing facilities in either: a) a flat barn, or b) in barn parlor in conjunction with free stalls.

Medium – This structure option is characterized by its non-use of existing facilities (i.e. all new) and was generally less than 350 cows with mostly family labor.

Large – This structure option is profiled by units with 350-1,000 cows. Further characteristics include completely new facilities and most of the labor is non-family.

ANALYSIS BY MODERNIZATION TYPE

Small – 22 of the 37			
Representing 60% of producers selected In Barn modernization.			
	Baseline	Year 3	Change
Cows	80	156	195%
Break Even (\$/cwt)	\$13.58	\$11.42	(\$2.16)
Operating Expenses	73%	68%	(5%)
Net Cash Income/Cow	\$238	\$556	234%
Debt/Cow	\$3,193	\$2,609	(\$584)
ROA	4.7%	11.8%	7.1%
Total Debt	\$259,081	\$409,067	\$149,986
Net Cash Return	\$20,996	\$92,628	

Medium – 6 of the 37			
Representing 16% of producers selected Free Standing modernization			
	Baseline	Year 3	Change
Cows	99	258	261%
Break Even (\$/cwt)	\$13.25	\$11.43	(\$1.82)
Operating Expenses	72%	68%	(4%)
Net Cash Income/Cow	\$393	\$509	130%
Debt/Cow	\$1,874	\$2,993	\$1,119
ROA	5.1%	11.7%	6.6%
Total Debt	\$194,790	\$778,464	\$583,674
Net Cash Return	\$40,255	\$133,220	

Large – 9 of the 37			
Representing 24% of producers selected Commercial modernization.			
	Baseline	Year 3	Change
Cows	197	427	217%
Break Even (\$/cwt)	\$13.97	\$11.27	(\$2.70)
Operating Expenses	83%	70%	(13%)
Net Cash Income/Cow	\$178	\$498	280%
Debt/Cow	\$2,214	\$2,607	\$393
ROA	2.8%	12.9%	10.1%
Total Debt	\$476,732	\$1,087,124	\$610,392
Net Cash Return	\$14,494	\$205,157	

Presentation on Employment Needs
of Alfa Laval Agri Inc. Dealers
in the State of Wisconsin
by
Gerald M. Bosshardt
Dealer Development Director for Alfa Laval Agri Inc.
Kansas City, MO 64153

Good morning!

Thank you for allowing me the opportunity to discuss with you some of the needs that members of our Wisconsin dealer organization and we at Alfa Laval Agri are facing today in finding qualified employees for our business's.

To provide a backdrop for my up coming presentation, I would like to take a few moments to provide a brief overview of Alfa Laval Agri Inc. and our dealer network.

Alfa Laval Agri Inc. was founded in 1883 and today has its world headquarters in Tumba, Sweden with its US offices located in Kansas City, MO. Alfa Laval Agri Inc. has developed milk harvesting products; dairy feeding and management systems; milk cooling and storage structures; dairy hygiene, rubber and farm supply products; and other systems and services for the dairy producers around the world. We are a privately held Swedish company of the Rausing Family, with market companies in the 55 major milk producing countries and representation in most, if not all, other countries that have dairy animals. On a world wide basis, Alfa Laval Agri leads other companies in market share of milk harvesting and related equipment.

We at the Alfa Laval Agri Inc.-USA have as our main focus, the marketing of high quality, reliable products and services that dairy producers in Wisconsin and all the other dairy markets in the US need to operate their dairies. To do this we offer three brands of dairy equipment - the De Laval / Alfa Laval Agri brand, the Universal Dairy Equipment brand and the Germania Dairy Automation brand.

Through West Agro Inc. we provide the dairy producers with dairy sanitation and herd health products, under the West Agro, De Laval, Universal, or Chemland brands via our equipment dealers, veterinarians, and other channels of distribution.

Dealer Situation

The Wisconsin dealer network consists of about 40 dealers offering 1 or more of the Alfa Laval Agri Inc. and West Agro Inc. brand's to Wisconsin dairy producers. They employ over 225 individuals who perform the following services:

Job Title	General Description
Owner / Manger	Overall management and supervision of the dairy equipment & farm supply business.
Capital Equipment Salesperson	Large equipment sales
Route Sales Specialist	Provides dairy sanitation, herd health and farm supplies to producer directly on farm
Professional Serviceperson	Provides selected capital and farm supply products, preventive maintenance service, and scheduled / breakdown service on dairy equipment
Serviceperson	Provides scheduled and breakdown service on dairy equipment
Scheduled Maintenance Serviceperson	Provides preventive maintenance service on dairy equipment
Installer	Installation of equipment
Parts/Store Manager	Oversees parts a & store operations
Office Manager	Bookkeeping, accounting and computer functions

Employment needs and Opportunities

Over the past few years there has been some consolidation of the dealer network with dealers combining to form a larger, more efficient dealerships. However, the net result has been very little change in the number of dealer employees. Although the number of Wisconsin dairy producers and cows has declined, our demand for more dealer staff members has remained high. Today, the Alfa Laval Agri Regional Staff

indicates that there **approximately 40 to 45 open positions** across all the career areas, with the most need in the Service and Route Sales Specialist areas.

Approximately 75% of these positions are for new dealer staff members and the remaining 25% represent positions available as the result of individuals leaving the dealerships.

With the increased application of advanced technology in the dairy operation, the higher demand by dairy producers for individuals who understand the complete operation and complexity of their business, the increased size and scale of dairy operations, and the need of the owners / managers of dairy equipment / farm supply businesses to have employees perform as "entrepreneur's" within their business, the members of the dealers staff must possess a different abilities, at a higher skill level, than they did a just a few years ago.

As an example, The Professional Service employee knowledge base now includes:

1. dairy business productivity ratios,
2. sound and thorough knowledge of reproduction and breeding management,
3. understanding of feeding management factors,
4. a overall understanding of complete dairy operations management,
5. besides being able to diagnosis and repair problems in electronics, electricity, refrigeration, air logic & pneumatics, and plumbing
6. be able to effectively weld stainless steel and mild steel,
7. conducting and interpret the National Mastitis Council System Testing
8. and much more.

The Route Sales Specialist must be knowledgeable about:

1. matching sanitation and herd health products to a producer's milking system, their procedures and their management practices
2. how various manufacturers design & adjust their cleaning systems to help the producer maintain high quality milk production;
3. working with other advisors on management practices and products to aid in the reduction of mastitis problems,
4. improving forage harvesting and management practices,

5. water and waste management programs
6. and again, much more.

Our dealers tell us that they are having a very difficult time finding individuals that have these skills and abilities. As a result they have been hiring staff members that do not have many or any of these abilities. Thus, the dealers are providing these new-hires with training as best they can to meet their needs. We know that our dealerships are concerned about training their team members, but they sometimes they lack the ability or complete knowledge base to do all the training that is needed.

From the Professional Service person and Route Sales Specialist's lists, it can be seen that the level of knowledge and skills required are quite high and that the individuals we need and will continue to need, must have an educational background that provides these capabilities. Equally important is providing training and re-training opportunities for those individuals who are already employed, so that they can improve their productive now and in the future.

Today, we offer training opportunities for our dealers' newly hired and experienced employees both at our corporate facilities as well as at various in-field locations. This training focuses heavily on the technical service and sales issues relating to our various brands and as well as addressing some of the dairy management areas listed above. However, we can not provide all the basic dairy operations training that appears to be necessary for an individual to be successful in our industry nor can we provide all of the basic technical skills training in electricity, electronics, welding and other areas upon which we build our technical training. We must rely on the Secondary and Post Secondary Educational systems to provide readily available, needs focused training that provides the knowledge and skills in these areas for both new and experienced employees.

Actions Alfa Laval Agri Inc. has taken

To address part of our needs, we are embarking on a joint training venture with two-year technical institutions in the major dairy states. The purpose is to provide an opportunity for young men and women to develop the skills and abilities needed for careers in the dairy equipment and farm supply industry. The general format of the

program is that the two-year colleges provide a well rounded education to build on in the future. Plus provide the training in dairy management, feeding, breeding and business management and we at Alfa Laval Agri will provide the technical training for students to enter our dealerships after graduation. The students will have the opportunity to attend a modified technical training program or hygiene & farm supply product knowledge program, between their first and second year and then "intern" at a dealership to determine if this a wise career choice for them. If so, after their graduation they may be hired by a dealer and will attend the remaining Alfa Laval Agri training necessary to successfully fulfill the role of Professional Serviceperson or a Route Sales Specialist.

To date we are in the developmental stages of this program with colleges in New York and Ohio and we will be meeting with Southwest Wisconsin Technical College at Fennimore the end of October, to see if we have an opportunity to work with them as well. Our goal is have 6 to 8 institutions who are cooperating with us on this program by the fall of 2000, with a total of 30 – 40 students enrolled. We also hope to encourage students attending 4-year institutions to join our dealerships through a more extensive recruitment program on our part. We will be offering internships for these individuals as well and will provide career information for them to use to help them to decide if they have a future in the dairy equipment and farm supply industry.

Corporate Alfa Laval Agri Inc. Needs

Corporately, Alfa Laval Agri Inc. has over 500 employees nation wide with 4-Capital Equipment District Sales Managers, 4-Hygiene District Sales Managers, 1-Service Development Manager, and 1- Dealer Development Manager living in Wisconsin to aid our dealers and dairy producers. We are always seeking high quality, well educated and experienced individuals to represent our organization and we too, are experiencing difficulty in finding individuals to fill open positions. We have just recently filled a Marketing position for the Kansas City Marketing Department and a Service Development Managers position on the East Coast, both of which have been open for several months. Today, we have two openings for District Sales Managers –

one whose territory will be in Wisconsin and other who will be located outside of Wisconsin.

These are just a few of the positions that we have had open over the past year. During this past year we actively contacted over 50 colleges and universities for interns and had little success. We will continue this program and increase our networking to improve our success.

Summary

We appreciate the efforts that the members of Wisconsin's Secondary and Post Secondary programs have put forth in the past and we look forward to their continued work in the future. We would encourage the State of Wisconsin to join other Agri-companies and us in partnering together to develop the high quality employees we need to continue to grow the dairy industry within the State. We are all looking for individuals that have

- the knowledge, skills, and abilities to work with dairy producers,
- the drive and ambition to become business owners or entrepreneurs inside of a business,
- and the desire to be successful through helping people solve problems.

Being from a dairy operation would be nice, but coming from an urban or metropolitan background should not dissuade an individual from entering one of the most dynamic industries today. Individuals who have or who will join us, will be "pioneering" the new and dramatic changes of the dairy industry. These opportunities will be constantly re-inventing themselves providing new and exciting careers for those that want to meet this challenge.

We need your help to develop individuals that share the vision of a bright future for the dairy industry and together we can help the dairy industry to grow and prosper.

Testimony

Prepared for the Wisconsin Assembly

Agriculture Committee

and the

Speaker's Task Force

on

Agricultural Education

On behalf of EQUITY COOPERATIVE LIVESTOCK SALES ASSOCIATION

By George H. Roemer, member, Regional Board of Directors

WORLD DAIRY EXPO PUBLIC HEARING

September 30, 1999

9:00 AM

Wingra Room, Exhibition Hall
Madison, Wisconsin

Introduction

Good morning! Mr. Chairman, Honorable members of the Wisconsin Assembly.

On behalf of Equity Cooperative Livestock Sales Association it is an honor and a pleasure to speak to you today.

About Me

My name is George Roemer. I am a member of Equity's Regional Board of Directors. Our family currently operates a 50 cow dairy farm and works 300 acres of cropland in the Dodge County township of Rubicon. Our children are the fourth generation of family to live in the farm house and the fifth to pick stones on the land. My wife and I have been dairy farming for 20 years; first in a partnership with my parents and now as sole proprietors.

Before returning to the family farm I was an agriculture instructor at Hartford Union High School for five years. I also taught an evening class one semester at Milwaukee Area Technical College, North Campus.

Between college graduation and teaching, I was a Peace Corps Volunteer in Kenya East Africa for three and one-half years. My posting was to the Kakamega Area Settlement Schemes as an Animal Husbandry Officer. Working with cooperatives, farm visits, agricultural show displays, and a monthly newsletter, in Swahili, were part of my duties.

About Equity

Equity is a federated cooperative of over 60,000 producer members organized from 38 shipping associations, the majority being here in Wisconsin. Equity has 15 auction markets and 1 hog receiving station. The headquarters is located in Baraboo, Wisconsin. Equity also operates a credit division, Equity Livestock Credit Corporation. Four hundred seventy-five full and part time employees oversee the marketing(at the statewide markets and on the internet) of 1.4 million head of livestock annually, whose gross sale value in 1998 was \$339 million. During the course of any business day, Equity sells an average of 2.66 animals per second.

Equity's support of agricultural education

Equity believes in and strongly supports agricultural education in Wisconsin. During the past two years Equity has supported either financially or with personnel the following: The Wisconsin FFA Foundation, The Wisconsin Association of Vocational Agriculture Instructors, Wisconsin Junior Livestock Shows, Badger Saddle and Sirloin Club, youth to attend the National Institute of Cooperative Education Conference, National 4-H Judging Contest, Wisconsin Junior Livestock Show Camp, Badger Dairy Club's Invitational, Wisconsin Sheep Breeders youth scholarship auction, Wisconsin Junior Guernsey auction, youth to attend the Wisconsin Federation of Cooperatives youth conference, and Wisconsin Farm Progress Days.

In July of this year, Equity took advantage of a unique opportunity and donated the land and building of the former Cambria market location to the Randolph Cambria-Friesland FFA Chapter. The FFA Chapter plans to renovate the facility into a classroom/laboratory for their agricultural education classes.

What Equity needs from agricultural education

The future of the agricultural education system in Wisconsin and the future of Equity in Wisconsin are indeed related.

Equity needs personnel comfortable and conversant with animal agriculture. Speakers at the March 22 hearing indicated that current high school ag enrollment contains only about 25% students from farms. This means our ag teachers have to spend more time reviewing the very basic terms, parts, and procedures with their classes. My own experience with students involved spending at least one class period per year in all the animal science courses explaining the anatomical impossibility of "male cows".

Equity needs personnel with animal savvy. This term is difficult to explain but perhaps easier to illustrate. Those of us working with animals daily have to have animal savvy. This includes the ability to drive, sort, restrain and otherwise handle animals with out endangering yourself, the animal or others. Dairy farmers need animal savvy to milk cows. Veterinarians need animal savvy to treat their patients. Market clerks must have animal savvy to record scale weights, backtag numbers, buyer numbers, and a description of the animal sold, in 20 to 30 seconds.

Animal savvy cannot be taught in the ag classroom. Our ag teachers need to be able to take their students to judging contests, workshops and successful farming operations to view, touch and work with live animals. Internships, coop programs, and work placement allow interested students "hands-on" experience with live animals. When a majority of the ag students came from farms, the traditional 'supervised ag experience program' may have been sufficient. Today, ag teachers will have to arrange other opportunities for their students.

Equity needs personnel with skills in the application of electronic technologies to agriculture. Equity currently sells livestock, hedges commodities, conducts livestock auctions and maintains a website on the internet. We have just begun to explore the applications of computer technology to livestock marketing. It is, we have found, an expensive undertaking. Businesses can usually justify these expenses in hardware and software with returns on investment. Schools, however, must budget for them. Programs to underwrite and sponsor software, educate the users, and develop agricultural applications are needed.

Equity needs personnel with character and leadership qualities. One of the true jewels in the crown of Wisconsin agricultural education is the FFA. Whatever this committee acts upon or legislates be mindful of the significance of the FFA to this state's largest industry. There are over 8,000 official, dues paid FFA Alumni members in Wisconsin.

An informal survey of our own Equity staff tabulated two former state FFA officers in the Baraboo office, several market managers who were active FFA members in high school, plus many others who had FFA experience. The FFA trains tomorrows leaders, it hones their speaking and meeting skills, it builds self confidence and self esteem. At the very least, it has taken a lot of 'organic matter' off of a lot of shoes.

Do you speak agriculture?

Equity employees may have a wide variety of educational levels and expertise, but a common thread of knowledge between everyone is a basic understanding of the livestock and dairy industry. In short, most all of those working are conversationally literate in the language of agriculture.

The same cannot be said of the general population. As Americans become further and further removed from production agriculture, they are becoming less and less understanding and tolerant of its operation and sometimes gritty realities.

A relevant example for us today would pertain to a famous dairy sire, SWD Valiant, whose name you will see in the pedigrees of many Holsteins being exhibited here at Expo this week. Upon his death, one large southeast Wisconsin newspaper carried a story whose headline was, "Famous Steer Dies". The same newspaper had a picture captioned, "Ignoring the frozen ground, a farmer plows his field". The picture was of a tractor and manure spreader operating in a field.

Locally, I have farmer friends who relate how their new-from-the-city country neighbors will ask them not to spread manure when these 'immigrants' are planning to have an outdoor party.

Agricultural illiteracy is rampant in Wisconsin and indeed the nation. This affliction has been slow in arriving, but its affect on the successful practice of production agriculture and the continued success of agribusinesses such as Equity seems to be growing exponentially.

It was mentioned at the March 22 hearing that agricultural instruction in high schools is an elective. In my teaching days I had many discussions with school board members, parents and other teachers about teaching 'the basics'. Ladies and gentlemen I submit to you that agriculture is a basic! It is vital that we use agricultural education as the means to keep the general population attuned to agricultural land uses, animal agriculture, and the people who produce this country's food.

At your previous hearing on this subject you heard from several professional educators. Their portrayal of the challenges facing Wisconsin agricultural education should be of much concern to the agricultural industries of the state. We at Equity hope you have noted their observations. We further hope you can implement some of their recommendations.

This nation needs an agriculturally literate populace!

Wisconsin agribusinesses need persons with solid classroom and "hands-on" education.

Equity needs personnel with the qualities detailed earlier in this testimony.

American agriculture-envy of the world

Finally, I would not be me if I did not include an international reference of relevance. We are after all, at WORLD Dairy Expo!

Before farming and teaching I had the benefit of my own "hands-on" agricultural experiences on three continents and about half a dozen different countries. Our family farm has also hosted agricultural trainees from Japan, Switzerland, South Africa, and Brazil.

The one question all the international agricultural friends and visitors, upon seeing our state's farmers investments in land, machinery, facilities and livestock, ask is, "How do you American farmers get so much of everything?"

I try to explain that there are, as I see it, three reasons. First and foremost is how hard we work. If anyone doubts that, I can give you directions to our farm... Second, education in the science and 'art' of agriculture as it occurs from generation to generation, both formal and informal; be it teacher to student or father to son. Third, the investment, especially in Wisconsin, on research and extension. Discovery of new ideas and technologies, applying them to everyday use, encouraging their practice for more productive agricultural enterprises is a Wisconsin tradition.

Americans enjoy the most abundant, palatable, safe and inexpensive food supply in the world. Agricultural education's role in this phenomenon is no small part. We at Equity urge the special task force to ensure that Wisconsin's place in this national triumph remains at the forefront!

On behalf of Equity Cooperative Livestock Sales Association thank you for this opportunity to testify. I also thank you for your kind attention.

Learning as a Lifelong Endeavor

Testimony By:

Michael Krutza, CEO, Farm Credit Services of North Central Wisconsin, ACA
Assembly Ag Committee, September 30, 1999

Thank you for the opportunity to address this legislative hearing focused on education in Wisconsin. Education, that is to say, learning is the cornerstone of a vibrant and thriving social/economic community. To that end, this state has a rich history of educating our citizens as a high priority. Our public schools, technical schools, and university system are at a par with the best. As a former vocational agriculture instructor, I can attest to the many passionate educators in this state.

The challenge before our state might well be the level and amount of resources—to that end we need to allocate the necessary resources to ensure our citizens have the best opportunities to learn and grow. Equally important, we need to think about how learning occurs. As a recovering vo-ag teacher, father of three daughters and CEO of a company with 60 employees, it is clear that people learn differently. Looking at learning differently means we should assess how people learn, and what options might be helpful to strengthen adult learning.

How people learn

Clearly, people learn differently-- some visual, some written, some oral and some experientially. Its likely one of these learning styles is the primary learning venue for individuals, although all of us use a combination of these styles.

Historically, farmers' behavior would suggest a good deal of their learnings were visual, i.e. Demonstration plots in the 50's and 60's for new hybrids, Farm Progress Days, and dairy farm parlor/freestall tours

Producer impact

The impact of this learning has the pitfalls of making decisions based on the size, color, and "doing what the neighbor is doing". Overplayed, this learning yields a producer population largely focused on production benchmarks, i.e. #milk/cow, cow/hour through parlor, bushel per acre---and in the case of the dairy industry, parlor size and freestall numbers----none of which specifically address the critical business measures of **breakeven cost of production, operating expense ratio, ROA or net profit per unit**. Too often decisions are production based rather than business based analysis systems. An example is striving for 30,000# of milk per cow at a cost of \$6/cwt feed cost; \$2/cwt labor and an over investment in facilities with a debt cost of \$4/cwt. This scenario yields an unsustainable and non-viable breakeven cost of production of >\$16.

Accepting this assessment of our past learning systems lead us to question how learning is to occur for the 22,000 Wisconsin dairy farm families. Looking at the condition of this industry Farm Credit Services decided to study the results of producers who chose to modernize their businesses.

Following are some of our assumptions about the industry:

- Most businesses must continually grow, albeit modestly or face decline.
- Renovation and modernization of the dairy industry has not yet occurred as measured by the adoption of parlors and freestalls.
- Less than 5% of the producers have the business and financial capacity to modernize with the 400+ cow, parlor free stall options.(assumes growth over 2x is high risk)
- A simple test of reasonableness dictates there are more options for the more than 20,000 dairy farm families, conversely, excluding 95% of the farm population from sound growth and modernization is not acceptable.

Therefore in 1997, FCS began offering B E A T – Business Economic Assessment Team - to dairy farmers contemplating changing their businesses. This business planning process focuses on the producer's personal/lifestyle goals, the key business measures of breakeven cost of production, ROA, operating ratio and net profit per cow. We've just completed a study of the results of the initial 37-farm businesses. A copy of the press release is available to all members of the committee.

Regardless of operation size, there was no significant difference in ROA, operating ratio, net profit per cow or break even cost of production after modernization.

Summary

- 37 farms completed business plans—Average increase in herd size was 2.22 times from 147 to 327. Herd size range in the study was 50 to 2,000 cows.
- 60% of the producers renovated existing barns to accommodate some form of parlor; 16% built all new facilities with herds from 200-350 cows and 24% built new facilities with more than 350 cows.
- ROA increased nearly 3 fold to 12.2%
- Breakeven cost of production dropped an average of \$2.21 in yr. 3 of the plans to \$11.35
- Operating expense ratio decreased 7 percentage points to a respectable 68%
- Net cash income per cow more than doubled to \$537.

The results of the study are encouraging for dairy producers of all ages and farm sizes. Furthermore, the business results project hope, optimism and opportunity for the majority of Wis. Dairy producers to modernize and grow their businesses within sound business principles.

Implications for continuing adult learning

The State of Wisconsin's dairy industry is in the jaws of transition. How well this transition occurs will affect future generations of farm families and rural communities. New learnings are required of the decision-makers of these businesses. Looking at how learning occurs means we need to consider learning which:

- a. Exchanges relevant knowledge in a learning style and environment for the adult farm business owner—ex. business based demonstration projects and farms.
- b. Teaches the fundamentals of creating decisions which effect basic business mgt. of break even cost per unit, profit per unit, return on assets and operating expense effectiveness.
- c. Partners with agribusiness in a way which captures experienced based knowledge.

The state has an opportunity to re-create an adult educational system which focuses on relevant experiences, business measures of success and partners with the private sector. Doing so will help ensure hopefulness, viability and optimism for a thriving, growing Wisconsin agriculture.

September 30, 1999
Joint Committee Hearing
Assembly Committee on Agriculture and the
Speaker's Task Force on Agricultural Education

Joining the committee and task force members at the table were Bill Rockwell (technical college), Joyce Christie (DWD), Dick Barrows (UW) and Sharon Wendt (DPI).

Alton Block (Agriculture Management Group): His specialty is agriculture recruitment. Agriculture education is changing at a fast pace because of new technology and new information. He said that we need to dispel myths about agriculture including that all agriculture students are from farms. He also said that many graduates think they should start at management positions, but need to pay their dues. They also have such a strong desire from ownership that it clouds their judgement. Lastly, he said that we need to recruit more non-farm kids to go into agriculture.

Mike Krutza (Farm Credit Services): He thinks we need to revisit how people learn and tailor agricultural learning at all stages. Farmers need to learn and see what their neighbors are doing. Their needs to be more options for adult learning and experience based examples and knowledge.

Terry Main (Kent Feeds): Need to address the attitude in agriculture and need to promote more of the non-production jobs. There are more graduates than there are jobs and the jobs pay \$25 - 35,000 plus benefits. Students need to know how to use computers and they need to have strong communication skills. FFA is good at teaching this. We need to make funding available for alternative agriculture crops.

Gerald Bosshardt (Alfa Laval): They have forty dealers in Wisconsin. They are looking for professional service employees. They need employees with strong technical backgrounds, in particular dairy technology. They often have to train people because it is hard to find people with this background. They work with colleges and tech schools by offering internships.

Tom Bjelland (CRI): He said that the farm side of agriculture is becoming more focused on human resources. Their organization has a human resource manager that works with the district managers. There needs to be more on-going training.

Jim Wolf (Novartis Seeds): We are losing ag. teachers to private industry and without good teachers, the students will not be inspired to go into agriculture. People do not understand the food system.

Rod Kazmerzak (WI Agribusiness Council): We need more service technicians. The industry needs to do more to clean up their shops - offer more money.

John Drydyk (Boumatic): He is an HR manager. He said we need more people with technical skills and get them into agriculture jobs.

George Roemer (Equity Co-op): He understands that the industry needs employees but doesn't think we should recruit non-farm kids. He said that people need to have animal savvy and this can not be taught in the classroom.

Shelly Mayer (Professional Dairy Producers of WI): She explained that they are a new organization and their big concern is where the labor is coming from.

Doug Nelson (World Dairy Expo): He expressed his concern with the age change for showing livestock in AG rules.

Karen Endres (Alto Dairy): It is hard for them to recruit employees with a strong science background. They need accountants, food science engineers, but they all need to understand dairy.

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Name Tags – Public Hearing – September 30, 1999

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266-2207

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ATTENDANCE SHEET

Speaker's Task Force on Agricultural Education

Date: 09/30/99 Meeting Type: Public Hearing

Location: Wingra Room - Exhibition Hall - World Dairy Expo - Madison

	Present	Absent	Excused
Rep. Alvin Ott	<u>X</u>	<u> </u>	<u> </u>
Rep. Luther Olsen	<u>X</u>	<u> </u>	<u> </u>
Rep. Robin Kreibich	<u>X</u>	<u> </u>	<u> </u>
Rep. Joan Spillner	<u>X</u>	<u> </u>	<u> </u>
Rep. Steve Kestell	<u>X</u>	<u> </u>	<u> </u>
Rep. Kitty Rhoades	<u>X</u>	<u> </u>	<u> </u>
Rep. Barbara Gronemus	<u>X</u>	<u> </u>	<u> </u>
Rep. John Steinbrink	<u>X</u>	<u> </u>	<u> </u>
Rep. Martin Reynolds	<u>X</u>	<u> </u>	<u> </u>
Rep. John Lehman	<u>X</u>	<u> </u>	<u> </u>
Totals	<u>10</u>	<u>0</u>	<u>0</u>

Linda Narveson
Linda Narveson, Task Force Clerk