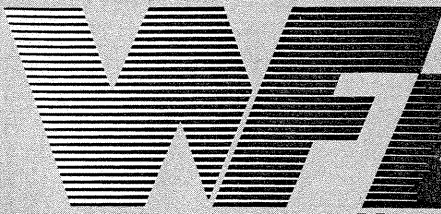


The tentative agenda and speakers are:

- 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 Agriculture Education
- 1:30 – 1:40 Ferron Havens, Instructor
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- 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



CONTACT

March 19, 1999

Volume 29, Number 4

30 WEST MIFFLIN STREET, SUITE 401, MADISON, WISCONSIN 53703, TELEPHONE (608)258-4400

COURT RULES AGAINST BANKERS

U.S. District Judge COLLEEN KOLLAR-KOTELLY on March 10 denied the American Bankers Association's request for an injunction barring the National Credit Union Administration from putting its new chartering rule into effect.

"All along we have felt this case, and particularly this injunction request, have no merit. This was simply an attempt by banks to harass credit unions," said CUNA President and CEO DAN MICA.

The ABA filed suit in January against NCUA for its new chartering rule, which was written in response to last year's enactment of the Credit Union Membership Access Act.

Recent legislative hearings and a press conference provided WFC with opportunities to comment on issues of interest to member cooperatives.

WFC Director of Government Relations JOHN MANSKE recently testified before the Senate Agriculture Committee on Senate Bill 10, which would prohibit misrepresentations of certain cheese being sold as Wisconsin cheese.

On March 11, the Assembly Committee on Agriculture held a briefing and public hearing on budget bill provisions that impact agriculture. In addition to hearing from DATCP Secretary BEN BRANCEL, WFC's Manske was one of two lobbyists who addressed the committee.

Last month, WFC's DAVE JENKINS and Manske joined State Rep. JOHN AINSWORTH (R-Shawano) and other legislators and organizations represented at a Capitol press conference in support of Ainsworth's Assembly Bill 78.

The Joint Committee on Finance will soon complete "agency briefings," where agency representatives appear before the committee to answer questions and discuss the budget provisions affecting their departments.

Next, the committee will gather citizen testimony on the proposed state budget bill at five public hearings around the state. The hearings will run from 10:30 a.m. to 5 p.m. on the following dates: March 26, Green Bay, Brown County Public Library, 515 Pine Street; April 8, Racine, Case High School, 7345 Washington Avenue; April 13, Stevens Point, UW-Stevens Point Union Center, 1015 Reserve Street; April 14, Osceola, Osceola High School, 1029 Oakridge Drive; and April 14, Madison, State Capitol Building, 411S.

The Finance Committee is tentatively planning to begin voting on the budget bill April 22.

MAR 24 1999

WFC WEIGHS IN ON SEVERAL ISSUES

FINANCE PANEL SLATES HEARINGS

DATCP BOARD
ADVANCES RULES

Among the rules advanced by the Department of Agriculture, Trade and Consumer Protection Board at its March 17 meeting was ATCP 160, relating to county and district fairs. The proposal establishes new and revised entry classes for county and district fair exhibits and specifies uniform premium awards for various entry classes. Hearings on ATCP 160 are likely to be scheduled for May.

In other action, the board approved scope statements indicating agency work on two other rules of interest to WFC members. One of those is an amendment to the ATCP 105 rule governing sales of motor vehicle fuel. The department will try to define how the "selling price" of motor vehicle fuels is determined. The intent is to specify how discounts and rebates, such as preferred payment method incentives, affect the net selling price to the customer. The other rule scope statement advanced by the board will update the ATCP 30 rule relating to Atrazine, in order to reflect groundwater sampling results obtained during the past year.

*
AG EDUCATION
TASK FORCE TO MEET

The first public meeting of the Assembly Speaker's Task Force on Agricultural Education is scheduled for March 22 at the State Capitol in Madison. Invited speakers and others will convene in Room 411 South, beginning at 1 p.m. Instructors and leaders of state agricultural education organizations are scheduled to speak until 3 p.m., which will be followed by one-half hour of public comment time.

Last month, Assembly Speaker *SCOTT JENSEN* (R-Waukesha) formed the Task Force "to ensure that Wisconsin retains its competitive advantage as the nation's leader in agricultural research and education." Co-chairing the bipartisan task force are Representatives Al Ott (R-Forest Junction), Rob Kreibich (R-Eau Claire) and Luther Olsen (R-Berlin). A goal of the task force is to develop a comprehensive plan to address the dwindling supply of agricultural education teachers and programs in Wisconsin high schools, technical and vocational schools, and colleges and universities.

IN BRIEF ...

HEARING SET ON TELEPHONE ACCESS CHARGE LEGISLATION – The Senate Utilities Committee has scheduled a public hearing on SB 91, which would effectively lower the access revenues local telephone companies receive from long-distance companies for intra-state calls. The hearing will be held March 23, at 1 p.m., in Madison, State Capitol Room 411S . . . **OFFICERS ELECTED FOR DAIRY COMMITTEES** – Officers for WFC's two dairy committees were elected March 9. Re-elected to WFC's Dairy Legislative and Regulatory Committee were *ED WELCH*, North Central AMPI, as chairman, and *DENNIS DONOHUE*, Manitowoc Milk Producers Cooperative, as vice chairman. Re-elected to chair WFC's Dairy Policy Committee was *DEAN WALKER*, Alto Dairy Cooperative . . . **WFC SUPPORTS CONTINUED ACCP FEE MORATORIUM** – At a March 1 hearing, WFC's *JOHN MANSKE* spoke in favor of continuing an agricultural chemical fee moratorium for two more years. The fee surcharges under consideration go into the agricultural chemical cleanup program (ACCP) account to help fund site cleanups. Manske told committee members the Department of Agriculture's rule proposal to continue the moratorium "makes fiscal sense," because the fund balance continues to exceed a statutorily-set maximum necessary to restart fee collections. DATCP's fiscal analysis predicts an average savings of \$200 per farm over the two years that the moratorium is in place . . . **MORE CESAs SET TO GET GRANTS** – Cooperative Education Services Agencies (CESAs) in Districts 3, 11 and 12 have each been awarded \$300,000 grants for technology training programs. The districts' initial applications for TEACH grants were denied. The grants, which provide funding for the districts to conduct technology training programs for teachers and librarians, are especially important to these three districts which serve rural areas of the state . . . **STUDY SHOWS FEDERAL TAX RULES FAVOR BANKS** – In a historic study, Consumer Action has found that federal tax rules and financial programs benefit banks far more than they help credit unions. Titled "Banks and Credit Unions: Keeping the Playing Field Level," the study directly compares policies that favor banks with those that assist credit unions. The analysis shows that banks benefit in the range of \$30 to \$46 billion per year compared to \$1.1 to \$2.5 billion for credit unions. "Our goal in this study was not to criticize or spark calls for change in the federal programs that benefit either banks or credit unions," said *KEN MCELDFOWNEY*, executive director of Consumer Action. "Consumer Action simply wanted to uncover the facts for lawmakers. The main issue, as we see it, is making sure consumers have the best choices when it comes to their financial future."

ATTENDANCE SHEET

Speaker's Task Force on Agricultural Education

Date: 03/22/99 Meeting Type: Informational Meeting - Public
Location: 411 South, State Capitol

	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> </u>	<u> </u>	<u>X</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>9</u>	<u>0</u>	<u>1</u>

Linda Narveson
Linda Narveson, Task Force Clerk

Assembly Hearing Slip

(Please print plainly)

Date: 3-22-99
Bill No. _____
Or. _____
Subject: Ag Education Hearing
Nancy Lightfield
(Name)
1740 Hwy 14 West
(Street Address or Route Number)
Janesville, WI 53545
(City & Zip Code)
Blackhawk Technical College
(Representing)

- Speaking in favor:
- Speaking against:
- Registering in favor:
- Registering against:
- Speaking for information only:
- Neither for nor against:

Please return this slip to a messenger promptly.

Assembly Sergeant at Arms
Room 411 West
State Capitol
Madison, WI 53702

Assembly Hearing Slip

(Please print plainly)

Date: 3/22/99
Bill No. _____
Or. _____
Subject: AG EDUCATION
KIRKE PLANK
(Name)
4021 BORDENUX DRIVE
(Street Address or Route Number)
JANESVILLE, WI
(City & Zip Code)
BLACKHAWK TECHNICAL COLLEGE
(Representing)

- Speaking in favor:
- Speaking against:
- Registering in favor:
- Registering against:
- Speaking for information only:
- Neither for nor against:

Please return this slip to a messenger promptly.

Assembly Sergeant at Arms
Room 411 West
State Capitol
Madison, WI 53702

Assembly Hearing Slip

(Please print plainly)

Date: 3/22
Bill No. _____
Or. _____
Subject: Ag Ed Task Force
Nathan Russell
(Name)
15125 Hwy 11
(Street Address or Route Number)
Shullsburg 53586
(City & Zip Code)
WI FFA Associations
(Representing)

- Speaking in favor:
- Speaking against:
- Registering in favor:
- Registering against:
- Speaking for information only:
- Neither for nor against:

Please return this slip to a messenger promptly.

Assembly Sergeant at Arms
Room 411 West
State Capitol
Madison, WI 53702

Chairman:
Agriculture Committee



Member:
Consumer Affairs
Government Operations
Natural Resources

Al Ott

State Representative • 3rd Assembly District

Speaker's Task Force on Agricultural Education Meeting

March 22, 1999 – 1:00 PM – 411 South, State Capitol

The first meeting of the Speaker's Task Force for Agricultural Education was called to order at 1:00 PM on Monday, March 22, 1999.

Members present: Rep. Ott, Rep. Olsen, Rep. Kreibich, Rep. Spillner, Rep. Kestell, Rep. Rhoades, Rep. Steinbrink, Rep. Reynolds, Rep. J. Lehman. Members excused: Rep. Gronemus. Clerk for March 22 meeting: Linda Narveson. Legislative Council representative: Mary Matthias.

Following Introductions and Committee Business by Co-chair Ott, nine (9) invited speakers (see attached list) gave presentations before the Task Force.

Public comment for information only was given by: Nancy Lightfield
Blackhawk Technical College

Kirke Plank
Blackhawk Technical College

Nathan Russell
WI FFA Association

The meeting was adjourned at 4:40 PM.

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 Agriculture Education**
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- 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**

Speakers Task Force on Agricultural Education

~~Ag. Educ. & Research Task Force~~ - ~~(142)~~
~~Feb. 24~~ -

~~Informational Hearing Only~~ - ~~Public Hearing~~
March 22 - 1 PM - 411 South

Agenda - ~~March 29~~ / ~~March 29~~ ~~9 AM / PM~~
~~March 29~~

Rosco Vaughn - Nat'l Council for Agric. Educ.

Denn Gagnon - DPI
- FFA
- ~~Vo. Ag. Teachers~~

Dick Aider - Exec. Dir.

Bob Campbell - Wis. Leadership Council for Ag. Educ.

~~Jim Gibson~~ Room
~~783 / 524 / 6400~~ ~~660~~

Pam ~~Jordan~~ Festge
Int. Hoch by Teacher

Testimony

**Prepared for the Wisconsin Assembly
Speaker's Special Task Force on Agricultural Education**

**On Behalf of the Wisconsin Agribusiness Council
By James L. Gibson, Ph.D., President and CEO**

Informational Hearing

"The Crisis in Agricultural Education in Wisconsin"

***A Summary, Concerns of the Agribusiness
Community, and Possible Solutions***

1:00 p.m.
Monday, March 22, 1999
Capitol Bldg.
Madison, Wisconsin

Testimony

Prepared for the Wisconsin Assembly Speaker's Special Task Force on Agricultural Education

On Behalf of the Wisconsin Agribusiness Council
By James L. Gibson, Ph.D., President and CEO¹

Informational Hearing "The Crisis in Agricultural Education in Wisconsin"

1:00 p.m.
Monday, March 22, 1999
Madison, Wisconsin

A Summary, Concerns of the Agribusiness Community, and Possible Solutions

Introduction

Good afternoon, Mr. Chairman, Honorable Members of the Wisconsin Assembly.

Summary of the Testimony that has been Presented Today

This afternoon you have heard from agricultural educators representing their peers and programs at the secondary, postsecondary/technical college and university levels. Organizers of this presentation have attempted to help you understand the scope of agricultural education at the local, state and national levels.

You have learned that there is a need for the population at large to have a better understanding of the food, fiber, and natural resources system.

You have also been made aware that when agricultural educators say, '*agricultural education*' they are acknowledging the subject matter content of instructional programming in the schools and much more. With these words they are expressing a broader commitment to help young people experience work and working with other people. They have spoken of *school-based learning*, of *work-based learning*, and

¹ Dr. James L. Gibson earned his B.S., Master's, and Ph.D. degrees in Agricultural Education at Michigan State University. He taught vocational agriculture in a rural community (1964-68), then became Coordinator of the Agricultural Production Program of the Institute of Agricultural Technology at Michigan State University (1968-76), and became involved in academic administration, teaching, student advising, and outreach work at the University of Minnesota, Waseca (1976-92) and then served as development officer working in the non-profits and government arena with the National FFA Foundation (1992-98).

connecting activities. In principle, every one of these people today believes in and is committed to full realization of the "School-to-Work" philosophy in the life of every student.

It is agri-science, particularly, that has led to an immense increase in enrollment in agricultural studies at the secondary level all across the nation. It is the 50 percent increase in enrollments in agriculture in Wisconsin schools- a phenomenon that has occurred with no significant change in the numbers of programs or teachers- that is leading the crisis we are facing. Agricultural studies in the schools are, by-and-large, elective. The real problem is that students are signing up.

It is a trend, not a fad. In the past, agriculture enrollment has lagged behind, but has basically reflected farm prices. We know that the tremendous interest in agriculture courses now is not because farming itself is really profitable. Farm prices are not high. Just the opposite is true. The trend is being driven now because there is recognition by students, parents, and counselors that there are some tremendous opportunities in careers related to agriculture and the food, fiber and natural resources system. It is also because the science education is, perhaps, now more interesting.

A superintendent of schools, with whom I am acquainted, said that in his school, at least, two programs were really focused on the whole child: agriculture... and music. "And it is music, only because of the personalities involved. In agriculture, it is part of the system, part of the institution." He was proud of his agriculture/agriscience education program because it had adapted to the changing needs of the community and because of what it was doing for kids.

Today, you have heard evidence that suggests that there is much to do to assure a healthy future of the programs for young people who are attracted to Wisconsin's local agricultural education programs. The teachers, the people, with responsibilities for 130-140 students each, every day... are overworked. They leave. It is not uncommon for there to be a 10% or higher teacher turnover in a year. Teacher 'burnout' is a fact that is extremely troubling.

It is also alarming to note that the technical, collegiate, and university program enrollments are not keeping pace either with employment demand or secondary school program matriculation rates. There seems to me to be a gap between the needs of the industry for qualified applicants for good jobs and the utilization of the capacity of the system of higher education intended to serve the industry. Students, parents, and counselors believe that agriculture studies are good investments of their time, but why are we experiencing static or declining rates of transition to higher education?

What is the magnitude of the gap? Lets take an example. Many economists project that there are 25,000 dairy farms in the state who are currently economically viable family or corporate units. If one assumed a static industry with an annual replacement

rate of 4%, we could project a need for technical and baccalaureate degree graduates in dairy production to be 1,000 (one thousand) each year. I am aware that the meat processing industry, the green industry, and the dairy industry are all at risk because of their inability to find sufficient numbers of qualified skilled and technical level employees.

Total enrollments for all programs in or related to agriculture in the technical college system is barely 1,500. Considering the range of subjects or career foci that form the basis for the core of knowledge for literally hundreds of career fields within the agricultural sector, one wonders where we are going wrong. Could it be that the 5,000-6,000 high school seniors completing studies in agriculture each year are failing to find a place to continue their education in agriculture? Or is that we need to shore up the linkages between the secondary and postsecondary and university programs at the systems level?

What Business and Industry Is Saying

Last fall, during my first three months with the Wisconsin Agribusiness Council, I made a point to meet individually with the members of the Board of Directors in their places of business. What I found was an up-beat environment of highly motivated, highly competent managers and proprietors.

But in my structured interviews with board members, I found repeated concerns about the educational program in our schools and colleges. Business leaders are concerned about:

- 1) the quantity and sufficiency of the workforce available to them and
- 2) the equally alarming lack of understanding by consumer about the agricultural industry and where their food comes from.

They cited, repeatedly, the need for direct experience with and to increase in the knowledge level about agriculture among today's consumers. Evidence of that concern is obvious especially in the debate about 'right to farm', land use issues, and nutrient management.

Both shortcomings: insufficiency of a qualified pool of prospective employees and growing disconnect with agriculture among the consuming public, negatively affect the growth potential of production agriculture and for agriculturally-based value-added businesses we already have in Wisconsin. They also affect our ability to attract the businesses that could add value to the raw commodities that we have comparative advantage in production because of our climate, soils, weather, proximity to markets, technological advances, and our infrastructure.

Possible Solutions

- 1. Provide more support to local teachers of agriculture to help assure local program success.**

This means that local schools need help to fund the costs of teacher assistants and support to cover additional costs related to equalizing the work load while maintaining focus on the development of the student, the future business and community leaders in our rural and urban centers.

- 2. Challenge local school districts to continue full-time employment of their teachers of agriculture through the summer months.**

The application of principles and concepts taught in the classroom and laboratory through actual supervised employment of students outside of the school day and school year is essential in preparation of our workforce. Much of what goes on in agriculture and natural resources is best experienced in the context of productive employment or self-employment experiences that occur in the summer months.

The connection between the school and world of work and the realization of actual utilization of real-life is best if it is experienced under the mature supervision of a caring adult and the use of training plans, competency goals and performance standards under conditions that can not be simulated in the school. Continue to encourage local schools to offer summer contracts to teachers of agriculture. Be ready to help with additional state funds to defray these costs.

- 3. Encourage all school districts to adopt existing state standards for agricultural literacy at benchmark grade levels through high school.**

In an era of demands for accountability in education, educators need to know what is expected of them. Then it is up to us to help them become prepared to deliver on the promise to the future. Agriculture has a place in the curriculum in the schools at every level. It needs to become integrated into the lessons in science, biology, social studies, economics, mathematics, literature, language, and the like.

Steps need to be taken to establish the standards and then create the materials and systems to help teachers and students meet the standards. This goes way beyond our existing commitment to agricultural education, as we now know it. It is also way beyond the province of our existing staff trained in agriculture to do the job.

4. Support the added costs of student development programs.

Students all have a need to explore, interact, learn self-discipline, positive interaction with others, teamwork, leadership, build self-esteem and experience success. School-to-work leaders speak of 'connecting activities.'

Many employers go so far to say that it is the qualities of character, work readiness, leadership, ethics and personal responsibility that they seek in future employees. While technical knowledge is required for job entry, far more is needed to secure the future of agribusiness in the state.

5. Encourage local program improvement to achieve a) greater consistency from district to district in achieving state standards for agricultural education, b) development of the capacity of local teachers, and c) parity with technological advances in both education/instruction and agricultural technology.

I am aware that our neighboring states and many others across the country are giving special attention to their own crises in agricultural education. Their situations are not vastly different. Reduction in general federal support for vocational education has spun off in reductions in allocations that could be spent on state level staffing to support local needs. This problem has affected the Department of Public Instruction, the Technical College System, the University of Wisconsin and is ultimately affecting the quality and sufficiency of the work force available to agribusiness employers and local communities.

6. Increase the use of outdoor, practical laboratories for instruction in and about agriculture and the food, fiber, and natural resource system.

Agricultural educators themselves are in a philosophical dilemma of their own. Not only are they faced with a need to do more agricultural awareness education in their local school districts they have successfully become caught up on the movement toward raising the quality and content of their agricultural 'science' curriculum. This has been at the expense of providing the more practical experiences that are needed in the workplace.

Schools need to be encouraged to do their best to reflect the needs of their students and their communities in the way they equip themselves to prepare students to enter the workforce.

7. Provide leadership and support for teacher recruitment and retention.

The state of Wisconsin is blessed with three institutions of higher education that have the capacity to equip young people for successful careers in agricultural education in the schools and technical colleges of the state. Yet, with a teacher shortage limiting the number of schools that can maintain their programs, let alone expand local programs to serve more students, or increase the numbers of schools with programs in agricultural education, important consideration must be given to the needs these institutions have to help them attract greater numbers of an increasingly diverse potential teacher pool. Recruitment and retention of teachers is a national problem that we in Wisconsin can remedy. But it will take resources to attract and support them that are not currently allocated for that purpose.

8. Add state-level professional leadership positions to support local teachers.

You have seen the numbers that Mr. Gagnon has shared with you. The addition of three new professional positions for agricultural education at the state or regional level for supervision and support would go a long way toward development of the capacity needed in this area. Additional help at the state level in the Technical College System could go a long way toward an ultimate goal of achieving parity with the demands of employers for qualified applicants for their agribusinesses.

9. Create a permanent entity within the state which has the autonomy, authority, and resources to encourage: a) formal linkages between systems, b) evaluation of innovations and emerging opportunities for program and educational improvement, and c) improvements in seamless between systems for students, d) leadership, analysis, accountability, reporting, and industry involvement.

Wisconsin needs to move beyond voluntary leadership and just wishing that education become more seamless for students and more responsive to their needs, it needs to put in place a program that will recruit, prepare and support individuals in agricultural careers.

Agriculture is Wisconsin's top industry. Thank you for your commitment to ensure its future prosperity.

Summary of Testimony
Prepared for the Wisconsin Assembly
Speaker's Special Task Force on Agricultural Education

On Behalf of the Wisconsin Agribusiness Council
By James L. Gibson, Ph.D., President and CEO

The quality of life in Wisconsin is enhanced by the presence of strong programs of study which attract and prepare well qualified people for their places in agriculture, agribusiness and the food, fiber, and natural resources system. The extent to which this system is successful, is in large measure, the extent to which the agribusiness sector contributes to healthy communities and vigorous economies.

Increasing diversification in the field through the development and application of new technologies has been a major factor in Wisconsin's economic vitality. While farm numbers continue to decline, the industry, overall, continues to expand. The science and practice of agriculture are on an evolutionary fast track.

The educational system, which undergirds this industry, is under stress. That stress is best evidenced in burgeoning enrollments in agriculture at the secondary levels, a 50% increase in five years, with the same numbers of teachers. The stress is also evident in the concerns expressed by many that more people know about and are able to make a connection between the food they consume and the fragile system which makes it possible for them to have such bounty at reasonable prices.

These are possible solutions:

1. Provide more support to local teachers of agriculture to help assure local program success.
2. Challenge local school districts to continue full-time employment of their teachers of agriculture through the summer months.
3. Encourage adoption of existing state standards for agricultural literacy at benchmark grade levels through high school by all school systems.
4. Support the added costs of student development programs aimed at individual and group leadership development and student achievement motivation.
5. Encourage local program improvement to achieve: a) greater consistency from district to district in achieving state standards for agricultural education, b) development of the capacity of local teachers, and c) parity with technological advances in both pedagogy and agricultural technology.
6. Encourage the use of outdoor, practical laboratories for instruction in and about agriculture and the food, fiber, and natural resource system.
7. Provide leadership and support for teacher recruitment and retention.
8. Support the addition of state-level professional leadership positions to support local teachers and the educational program fostered by the 'agricultural education' system.
9. Create a permanent entity within the state which has the autonomy, authority, and resources to encourage: a) formal linkages between systems, b) evaluation of innovations and emerging opportunities for program and educational improvement, and c) improvements in seamless between systems for students, d) leadership, analysis, accountability, reporting, and industry involvement.

Post-Secondary Concerns with Ag Education in Wisconsin
Dale Drees
Agriculture Instructor
Fox Valley Technical College
Appleton, WI

The five major concerns facing Agriculture Programs in the Wisconsin Technical College System are:

1. The lack of funding to purchase or lease new equipment utilizing the latest technologies. Most of the machinery we have access to is from the 1970's, unless the college has an industry sponsor such as the John Deere Tech program at MATC. Tractors now have computers that control the engine and how it operates, yet the technical programs have very limited abilities to teach this technology. New facilities and new equipment to work with attract students and helps programs grow. Even though Agriculture is one of Wisconsin's largest revenue producers, the Agriculture programs are looked upon as an easy target for spending cuts.

2. The lack of a direct transfer program from technical colleges to the University of Wisconsin System. Students who complete an Associates Degree are typically granted few transfer credits when they attempt to continue their education with the UW System. A student transferring from the Agriculture Program at FVTC to AgEd at UW- Platteville will be granted all their credits and can typically graduate with two additional years of training at Platteville. However, a student transferring to UW- Riverfalls will have a difficult time transferring credits and the transfer will be based on their academic performance while at River Falls. Typically, a student needs three years to complete the same AgEd program as the one at Platteville. If a student wants to transfer to UW- Madison, virtually no credits will be transferred and the student will need almost four years to complete their AgEd degree. The State of Minnesota just implemented an initiative to revitalized agriculture education. One of the results was a 2 plus 2 program that requires the direct transfer of credits between technical colleges and the U of M System.

3. There is a lack of ag mechanics skills being taught in high school programs and virtually no articulation between high school ag mechanics programs and the technical colleges. Students taking a high school small engines or welding course should not be required to take these courses in the technical colleges, yet no formal agreement exists. Most employers want graduates to have strong mechanical skills, so they understand the machinery they're operating and can complete the maintenance required to keep it running. Yet, ag mechanics has been eliminated in many high schools because they are expensive programs and new ag teachers have little or no training in mechanics from their AgEd degree. To compound this problem, new ag teachers have almost no opportunities to pick up continuing AgEd credits in mechanics.

4. The Wisconsin Technical Colleges need to establish regionalized "Centers" for agriculture education. Years ago nearly every technical college had an agriculture program for area students. Today, we have agriculture programs at several technical colleges that are highly specialized, but are located within fifty miles of other technical colleges with agriculture programs. For example: Lakeshore Technical college has a Dairy Health program, Fox Valley Technical College has AgriBusiness Science & Technology, AgriBusiness Facilities & Equipment, Farm Operations and Crop Application Technology programs, while Northeast Wisconsin Technical College has an AgriBusiness & Technology program. Combining resources and instructor expertise would eliminate duplication and allow each instructor to teach the courses in their area of expertise. Students would benefit by having more elective classes and by having more specialized instructors.

5. There is a lack of leadership for the technical college programs at the state level. Our consultant, Bill Rockwell, does an excellent job with the extremely limited time he has available for issues concerning agriculture, but the consultants position must have more time available to deal with the overwhelming issues of agriculture education and to help coordinate the issues brought forward today. While FFA has prospered under the state leadership of Dean Gagnon and Sharon Wendt, the Post-Secondary Agriculture Student Organization has no one directing its activities at the state level. The duties of PAS state manager has been passed down to a technical college instructor, Paul Cutting, at SWTC. While Paul does a great job, the organization continues to struggle with a state manager who is biased toward one campus. PAS needs to be directed by the state consultant, much like Minnesota does with Jim Ertyl. PAS is much different than FFA, it targets student growth for employment, with most of the activities helping students with marketable employment skills. The leadership skills, technical skills and networking students gain through PAS are truly a necessity for our graduates to compete in today's job market and they deserve an independent, unbiased state manager!

In conclusion, the issues I have brought forward could be championed by an aggressive state consultant, who would work with other agriculture leaders to improve ag education in the state of Wisconsin. Thank you for your time, I hope you will seriously consider these concerns.

**Agricultural Education
A National Perspective**

**Remarks Presented to
The Speaker's Special Task Force on
Agriculture Education
Madison, Wisconsin**

**Presented by
Rosco Vaughn
Executive Director
National Council for Agricultural Education
Alexandria, Virginia**

March 22, 1999

Co-Chairmen and members of the Speaker's Task Force on Agriculture Education. I appreciate the opportunity to speak to the committee about agricultural education. Wisconsin has some very dedicated individuals delivering agricultural education to students throughout your state and it is my pleasure to assist them in helping the committee understand current issues and trends in our profession.

Please permit me to spend a few moments to share with you my background. I believe it will help the committee understand the perspective from which I speak. I am a product of agricultural education and the FFA. I served as a New Mexico State FFA Officer and began my professional career as a high school agricultural education teacher. I taught 10 years and then accepted the position of Head State Supervisor for Agricultural Education and State FFA Advisor in New Mexico, a position I held with the New Mexico Department of Education for 20 years. In 1995 I accepted the position of executive director with the National Council for Agricultural Education and continue to hold that position today. For the past 35 years I have been actively involved in helping young people develop their potential for creating successful lives successful careers.

The National Council for Agricultural Education (The Council) was established in December of 1983 as a national partnership organized to foster creative and innovative leadership for the improvement and development of agricultural education as a part of public education. The partnership includes agricultural business and industry; the U.S. Department of Education; public schools; state departments of education; colleges and universities; and governmental, professional, and student organizations. The Council's mission is to provide leadership, coordination, and support for the continuous improvement and diversity of agricultural education.

Agricultural education has undergone a tremendous amount of change since its inception in 1917 and is continually changing today. During the early years it focused on preparing boys for becoming farmers and concentrated on developing the skills needed to be successful in the business of farming. Federal legislation since 1963 has facilitated a broader scope for agricultural education by adding to the production agriculture focus. Now students also prepare for careers in horticulture, agribusiness, agriscience, floriculture, food technology, aquaculture, wildlife management, and others through agricultural education programs. However, during the past decade, the federal role in providing leadership for agricultural education has declined due to reduced staffing at the U.S. Department of Education and an increased emphasis on state and local control of education.

Today states and local schools must provide futuristic direction for agricultural education without the benefit of a clear national agenda to guide them in this process. The importance of a safe environment and a plentiful and healthy food supply for providing world security suggests that leadership is needed at all levels. Strong local, state, national, and even international leadership is needed to educate society about agriculture and prepare individuals for careers in this vital industry.

Marshall Stewart, Vice President of the Agricultural Education Division of the Association for Career and Technical Education and the State Coordinator of Agricultural Education in North Carolina, in an article published in the November-December 1998 issue of *The Agricultural Education Magazine* calls for innovative thinking. He states that the 21st century is certain to bring more challenges and advances to our lives because social and technological change is occurring more rapidly than ever before. He also states

that for too long individuals and organizations have only been proactive by planning for what we know will happen when they need to be pre-active through anticipatory planning for the unknown.

Agricultural education can cite examples of effective planning. In 1984 the National Research Council released a national study entitled "Understanding Agriculture, New Directions for Education" which led to a National Strategic Plan for Agricultural Education. This effort increased visibility of and responsibility for agricultural literacy and created much of the synergy that resulted in the agriscience focus now found in many agriculture programs. In December of 1998 The Council released a preliminary report entitled "A New Era in Agriculture" which identified a national vision, mission and four major goals for preparing agricultural education to meet the needs of the 21st century.

Planning for the unknown is the essence of The Council's Reinventing Agricultural Education for the Year 2020 (RAE 2020) project. "A New Era in Agriculture" is an executive summary of this 1.49 million dollar visioning and strategic planning initiative funded by the W. K. Kellogg Foundation. Through this initiative, The Council is striving to assist schools, communities, states, and regions develop a clear vision of their preferred future and to develop the action agendas needed to move forward toward achieving their respective visions of their preferred future. Across the nation, 47 states and two territories participated in this initiative and more than 10,000 individuals met as a result of RAE 2020. Many of these meetings are being held in local communities where discussions center on local needs for agricultural education. In December of 1999 The Council will conclude this project which started in January of 1996.

The vision resulting from RAE 2020 is that by the year 2020 “all people value and understand the vital role of agriculture, food, fiber, and natural resources systems in advancing personal and global well-being.” And the mission for agricultural education is to “prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resources systems.” Four major goals that must be accomplished to achieve the vision are:

- (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.
- (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.
- (3) All students are conversationally literate in agriculture, food, fiber, and natural resources systems.
- (4) Partnerships and strategic alliances ensure a continuous presence of education in and about agriculture, food, fiber, and natural resources systems.

I am providing the committee with copies of the preliminary RAE 2020 report, “A New Era in Agriculture,” that was released in December of 1998 and a draft copy of the latest version. Please note that this document is still in draft form. The current schedule calls for this document to be finished and distributed nationwide in April of 1999.

For the remainder of my time I want to discuss some of the recent trends and issues impacting agricultural education across the country. The number one priority of agricultural educators today is the supply of qualified teachers to fill positions available

across the country. In the latest edition of *The Agricultural Education Magazine*, Julia Gamon, a recently retired Professor of Agricultural Education at Iowa State University described visiting thirteen university agricultural teacher preparation programs. He found that twelve of the institutions were not preparing enough graduates to fill all of the high school teaching vacancies in their respective areas. The shortage of teachers is a problem in most states across the nation.

There are three components of a quality high school agricultural education program—classroom/laboratory instruction, supervised agricultural experience and FFA. Nationally, the number of students enrolled in agricultural education is increasing. While secondary agricultural education enrollment is expected to exceed 750,000 students during this school year, the number of members in the FFA has started to decline. Fewer students are participating in “hands on/work based” learning activities through a Supervised Agricultural Experience Program. This means that two of the three components of a high quality secondary agricultural education program are not part of every student’s preparation. Demographic records indicate that agricultural education is attracting a more diverse student population. As the student populations diversify student experience programs and leadership programs must adapt to the new students, their interests, and learning styles.

Today the challenge for agricultural education is to broaden its mission to educate all learners about agriculture, food, fiber, and natural resources systems. Agricultural education is also challenged to serve all students in urban, suburban, and rural schools and to use the latest technology in delivering instruction that is current and relevant to today’s agricultural industry. Currently approximately six percent of the total school

population successfully completes coursework in agricultural education. Serving the other 94 percent of students will require a broad-based network of teachers, groups and organizations collaborating to develop and disseminate contemporary curricula for all students. To have seamless connectivity, agricultural education needs to generate more support for instruction above the secondary level. Community college programs and adult education need additional support and attention by policy makers and by the agricultural education community. Increasing the capacity for preparing agricultural education teachers for all levels of instruction is critical for ensuring agricultural education's preferred future.

Many teachers today greatly underestimate how much time it takes to get all their duties and responsibilities accomplished. They are often so involved with day-to-day activities that they have a difficult time understanding the total agricultural education picture. This is not a criticism of our hard working teachers; it's just the way things are today and one of the reasons so many outstanding young people leave the agriculture teaching profession during the first three years of their teaching career. And it appears that we will be asking teachers to do even more in the future. We need to develop better support systems to ensure success early in each teacher's career.

Today, many states are trying to address the challenges of developing a preferred future by making changes in the way they are structured and the way they deliver educational programs to students. For example, North Carolina has established a new state leadership model that increased their state staff and relocated them to North Carolina State University. The state leaders hold university faculty appointments and are housed in the Department of Agricultural and Extension Education. This structure has

allowed them to leverage additional support from other university faculty including teacher training faculty and extension specialists. Other states are reviewing the successes of the North Carolina model and are considering similar structures for providing state leadership. Agricultural education and FFA are lead by state department of agriculture staff in New Jersey.

Many states have established agricultural education leadership committees and funded them to develop and implement strategic plans for improving agricultural education. I want to mention some examples of projects that are underway in some of your neighboring states. Indiana has a \$607,000 grant to upgrade and expand their leadership center. Minnesota's Agricultural Education Leadership Council is supporting agricultural education at all levels—elementary, middle school, secondary, and postsecondary. Illinois is planning a new agricultural education center that will house the support groups for agricultural education and FFA. Michigan is bringing a group together tomorrow to look at increasing their capacity for agricultural education at all levels. They are considering the North Carolina model to strengthen both their state leadership and university teacher preparation program.

As states across the country seek new structures, strategies and methods of supporting agricultural education, it appears that the challenge for those of us at the national level is to work with increasingly diverse structures and mechanisms for delivering instruction to students at all levels pre-kindergarten through adult. Some states are devoting most of their resources to the secondary level and others are placing increased emphasis on meeting middle school needs. Some states are improving

postsecondary and adult programs and others are doing very little to meet the needs of students above the secondary level.

In summary, over 10,000 people involved with the RAE 2020 initiative support the need for seamless connectivity of agricultural education pre-kindergarten through adult levels. They emphasize the importance of lifelong learning and meeting the needs of an increasingly diverse student population. They recognize the importance of developing strategic partnerships and alliances with all stakeholders in the global agriculture, food, fiber and natural resources systems. And they view agriculture, food, fiber, and natural resources systems education as a vital component of the nation's total educational system. On behalf of the stakeholders involved with RAE 2020, I am pleased to share our work and to encourage you to establish and implement the preferred future for agricultural education in Wisconsin. I commend this committee for seeking the opportunities, challenges and solutions for serving the students in Wisconsin. Do you have any questions?



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

Dean P. Gagnon
Agricultural Education Consultant
State FFA Executive Secretary
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707
608-267-9255
608-267-9275 (fax)
gagnodp@mail.state.wi.us
<http://www.dpi.state.wi.us/dpi/dlsis/aged>

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Agricultural Education Task Force members and Co-Chairs. State Superintendent John Benson could not be with us today because of a prior commitment. He did, however, ask me to convey to you his support for agricultural education. Thank you for inviting me to testify today in what I feel is a crisis in agricultural education that will have a negative economic impact on Wisconsin's agricultural/agribusiness economy. Our problem is a problem of success.

My name is Dean Gagnon; I have worked with the Department of Public Instruction for 9 years, five of those years as an agricultural education consultant. Prior to working at the Department, I taught high school agricultural education for ten years. My colleague, Sharon Wendt works in the same capacity as myself at the Department, however could not be here today.

Our responsibilities at the Department are to provide leadership for agricultural education and to work with the vocational student organization, FFA. The leadership Sharon and I provide is in the form of curriculum development and reform, program improvement, support to school districts, liaison between agencies such as the Department of Agriculture, Department of Natural Resources, professional organizations, and FFA Alumni an organization consisting of 8,000 members. We also

provide program direction for the State FFA Foundation supported by 525 sponsors, 150 of which are major Wisconsin agribusinesses.

You just heard Ferron share with you a typical day in the life of an agriculture teacher. I would like to confirm what Ferron just said. There are 324 other teachers operating within the public school system who can mirror Ferron's typical day.

Ten years ago, I began my career as an agricultural consultant and State FFA Advisor. After 2 and one-half years, I left the Department. In 1997, I returned to my previous assignment and again served agricultural education. Upon my return, I noticed a significant difference in the tenor of the very same teachers I had worked with previously. I was seeing them come to inservices looking fatigued. I was hearing them say, "Dean, I don't know how long I will be able to operate like this." The reports they sent in to us were not of the same quality. Something had changed. We asked the question, why?

Previously, I shared with you a partial list of the responsibilities that Sharon and I have at the Department. When I look at our positions and responsibilities in the aggregate, this is what I see. It is our responsibility to serve agriculture education in the public school system, so that Wisconsin's agribusinesses are assured of individuals who are knowledgeable, hard working, ethical and community centered.

* What I see happening is a deterioration of the infrastructure that supports Wisconsin's agricultural economy. If Sharon and I cannot adequately support our teachers, if our teachers cannot adequately support their students, if the colleges cannot adequately support practice teachers and beginning teachers, we are in dire trouble.

Are we getting the job done? Yes, but at the expense of teachers, technical colleges, teacher educators, and state staff. Every year as our enrollments increase, the problem increases. The popularity of agricultural education courses attracts more students. Teachers have the same or less resources. The almost 30,000 students enrolled in agricultural classes is the highest it has ever been in Wisconsin's history. Why?

Because our teachers have improved their curriculum to reflect the type of classes that Ferron mentioned. They are responsive to the changing needs of Wisconsin's agribusinesses. They are responsive to their students needs.

I would like to call your attention to the yellow chart entitled, *Wisconsin DPI Ag Ed Data*. If we examine the figures, we see that the number of agricultural departments has remained rather constant. Looking at the number of teachers, we see this increasing and somewhat reflects the increase in students. Students in 9-12 grades are increasing. Students in middle school programs fluctuate from year to year. The number of young women enrolling in classes that were traditionally male dominated continues to increase. The number of farm students has remained constant at approximately 25%. The average number of students per teacher has increased significantly. This is troubling because as you heard Ferron explain his typical day our teachers work comprehensively with their students to develop the whole person and do not merely teach them a subject.

Where in the day, evening or weekend, does Ferron have time to work with the Academic Standards for Agricultural Education? Where is there time for learning the new software programs, global positioning systems, issues around land use planning or aquaculture?

Agricultural teachers traditionally had extended contracts during the summer months to monitor and assist their students Supervised Agricultural Experience Program or career interest area. Extended contracts are essential because in Wisconsin most of our agricultural activity hinges on our short growing season. Because of spending caps on districts, we have seen the erosion of the 40-day extended contract. We have always maintained the 40-day extended contract as a standard for a quality program. Districts find themselves having to reduce or eliminate extended contracts at a time when student enrollment is increasing. 15% of our teachers do not have an extended contract. 44% of the teachers that do have an extended contract have less than 40 days. A reduction in a teacher's extended contract only increases the problem of

teacher retention and recruitment. If the educational system cannot be competitive with the labor market, we lose our highly sought after teachers to the business world.

Agricultural teachers have traditionally had one class period per day to assist students on work experience programs related to their career interest in agriculture/agribusiness. In agricultural education, we have been practicing school-to-work programs since 1917 and find our program eroding at the very time there are state and national efforts at School-to-Work. Resources that were traditionally used for agricultural education have eroded.

When analyzing agricultural education in Wisconsin compared to other states, we learned some interesting facts. If you will turn your attention to the blue sheet entitled *Comparison of State Staff Serving High School/Middle School Agricultural Education Programs/Teachers/Enrollments*.

Table 1, provides information about some of our neighboring states or states similar in enrollment numbers. We have utilized Table 1 to generate Tables 2, 3, and 4.

The ratios expressed in Table 2 indicate state staff to programs.

The ratios expressed in Table 3 indicate state staff to teachers.

The ratios expressed in Table 4 indicate state staff to students.

We are very proud of our accomplishments with our teachers, teacher educators and colleagues at the technical college.

- We had the first set of academic standards that were correlated to the assessed standards of mathematics, science, English language arts and social studies.

- We are celebrating our second anniversary of our agricultural education homepage at the DPI, still the only discipline to have a homepage that serves teachers and students.
- We were the first discipline to have the State-Certified Co-op Program articulated with the Technical College for a seamless system for students' transitioning from high school to the technical college. Agricultural students can earn up to 8 credits toward their associate degree while still in high school.
- We were the first discipline to embark on a curriculum project to write learning activities to support the Academic Standards for Agricultural Education thereby assisting districts to implement the standards.
- We are the only discipline that has established a database for the purpose of program improvement. Data about what teachers teach, their facilities, equipment, and other information is readily available for teachers, administrators and school board members as they seek ways to improve their agricultural programs.
- With the support of the Wisconsin FFA Foundation, we will be sending 10 teachers to Puerto Rico in August for the purpose of a teacher exchange. The following year, we will begin the student exchange program for the purpose of globalizing our curriculum.
- We are the only discipline that has our units of instruction on the internet for teachers to download and modify meeting the needs of the local community. This has been available to teachers for almost ten years.
- One-third of our teachers are teaching about aquaculture, an emerging industry in Wisconsin, while at the same time teaching science.
- The Wisconsin Association of FFA is very competitive at the national level as noted by the record number of national finalists at the 1998 National Convention.

- At a time when we are seeing record numbers of parents electing to home school their children, we are receiving increasing numbers of requests from teachers originating from parents of home schooled children, inquiring about their child's participation in the FFA.

During this brief time, I have attempted to systematically and logically assist you in understanding the facts that have led us to the conclusion that Wisconsin's infrastructure for agricultural education is crumbling. Our neighboring states have taken legislative action to insure that their agricultural infrastructure remains solid. Our neighbors have additional resources. They have additional staff, inservice time, substitute costs while attending an inservice, and grants for innovative programming. If our neighboring states are investing in agricultural education, and if we are to remain economically competitive, shouldn't we be doing the same?

Additional resources allocated to agricultural education will provide us the technical support our teachers need. Increased support for extended contracts supports our students in their pursuit of an agricultural career. All this to insure a strong agricultural economy for Wisconsin.

I believe in our teachers who do not watch the clock but watch their students develop into individuals with agricultural career interests. Our teachers are dedicated to their communities and the parents of their students. School-parental partnerships are developed in the best interest of the child who will eventually be working in approximately 20% of the jobs related to production agriculture. All of this to keep Wisconsin's agricultural economy at least as strong or even stronger than our neighboring states.

My relationship with some of you on this task force has just begun and some of you don't know me very well. Those individuals who do know me know that I don't "cry wolf." I don't ask for things that aren't needed. Thank you for your time and attention.

Comparison of State Staff Serving High School/Middle School Agricultural Education Programs/Teachers/Enrollment
(requested by the Wisconsin Leadership Council for Agricultural Education)

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

Table 1
1998-99 data provided by the National FFA Center and US Department of Education

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

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

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

Table 2

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

Table 3

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

Table 4

Ferron Havens
Verona High School

DAY IN THE LIFE OF AN AGRISCIENCE TEACHER

Dear Members of the Wisconsin Assembly Task Force on Agricultural Education. As an Ag Teacher, the name I've learned to hate the most is..... - *Mr. Havens*... Let me explain....

I get to school about 7:30 in the morning, of course depending it takes me how long it takes me to feed the animals at home and get my kids to school and I arrive at school to find between 10-12 students hanging out near and in my office.

Mr. Havens, did you finish that recommendation that I asked you for yesterday.

Mr. Havens can I have a pass for first hour?

Mr. Havens, can I tell you about what happened at work yesterday....

After answering a plethora of questions and putting out several brush fires and shooing them all out of the office, it's 8:10 a.m. and time to start first hour class, which is Environmental Science.

BELL RINGS

Today, Class, let's explore the problems and possible solutions of clear cut forestry practices. (Note to self: schedule bus for tomorrow's field trip and find more reference material to base discussion off of).

Mr. Havens on these reports that we have to write, does spelling count?

Mr. Havens can I have a pass to go to the LMC to start this report?

Mr. Havens I need to go to my learning resource teacher if we have to write a big paper.

Mr. Havens are there any problems if this report is over 20 pages

Mr. Havens can I answer the phone - Guidance needs to see you about some students' achievements.

(Note to self: revamp project to cover all academic levels of students in class).

"Let's try to finish these reports by the end of the week class."

Mr. Havens do these pages have to be typed?

Mr. Havens when am I going to finish filling out that FFA Scholarship application?

Mr. Havens when can I come in and talk to you about this project?

(Note to self: need to get ready for lab in bio-tech next hour - how am I going to set up the classroom for efficiency and safety).

See you tomorrow class, good work.

BELL RINGS

Mr. Havens, can you go over that project one more time for me?

Mr. Havens, did you hear about what happen at the Joe Smith farm yesterday? That seems to fit right into the class, don't you think?

BELL RINGS

Good morning class, I'll be set up in just a minute, have your seats. Would a couple of you come and help me move things around to make it more efficient (Note to self: find out if there's a better way to run this lab than the way I've been doing it). Class, we're going to read through this lab protocol together so that we all understand exactly what we're doing and then we'll go ahead with the actual lab (Note to self: remember to order the second part of this lab for next week).

Mr. Havens, do you have those advanced make-ups for those of us going to the judging contest next week?

Mr. Havens someone's at the door, it's Mr. Jones the FFA Alumni president - Good morning, Mr. Jones, I believe we're ready for next week's Farm Toy Show next Sunday. I'll call you this evening with additional details. (Note to self: don't forget to call Mr. Jones tonight).

Mr. Havens where do we put all the lab materials when we're done? I don't want the Freshmen to screw up my lab next hour.

Mr. Havens, I'm not even close to being done with my lab, can I get a pass and work through next hour?

Mr. Havens, when are we going to work on our speech for competition, I need some help with mine.

Mr. Havens can I go to the animal lab and check on my project for fifth hour - I'm done with my bio-tech lab for now?

Mr. Havens will this bleach cleaner ruin my new outfit? (Note to self: buy lab coats....oops, no budget left)

OK gang, you have one minute left to clean up and put your stuff away or you won't find it tomorrow. (Note to self: Need to run off handout for tomorrow's class on genetic engineering).

BELL RINGS

Mr. Havens can you look over this resume sometime, I'm applying for a job today at the local hardware store.

Mr. Havens' you think bio-tech will be like the sci-fi stuff we read about all the time - - that stuff is pretty cool.

Mr. Havens I think there's something wrong with the fish in the aquaculture tank, you'd better come look right now.

BELL RINGS

Class sit down and listen to the daily announcements I'll be right back.

Mr. Havens before you go can I get a pass to the career center, I want to check out the veterinary science program at MATC?

Mr. Havens, you have a phone call from the fruit sale guy, he needs to talk to you right now.

Mr. Havens, a teacher from the elementary school is here with those baby chicks they used for

their project, should I put them in the animal lab and what do I feed them? (Note to self: buy chicken feed)

Class meet me out in the greenhouse - we're going to be transplanting today. The plant sale is in a month and a half and the way I have it figured we only need to transplant 25,000 plants and we'll be ready.

Mr. Havens, I don't like plants anymore, can we do something different.

Mr. Havens, Ms. Meyers, the principal is here and she wants to take a group of visitors for a tour through the greenhouse, is that OK?

Mr. Havens, how many of us are you going to need at the plant sale to help out and do we get paid?

Let's clean up gang, you have 5 minutes and it's a mess here.

BELL RINGS

11:30 a.m. LUNCHTIME, finally.... (there's 15-25 kids in my classroom)

Mr. Havens, can we go down and work on my small engine - you said you'd help me over lunch today (Note to self: Eat bigger breakfast).

Mr. Havens before you go down to the shop are we stilling planning to do that FFA Leadership workshop for other chapters? What do you want me to do to get started?

Mr. Havens do we need to have official dress for the Kiwanis banquet next Tuesday?

Mr. Havens what about those jobs you knew about last week, can we talk about them?

BELL RINGS

Good morning Top Flight class or is it afternoon? Today we need to explore the basic components of good communications - Let's break into Class Management Teams and develop a list to share with the class.

Mr. Havens is the president of the XYZ company coming in to talk to us next week?

Mr. Havens, can you sign this advanced make-up since I'm going to be gone the next 5 days for the European band trip - what am I going to be missing?

Mr. Havens, I know this class is important but I have a test in AP Chemistry next hour, can I get a pass to go to the LMC to study?

Great discussion today class, don't forget about the quarter projects that are due in two weeks.

Mr. Havens, I don't remember hearing about class projects!

Would you all please help me rearrange the chairs and tables - I have a demonstration next hour for animal science. Thank you.

BELL RINGS

Mr. Havens, what is the animal science class like

Mr. Havens are there any careers in working with pets?

Mr. Havens, your pop supply is here for concession stands - can I miss class next hour and help you put them away?

BELL RINGS

Today, class, I would like to demonstrate the different ways of administering medicine to an animal. After the demonstration, there will be a quiz on animal parts, locations and proper uses of these management tools.

Mr. Havens, can I hold the animal while you do the demonstration.

Mr. Havens, can I try to do it?

Mr. Havens, isn't this hard on the animal. (Note to self: next time use rabbits instead of goats - they're easier to handle and less messy). Any questions on the quiz before we start?

Mr. Havens, I'm finished already, can I work on my Advanced Placement Calculus now?

Mr. Havens, can you help me with questions #2?

Any questions, before we wrap up, if not, I'll see you tomorrow. (Note to self: One more class to go today -- oops, I forgot to run off more of the weekly work schedule sheets for my cooperative internships class next hour).

BELL RINGS

Class, today we need to practice interviewing techniques to help you get ready for careers in agribusiness - let's try some role playing. By the way, we're in desperate need of young people going into the ag education field.

Mr. Havens does this stuff really help?

Mr. Havens we did this in English, how come we have to do it again?

Mr. Havens, I don't even know what I want to do with my life - what would you suggest?

Mr. Havens, my parents don't want me to go into Ag Production because there's no money.

Class, before the bell rings, let's review the key points and what you need to do to improve your interviewing success.

BELL RINGS

Mr. Havens can I talk to you about the job placement I have right now, it doesn't seem to be working out.

Mr. Havens are you going to be coming around to check on all of us on the job?

Mr. Havens, my boss isn't real good about letting me out of work for FFA activities, how am I going to handle that?

BELL RINGS

52 minutes left in the day- what do I have to finish yet before I go to my after school site council meeting? Oh man, I forgot about the Dane County Ag Teachers meeting too today. (Note to self: Maybe I can catch the last 1/2 hour of that meeting). Let's see, I have to order the small engine parts for tomorrow, call for the bus for the field trip, write those 5 recommendations for admission to the College of Ag, finalize fruit prices, go to the LMC and research tissue culturing techniques, check with guidance on attendance problems of three students, fill out EEN reports

due by the end of the week, rewrite variations of bio-tech quiz, check animal lab food supply, plan FFA officer meeting with president, call on job placements to check on students' progress, run ad in paper for upcoming plant sale, etc., etc., etc.....

Mr. Havens, this is the office, your wife wants to know what time you'll be home for supper.

You can see why there are days when I hate my name.....

Welcome to a typical day in the life of an Ag Teacher. The names have been changed to protect the insane and granted not all of these things happen on any given day but they are very common events in the life of an ag teacher. This presentation is not meant to glorify and make martyrs out of us - nor is it designed to create pity or sympathy... it is simply my attempt to explain the uniqueness and diversity of this profession. Whether we're talking about the wide variety of topics covered in classes, the academic range of abilities of students from the 4.0 to the 0.4 within a class, the wide range of questions, the vast amount of diversions throughout the day that occur, the large number of interactions by outside groups and activities - it makes for a very challenging position. Add to that the ever increasing difficulty of keeping up with rapid changes in technology, information and the units of instructions that we need to teach to better prepare our students to enter the ag industry. As a result, many of us end up barely staying afloat or if lucky 5 minutes ahead of every class. We need help. We need more professional interaction, more training, more resources and time to implement them, more business and industry connections, more opportunities to provide career awareness and ag literacy for our communities, more interdisciplinary interactions, and a chance to provide a valuable service by making all students and the public aware of the opportunities in agriculture and the importance of agriculture in their lives. Thank you for listening.

**WISCONSIN LEADERSHIP COUNCIL
FOR AGRICULTURAL EDUCATION
(WLCAE)**

Dennis M. Rose, Chairman
2025 Winfield Dr.; Reedsburg, WI; 53959-2229
608-524-6862
E-mail- drose@jvl.net
Work - Lakeside Foods 608-524-2346

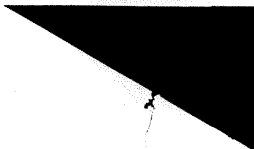
MISSION

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.

**COMMENTS TO TASK FORCE ON
AGRICULTURAL EDUCATION
MARCH 22, 1999**

I am Dennis Rose, a volunteer representative of the Wisconsin FFA Alumni to the Wisconsin Leadership Council for Agricultural Education since February 1994. I have been the Chairman of the Wisconsin Leadership Council for Agricultural Education since July 1995. My interest and involvement in Agricultural Education includes my Life membership in both the National and Wisconsin FFA Alumni. I have served as a member and the Chairman of the School District of Reedsburg's Agricultural Education Advisory Council. I served for several years as the local coordinator in Reedsburg, of an eighth grade Agricultural Career Day established by the Wisconsin Agribusiness Foundation. I served as an elected Sectional Representative of the Wisconsin FFA Alumni from 1989 to 1992. I have served as a member of the Wisconsin Agribusiness Council's Education Committee for several years. I am a member of Sauk County's Large-Scale Animal Feeding Operations Ad Hoc Committee.

We are at the crossroads of Agriculture's future as an industry in Wisconsin. The quality of Wisconsin's Agricultural Education Programs will impact Wisconsin's Agriculture future. As a volunteer, I am no longer able to make the commitment of time that I once did to issues involving Agricultural Education on behalf of the Wisconsin Leadership Council for Agricultural Education. I had more freedom in the past to make these commitments of time when I was employed by my family's corporate dairy farm. However, just a little over one year ago in March of 1998 we sold the farm. It means that now I must validate my time spent on these issues to my new employer. My time commitment to Agricultural Education issues on behalf of the Wisconsin Leadership Council for Agricultural Education will be limited especially during the growing and harvesting seasons. I now work for Lakeside Foods / Reedsburg, as the Assistant Agriculture Supervisor. It is not that the company does not support Agricultural Education. They have hosted



tours for the local high school Food Processing and Agriculture Management classes along with tours for the 1999 Wisconsin Jaycee Outstanding Young Farmers Awards Weekend. The philosophy to be selective with an employee's time to outside activities reflects a prudent desire for fiscal accountability. I have witnessed this same philosophy by many other Agribusinesses over time.

There is a greater need today and there will be an even greater need tomorrow for someone to be the full time architect to oversee the designing of the blueprints of Agricultural Education's future. That same full time person would be responsible for coordinating the activities of all the parties involved in carrying out the concepts in the blueprints of Agricultural Education's future.

The Wisconsin FFA Alumni membership has been active participants in increasing the enrollment in and the quality of Secondary Agricultural Education. Members of the Wisconsin FFA Alumni have also been involved in efforts to maintain adequate numbers of Agricultural Education Consultants at the Department of Public Instruction. The Wisconsin FFA Alumni has been a supporter of the goals and activities of the Wisconsin Leadership Council for Agricultural Education since 1989. A representative from the Wisconsin FFA Alumni was involved in the planning and has been a part of the leadership of the Wisconsin Leadership Council for Agricultural Education since its inception.

Enrollment statistics, which you will see during Dean Gagnon's segment and my personal first hand observations show that while the numbers of farm raised students in Agricultural Education programs has stabilized, urban student numbers continue to increase. We no longer have a surplus number of students that have had the intensive internship / apprenticeship backgrounding that farm-raised children bring to Agricultural Education and training for employment. This knowledge base is now obtained through classes that must teach the most basic fundamentals and include hands on learning. These skills were once obtained through the daily involvement with a parent, grandparent, other relative or a neighbor. The knowledge base for employment in agriculture continues to grow at an astounding pace. Several segments of Wisconsin's Agribusinesses, including dairy producers are not able to hire properly trained individuals.

At Lakeside Foods this last year, I worked with a summer intern, who was a Biology major with a desire to work in Bio-technology. However one day during our travels, when I observed a recently shorn flock of sheep late in the summer he commented, "How many pounds of cotton does each sheep produce?" Lakeside Foods currently has several positions posted that would best be filled by someone with an agriculture background. It is more likely that someone will fill these positions with a degree in the related field, but no agriculture experience. As the blueprint for Agricultural Education's future is laid out, it will be interesting to see if certain segments of agribusiness consider it essential for some employees to have an agriculture background, even if it is not from being born and raised on a farm. An alternative to being born and raised on a farm is

to provide intense training in a magnet type school with an agriculture focus just as Kansas City, Chicago, Philadelphia, St. Paul and being planned for Des Moines.

In addition to these direct economic factors upon agriculture, there are some indirect factors. Many of agriculture's neighbors do not know what is happening in the fields and on the farms near them. Some non-farming rural people have forgotten that an industry is at work outside their windows. This is the very reason that some of them left the city for life in the country. Yet if productive farmland continues to be used for housing, agriculture will face the challenge of increasing production per acre to provide food for everyone. These are some of the reasons why I, a non-educator, am involved in several organizations with agriculture education as part of their activities.

The Wisconsin Leadership Council for Agricultural Education requests that for the economic well being of a major industry, the Task Force on Agricultural Education become a partner in drawing the blueprints for revitalizing and re-enforcing Agricultural Education, which is the foundation on which a strong Agriculture Economy rests. Just as Agriculture is multi-faceted, so is Agricultural Education. We will provide information to distinguish one facet from another. We will provide information to show that one facet can not be totally separated from the others. It is not necessary to begin the revitalization from scratch. Just as in any other building project we will look to see what our competition or our neighbors are doing under similar circumstances. You have already received some of these examples, prior to the hearing today. I have one update to the information that you already have in your possession. Our blueprint will avoid or correct their errors as well as include ideas that have proven successful.

* My recommendations to put a strong foundation under Wisconsin's agriculture economy include:

A Director of Agricultural Education to coordinate and be accountable for the future of Agricultural Education.

A field staff to assist with Agriculture Literacy, instructor recruitment, new teacher training, continuing education for current teachers and to be liaisons to agribusinesses.

Grants to assist local Agricultural Education programs with equipment purchases and extended contract time.

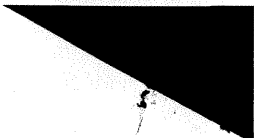
Funds to assist Agricultural Education programs at the University System and the Technical College System.

No changes for the future of Agricultural Education are at the cost of current programs and staffing.

The identity of Agricultural Education remain separate from initiatives for agriculture related research.

A conference or additional hearings to receive input from a broader base of agribusinesses, to fine-tune the blueprints for Agricultural Education's future.

A magnet style school of agriculture in one or more metropolitan areas.



Usually no original blueprint goes unrevised. I am asking for your participation in the refining of the blueprints to revitalize Agricultural Education as a step to strengthening the state's agriculture economy.

A passion for agriculture and / or education prompts most of us involved in this issue to exceed any implied or contractual expectations. It becomes increasingly difficult to increase the passion in multiples to counter-balance restrictions on time and funds.

I offer my assistance and look forward to being a part of the strengthening of Wisconsin's agriculture economy through the revitalization of Wisconsin's Agricultural Education programs.

WISCONSIN ASSEMBLY TASK FORCE
ON AGRICULTURAL EDUCATION

March 22, 1999

Introductory Comments

Robert Campbell

Platteville, Wisconsin

BACKGROUND:

Marinette County Farm

Wausau H.S. - 1949

Vo-Ag, FFA and 4-H

Military, 1953-55

Since then -

5 years District Sales Manager
for Ralston Purina Company

32 years in Agricultural Education

at the high school and University levels.

Retired from UW-Platteville in 1992

Government, Education and Agriculture

From action taken by the Philadelphian Society in 1794, through the establishment of the Land Grant College System in the last half of the ⁽¹⁸⁶²⁾1800's and the state and federal enabling legislation of this century, government, education and agriculture have forged partnerships that have played a significant role in placing America at the forefront of a dynamic food and fiber industry. Wisconsin has been a major player in this arena.

This partnership has produced an agricultural industry whose production segment is so efficient, today's farmer is providing farm products for 133 people.

Why has America been able to do this while other nations have failed? The answer is an educational system that works.

A System That Works

The Wisconsin Legislature passed a bill in 1911, providing state aid to high schools for departments of agriculture. Because of this early start, the program in Wisconsin “hit the ground running” when the Smith-Hughes Act of 1917 provided matching federal funds.

In addition to their in-service activities with teachers in the field, supervisory staff members had the responsibility of maintaining program accountability in accordance with established standards. In 1967, the supervisory staff for Agricultural Education in Wisconsin was split between the Department of Public Instruction (Secondary programs) and the State Board of VT&AE (Postsecondary and adult programs).

Three Program Elements

Included among the program standards were three integral elements:

1. Classroom Instruction, with an emphasis on hands-on learning.
2. Application of learning through Supervised Agricultural Experience programs. This element required summer employment of the agriculture teacher.

3. Leadership and Group Dynamics training through the FFA, the youth program for students of Agriculture.

It Wasn't Broke, So We Fixed It Until It Was

The demise of Wisconsin's Agricultural Education System began in the decade of the 80's. A stale agricultural economy, negative public perceptions of agriculture and the erosion of federal and state funding were among the contributing factors.

A system that worked effectively and efficiently for 65 years is now threatened with demolition. While it still looks good to the casual observer, when measured in terms of student interest at the secondary level, the very infrastructure which supports it is crumbling. We all know what happens to the building when the foundation fails. It is for this reason we appear before you today.

Over the next hour or so, an array of speakers representing both education and agribusiness in Wisconsin will address the challenges facing agricultural education at the secondary, postsecondary and University levels in Wisconsin and across the country.

Thank you, for this opportunity to share these thoughts with you. We are confident we can once again form a partnership that will turn these challenges into opportunities.

Robert Campbell
870 Fremont
Platteville, WI 53818

(608) 348-6437

Testimony

Prepared for the Wisconsin Assembly Task Force

On Behalf of the
Wisconsin Association of Vocational Agriculture Instructors (WAVAI)

By
Dick Aide, Executive Director

Informational Hearing
Crisis in Agricultural Education in Wisconsin

1:00 p.m.
Monday, March 22, 1999
417 N. Capitol Bldg.
Madison, Wisconsin

I would like to begin by thanking the Assembly Task Force on Agriculture Education for the opportunity to present our concerns and possible solutions for Agriculture Education in Wisconsin.

I represent the Wisconsin Association of Vocational Agriculture Instructors (WAVAI) and its 348 members who are elementary, secondary and post secondary agricultural instructors in Wisconsin.

At the Joint Agricultural Education meeting in October, representatives for secondary, postsecondary, University, Department of Public Instruction , Wisconsin Technical College System and Wisconsin Association of Vocational Agriculture Instructors brought forward concerns about the well-being of Agriculture Education in Wisconsin. Two follow-up meetings were held in December and January. At the conclusion of these meetings it was decided that we should ask the Wisconsin Legislature for help. Bob Campbell and myself then met with Representative Al Ott, chairman of the Assembly Agriculture Committee.

Agriculture Education is a unique program in our schools. It combines the resources of the school, community, and family. In addition, agriculture education includes a strong leadership development program through the student organizations of FFA and PAS. This is and always has been a true model for community based education. It is because of this uniqueness that we in agriculture education have some very special challenges.

The following speakers will address these concerns and possible solutions. You will hear from:

Bob Campbell who will discuss the importance of the relationship between government, education, and agriculture.

Dennis Rose will communicate the need for well trained employees in various agribusiness industries.

Ferron Havens will present a birds eye view of the challenges of teaching agriculture education.

Dean Gagnon will provide an overview of the status of agriculture education.

Roscoe Vaughn will share what is happening nationally in agriculture education.

Dale Drees will address the needs of postsecondary agriculture education.

Richard Jensen will discuss the crisis regarding the need for qualified staff at the university level.

Jim Gibson will summarize the challenges facing agriculture education and suggest possible solutions.

As a result of this meeting today, it is my desire that a process will be developed and implemented to address the challenges facing agriculture education.

Chairman:
Agriculture Committee

Member:
Consumer Affairs
Government Operations
Natural Resources



Al Ott

State Representative • 3rd Assembly District

DRAFT

March 29, 1999

Good

Dear

On behalf of the Speaker's Task Force on Agricultural Education, I want to thank you for your time and effort in appearing before the Task Force at its first meeting on March 22.

The issue of expanding and strengthening agricultural education in Wisconsin is an extremely crucial issue which must be given high priority if Wisconsin is to remain a driving force in worldwide agriculture and related agri-businesses. We can no longer just meet to lament the dwindling courses and lack of instructors in the varied agricultural fields. We must really work as a group to offer positive, workable solutions to the problems plaguing agricultural education. Your input at our initial meeting will be a foundation upon which the Task Force can build.

Once again, thank you for your contribution to agricultural education. Please feel free to contact me or other members of the Task Force with any additional input. We welcome your expertise.

Sincerely

Al Ott
Co-Chair
Speaker's Task Force on Agricultural Education

ARO:ln