

Remarks at the public hearing of the State of Wisconsin Assembly Agriculture, Forestry and Rural Affairs Committee, held in Wingra room of the Exhibition Hall at the World Dairy Expo on Thursday, September 30, 1999.

Relating to agricultural education

by Alton D. Block, President, Agri-Management Group, Ltd., 6320 Monona Drive, Suite 420, Madison, WI 53716. 608-221-3213

When Chairperson Al Ott called and asked if I would present a few words at this public hearing on the subject of agricultural education, I was reminded of Senator Hubert Humphrey. When he was in West Virginia, campaigning for President of the United States, he was asked a question. His answer: "I don't know the answer to that because I haven't heard myself talk on that."

Agriculture education is changing -- change is all around -- and with the information explosion, -- change is coming faster.

A slogan in our office: "It is not a question of whether the dairy industry is on the road to change but a question of which dairymen will have a seat on the bus."

Education will have a strong role in that decision.

Can education meet this challenge? A good attorney's answer, "It depends." We need to constantly update ourselves to be "with it!" or at least be aware of the growing influence of the electronic communication.

Example: Last Monday, I was in Eau Claire, visiting with a relative who had retired. In the course of discussing our children, I mentioned that our son in Denver was a "webmaster." From the quizzing look on his face, I realized he had no idea what I was talking about -- and explained that a "webmaster" is one who designs and implements the pages on web- sites on the internet, the "www" pages.

Example: On Tuesday, Oprah, on her TV show, was interviewing a very brilliant 10 year-old girl. She asked the girl, "How did you learn so much? Did you use flash cards?" The girl's look of disdain caught Oprah off guard but she recovered quickly and said, "I'm learning!"

Let's look at the levels of ag education today:

1. Vo-Ag in high schools -- or even starting with 7th & 8th grade
2. Vo-Tech
 - a. Wisconsin Technical College System
3. University
 - a. University of Wisconsin-Madison -- research and instruction
 - Various centers - Dairy Profitability, Cooperatives, etc.
 - Farm and Industry Short Course
 - Agricultural Management Seminar
 - b. University of Wisconsin - Platteville
 - c. - River Falls
 - d. - Stevens Point -- environment
 - e. Outreach
 - Internship program
 - Wisconsin School for Beginning Farmers - Dick Cates
 - Trempealeau County - farm for training dairy herdspersons
 - Farm Progress Days
 - f. Extension
 - County Agents via seminars, etc.
 - Ex: Manitowoc County Agent Scott Gunderson speaking today at an educational seminar here at Expo
4. Industry
 - a. Seminars through the year and here at Expo
 - b. Wisconsin Agribusiness Council - presentations to 4th grade with booklet
 - c. providing internships
 - d. Consultants
5. Government -- Wisconsin Department of Agriculture, Trade, Consumer Protection
6. Media
 - a. Newspapers -- daily, weekly farm papers
 - b. Magazines
 - c. Radio -- TV

Today, it's my understanding that we are primarily concentrating on ag education in the high schools and even the lower grades.

In talking with a number of professionals in ag education, they emphasized the need to dispel the perceptions that --

1. Every ag student must or does come from a farm
 - at a farm I visited last week, a city girl is now assistant herds person
 - Rick Barrett, Farm Editor, Wisconsin State Journal, recently quoted Tom Theiding of Wisconsin Farm Bureau -- "that we may need to recruit more non-farm persons."
2. That all jobs are on the farm and that all students return to the farm
3. That ag jobs don't require the smartest and are low level, low paying
 - Part of the change in ag -- particularly in production ag is salaries
 - many are over \$30,000 with \$40-50,000 being heard more more
 - identify the figures -- is it cash or cash + benefits
 - But the student needs to pay his/her dues to earn this level and generally involves person with people-skills
 - By paying dues -- start at the entry level
(particularly Universities need to emphasize this because graduates so often want to start as managers and that is several years down the road)
 - Example: a person who graduated from UW-Madison some years ago with a Dairy Science major went to California to visit relatives, noticed an ad in the Modesto paper for milker at the Foster Dairy. He went out to the farm, was hired; soon he was lead milker of his crew. He progressed with promotions as he acquired more people-skills. Today, he is the dairy superintendent of Foster Farm Dairies -- 5,000 dairy cows and 135 employees -- with a very significant salary. All is less than 15 years.
- Industry wants employees from the farm
 - work ethic
 - sense of responsibility
 - reliance
4. That ag is not really important -- Yet, it is the No. 1 industry in Wisconsin

One cannot help but being excited when considering the vast number of careers that are available in ag. The opportunities boggle the mind.

In visiting with Floyd Doering (retired from DPI) -- He said the it is good to note that after a slump in Vo-Ag that the number of ag teachers has been increasing -- now over 300 but more are needed. A change: 40-50 are females.

The section in DPI has lost one full-time position. This position needs to be filled as well as reversing the trend for the remaining persons in this section spending less time on ag.

Vo-Tech could use more instructors, too.

To me, the key persons in stimulating more students to choose careers in ag are the Vo-Ag teachers and the student counselors, especially in high schools.

- New London, WI: featured a career day just for counselors. It emphasized the careers available in agriculture, especially those out of farming itself. The counselors were flabbergasted at the opportunities available and the potential income that these jobs offered
- Perhaps this could start with a general overview in the Wisconsin Agribusiness
- Council booklet that is given to 4th graders.

The curriculum needs to include and re-emphasize the basics -- yes, the 3 R's

spelling - even one misspelled word on a resume is a red flag
decision-making -- setting priorities -- learn how to think -- learn logic
learn to look ahead to see consequences of one's decisions -- learn how to separate the kernels from the chaff of the information explosion.

We have young persons who want to own their own 40-50 cow herds. This desire of ownership is so strong that it clouds reality

- a young person went to Kansas because the farmer promised an opportunity to work into ownership. Six months later he called, wanting another job -- saying he was tired of pitching silage out of a silo. We asked, "Didn't you see this when you interviewed for the job?" -- "Yes, but I didn't realize the hassle that this would be."

- in one breath they say they want more time off, yet the 40-50 cow operations are usually operated with no time off.
- a new employee should be able to do what he/she say they can do. Ex: The person said he could do IV's (intravenous injection) but he wasn't able to do this in his new job. The employer asked, "How did you do this at your last job?" The employee replied, " Oh, I held the bottle."
- in an application received recently, it noted that the family consisted of -- one child
one dog (non-negotiable)

Recommendations:

1. Fill the third position at DPI but give that person more PR responsibility and emphasize that this person needs to impart the right positive attitude
 - Setting up more coordination with counselors
 - work on the curriculum -- to relate to the basics; to keep up-to-date
 - work at coordination of the various levels that I previously mentioned
2. To review the institutions and determine if some consolidation can occur to save duplication, save money and get more bang for the buck.
3. All of us need to maintain a positive attitude toward agriculture -- not the kind of attitude that comes from eating wormy nuts in the dark
4. Expound agriculture's potential -- its rightful place in the scheme of things
5. Along with this -- give recognition of the importance of the teacher
 - There are countless examples of the influence a teacher has on a mind but time does not permit relating these today

There are minds that are deserts, and there are those that are vineyards and vineyards are firmly rooted, and they use the rain and the sun and the wind to bloom. They become only stronger.

Thank you.

Cooperative Agreement: Examination of Information Transfer, Communications, and Teleconnectivity Between USDA and School-Based Agricultural Education

National Agricultural Education Panel

Materials Review Comments and Suggestions

The National Agricultural Educator Panel reviewed a sample of four individual sets of materials and documents offered up for review by USDA agencies that staff believed to be of greatest potential for use by educators in the schools. The panel indicated complete agreement with the initial staff review, based on the criteria that had been chosen.

The Panel did have some additional observations or suggestions for consideration in assessment of materials developed in the future, based on their own experiences as classroom teachers, teacher educators, state level consultants and as students¹. As a way of indexing informational or educational materials it was suggested that the following be considered:

A. Content Area Definition (expanded to include the following categories):

- Agribusiness
 - *Business structure and organization*
 - *Marketing*
 - *Sales*
 - *Economic principles and applications*
 - *Distribution and transportation systems*
 - *Finance and financial management*
 - *International trade*
 - *Management information systems*
 - *Accounting*
 - *Taxes and taxation*
 - *Governmental and economic policy*
 - *Risk management (insurance, finance, marketing, legal, human)*
 - *Mediation/law*
 - *Economic analysis*

- Agricultural and biological sciences (life and living systems)
 - *Biological concepts*
 - *Cell and nuclear biology*
 - *Biotechnology and genetic engineering*
 - *Chemical processes in living systems*
 - *Microbiology (bacteriology, virology, etc.)*

¹ This included an outstanding undergraduate and a top masters level graduate pursuing studies in preparation for careers in agricultural education, both selected from nominations made by their university advisors.

- *Immunology and endocrinology*
- *Physiology, morphology, anatomy*
- *Scientific method*
- *Research protocol*
- *Statistical analysis*

- Agricultural and biological systems technology (physical systems)
 - *Agricultural mechanical systems*
 - *Engineering technology*
 - *Bioengineering*
 - *Waste management*
 - *Water quality management engineering*
 - *Communications and electronics technology*
 - *Precision farming systems*
 - *Robotics and remote sensing*
 - *Materials and materials handling*
 - *Electricity and electrical systems*
 - *Energy and power*
 - *Environmental controls and management*

- Agricultural and food systems careers
 - *Career exploration and preparation*
 - *Career data and job availability*
 - *Career development*
 - *Careers in or related to agriculture – skilled, technical, professional*

- Animal production systems
 - *Selection and breeding*
 - *Records and identification systems*
 - *Nutrition and feeding*
 - *Feed formulation*
 - *Animal care and husbandry*
 - *Housing and environment*
 - *Grazing systems*
 - *Production management*
 - *Animal well-being management, ethics, etc.*
 - *Genetic engineering*
 - *Economics and management*
 - *Adaptability*
 - *Species differentiation and identification*
 - *Aquatic animal production and harvesting*
 - *Recreational, draft, and exotic animal husbandry*

- Environment and natural resources systems
 - *Wetlands*
 - *Forests*
 - *Wildlife*

- *Natural aquatic systems*
 - *Water quality (public waters, drinking waters, recreational waters, watersheds, drainage, irrigation, coastal waters)*
 - *Recreation*
 - *Commercial uses and responsibilities*
 - *Petroleum containment and cleanup*
 - *New product development*
 - *Genetic engineering*
 - *Vegetative buffer zones*
 - *Soil and water conservation*
 - *Laws and regulations*
 - *Airquality*
 - *Soil development and classification*
- Food processing, food quality, health and nutrition
 - *Meats and meat processing, standards and grading*
 - *Inspection*
 - *Food safety and HACCP*
 - *Handling and preparation*
 - *Food chemistry*
 - *New food product development*
 - *Nutrition*
 - *Food pyramid*
 - *Food processesing*
 - *Government regulations and careers*
- Personal and individual development
 - *Leadership*
 - *Citizenship*
 - *Resource stewardship*
 - *Ethics*
 - *Community development and responsibility*
 - *Human relations and supervision*
 - *Social responsibility and volunteerism*
 - *Life skills*
- Plant production systems
 - *Ornamental horticulture, turf, and urban forest systems (the 'green' industry)*
 - *Agronomic crops*
 - *Rangeland crops*
 - *Aquatic cropping systems*
 - *Soils and fertility*
 - *Organic production systems*
 - *Sustainable production systems*
 - *Plant protection and integrated pest management systems*
 - *Genetic engineering*
 - *Seed selection, preparation, storage, and planting*
 - *Soil-borne diseases*

Committee

Speaker's Task Force on Agricultural Education

Chair / Co-Chairs

Rep. Ott

Legis. Council

Comm. Clerk

Rep. Olsen
- Co-Chair

Rep. Kreibich
Co-Chair

Olsen Staff

Kreibich Staff

Rep. Gronemus

Rep. Steinbrink

Rep. Spillner

Rep. Kastell

Rep. Reynolds

Rep. Rhoades

Rep. Lehman

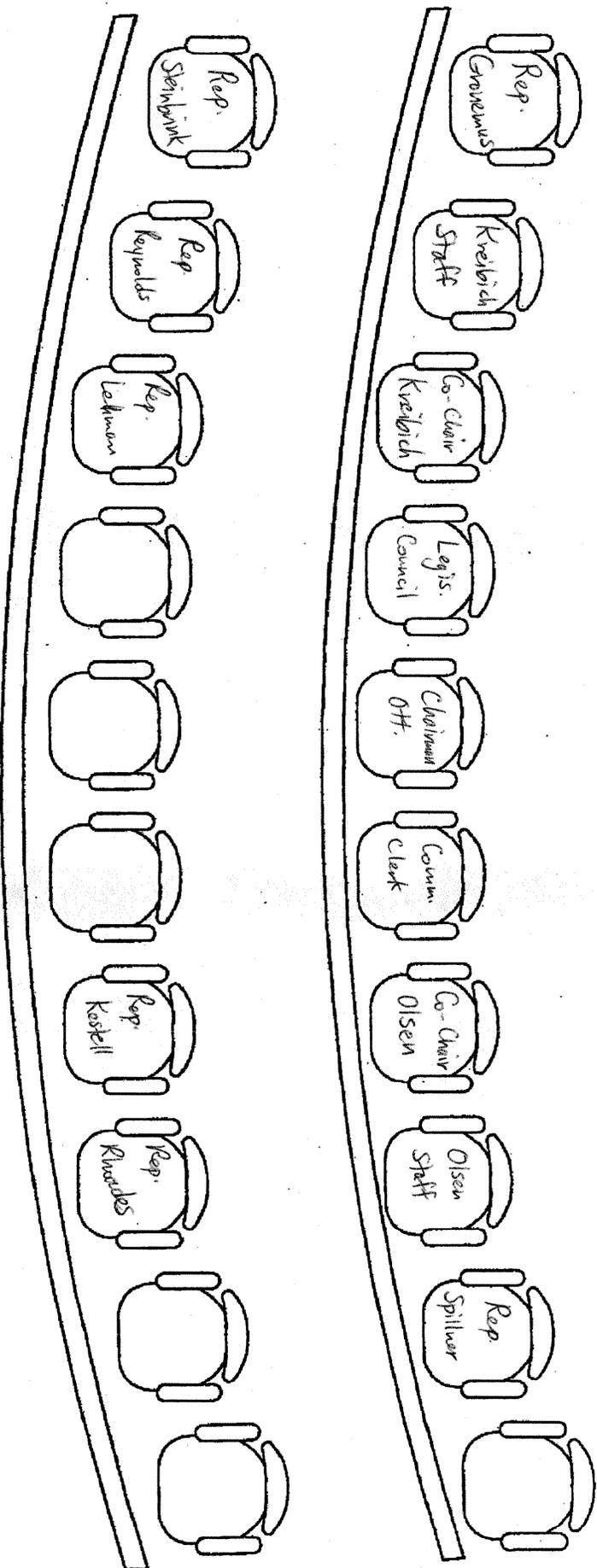
Public Speakers

Messenger

Assembly Seating Chart

GAR Room -- 417 North

Speaker's Task Force on Agricultural Education Rep. Al Ott
Committee Chair



Public Speaker



Speaker's Task Force on Agricultural Education

Distribution List

Rep. Al Ott
318 North

Rep. Olsen
9 West

Rep. Kreibich
107 West

Rep. Spillner
10 West

Rep. Kestell
17 West

Rep. Rhoades
312 North

Rep. Gronemus
112 North

Rep. Steinbrink
307 West

Rep. Reynolds
126 North

Rep. J. Lehman
303 West

Mary Matthias
Leg. Council
401, 1 E. Main



*** ACTIVITY REPORT ***

TRANSMISSION OK

TX/RX NO. 4332
CONNECTION TEL 65087P
CONNECTION ID
START TIME 04/13 08:06
USAGE TIME 00'21
PAGES 1
RESULT OK

Post-It™ brand fax transmittal memo 7671		# of pages ▶ /
To Paula	From Linda	
Co. Sen. Chvala	Co. Rep. Ott	
Dept. 266-9170	Phone # 266-5831	
Fax # 266-5087	Fax # 282-3603	

Speaker's Task Force on Agricultural Education

Distribution List

Rep. Al Ott
318 North

Rep. Olsen
9 West

Rep. Kreibich
107 West

Rep. Spillner
10 West

Rep. Kestell
17 West

Rep. Rhoades
312 North

Rep. Gronemus
112 North

Rep. Steinbrink
307 West

Rep. Reynolds
126 North

Rep. J. Lehman
303 West

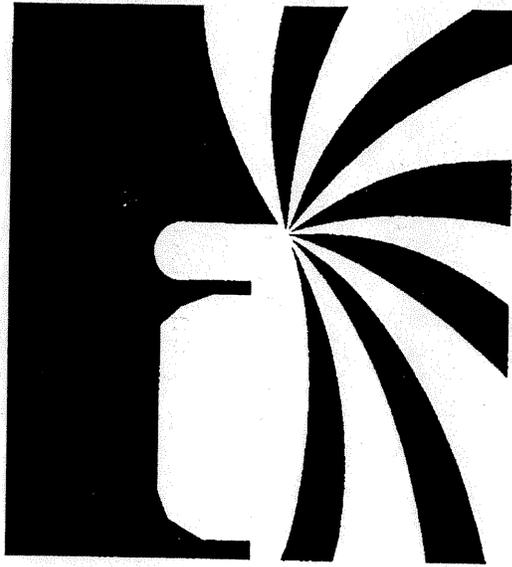
DRAFT

Wisconsin's
Production Agriculture
Career Development Center

For more information, call the
Wisconsin Farm Center
800-942-2474
Wisconsin Department of Agriculture,
Trade & Consumer Protection
PO Box 8911
Madison, WI 53708-8911

The Production Agriculture Career
Development Center is supported by:

- Wisconsin Technical College System
- UW-Madison Farm & Industry Short
Course
- UW-Extension Service
- UW - CIAS and PATS
- Wisconsin Department of
Agriculture, Trade & Consumer
Protection
- Professional Dairy Producers of
Wisconsin
- Department of Public Instruction
- and others



Where are you in the
production agriculture career
pathway?

Where do you go to find out about careers in production agriculture?

How can you evaluate your skills and interests for careers in production agriculture?

What type of education/training is needed for different positions in production agriculture?

Where can I get information about the advancement opportunities in production agriculture?

What can I do to help me move into farm ownership?

Where can I find position descriptions to use in developing an employee manual?

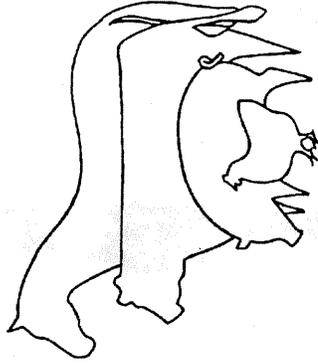
Where can I get help in designing an employee development program for my operation?

Production Agriculture Career Development Center

These and many more questions about career opportunities in farming can be answered at the **Production**

Agriculture Career Development

Center, your one stop shop for information about how to get into farming, opportunities for growth and development, and plans for an exit.



Resources for Career Information

- ⇒ Modern, up-to-date, career information about trends in production agriculture careers
 - ⇒ job descriptions
 - ⇒ pay ranges
 - ⇒ opportunities for career growth
 - ⇒ competencies needed for each position ...
- each cross - referenced with the educational and support services to help you attain the education, skills, and experience needed for a wide variety of careers in production agriculture.

Strategies for Equity Building, Farm Entry, and Farm Exit

Models of successful farm entry and farm exit to stimulate your creativity and help you plan for a successful farm ownership entry or exit.

Resources for Career Exploration

Tools for your own, personal assessment of your interests and skills as they relate to careers in production agriculture.

- Agronomy
- Animal Science
- Biotechnology
- Environmental Science
- Food Science & Technology
- Food Marketing
- Forestry
- Horticulture
- Landscape Design
- Plant Pathology
- Recreation Resources Management
- Resource Management
- Soil & Crop Science
- Textiles
- Turf & Grass Management
- Veterinary Medicine
- Water Resources
- Wildlife Ecology
- Wildlife Management

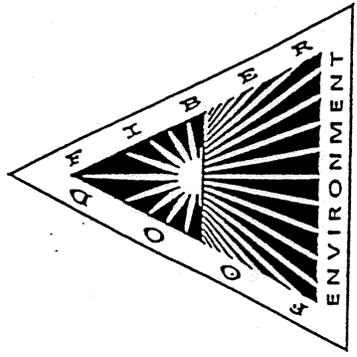
Partners in the
Food, Fiber and Environmental Sciences
Career Pathway

ASSIST

- Department of Education
- Des Moines Area Community College
- Des Moines Public Schools
- Iowa Farm Bureau Federation
- Polk County Farm Bureau
- Hy-Vee Food Stores, Inc.
- Iowa State University
- John Deere, Inc.
- Junior Achievement of Central Iowa
- Meyocks & Priebe Advertising, Inc.
- Norwest Agricultural Credit, Inc.
- Pioneer Hi-Bred Int., Inc.
- Successful Farming
- The World Food Prize

General Career Choices

- Accounting
- Journalism
- Merchandising
- Food Preparation
- Marketing
- Transportation
- Management
- Sales



Mission Statement

The mission of the Food, Fiber and Environmental Sciences educational program is to empower students with the knowledge, skills and experience to compete in the international marketplace of career opportunities.

Vision

Abundance In A Clean World

For More Information Contact
Donn Russell
Food, Fiber and Environmental Sciences
Educational Specialist
1800 Grand Avenue
Des Moines, IA 50309-3382
Office 515/242-7888
Direct 515/242-8144
FAX 515/242-7598
Home 515/270-0491

- Increase awareness among Iowa youth of the many rewarding career opportunities in the Food, Fiber and Environmental Sciences industries.
- Provide real-life school-to-work learning experiences that allow students to explore these career opportunities in depth.
- Create a large, diverse pool of high-potential citizens who will help improve the performance of companies and organizations involved in the critical Food, Fiber and Environmental Sciences sectors of our world economy.

The Background

Companies across the United States are deeply concerned about the chronic shortage of qualified job applicants in the food, fiber and environmental sciences fields.

In early 1995, a group of central Iowa businesses responded to the unmet need for more and better trained workers in the twenty-first century. They created a joint venture with area educational institutions that serve students from kindergarten through college. The cooperative effort led to an action plan designed to provide a long-term solution for this critical need. That plan is embodied in the Food, Fiber and Environmental Sciences Pathway.

The business group has hired a program coordinator, a teacher and support staff. The first students recruited from school districts across Central Iowa - began their studies in Fall 1996. Their experiences will become a national model for educating urban students in Food, Fiber and Environmental Sciences. The cooperative nature of the program already is being recognized at the local, state and national levels.

Program Objectives

The Food, Fiber and Environmental Sciences Career Pathway objectives are to sharpen students' skills in four critical areas: conceptual thinking, critical thinking, problem solving and decision making.

The program is designed to provide students with solid learning experiences at every grade level in their years of formal education.

- K-5: Career Awareness
- 6-8: Career Exploration
- 9-12: Career Choice
- 13-16: Job, Apprenticeship, Technical and Professional Degree

Student Benefits

- Experimental Learning
- Internships with Business
- Leadership Development
- Entrepreneurial Projects
- International Student Exchange
- Teaming Skills
- Goal Setting Skills
- Communication Skills
- Job opportunities available to graduates

Community/Society Benefits

- Preparing individuals to help feed, clothe and shelter the world's growing population.
- Student participation in the Building Our American Communities program.
- Preparing the next generation of leaders.

Curriculum Offerings

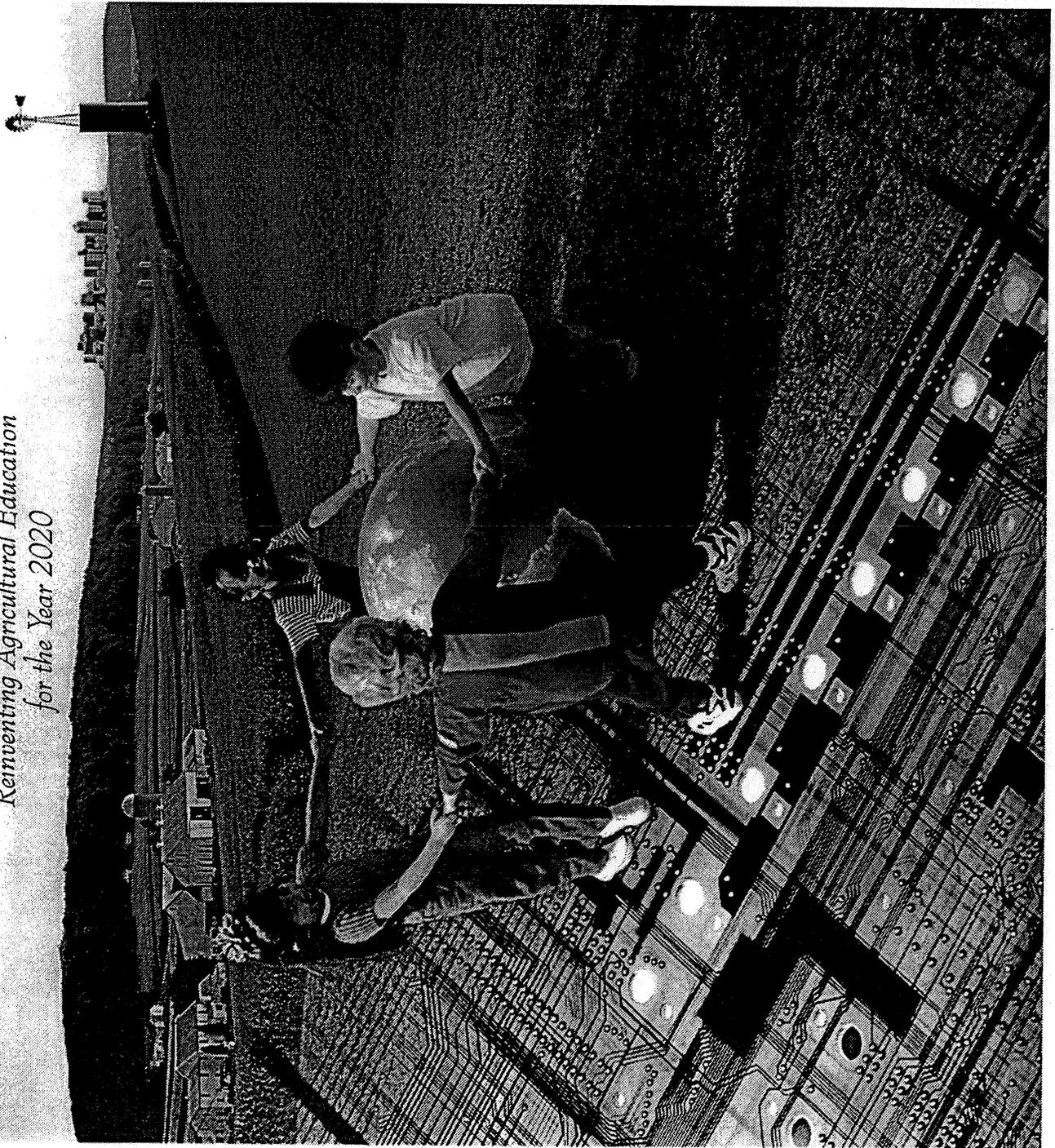
The following courses are offered or may be added to the Food, Fiber and Environmental Sciences Career Pathway:

- Plant Genetics
- Animal Genetics
- Ecology
- Biotechnology related to Food, Fiber, and the Environment
- Veterinary Technology
- Horticulture
- Landscaping
- Turf/Grass Management
- Food Science
- Food Marketing
- Global Positioning and Marketing
- Accounting
- Sales
- Aquaculture
- Food Nutrition
- Information Management
- Agri-Business
- Finance
- Agriculture Journalism
- Textiles and Clothing

A New Era in Agriculture

*Reinventing Agricultural Education
for the Year 2020*

DRAFT



Preamble



As we stand poised on the threshold of a new millennium, envision a world in which all people are well-fed, healthy and more prosperous than ever before. For centuries, people throughout the world have aspired to a high quality of life and education has long been the principal tool needed to achieve those aspirations.

Just as education provides the vehicle to move us toward prosperity, agriculture provides the foundation we need to survive and prosper—through an abundant, nutritious, safe food supply and a healthy, sustainable environment.

Through the Reinventing Agricultural Education for the Year 2020 initiative, a diverse group of people from across the nation had the opportunity to shape the future and meet the fundamental needs of society by creating a new vision for agricultural education which begins in early childhood and continues throughout life.

Rather than reacting to change as it comes, the participants in this initiative took a proactive stance and looked ahead to develop a shared vision of their preferred future.

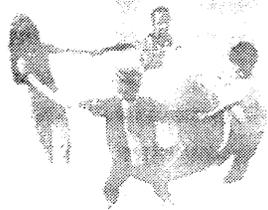
Agricultural education's strong heritage provides a solid foundation on which to build. Lessons learned from the past—such as broadening membership and curriculum—

have provided valuable insight for the future. The work begun in this initiative should prepare us to deal effectively with changes in food production, environmental stewardship, human health, technology and the global economy.

The vision expressed in this work relates to the future of agricultural education on a global scale. The mission has a more narrow focus, written specifically for the school-based agricultural education community. Both statements apply to a national system of agriculture, food, fiber and natural resources systems education. The goals and objectives establish a strategic direction for the future.

Many definitions exist for the term "agriculture." This new vision for agricultural education employs the phrase "agriculture, food, fiber and natural resources systems" to describe a very broad field, best defined by the National Research Council as, "[A field that] encompasses the production of agricultural commodities, including food, fiber, wood products, horticultural crops, and other plant and animal products. The terms also include the financing, processing, marketing and distribution of agricultural products; farm production supply and service industries; health, nutrition and food consumption;

... envision a
world in which
all people are
well-fed, healthy
and more
prosperous
than ever
before.





the use and conservation of land and water resources; development and maintenance of recreational resources; and related economic, sociological, political, environmental, and cultural characteristics of the food and fiber system.”¹

To achieve this vision and mission, we must engage in a global social contract to serve the needs of society, improve the quality of the environment, build leadership and collaboration, and develop new approaches to new challenges.

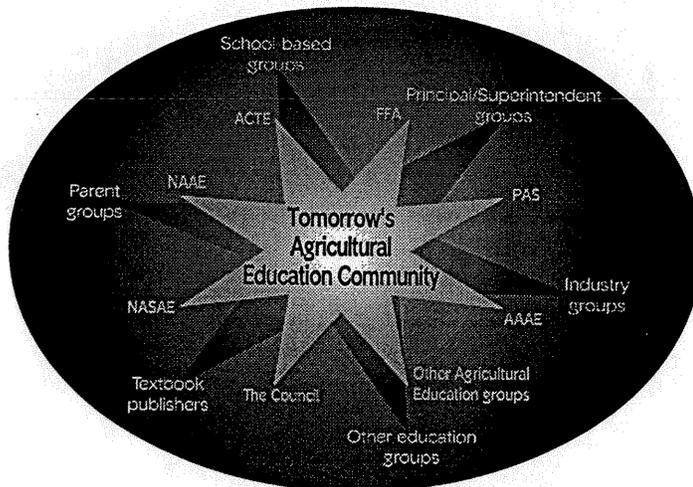
The vision expressed in this work relates to the future of agricultural education on a global scale.

Vision

All people value and understand the vital role of agriculture, food, fiber and natural resources systems in advancing personal and global well-being.

Mission

Prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.



¹ NATIONAL RESEARCH COUNCIL IN UNDERSTANDING AGRICULTURE: NEW DIRECTIONS FOR EDUCATION, 1988.

Goals



GOAL 1

There will be an abundance of highly motivated, well-educated teachers in all disciplines, pre-kindergarten through adult, to provide agriculture, food, fiber and natural resources systems education.

Objectives

- Agricultural education leaders ensure a sufficient quantity of qualified agriculture, food, fiber and natural resources systems teachers who represent the demographics of the nation.
- Preparation programs for all elementary, secondary and adult teachers include integration of agriculture, food, fiber and natural resources systems.
- Agricultural education leaders provide relevant instructional leadership and professional development opportunities for themselves and for teachers.
- Teacher preparation programs rely on the most current and broadly representative research for developing curriculum and courses of study.
- A partnership of leaders in agriculture, food, fiber and natural resources systems education, industry and government provides multi-dimensional learning experiences to ensure that school administrators and

counselors are aware of the broad career opportunities available in agriculture.

- Leaders in agriculture, food, fiber and natural resources systems education provide instruction in the review, selection, adaptation and use of appropriate educational technologies and teaching strategies to address the changing education environment.

GOAL 2

All students have access to seamless, lifelong instruction in agriculture, food, fiber and natural resources systems through a wide variety of delivery systems and educational settings.

Objectives

- Collaboration among educators and educational entities ensure students benefit from educational effectiveness and efficiency.
- All students, in urban, suburban and rural schools have access to high-quality programs of instruction in agriculture, food, fiber and natural resources systems.
- Prepare students for successful careers in the global agriculture, food, fiber and natural resources systems.
- Every student in agriculture, food, fiber and natural resources systems education has opportunities for experiential learning and leadership development.

Highly

motivated,

well-educated

teachers

provide quality

education for

students at

all levels.





- Instructional systems and materials for agriculture, food, fiber and natural resources systems education provide for diverse learning styles.
- Student enrollments in agriculture, food, fiber and natural resources systems represent the diversity of the school-aged population.

All students
achieve
conversational
literacy of
agriculture,
food, fiber
and natural
resources
systems.

GOAL 3

All students are conversationally literate in agriculture, food, fiber and natural resources systems.

Objectives

- Agriculture, food, fiber and natural resources systems educators encourage cross-curricular course development and instructional collaboration with teachers in all disciplines.
- All teachers include elements of agriculture, food, fiber and natural resources systems in a relevant, integrated instructional approach.
- Agricultural educators collaborate with other groups to bring information in agriculture, food, fiber and natural resources systems to all students.

GOAL 4

Partnerships and strategic alliances ensure a continuous presence of education in and about agriculture, food, fiber and natural resources systems.

Objectives

- Positive working relationships with multiple stakeholders build lines of communication and provide a diverse work force for the agriculture, food, fiber and natural resources systems.
- Broad-based coalitions of groups and organizations collaborate to develop and disseminate contemporary agriculture, food, fiber and natural resources systems curricula for all students.
- Partnerships and strategic alliances provide strong support for agriculture, food, fiber and natural resources systems education.
- Numerous and varied stakeholders, inside and outside the school system, engage in a continuing effort to develop a shared vision, mission and goals.

Background



School-based agricultural education in the United States became a federal initiative in 1917, primarily as a measure to ensure the nation's food supply. Additional legislation strengthened agricultural education by broadening the curriculum beyond production agriculture and enhancing the role of student organizations, such as the FFA.

The school-based agricultural education community (of organizations) fostered by these legislative actions consists of student, professional and institutional affiliations.

Today's school-based agricultural education provides instruction for secondary and postsecondary students via classroom and laboratory instruction, practical field applications and participation in student organizations. In addition to production agriculture, today's students can choose courses in finance, marketing, environmental science, biotechnology, turf

management, aquaculture and many other subjects.

On January 1, 1996, the National Council for Agricultural Education inaugurated Reinventing Agricultural Education for the Year 2020 (RAE 2020), an initiative to reposition and strengthen agriculture, food, fiber and natural resources systems education for the 21st century.

The primary emphasis of this project is to establish a shared, common vision for the future of school-based agricultural education leading to a strategic plan designed for long-term implementation. This ongoing process is being conducted at national, state and local levels. The intent of this initiative is to cause meaningful change in agricultural education programs and to reinforce the success of those programs by making the necessary adjustments to sustain agricultural education for the future.

Today's students
can choose
courses in finance,
marketing,
biotechnology,
turf management,
aquaculture and
many other
subjects.

TODAY'S AGRICULTURAL EDUCATION COMMUNITY

- Agricultural Education Division of the Association for Career and Technical Education (ACTE)
- American Association for Agricultural Education (AAAE)
- National Association of Agricultural Educators (NAAE)
- National Council for Agricultural Education (The Council)
- National Association of Supervisors of Agricultural Education (NASAE)
- National FFA Alumni Association
- National FFA Foundation, Inc.
- National FFA Organization
- National Postsecondary Agricultural Students Organization (PAS)
- National Young Farmer Educational Association (NYFEA)



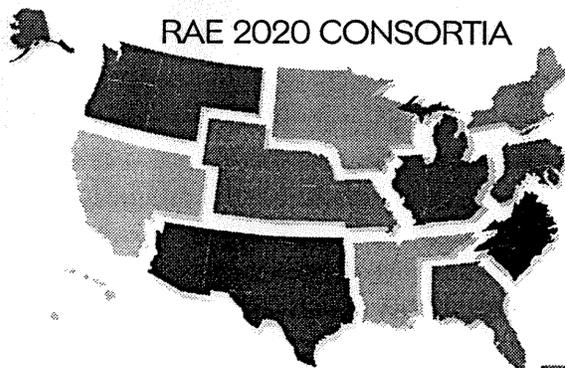


Across the nation, 47 states and two territories participated in the initiative, and more than 10,000 individuals met as a result of RAE 2020.

ENGAGING STAKEHOLDERS

This effort required input from diverse sources and The Council solicited ideas and suggestions from many individuals and groups. RAE 2020 opened the lines of communication among agricultural education professionals, members of agriculture and education organizations, and individuals and organizations not traditionally involved with school-based agricultural education, but which hold a stake in these programs.

Across the country, agribusiness and natural resource professionals, school administrators, school board members and government agencies met with agricultural educators to develop shared visions. By consulting with external stakeholders, agricultural education drew from experiences outside the profession and is now beginning to reap the benefits of working toward common visions with groups that hold similar, vested interests.



THE PROCESS

Through three phases—visioning, strategic planning and implementation—this initiative enabled participants in national, regional, state and local groups to develop the types of agricultural education programs needed to meet future demands.

The first phase—visioning—employed a process to develop a preferred future for agricultural education. In the second phase, participants designed and implemented a strategic planning process to develop innovative initiatives to move toward their visions of the preferred future. The third phase will empower participants to implement initiatives developed in their strategic planning efforts.

Agricultural education leaders from each state, along with agricultural and food systems stakeholders at all levels of business, education, agriculture and government, worked in 11 regional consortia of states to implement this initiative with regional, state and local groups. Each consortium and the states within that consortium worked through the three phases of the initiative.

Across the nation, 47 states and two territories participated in the initiative, and more than 10,000 individuals met as a result of RAE 2020. Many of these meetings were held in local communities where discussions centered on local needs for agricultural education.

The Challenge

The RAE 2020 initiative provided agricultural education professionals with the opportunity to create their own future and now the profession stands poised at a defining moment. Will we choose to accept the challenge laid before us? To meet the vision for agricultural education (All people value and understand the vital role of agriculture, food, fiber and natural resources systems in advancing personal and global well-being), agricultural educators—working in concert with other partners—must develop dynamic plans to address the goals and objectives identified through the RAE 2020 initiative.

The mission for school-based agricultural education, “Prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems,” provides for both students enrolled in agriculture, food, fiber and natural resources systems courses and those who receive instruction about agriculture in other courses and settings.

Will we find new ways to recruit and develop teachers? Will we develop more efficient and effective ways to open the doors of the agricultural education profession to talented people with diverse experiences and educational backgrounds? To ensure highly motivated, well-educated teachers provide quality education for students, agricultural education must first ensure the number of teachers qualified to

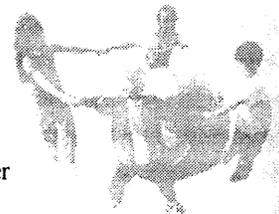
teach agriculture, food, fiber and natural resources systems courses meets the global demand. In recent years, the nation has experienced an increasing deficit of agriculture teachers, as well as teachers in other subject areas. We must take all necessary measures to increase the number of qualified teachers available to teach agriculture, food, fiber and natural resources systems.

Will we broaden our programs and accept the challenge of educating all learners about agriculture, food, fiber and natural resources systems? All students—in urban, suburban, and rural schools—should have access to high-quality programs of instruction in agriculture, food, fiber and natural resources systems through a wide variety of delivery methods and educational settings. Today, agricultural education programs serve more than 750,000 secondary and postsecondary students in all 50 states and three U.S. territories (Puerto Rico, Guam, U.S. Virgin Islands).

Demographic records indicate agricultural education is attracting a more diverse student base. As student populations diversify, the experience programs in agricultural education must adapt to the new student populations. Instructional methods and materials for agriculture, food, fiber



The profession stands poised at a defining moment. Will we choose to accept the challenge laid before us?





and natural resources systems, education must provide for diverse students and learning styles.

Will we work to help all students achieve conversational literacy in agriculture, food, fiber and natural resources systems? For all students to achieve conversational literacy, all teachers in the school must include the study of those subjects in a relevant, integrated instructional approach.

Today, approximately six percent of the school population successfully completes coursework in agriculture, food, fiber and natural resources systems. For the other 94 percent of students to have the knowledge required for a lifetime of informed choices in agriculture, food, fiber and natural resources systems, a broad-based network of teachers, groups and organizations must collaborate to develop and disseminate contemporary agriculture, food, fiber and

natural resources systems curricula for all students. We must work with textbook publishers and educators in elementary schools through university teacher preparation programs to infuse agriculture across the educational spectrum.

Will we form partnerships and strategic alliances with our stakeholders to ensure a continuous presence of agricultural education? Not only will these partnerships and strategic alliances ensure a continuous presence of education in and about agriculture, food, fiber and natural resources systems, but they will also strengthen the system of public and private support for agricultural education.

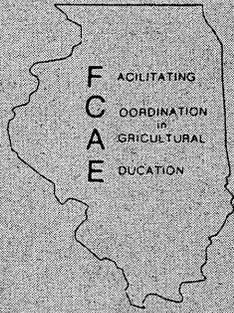
We have the opportunity to chart a new era in agricultural education.

What will you do?

We have the
opportunity to
chart a new era
in agricultural
education.

“In our hands is the power to choose.”

Stephen R. Covey



1998 Annual

Report

Facilitating Coordination in Agricultural Education

FCAE STAFF

(Full Time)

Jim Guilinger

Agricultural Education Coord.

Carolyn "Susie" Scott

Administrative Specialist

200 South Fredrick

Rantoul, IL 61866

(217) 893-0091 Phone

(217) 893-0024 FAX

E-Mail: jguilinger@aol.com

E-Mail: sscott@w2.parkland.cc.il.us

Richard Treat

District 1 Field Advisor

P.O. Box 190

Joy, IL 61260

(309) 584-4311 Phone

(309) 584-4623 FAX

E-Mail: treatr@mccl.net

Ron Biondo

District 2 Field Advisor

6438 Joliet Road

Countryside, IL 60525

(708) 579-6055 Phone

(708) 579-6056 FAX

E-Mail: biondo@ais.net

Larry Pfeiffer

District 3 Field Advisor

220 North Broad Street

Carlinville, IL 62626

(217) 854-2511 Phone

(217) 854-2032 FAX

E-Mail: lpfeiffer@macoupin.k12.il.us

Jay Runner

District 4 Field Advisor

1401 South Maryland Drive

Urbana, IL 61801

(217) 333-1578 Phone

(217) 333-0005 FAX

E-Mail: RUNNER@waterleaf.agcomed.uiuc.edu

Dean Dittmar

District 5 Field Advisor

Farm Credit Service Building

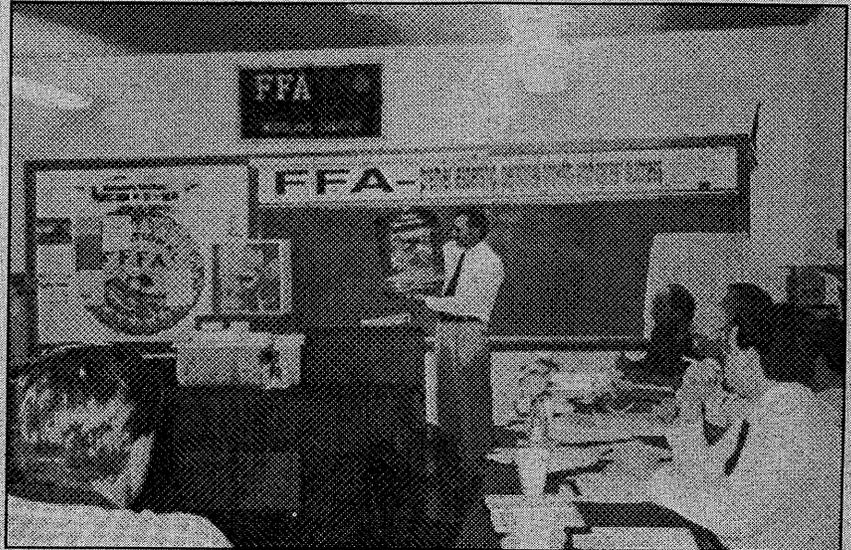
2560 Mascoutah Avenue

Belleville, IL 62220-3468

(618) 257-8272 Phone

(618) 233-7954 FAX

E-Mail: dittmar@norcom2000.com

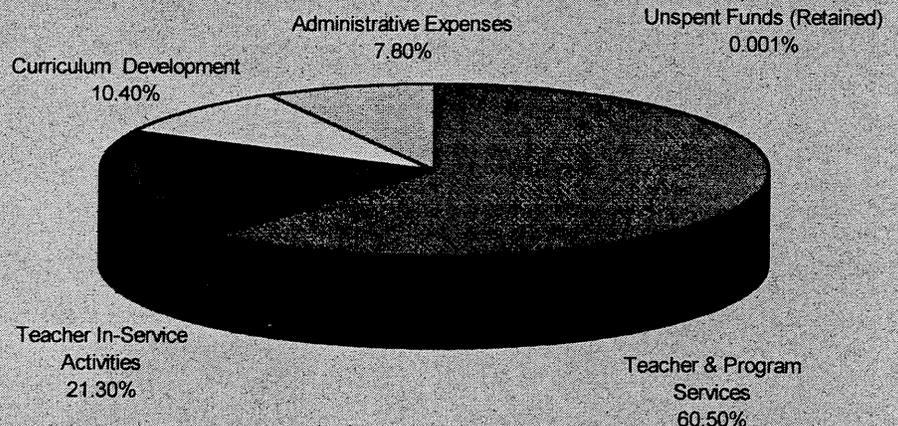


Ron Biondo, FCAE District II Field Advisor, conducts an area school counselors workshop addressing the hundreds of agricultural industry careers available to secondary students. The FCAE field advisors assembled and personally presented over 1,000 agricultural career notebooks to every secondary school counselor in Illinois. Middle school and community college counselors are to be targeted during this three year FCAE project.

FY98 FCAE BUDGET \$754,350.00

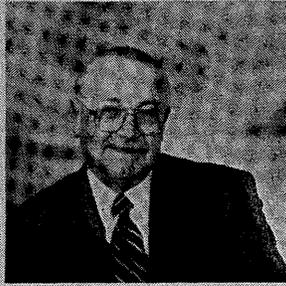
How the Funds Were Used

1. Teacher & Program Services	60.5%
2. Teacher In-Service Activities	21.3%
3. Curriculum Development	10.4%
4. Administrative Expenses	7.8%
5. Unspent Funds (retained)	.001% \$18.31

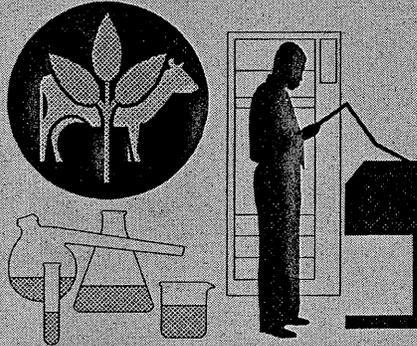


ILLINOIS FCAE AGRICULTURAL EDUCATION ADMINISTRATIVE OFFICE

200 S. FREDRICK • RANTOUL, ILLINOIS • (217) 893-0091 • FAX (217) 893- 0024



Jim Guilinger
Agriculture Education Coordinator
E-Mail: Jguilinger@aol.com



Carolyn "Susie" Scott
Administrative Specialist
E-Mail: sscott@w2.parkland.cc.il.us

This report completes FCAE's ninth fiscal year providing positive support of Illinois Agricultural Education. Our mission is to provide a coordinated system of support at all levels of education for new and improved curriculum development, teacher in-service activities, and innovative teacher education programs in and about Agriculture. The effort encompasses kindergarten through adult, involving the total field of agricultural education. Our FY98 budget year was Sept. 1, 1997, to June 30, 1998 (10 months).

The project and its staff have received state and national recognition for initiative and innovative efforts in achieving our goals established by Governor Edgar's appointed Illinois Committee for Agricultural Education (ICAE), with strong support from the Illinois Leadership Council for Agricultural Education (ILCAE), and the Illinois State Board of Education (ISBE).

FCAE FY98 Staff Services

- ✓ Identified and filled 37 Agriculture/Horticulture vacancies in Illinois. Only 14 new graduates of the 37 total graduates from the four Illinois universities chose to become teachers.
- ✓ Staff assisted and worked individually with every local agricultural/horticultural teacher in Illinois encompassing 314 programs.
- ✓ Established or re-opened 4 Illinois secondary Agricultural Education programs.
- ✓ Conducted 209 in-service workshops for over 8,029 teachers.
- ✓ Approximately 48,103+ Illinois elementary students in over 1,805 classes have used K-8 Agriscience kits. The kits have been purchased for use in 41 additional states of the U. S.
- ✓ Biological Science Applications in Agriculture (BSAA), and Physical Science Applications in Agriculture (PSAA) are recognized as the leading agricultural science curriculums in all states.
- ✓ Assisted with establishment or re-activation of 11 local FFA Alumni affiliates.
- ✓ Provided funds under contract with the Illinois Association Vocational Agriculture Teachers (IAVAT) \$38,000 for teacher in-service programs during the year.
- ✓ Provided funds under contract in the amount of \$5,975 offering the University of Illinois 400T Beginning Agricultural Teachers Course free of cost for 31 new Agriculture/Horticulture teachers.

- ✓ Provided funds under contract in the amount of \$15,430 supporting 16 Pilot Projects in agricultural science on a statewide basis to elementary, secondary, and university Agricultural Education projects.
- ✓ Developed new Agricultural Education curriculum meeting all new Illinois Learning Standards. Provided all new curriculum to every secondary program on CD-ROM (1,000 printed pages).
- ✓ Revised the FCAE Teacher's Manual and distributed to all Illinois Agriculture teachers, and Senior Agricultural Education majors in the four Illinois teacher training universities.
- ✓ Provided funds under contract in the amount of \$42,500 with other local county agricultural groups supporting nine Illinois county agricultural literacy projects in Champaign, Macoupin, Madison, Cook, Kendall, Franklin-Williamson, McDonough-Hancock, Jo Daviess, and Will Counties.
- ✓ Maintained FCAE home page on the World Wide Web linked to other agricultural agencies and organizations.
- ✓ Provided \$5,000 under contract to Illinois community college Agricultural instructors in-services.
- ✓ Supported DTN, AgCast, and Ag Ed Network programs for all Illinois secondary and post secondary Agricultural departments with over 385 messages.

FY98 Overview

The entire staff conducted a combined total of 456 individual school visits, attended 486 agricultural organizational or educational meetings involving travel for FY98 of 128,228 accident free miles or about 5.6 times around the earth.

As FCAE Coordinator, I participated in 116 separate meetings involving all Illinois Agricultural Education entities and traveled over 8,555 miles by air at no cost to the project representing FCAE and Illinois Agricultural Education in various national meetings.

Susie Scott, Administrative Specialist for the FCAE project since its inception, is to be highly commended for her excellent and efficient efforts concerning daily tracking of the FCAE budget. Our office maintained and administered six office locations, 13 full and part-time employees, project records, 39 curriculum/in-service contracts, and made monthly progress reports to ICAE and ISBE. All available funds were used except \$18.31 of the FCAE portion of the Agricultural Education line item.

This is a superb, highly professional, motivated, and focused staff; addressing our goals to improve and expand Agricultural Education in Illinois as directed by ICAE and supported by ISBE.



DISTRICT I FCAE OFFICE

DISTRICT I
SECTIONS 1-5

Richard Treat

FCAE Field Advisor

P.O. Box 190

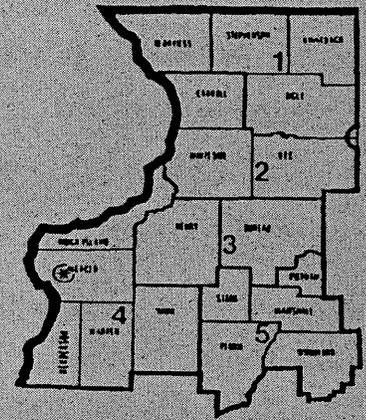
Joy, IL 61260

Phone: (309) 584-4311

Fax: (309) 584-4623

E-Mail: treatr@mccl.net

Julie McCleary, Assistant



COMMENTARY

Many positive things have happened over the past ten months such as: more students in agricultural classrooms, increased numbers joining the FFA organization, more agricultural education programs opening in the state, the revision process starting for the 1988 Revised Core Curriculum, a new CD-ROM disc (containing 63 lesson plans pertaining to the Central Core section, reviewed for the Illinois Learning Standards) that will be provided to each agricultural education teacher at Reporters Workshops after school starts, and more.

I want to concentrate on one project that originated in District I, but has covered the state with a lot of help from the FCAE staff (project coordinator, field advisors, and all office assistants). I am referring to the 1,000 counselor notebooks called, "Careers In The Agricultural Industry", that were put together by the FCAE staff for every agricultural education instructor and high school counselor in Illinois. This project idea came as the result of a workshop I conducted for counselors at their state conference last November, in Springfield. I realized, while talking to the attendees, their immediate need for credible information concerning agricultural careers, agricultural industry job numbers and salaries, and that 80% of the jobs today do not require a four-year degree. They said to me, "Prove it." They did not doubt what I was saying, but they wanted proof to show parents who are insisting that their students must be prepared for a four-year degree to get a decent job.

Julie and I prepared counselor packets the very next week that I started sharing with counselors in my schools. The counselors were impressed and glad to get the information. I met with Student Services Committees (groups of counselors) and received the same appreciation for the packet of information that they could share with students and parents. I made my presentation at an FCAE staff meeting with the same results and a commitment from Jim Guilinger to spend the money needed for 1,000 notebooks.

Each FCAE field advisor contributed information for the notebook. Julie and I ordered 1,000 copies of each brochure, Jay Runner spend many hours helping to get all the documents copied and three hole punched at ITCS, and each FCAE office built 200 copies to be distributed at the beginning of the school year.

SCHOOL VISITS

The most enjoyable part of the job for me is the one-on-one school visits with my agricultural education instructors. I try my best to visit each teacher during the year with the most emphasis placed on the beginning teachers and those returning to the classroom. I made 90 agricultural education department visits during the past 10 months.

WORKSHOPS

These include ISTA, local teacher institutes, agriscience kits, 7th and 8th grade kits, building hydroponics units, BSAA and PSAA, Beginning Teachers, 400T, SAE record books, Agricultural Career Days, Technology in Agriculture, Articulation with Community Colleges, and more. (38)

MEETINGS

To accomplish our objectives for this project we must attend numerous meetings. Meetings with school boards, administrators, teachers, counselors, community college teachers, advisory councils, FFA Alumni groups, community members, agribusiness leaders, ISBE Consultants, our own staff, university staff, and many others who are, or are not, involved in Agriculture. (62)

OTHER ASSIGNMENTS

Chairperson of the State Adult Agricultural Education Committee, Represent Illinois on the National Pork Producers Council Advisory Committee for Adult Agricultural Education (involves 14 states), Contact Person for the State Counselors Conference, Supervisor of District I Student Teachers from U of I. Julie is the Agricultural Literacy Guide Coordinator for the FCAE Project.

STATISTICS

57 schools have agricultural education programs/FFA Chapters; 85% of my teachers are IAVAT members, 85% have extended contract (10%-12 months), 62% give science credit for agricultural education classes, 80% have plant labs, 85% have mechanics labs, 46% have greenhouses, 27% have Aquaculture labs, 75% have computer labs, 47% have advisory committees, 15% teach adult education classes, 59% coordinate adult agricultural education for the district, and 31% teach 7th or 8th grade agricultural education classes.

MILES TRAVELED — 23,578

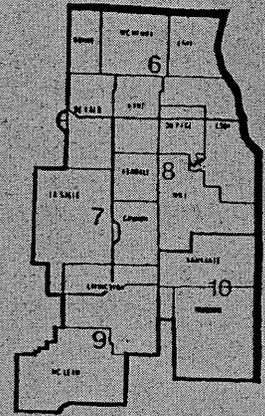


DISTRICT II FCAE OFFICE

DISTRICT II SECTIONS 6-10

Ron Biondo

FCAE Field Advisor
Cook County Farm Bureau
6438 Joliet Road
Countryside, IL 60525
Phone: (708) 579-6055
Fax: (708) 579-6056
E-Mail: biondo@ais.net
Louise Damen, Assistant



SCHOOL VISITS — 70

One of my goals for the year was to increase the number of school visits made. Visits involved a formal meeting with the instructor(s) and/or administrator(s). I made 15 more visits than recorded in the previous annual report.

WORKSHOPS AND COURSES — 25

I conducted 25 workshops, during which I had contact with 570 individuals.

MEETINGS ATTENDED — 90

I attended 90 meetings. Some of the groups involved in these meetings included FCAE, ICAE, ILCAE, IAVAT, FFA, IAEECC, EFE Systems, AgTech at Teeple Barn, the Green Industry Apprenticeship Program, the Garfield Park Conservatory Alliance, and the Chicago Area FFA Advisors (CAFFA) Pilot Project.

OTHER ACTIVITIES

- Managed the Chicago Area FFA Advisors (CAFFA) Pilot Project with funding from the National FFA Foundation. Sixteen schools and 21 teachers participated in this year's project. The project provides opportunities available through the FFA to students in an urban/suburban environment. Two major activities were the coordination of an MFE and the air transport of 67 teachers and students to the Kansas City for a tour of the National FFA Convention.
- Worked with the AgTech at Teeple Barn Board of Directors as a representative for agricultural education. As chair of the education advisory council I helped guide and plan programs promoting AgTech at Teeple Barn.
- Served on the executive committee and the advisory council for the Green Industry Apprenticeship Program. Activities associated with this included promotion through publications, conducting workshops, and facilitating events.
- Assisted in the staging and operations of the State Horticulture CDE in Champaign.

- Summarized results for a teacher survey identifying former High School Agriculture students who had gone on to study Agriculture at the post secondary level.
- Coordinated the 2-day IAVAT sponsored workshop in August for 36 teachers of Horticulture Science. This effort included contacting participants and principals, securing presenters, purchasing materials, and hosting the event.
- Worked cooperatively with the IAVAT In-Service Committee to put on workshops at the June Conference and Made For Excellence Conference.
- Served as the Associate Superintendent for the National FFA Nursery/Landscape Career Development Event. Judged both the Nursery/ Landscape and Floriculture CDEs while in Kansas City.
- Staffed the FCAE booth at the National FFA Convention, the Illinois Science Teachers Convention, and the Illinois School Boards/School Administrators Convention.
- Held joint advisory council meetings with the Illinois State University Agricultural Education Department.
- Provided assistance to the recipients of the FCAE Agricultural Literacy grants.
- Communicated ISBE procedures involving STARTEC and the incentive funding grants for agricultural education to District II teachers.
- Helped plan the revision of the Illinois Core Curriculum in Agriculture.

MILES TRAVELED — 18,577

COMMENTARY

We have had another successful year. We continue to have a positive influence on those in agriculture education, and we are earning the respect from those outside of agriculture education. Much of the success is due to the quality assistance and hard work from Louise Damen, District II FCAE Assistant.



DISTRICT III FCAE OFFICE

DISTRICT III
SECTIONS 11-15

Larry Pfeiffer

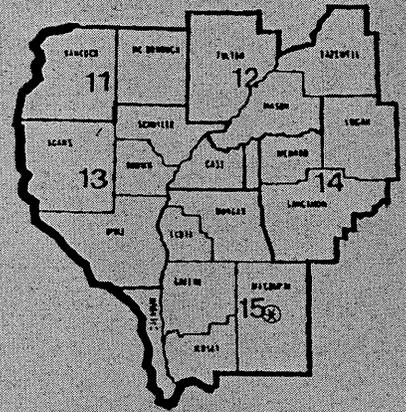
FCAE Field Advisor
220 North Broad Street
Carlinville, IL 62626

Phone: (217) 854-2510

Fax: (217) 854-2032

E-Mail: lpfeiffer@macoupin.k12.il.us

Anna Greer, Assistant



School Visits

Providing field based services for elementary, secondary and post secondary schools is a vital component to the success of the FCAE project. School visits with teachers, counselors, administrators and students are effective in providing technical assistance for local programs. This year I made 126 school visits.

Workshops/In-Services/Presentations

Forty-five workshops, in-services and presentations were conducted this past year. The workshops were designed to promote the agricultural industry and agricultural education. Elementary teachers, principals, science teachers, student teachers, high school students and elementary students were some of the different groups who received in-service on K-adult curriculum. Additional workshop topics dealt with promotion of the secondary agricultural science curriculum, agricultural careers, student mentoring, school/business partnerships, and technology in agriculture.

Agricultural literacy and technical agricultural topics were presented to groups ranging from kindergartners to senior citizens.

Meetings Attended

In an attempt to improve the education in and about the industry of Agriculture, I have attended ninety-four meetings this past year. I have had the opportunity to work with many local, state and federal organizations and agencies.

Miles Traveled — 27,475

Over two-thirds of my travel is within the 19 counties in West Central Illinois. Occasionally state or national meetings will require out-of-district travel. During the past year, District III activities required 161 days of travel status to attend meetings, conduct workshops and to visit schools.

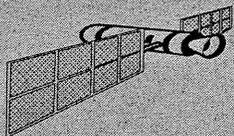
Other Activities

Time in the office allowed me the opportunity to implement the following projects:

- Coordinated a GPS in-service for secondary and post-secondary agriculture teachers
- Field tested a pilot project biotechnology kit
- Held joint advisory council meetings with Western Illinois University
- Assembled 40 FCAE Teacher Manuals
- Developed an FCAE order form brochure
- Established five additional K-8 agriscience kit loan locations
- Developed an organizational calendar for agriculture teachers
- Coordinated school vacancies on the Internet
- Submitted articles for the "IAVAT Newsletter" and wrote weekly InfoBeam reports
- Assisted school administrators with agriculture position openings
- Served on the Core Curriculum revision committee
- Served as a mentor for a School-To-Career student

Commentary

It has been a pleasure to serve as the District III Field Advisor for the past year. It is my sincere hope that my office assistant, Mag Paddock, and I have in some way been able to accomplish the vision of the Illinois Committee for Agricultural Education as they continue to improve education in and about the industry of Agriculture. Teachers, administrators, business and governmental agencies are recognizing the positive contributions which agricultural education is making. We are proud to be associated with this project and am excited about the future of agricultural education.



**Agriculture is more
than Farming!!**



DISTRICT IV FCAE OFFICE

DISTRICT IV
SECTIONS 16-20

Jay Runner

FCAE Field Advisor
1401 S. Maryland Drive
Urbana, IL 61801

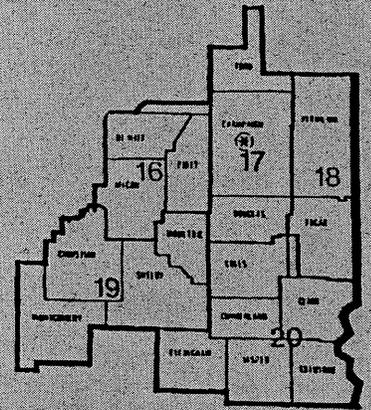
Phone: (217) 333-1578

Fax: (217) 333-0005

E-Mail: RUNNER@waterleaf.agcomed.uiuc.edu

Kurt Maertens, Assistant

Jess Smithers, Assistant



Visits

Meetings with teachers, administrators, and counselors are a primary focus of the FCAE project. During this year visits were scheduled to deliver the FCAE Teacher's Manual and discuss program improvement. Most of my visits were with first and second year teachers.

Meetings Attended

One of the goals of this project is to assist more groups in understanding the changes that have occurred in agricultural education in Illinois. Through the attendance of numerous meetings we can better facilitate the coordination of all groups involved in the agricultural industry to work toward our common goal. During this past year I have continued to work with local groups up through national organizations.

Workshops Presented

Many of this year's topics included Agriscience kits, agricultural careers, science literacy, professionalism, and the promotion of agricultural education. The diverse audiences ranged from agricultural instructors, student teachers, science teachers, to students, administrators, guidance counselors, and parents. Robbie Berg, Earth Partners' Agricultural Literacy Coordinator, assisted in meeting the demands of agriscience kit workshops in District IV.

Conferences and Conventions

Attending conferences and conventions is vital to the FCAE project to promote our services. Some of this year's high points included the NASAE Conference and National FFA Convention in Kansas City, and the Illinois Science Teachers Conference in Peoria. Networking with key educational leaders from all facets is important for the continued success of this project.

Other Activities

- * Worked with representatives from the agricultural industry and the Illinois Farm Bureau to develop a statewide foundation to help fund coordinated agricultural literacy partnerships throughout Illinois.
- * Coordinated the District IV teachers with the agricultural technology project.
- * Coordinated the assembly of the FCAE Teacher's Manual for statewide distribution.

- * Worked with administrators from 14 schools to assist them in hiring new agriculture instructors.
- * Submitted articles for the IAVAT Newsletter and weekly InfoBeam updates.
- * Worked with the Earth Partners Agricultural Literacy program to secure continued funding.
- * Worked with Linda Henderson, Illinois Farm Bureau Educational Coordinator, to develop a new K-8 agricultural curriculum guide.
- * Served as the Section 17 Foundation Fund Drive Chair for the fifth year.
- * Assisted the University of Illinois in supervising student teachers.

Miles Traveled — 12,870

Other Information

Fifty-six high schools offer agriculture education, employing 64 teachers, which includes seven multi-teacher departments; 89% of the programs have extended contracts; 63% offer science credit for agricultural classes; 43% offer BSAA/PSAA, 61% have advisory committees; 46% provided greenhouse facilities; 38% have Aquaculture; 70% have computer labs, and 59% offer K-Adult Agricultural Awareness programs.

Commentary

It has been my pleasure to serve you again in improving education in and about Agriculture. Through the efforts of so many individuals, we have brought about many changes in agricultural education in Illinois. We have had a successful year, and much of that success is due to the efforts of Dan Byers and Eric Schlipf, District IV FCAE Assistants.

Everyone's Talking About It:



The New Agricultural
Education



DISTRICT V FCAE OFFICE

DISTRICT V
SECTIONS 21-25

Dean Dittmar

FCAE Field Advisor
Farm Credit Service Building
2560 Mascoutah Avenue
Belleville, IL 62220-3468
Phone: (618) 257-8272
Fax: (618) 233-7954
E-Mail: dittmar@norcom2000.com
Kim Wagner, Assistant



SCHOOL VISITS — 79

Visiting schools is and always will be a key component to the success of FCAE. Positive changes have been made by one on one meetings with teachers, administrators, guidance counselors, and other school staff. Group meetings with agriculture teachers is effective as well in making curriculum changes and in-servicing educators.

WORKSHOPS PRESENTED — 32 ATTENDEES — 774

Workshops were presented to K-12 teachers at the Illinois Science Teachers Convention, Science In The South Conference, Nutrition Education Training Conference, Summer Agriculture Institutes, and at various Regional Office of Education Teachers' Institutes, agriculture teachers at the Mt. Vernon Conference and at beginning teacher meetings, student teachers at the National FFA Convention and at Southern Illinois University at Carbondale, and 7-12 grade students at agricultural career events. Participants always go home with something. Workshops are always presented with hands-on activities. Partnering with associations and organizations in presenting these workshops is a definite key. Approximately \$10,000 was acquired from various educational entities to purchase agriscience kits at various workshops.

MEETINGS ATTENDED — 79

Examples of meetings included: school boards, region EFE, FCAE staff, Illinois Agricultural Education Coordinating Committee, Farm Bureau, FCAE/SIUC Advisory Council, IAVAT, guidance counselors, community colleges, county agricultural literacy, adult education, Southern Illinois Agricultural Awareness Committee, FFA Alumni, and district/section agriculture teacher meetings. Another key to the success of this project is the willingness of the staff to interact, assist, and communicate involving agricultural and non-agricultural entities.

MILES TRAVELED — 22,723 Average month — 2,272

MAJOR ACCOMPLISHMENTS

Restarted Junior High FFA Chapter at Allendale, wrote weekly InfoBeam messages, facilitated group agricultural exhibit at the Illinois Science Teachers Convention, judged the National FFA Agriscience Teacher of the Year, assisted with district FFA Alumni workshop, compiled the yearly incentive funding summary of quality indicators, presented information to the St. Louis Agribusiness Club, delivered 10 soybean agriscience kits, moderated a radio station ag. scholastic bowl, facilitated the district FFA Agriscience fair, exhibited materials at 8 ROE institutes, worked with administrators in filling teacher vacancies, sent letters and career materials to administrators of 40 schools without agricultural education programs, wrote various news articles, continued the advisory council with Southern Illinois University at Carbondale, initiated 4 new FFA Alumni chapters, and continued to assist the 3 county agricultural literacy projects.

STATISTICS

Sixty-five high schools and 1 junior high have agricultural education programs, 73 teachers are employed including 7 multiteacher departments, 75% of teachers have an extended contract, 58% of schools have a greenhouse, 69% of schools have an advisory council, 58% of schools allow a science credit, and 20% of schools allow a consumer education credit for an agricultural course, 43% of schools have an active FFA Alumni, 5% of teachers teach an adult education course, and 8% of teachers teach a 7th/8th grade agriscience course.

COMMENTARY

Following up on actions by phone calls and written letters by mail, fax, and e-mail is a key to our accomplishments. Calling, listening, writing, and preparing take up much time in our offices. Educating, advertising, promoting, and communicating are what we do best. We are always creating new ideas to implement. Convincing parents, agribusinesses, and community leaders to support agricultural education is a big, but very important task. Eva, my wife, is a great support person! A highly competent office staff, Doug DeWilde and Kim Wagner, have definitely added to the success and teamwork of this project.



Who is the FCAE?

This material was funded through a grant with the Illinois State Board of Education, and prepared through the Facilitating Coordination in Agricultural Education project, in cooperation with the Illinois Committee for Agricultural Education, and the Illinois Leadership Council for Agricultural Education. Grantees are encouraged to freely express their judgements in professional and technical matters. However, points of view or opinions do not necessarily represent official Illinois State Board of Education position or policy.

Facilitating Coordination in Agricultural Education (FCAE) is a state project administered through the Illinois State Board of Education in cooperation with and advisement by ICAE and ILCAE.

The Illinois Committee for Agricultural Education (ICAE) is composed of thirteen members (six who must be ILCAE members) sanctioned by Public Act 84-1452 which was signed into law September 19, 1986. ICAE is mandated to develop curriculum and strategies to establish a continuing source of trained and qualified individuals in Agriculture. They are appointed to three year terms by the Governor and meet bi-monthly with the Agricultural Education staff of the Illinois State Board of Education (ISBE) as an advisory committee addressing all levels of agricultural education in and about the total field of Agriculture.

The Illinois Leadership Council For Agriculture Education (ILCAE), is composed of over 125 leaders from agricultural industries, community organizations, and educational institutions. The council was formed in 1984 with an elected Board of Directors who meet bi-monthly throughout the year. They are involved in legislative activities, testifying at public meetings and developing information into specific recommendations for anyone concerned with Agricultural Education throughout Illinois.

FCAE addresses the aims of Public Act 84-1452 involving the implementation of identified goals for improving education in and about Agriculture in Illinois.

It began operations with staffing April 17, 1989. FCAE is to provide a professional staff who will help with program development services essential to the implementation of comprehensive statewide plan for the improvement of agricultural education at all levels - kindergarten through adult, as recommended by ICAE, ILCAE, and ISBE.

They are also to establish a coordination mechanism which allows for the best direction of available resources to identified needs in and about Agricultural Education without duplication of effort.

Objectives

- (1) Work within the educational field to improve education in and about agriculture. K-Adult.
- (2) Coordinate "agricultural education program improvement pilot projects", K-Adult.
- (3) Identify, plan, develop and conduct inservice activities to improve agricultural education. K-Adult.
- (4) Assist in the coordination/articulation of curriculum development activities in and about agriculture. K-Adult.
- (5) Identify, review and recommend resource materials appropriate for agricultural education, K-Adult.
- (6) Develop cooperative professional relationships within and between agricultural education and the agricultural industry.