



External Evaluation of the Facilitating Coordination in Agricultural Education (FCAE) Local Program Support (LPS) Project

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Prepared by Brian E. Myers, Ph.D.

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As a requirement of the Illinois State Board of Education grant process, the Facilitating Coordination in Agricultural Education (FCAE) Local Program Support (LPS) project was evaluated during the spring of 2023. Dr. Brian E. Myers, Professor of Agricultural Education and Chair of the Department of Agricultural Education and Communication at the University of Florida, was asked to coordinate the independent external evaluation project.

This evaluation was guided by the Program Objectives, Performance Measures, Targets, and Performance Standards outlined in the NOFO/RFP FY2023 Agricultural Education – FCAE – Local Program Support (CSFA Number: 586-18-0875) letter of February 10, 2022. Further, comparisons were made on the findings of the July 30, 1994, FCAE evaluation report conducted by Dr. J. Robert Warmbrod.

Procedures:

Phase 1: Review of Key Documentation

All key operational and reporting documents related to the FCAE Project were provided for review. These documents included FCAE reports, Illinois Committee of Agricultural Education (ICAE) operational/organizational documents and reports, Illinois Leadership Council for Agricultural Education (ILCAE) operational/organizational documents and reports, related documents and reports from the Illinois State Board of Education (ISBE), and other documents that could inform this evaluation.

Phase 2: Web-based Survey Instrument

A web-based survey instrument was developed and distributed to Illinois agricultural education teachers and key stakeholders. The FCAE Project Coordinator supplied the contact information for individuals to be asked to complete this survey. The distribution list included all middle/high school agricultural education teachers, university agricultural education teacher educators, school administrators and counselors whose schools have agricultural education programs, ICAE members, ILCAE members, selected business/industry representatives, and others deemed appropriate.

The initial invitation to participate in the web-based survey was sent to all 4,060 individual email addresses on the distribution list on February 28, 2023. In addition, reminders were sent to all unfinished respondents on the following dates: March 2, March 8, March 15, March 22, and March 29, 2023.

The survey population for this evaluation is defined as the 4,060 unduplicated email addresses on the final distribution list. Of that survey population, nine email addresses bounced and could not be corrected following numerous attempts. Further, 175 individuals who were invited to participate in the survey opted out of participation. Therefore, the accessible population for this evaluation was 3,876. A total of 1,504 responses were recorded. Thus, the response rate for the web-based survey is 38.8% which is well above the standard for a survey of this type.

A summary table of all responses to the web-based survey can be found in Appendices 1-4. It should be noted that participants self-identified the category that best identified their involvement in agricultural education (i.e., ANR Industry, Ag Teacher, AITC Coordinator, etc.). However, it was not possible to verify this selection, and it is assumed to reflect the respondent's involvement accurately.

Respondents were not required to answer any of the items on the survey; thus, the total number of responses per item varies. The number of responses for each item is listed in Appendices 1-4. In addition, some items on the survey were only appropriate for specific categories of respondents (i.e., "Onsite (in-person) visits to my school/program by FCAE staff are helpful"). Notation is made in Appendices 1-4 if respondents within a category were not asked to respond to a particular item.

Appendix 5 includes the written responses provided by participants to the open-ended questions. These responses are grouped by participant self-identified category. Responses are listed as entered by the participants with the following exceptions. Responses such as "none" or "N/A" are not included. In addition, minimal sections of some comments are redacted to protect the respondent's confidentiality.

Phase 3: Individual and Small-group Interviews

A series of individual and small-group interviews were conducted with key FCAE stakeholders drawn from the distribution list from Phase 2. A total of nine individual and 20 small group (up to 10 per group) interviews were conducted. All ICAE, ILCAE, Illinois FFA State Officers, and ISBE/state Ag Ed staff members in the distribution list were invited to participate. In addition, a random selection of School Administrators/Counselors/EFE Directors (152), Farm Bureau Managers/AITC Coordinators (50), Preservice Teachers (28), 1st Year Agriculture Teachers (50), and Agriculture Teachers (117) were invited. Thus, a total of 469 individuals were invited to participate in Phase 3.

These interviews were conducted virtually (web-based audio/video software). The purpose of these interviews was to provide greater depth and understanding of critical findings from the survey instrument undertaken in Phase 2 as well as surface any factors not identified in Phase 2.

Description of Respondents:

As noted above, 1,504 individuals responded to the web-based survey. The largest category of respondents was Agriculture Teachers ($n = 434$), followed by School Administrators ($n = 334$), Other ($n = 186$), Agribusiness & Industry Representatives ($n = 172$), School Counselors ($n = 104$), and the other categories with less than 100 respondents. (See Table 1). In addition to the acceptable overall response rate of 38.8% achieved by the survey, the response rates for each category of respondents were also acceptable, with all individual response rates being well above the standard for research of this type. In particular, the

agriculture teacher response rate was particularly robust and well above what is seen in surveys of individuals of this category throughout the literature.

Table 1

Respondents by Self-identified Category

Self-identified Category	<i>f</i>	%
Agribusiness & Industry Representative	172	11.4
Agriculture Teacher	434	28.9
Ag in the Classroom County Coordinator	50	3.3
EFE Director	21	1.4
Farm Bureau Manager	45	3.0
FFA Member	18	1.2
Non-agriculture Educator	29	1.9
School Administrator (Superintendent/Principal)	334	22.2
School Counselor	104	6.9
State Ag Ed Staff (FFA, ISBE, etc.)	10	0.7
University/College Faculty	61	4.1
University/College Student	34	2.3
Other	186	12.4
Missing/Not Reported	6	0.4

Note. *N* = 1,504

The distribution of teachers across the five Illinois Association of Vocational Agriculture Teachers (IAVAT) districts was relatively even, with slightly more teachers responding from District 5 (see Table 2). Information on the location within the state was also reported for Agriculture in the Classroom (AITC) Coordinators, Education for Employment Regional Delivery System (EFE) Directors, Farm Bureau Managers, School Administrators, School Counselors, and University/College Faculty. Those results can be found in Appendix 1.

Table 2

Agriculture Teacher Respondents by IAVAT District

IAVAT District	<i>f</i>	%
District 1	59	16.0
District 2	68	18.5
District 3	77	20.9
District 4	70	19.0
District 5	94	25.5

Note. *n* = 368

Respondents were asked to indicate if they had ever served in a leadership role in IAVAT at or above the section level, the FFA Board of Directors, the FFA Foundation Board, the FFA

Alumni Board, the ILCAE Board, or the ICAE Board. As expected, most respondents had not served in such a capacity (76.8%, No; 23.2%, Yes; See Appendix 1 for complete details). All data from the survey were also analyzed, comparing those who had served in leadership roles and those who had not. There were no significant observable differences in the overall survey results.

The distribution across years of teaching experience was also relatively even (See Table 3). Years of teaching experience were categorized as 1-3 years, 4-8 years, 9-17 years, and 18+ years¹. All data from the survey were also analyzed, comparing across teaching experience categories. There were no significant observable differences in the overall survey results.

Table 3

Years of Teaching Experience

Experience Category	<i>f</i>	%
<i>Agriculture Teachers (n=369)</i>		
1-3 years	106	28.7
4-8 years	82	22.2
9-17 years	87	23.6
18+ years	94	25.5
<i>AITC Coordinators (n=27)</i>		
1-3 years	8	29.6
4-8 years	8	29.6
9-17 years	8	29.6
18+ years	3	11.1

Findings

The findings of this evaluation are grouped below along the major themes of the review. A complete report of all data collected from the web-based survey can be found in Appendices 2-5.

FCAE Collaboration with Key Stakeholder Groups

Survey respondents were asked to indicate their level of agreement that FCAE staff collaborate well with 16 different entities/organizations. For all entities/organizations listed, most respondents indicated that they felt FCAE staff were collaborating well with key stakeholder groups. In all cases, less than 10% of respondents (and in most cases, less than 5%) indicated some level of disagreement with this statement (i.e., Strongly Disagree,

¹ Teaching experience categories based on Hall, B.M., Easterly III, R. G., & Barry, D. M. (2022). A comparison of curricular resource use of Florida school-based agricultural education teachers by career stage. *Journal of Agricultural Education*, 63(4), 232-243. <https://doi.org/10.5032/jae.2022.04232>

Disagree, or Somewhat Disagree). During an interview, one participant summarized this theme: "FCAE is the glue that keeps Illinois ag education held together."

In all cases, at least 10% of the respondents indicated "I don't know" for this item. For some entities/organizations, this response was recorded for over 50% of the respondents. During Phase 3 of the evaluation process (individual and small group interviews), it was observed that in most cases, individuals were very aware of the work and collaboration of FCAE staff with the category or entity/organization they represented but were relatively unaware of the responsibilities and collaboration the FCAE project had with other entities/organizations.

Although beyond the scope of this individual project evaluation, during the interview phase, a concern regarding the collaboration between critical state-level agricultural leadership entities (ISBE, ICAE, ILCAE, and FCAE) was noted by several individuals across different categories. Some individuals indicated that they perceived strong collaborations among these groups, while many stated they needed to be made aware of how these groups collaborated. Many individuals who had served in leadership roles in various agricultural education groups indicated concern. Some perceived that ISBE was not "listening to or at least not valuing input" from teachers, school administrators, ICAE, or ILCAE. Some indicated that "although I feel they think they are doing what is right for Ag Ed, it seems that ICAE and ILCAE may not understand the pressures on the classroom ag teacher. They come up with great ideas, but there is just already so much on a teacher's plate that it is hard to add more." Many of those raising concerns regarding the collaboration of these organizations noted that they did hope that past challenges may have been the result of "personality conflicts" between individuals in various leadership positions in these groups. Still, some did indicate they perceived these concerns as being "systematic" and would require deep investigation and work on clarifying the roles/responsibilities of each group and how those groups should work together to support and lead agricultural education in Illinois.

Importance of FCAE Activities

Survey respondents were asked to indicate their perception of the importance of 15 different activities of the FCAE project (See Appendix 3). Although there was some variation across categories, respondents overwhelmingly indicated that they perceived the FCAE activities related to their work as "Very Important" or "Extremely Important." In addition, written comments from the survey and statements made during the interview strongly support the data from the survey ratings. For example, teachers, school administrators, school counselors, and EFE directors clearly emphasized the importance of local program visits and "all things to support agriculture teachers."

Activities such as the state curriculum and professional development were also noted as very/extremely important to most teachers, AITC coordinators, school administrators, and university/college faculty. Teachers indicated high usage of those materials. Comments from the interviews regarding the curriculum noted they were very useful as "a starting point for instruction" that would allow the educator to build upon and make it their own.

These resources were found to be valuable for classroom teachers as well as AITC county coordinators. Further, teachers noted and appreciated the improvements in the quality of the lesson plans in the recent past and strongly encouraged FCAE to continue to update those materials. One AITC coordinator stated, “What they have is very good. We just need more!”

Professional development offered by FCAE was also highly valued. A relatively small percentage (16.9%) of respondents indicated that they “somewhat agreed,” “agreed,” or “strongly agreed with the statement that FCAE sponsored professional development conflict or duplicate offerings by other organizations. Of those that indicated such, the highest level of perceived conflict was with school district-offered professional development ($n = 12$). Comments were observed during the interviews from teachers indicating a desire for more professional development focused on agriculture technical content and delivered in a longer, more “hands-on” format.

FCAE project activities related to agriculture teacher recruitment and retention were deemed very important by respondents. Multiple teacher interview participant comments can be summarized by one quote from a mid-career teacher, “the only reason I’m still teaching is because of FCAE.” The survey, written comments, and interviews noted high levels of appreciation for the amount and various types of support FCAE staff provide agriculture teachers. Although many noted the role and positive effect FCAE programs and staff had on teacher recruitment, it was also noted that more needed to be done to recruit teachers since a shortage is still being experienced by the profession. Interview participants quickly acknowledged that what the current staff is doing is very helpful. Still, they did suggest that if funds were available, increasing FCAE staff to have one or more staff members focused on teacher recruitment should be investigated.

As noted above, most interview participants were unaware of the breadth of FCAE’s scope of work regarding agriculture literacy. When informed of the FCAE project’s objective to provide coordination for agricultural literacy efforts in grades PreK-16, several interview participants indicated concern regarding the broad scope of this charge. Several individuals interviewed from across the categories suggested stronger collaboration and delegation of agricultural literacy efforts in grades PreK-6 to partner organizations such as Agriculture in the Classroom. This suggestion was usually provided in a context of a concern for “stretching FCAE staff too thin” and concerns for burnout among FCAE program advisors.

Almost all interview participants noted concerns about FCAE staff member burnout. FCAE staff responsiveness to requests was noted and appreciated. However, the FCAE staff workload was a concern. One participant commented, “I don’t know when [FCAE staff member] sleeps! No matter what time of day or what day of the week I call or text, they respond right away.” Another participant stated, “FCAE staff are everywhere. It seems like they are always on the road. It is great to see them, but I just can’t figure out how they get their work done, always driving across the state.” Respondents to the written survey prompts and the interviews noted a need to assess the scope of FCAE staff duties and investigate increasing staff in the project.

Perceptions of FCAE Staff

Survey respondents were asked to indicate their level of agreement with several items related to their interactions with FCAE staff and the effectiveness of the staff (See Appendix 4). Overall, respondents to the survey indicated high praise for the staff in both item responses and written comments. Interviews also echoed this positive sentiment. A minimal number of survey respondents and interview participants did note some disagreements and lack of respect for certain members (past and present) of the FCAE staff. In all cases, this was an issue with the individual rather than the program or team as a whole. These negative comments should not be ignored but considered within the larger context. Over 65% of all respondents (26.9% indicated they “don’t interact with FCAE staff”) and over 91% of those in the agriculture teacher category indicated that their interactions with FCAE staff have been “Extremely Professional.” Additionally, 52.9% of all respondents (31.2% indicated they “don’t interact with FCAE staff”) and 69% of agriculture teachers indicated that their interactions with FCAE staff have been “Extremely Helpful.”

FCAE staff assistance with the Incentive Funding Grant, Three Circle FFA/SAE Extended Contract grant, teacher licensure, Agriculture Experience Tracker (AET), agriculture course content, website event registration, student course enrollment, and data entry was all found to be valued and appreciated by those respondents involved. In addition, multiple agriculture teacher respondents noted FCAE staff's ability to answer questions regarding these items as well as FCAE staff's willingness and effectiveness in working with school district administration regarding these programs.

Project Resource Management

A clear majority of respondents agreed (“agree” or “strongly agree”) with statements on the survey regarding the overall effectiveness of the FCAE project and that funds and resources are being managed efficiently. It is rare for a government-funded program to have this strong positive perception among stakeholders regarding effectiveness and efficiency.

The critical resource noted by all interview participants and mentioned several times in written comments is the staff. Continuing to hire and support high-quality staff for the FCAE project is critical to the continued success of the project. As noted above, several respondents reported concern regarding the level of support provided to FCAE staff. They questioned if a lack of support and unrealistic expectations placed upon staff may be a contributing factor to burnout and turnover among the FCAE staff. Respondents suggested that this be investigated. In addition, respondents suggested hiring additional staff to focus on “special topics/projects” such as teacher recruitment, urban agriculture program development and support, and elementary grade-level agriculture literacy. One participant noted, “The FCAE project has been successful in growing agriculture programs and starting new programs. That means there are more programs and teachers to support; more teachers need to be recruited. That alone is a full-time plus job. The special projects are important and need someone to focus on that work to make it successful as well.”

The importance of continued investment in the curriculum was also noted. Respondents commented that past investment has been effective, but "...curriculum is always evolving. There are always new ways of teaching, and the ag industry is always changing. We need current and updated lesson plan materials all the time." This also connects with the perceived gap in in-depth technical agriculture professional development. One respondent presented a possible means to address this concern, "We need staff dedicated to content area curriculum like they have in Georgia. Someone who focuses on animal science, plant science, each of the content areas and designs the curriculum and then trains the teachers on how to implement it."

Many respondents noted the amount of resources allocated to early teacher support. All indicated that this support is needed and overall effective. However, one respondent stated, "Teachers 'outgrow' support the FCAE project provides." Further explaining this comment, the respondent shared that once a teacher is established, there "really isn't a next-level support for mid or late-career teachers." Therefore, the need for additional support for established teachers appears to be an area of growth for the FCAE project.

Evaluation Summary

Overall, the FCAE LPS project is perceived as effective and efficient by the key stakeholder groups included in this evaluation. The efforts and activities of the project have tangible positive impacts on stakeholders and the groups they serve (students, industry, educators). Although few respondents understood the full scope of the FCAE project, as one participant stated, "FCAE works in the background to make things happen."

In addition to the tangible impacts, this evaluation also observed intangible effects as well. Teacher participants stated, "I've got somebody who's got my back." Another noted, "FCAE treats us like we are important. We don't get that all the time." Teachers and AITC coordinators both stressed the importance of this sense of support. "I would have left this job long ago without FCAE." The support of the FCAE project is not just felt by those delivering the educational programs. One agribusiness representative summed it up, stating, "FCAE is a huge asset to the ag industry. It's critical to have them."

This evaluation has documented several successes of the FCAE project and identified some areas for growth and improvement. Continued intentionality and focus are needed to remain effective, meet the growing needs of the agriculture industry, and support those in agricultural education. It is unlikely that future success will be accomplished by the FCAE project "doing" it, but as one agribusiness leader put it in an interview, "success will come by focusing on that one word in the title of the project – coordination." This project has to be the conduit for collaboration and partnership among all involved in agricultural education (schools, colleges/universities, agribusiness groups, governmental agencies, etc.) in the State of Illinois. As one participant posited in how this will be done, "FCAE has to keep us all pulling on the same end of the rope. It has to keep us all together. It has to be empowered to make this happen."

Appendix 1

Demographics

Self-identified Category	Not Answered	Ag Industry	Ag Teachers	AITC Coordinators	EFE Directors	Farm Bureau Managers	FFA Members	Non-Ag Educators	School Admin	Counselors	State Ag Ed Staff	Uni/Col Faculty	Uni/Col Student	Other	Total
	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %	<i>f</i> %
Respondents	6 0.4%	172 11.4%	434 28.9%	50 3.3%	21 1.4%	45 3.0%	18 1.2%	29 1.9%	334 22.2%	104 6.9%	10 0.7%	61 4.1%	34 2.3%	186 12.4%	1504 100.0%

In which IAVAT district do you teach or work?																
District 1		x x	59 16.0%	6 22.2%	4 22.2%	3 8.3%	x x	x x	40 22.3%	19 27.1%	x x	4 11.8%	x x	x x	x x	135 18.4%
District 2		x x	68 18.5%	3 11.1%	8 44.4%	9 25.0%	x x	x x	29 16.2%	13 18.6%	x x	7 20.6%	x x	x x	x x	137 18.7%
District 3		x x	77 20.9%	5 18.5%	1 5.6%	8 22.2%	x x	x x	24 13.4%	11 15.7%	x x	5 14.7%	x x	x x	x x	131 17.9%
District 4		x x	70 19.0%	6 22.2%	3 16.7%	6 16.7%	x x	x x	46 25.7%	13 18.6%	x x	8 23.5%	x x	x x	x x	152 20.8%
District 5		x x	94 25.5%	7 25.9%	2 11.1%	10 27.8%	x x	x x	40 22.3%	14 20.0%	x x	10 29.4%	x x	x x	x x	177 24.2%
Total		x x	368 100.0%	27 100.0%	18 100.0%	36 100.0%	x x	x x	179 100.0%	70 100.0%	x x	34 100.0%	x x	x x	x x	732 100.0%

Have you ever served in a leadership role in IAVAT at or above the section level, the FFA Board of Directors, the FFA Foundation Board, the FFA Alumni Board, the ILCAE Board, or the ICAE Board?																
No		81 66.9%	241 65.3%	42 93.3%	16 88.9%	33 94.3%	10 66.7%	16 88.9%	244 94.2%	65 94.2%	6 60.0%	20 45.5%	20 76.9%	81 73.0%	875 76.8%	
Yes		40 33.1%	128 34.7%	3 6.7%	2 11.1%	2 5.7%	5 33.3%	2 11.1%	15 5.8%	4 5.8%	4 40.0%	24 54.5%	6 23.1%	30 27.0%	265 23.2%	
Total		121 100.0%	369 100.0%	45 100.0%	18 100.0%	35 100.0%	15 100.0%	18 100.0%	259 100.0%	69 100.0%	10 100.0%	44 100.0%	26 100.0%	111 100.0%	1140 100.0%	

Years of teaching experience																
1-3 years		x x	106 28.7%	8 29.6%	x x	x x	x x	x x	x x	x x	x x	x x	x x	x x	x x	114 28.8%
4-8 years		x x	82 22.2%	8 29.6%	x x	x x	x x	x x	x x	x x	x x	x x	x x	x x	x x	90 22.7%
9-17 years		x x	87 23.6%	8 29.6%	x x	x x	x x	x x	x x	x x	x x	x x	x x	x x	x x	95 24.0%
18+ years		x x	94 25.5%	3 11.1%	x x	x x	x x	x x	x x	x x	x x	x x	x x	x x	x x	97 24.5%
Total		x x	369 100.0%	27 100.0%	x x	x x	x x	x x	x x	x x	x x	x x	x x	x x	x x	396 100.0%

Note: x = Category not asked to respond to this item; f = frequency.

Appendix 2

FCAE Collaboration

For each of the entities/organizations listed below, indicate your level of agreement that FCAE staff collaborate well with that entity/organization.

Self-identified Category		Ag Industry		Ag Teachers		AITC Coordinators		EFE Directors		Farm Bureau Managers		FFA Members		Non-Ag Educators		School Admin		Counselors		State Ag Ed Staff		Uni/Col Faculty		Uni/Col Student		Other		Total	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Ag Business & Industry	SD	2	1.5%	12	3.0%	0	0.0%	0	0.0%	0	0.0%	1	5.9%	1	4.8%	3	1.1%	0	0.0%	0	0.0%	1	2.0%	0	0.0%	6	4.8%	26	2.1%
	D	5	3.8%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	4.8%	4	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	11	0.9%
	WD	6	4.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.4%	1	1.3%	1	10.0%	1	2.0%	0	0.0%	1	0.8%	11	0.9%
	WA	16	12.3%	24	6.1%	0	0.0%	1	5.0%	4	10.3%	1	5.9%	0	0.0%	17	6.2%	2	2.6%	2	20.0%	6	12.0%	3	10.3%	13	10.5%	89	7.2%
	A	45	34.6%	134	34.0%	16	33.3%	3	15.0%	13	33.3%	8	47.1%	3	14.3%	98	35.6%	18	23.4%	4	40.0%	17	34.0%	10	34.5%	44	35.5%	413	33.5%
	SA	45	34.6%	176	44.7%	20	41.7%	7	35.0%	6	15.4%	6	35.3%	13	61.9%	75	27.3%	17	22.1%	3	30.0%	18	36.0%	9	31.0%	43	34.7%	438	35.5%
	DK	11	8.5%	47	11.9%	12	25.0%	9	45.0%	16	41.0%	1	5.9%	3	14.3%	77	28.0%	39	50.6%	0	0.0%	7	14.0%	7	24.1%	17	13.7%	246	19.9%
	T	130	100%	394	100%	48	100%	20	100%	39	100%	17	100%	21	100%	275	100%	77	100%	10	100%	50	100%	29	100%	124	100%	1234	100%
IL Ag in the Classroom	SD	1	0.8%	10	2.5%	1	2.1%	0	0.0%	0	0.0%	1	5.6%	0	0.0%	3	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	4.8%	22	1.8%
	D	0	0.0%	2	0.5%	1	2.1%	0	0.0%	0	0.0%	0	0.0%	1	4.8%	3	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	0.6%
	WD	1	0.8%	3	0.8%	1	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.3%	0	0.0%	2	4.0%	0	0.0%	2	1.6%	10	0.8%
	WA	11	8.7%	24	6.1%	0	0.0%	1	5.0%	5	12.5%	0	0.0%	1	4.8%	11	4.0%	3	3.9%	0	0.0%	4	8.0%	3	10.3%	5	4.0%	68	5.5%
	A	45	35.4%	133	33.8%	12	25.0%	5	25.0%	14	35.0%	8	44.4%	5	23.8%	101	36.7%	20	26.0%	6	60.0%	14	28.0%	6	20.7%	37	29.8%	406	33.0%
	SA	51	40.2%	172	43.8%	33	68.8%	7	35.0%	18	45.0%	9	50.0%	12	57.1%	106	38.5%	20	26.0%	4	40.0%	27	54.0%	16	55.2%	59	47.6%	534	43.3%
	DK	18	14.2%	49	12.5%	0	0.0%	7	35.0%	3	7.5%	0	0.0%	2	9.5%	51	18.5%	33	42.9%	0	0.0%	3	6.0%	4	13.8%	15	12.1%	185	15.0%
	T	127	100%	393	100%	48	100%	20	100%	40	100%	18	100%	21	100%	275	100%	77	100%	10	100%	50	100%	29	100%	124	100%	1232	100%
IACCAI	SD	0	0.0%	14	3.6%	0	0.0%	0	0.0%	0	0.0%	1	5.6%	0	0.0%	3	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	3.2%	22	1.8%
	D	1	0.8%	0	0.0%	0	0.0%	0	0.0%	1	2.6%	0	0.0%	1	4.8%	4	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	0.6%
	WD	1	0.8%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	4.8%	2	0.7%	2	2.6%	0	0.0%	3	6.1%	1	3.6%	1	0.8%	12	1.0%
	WA	5	3.9%	22	5.6%	0	0.0%	1	5.0%	0	0.0%	1	5.6%	1	4.8%	23	8.4%	2	2.6%	0	0.0%	5	10.2%	5	17.9%	11	8.9%	76	6.2%
	A	46	35.7%	127	32.2%	11	22.9%	1	5.0%	9	23.1%	9	50.0%	3	14.3%	84	30.7%	16	21.1%	6	60.0%	12	24.5%	5	17.9%	36	29.0%	365	29.7%
	SA	37	28.7%	140	35.5%	15	31.3%	4	20.0%	6	15.4%	3	16.7%	8	38.1%	36	13.1%	7	9.2%	3	30.0%	24	49.0%	8	28.6%	31	25.0%	322	26.2%
	DK	39	30.2%	90	22.8%	22	45.8%	14	70.0%	23	59.0%	4	22.2%	7	33.3%	122	44.5%	49	64.5%	1	10.0%	5	10.2%	9	32.1%	41	33.1%	426	34.6%
	T	129	100%	394	100%	48	100%	20	100%	39	100%	18	100%	21	100%	274	100%	76	100%	10	100%	49	100%	28	100%	124	100%	1230	100%

*Note: SD = Strongly Disagree, D = Disagree, WD = Somewhat Disagree, WA = Somewhat Agree, A = Agree, SA = Strongly Agree, DK = Don't Know, T = Total
f= frequency*

Appendix 2 (Cont.)

For each of the entities/organizations listed below, indicate your level of agreement that FCAE staff collaborate well with that entity/organization.

Self-identified Category		Ag Industry		Ag Teachers		AIRC Coordinators		EFE Directors		Farm Bureau Managers		FFA Members		Non-Ag Educators		School Admin		Counselors		State Ag Ed Staff		Uni/Col Faculty		Uni/Col Student		Other		Total	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
IAVAT	SD	1	0.8%	13	3.3%	0	0.0%	0	0.0%	0	0.0%	1	5.6%	0	0.0%	3	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	3.2%	22	1.8%
	D	1	0.8%	0	0.0%	0	0.0%	0	0.0%	1	2.6%	0	0.0%	2	9.5%	4	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.7%
	WD	1	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	1.1%	1	1.3%	0	0.0%	2	4.0%	0	0.0%	1	0.8%	8	0.7%
	WA	5	3.9%	6	1.5%	0	0.0%	1	5.0%	0	0.0%	2	11.1%	0	0.0%	15	5.5%	2	2.6%	0	0.0%	2	4.0%	0	0.0%	4	3.2%	37	3.0%
	A	33	25.8%	55	14.0%	12	25.0%	1	5.0%	10	25.6%	5	27.8%	5	23.8%	78	28.6%	15	19.5%	4	40.0%	8	16.0%	8	27.6%	33	26.6%	267	21.7%
	SA	61	47.7%	302	76.8%	16	33.3%	9	45.0%	9	23.1%	9	50.0%	9	42.9%	80	29.3%	10	13.0%	6	60.0%	34	68.0%	16	55.2%	58	46.8%	619	50.3%
	DK	26	20.3%	17	4.3%	20	41.7%	9	45.0%	19	48.7%	1	5.6%	5	23.8%	90	33.0%	49	63.6%	0	0.0%	4	8.0%	5	17.2%	24	19.4%	269	21.9%
	T	128	100%	393	100%	48	100%	20	100%	39	100%	18	100%	21	100%	273	100%	77	100%	10	100%	50	100%	29	100%	124	100%	1230	100%
ICAE	SD	2	1.6%	13	3.3%	0	0.0%	0	0.0%	0	0.0%	1	5.6%	0	0.0%	3	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	4.8%	25	2.0%
	D	2	1.6%	1	0.3%	0	0.0%	0	0.0%	1	2.6%	0	0.0%	2	9.5%	4	1.5%	0	0.0%	1	10.0%	0	0.0%	0	0.0%	0	0.0%	11	0.9%
	WD	2	1.6%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	1	5.6%	0	0.0%	4	1.5%	1	1.3%	0	0.0%	1	2.0%	0	0.0%	0	0.0%	10	0.8%
	WA	5	3.9%	6	1.5%	0	0.0%	1	5.0%	0	0.0%	0	0.0%	1	4.8%	13	4.7%	2	2.6%	1	10.0%	2	4.0%	1	3.4%	4	3.2%	36	2.9%
	A	35	27.3%	110	27.9%	13	27.1%	0	0.0%	9	23.1%	8	44.4%	4	19.0%	87	31.8%	14	18.2%	2	20.0%	10	20.0%	6	20.7%	34	27.4%	332	26.9%
	SA	46	35.9%	216	54.8%	17	35.4%	9	45.0%	6	15.4%	7	38.9%	10	47.6%	58	21.2%	11	14.3%	6	60.0%	32	64.0%	14	48.3%	53	42.7%	485	39.4%
	DK	36	28.1%	47	11.9%	18	37.5%	10	50.0%	23	59.0%	1	5.6%	4	19.0%	105	38.3%	49	63.6%	0	0.0%	5	10.0%	8	27.6%	27	21.8%	333	27.0%
	T	128	100%	394	100%	48	100%	20	100%	39	100%	18	100%	21	100%	274	100%	77	100%	10	100%	50	100%	29	100%	124	100%	1232	100%
IL Dept. of Ag	SD	0	0.0%	9	3.5%	0	0.0%	0	0.0%	0	0.0%	1	5.6%	0	0.0%	1	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.4%	12	1.4%
	D	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	5.6%	1	7.1%	2	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	2.9%	6	0.7%
	WD	3	3.3%	2	0.8%	0	0.0%	0	0.0%	1	2.6%	0	0.0%	0	0.0%	4	2.1%	1	1.3%	0	0.0%	1	2.6%	0	0.0%	0	0.0%	12	1.4%
	WA	4	4.4%	16	6.2%	1	3.4%	1	5.0%	2	5.1%	0	0.0%	0	0.0%	13	6.8%	1	1.3%	2	28.6%	5	13.2%	1	3.4%	8	11.4%	54	6.1%
	A	36	40.0%	85	32.9%	5	17.2%	0	0.0%	6	15.4%	12	66.7%	1	7.1%	49	25.8%	18	23.4%	1	14.3%	11	28.9%	9	31.0%	18	25.7%	251	28.6%
	SA	17	18.9%	118	45.7%	9	31.0%	7	35.0%	7	17.9%	4	22.2%	8	57.1%	43	22.6%	15	19.5%	2	28.6%	14	36.8%	10	34.5%	28	40.0%	282	32.1%
	DK	30	33.3%	28	10.9%	14	48.3%	12	60.0%	23	59.0%	0	0.0%	4	28.6%	78	41.1%	42	54.5%	2	28.6%	7	18.4%	9	31.0%	13	18.6%	262	29.8%
	T	90	100%	258	100%	29	100%	20	100%	39	100%	18	100%	14	100%	190	100%	77	100%	7	100%	38	100%	29	100%	70	100%	879	100%
IL Farm Bureau	SD	1	1.1%	8	3.1%	0	0.0%	0	0.0%	0	0.0%	1	5.6%	0	0.0%	1	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	2.9%	13	1.5%
	D	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	7.1%	1	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.3%
	WD	3	3.3%	2	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.0%	1	1.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.9%
	WA	6	6.7%	23	8.9%	1	3.4%	1	5.0%	4	10.0%	3	16.7%	0	0.0%	13	6.8%	4	5.2%	1	14.3%	5	13.2%	2	6.9%	3	4.3%	66	7.5%
	A	29	32.2%	84	32.7%	10	34.5%	0	0.0%	17	42.5%	6	33.3%	4	28.6%	62	32.5%	17	22.1%	3	42.9%	12	31.6%	11	37.9%	23	32.9%	278	31.6%
	SA	35	38.9%	107	41.6%	15	51.7%	8	40.0%	16	40.0%	5	27.8%	8	57.1%	49	25.7%	19	24.7%	3	42.9%	13	34.2%	9	31.0%	32	45.7%	319	36.3%
	DK	16	17.8%	32	12.5%	3	10.3%	11	55.0%	3	7.5%	3	16.7%	1	7.1%	63	33.0%	36	46.8%	0	0.0%	8	21.1%	7	24.1%	10	14.3%	193	21.9%
	T	90	100%	257	100%	29	100%	20	100%	40	100%	18	100%	14	100%	191	100%	77	100%	7	100%	38	100%	29	100%	70	100%	880	100%

Note: SD = Strongly Disagree, D = Disagree, WD = Somewhat Disagree, WA = Somewhat Agree, A = Agree, SA = Strongly Agree, DK = Don't Know, T = Total
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Appendix 2 (Cont.)

For each of the entities/organizations listed below, indicate your level of agreement that FCAE staff collaborate well with that entity/organization.

Self-identified Category		Ag Industry		Ag Teachers		AITE Coordinators		EFE Directors		Farm Bureau Managers		FFA Members		Non-Ag Educators		School Admin		Counselors		State Ag Ed Staff		Uni/Col Faculty		Uni/Col Student		Other		Total			
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
Illinois FFA	SD	3	2.4%	13	3.3%	0	0.0%	0	0.0%	0	0.0%	1	5.6%	0	0.0%	4	1.4%	1	1.3%	0	0.0%	0	0.0%	0	0.0%	7	5.6%	29	2.4%		
	D	1	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.2%
	WD	0	0.0%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	4.8%	0	0.0%	0	0.0%	1	10.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.2%
	WA	3	2.4%	3	0.8%	1	2.1%	0	0.0%	1	2.6%	1	5.6%	1	4.8%	5	1.8%	0	0.0%	0	0.0%	3	6.1%	0	0.0%	4	3.2%	22	1.8%		
	A	31	24.4%	51	12.9%	10	20.8%	2	10.0%	13	33.3%	2	11.1%	4	19.0%	66	23.9%	14	18.2%	4	40.0%	6	12.2%	6	20.7%	21	16.8%	230	18.7%		
	SA	79	62.2%	313	79.4%	29	60.4%	10	50.0%	16	41.0%	14	77.8%	14	66.7%	160	58.0%	31	40.3%	5	50.0%	38	77.6%	21	72.4%	79	63.2%	809	65.6%		
	DK	10	7.9%	13	3.3%	8	16.7%	8	40.0%	9	23.1%	0	0.0%	1	4.8%	39	14.1%	31	40.3%	0	0.0%	2	4.1%	2	6.9%	14	11.2%	137	11.1%		
	T	127	100%	394	100%	48	100%	20	100%	39	100%	18	100%	21	100%	276	100%	77	100%	10	100%	49	100%	29	100%	125	100%	1233	100%		
IL FFA Alumni	SD	2	2.2%	9	3.5%	0	0.0%	0	0.0%	0	0.0%	1	5.9%	0	0.0%	1	0.5%	1	1.3%	0	0.0%	0	0.0%	0	0.0%	2	2.9%	16	1.8%		
	D	1	1.1%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.5%		
	WD	1	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	7.1%	0	0.0%	0	0.0%	1	14.3%	0	0.0%	1	3.4%	0	0.0%	4	0.5%		
	WA	8	8.9%	7	2.7%	0	0.0%	1	5.0%	3	7.7%	1	5.9%	0	0.0%	10	5.2%	1	1.3%	1	14.3%	5	13.5%	0	0.0%	9	12.9%	46	5.2%		
	A	25	27.8%	60	23.3%	6	20.7%	2	10.0%	9	23.1%	3	17.6%	3	21.4%	52	26.9%	13	16.9%	2	28.6%	6	16.2%	7	24.1%	12	17.1%	200	22.7%		
	SA	39	43.3%	165	64.0%	9	31.0%	6	30.0%	12	30.8%	9	52.9%	9	64.3%	77	39.9%	25	32.5%	2	28.6%	22	59.5%	18	62.1%	35	50.0%	428	48.6%		
	DK	14	15.6%	16	6.2%	14	48.3%	11	55.0%	15	38.5%	3	17.6%	1	7.1%	51	26.4%	37	48.1%	1	14.3%	4	10.8%	3	10.3%	12	17.1%	182	20.7%		
	T	90	100%	258	100%	29	100%	20	100%	39	100%	17	100%	14	100%	193	100%	77	100%	7	100%	37	100%	29	100%	70	100%	880	100%		
IL FFA Foundation	SD	1	1.1%	9	3.5%	0	0.0%	0	0.0%	0	0.0%	1	5.6%	0	0.0%	1	0.5%	1	1.3%	0	0.0%	0	0.0%	0	0.0%	2	2.8%	15	1.7%		
	D	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	7.7%	1	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.2%		
	WD	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	2.6%	0	0.0%	0	0.0%	1	0.5%	1	1.3%	0	0.0%	0	0.0%	0	0.0%	1	1.4%	4	0.5%		
	WA	2	2.3%	5	1.9%	0	0.0%	1	5.0%	1	2.6%	0	0.0%	0	0.0%	11	5.7%	2	2.6%	3	42.9%	4	10.5%	2	6.9%	3	4.2%	34	3.9%		
	A	26	29.9%	60	23.3%	6	20.7%	0	0.0%	8	20.5%	6	33.3%	1	7.7%	51	26.4%	13	16.9%	2	28.6%	9	23.7%	6	20.7%	17	23.9%	205	23.3%		
	SA	43	49.4%	167	65.0%	11	37.9%	8	40.0%	13	33.3%	8	44.4%	10	76.9%	61	31.6%	19	24.7%	2	28.6%	22	57.9%	18	62.1%	35	49.3%	417	47.5%		
	DK	15	17.2%	16	6.2%	12	41.4%	11	55.0%	16	41.0%	3	16.7%	1	7.7%	67	34.7%	41	53.2%	0	0.0%	3	7.9%	3	10.3%	13	18.3%	201	22.9%		
	T	87	100%	257	100%	29	100%	20	100%	39	100%	18	100%	13	100%	193	100%	77	100%	7	100%	38	100%	29	100%	71	100%	878	100%		
ISBE	SD	1	0.8%	12	3.1%	0	0.0%	0	0.0%	0	0.0%	1	5.6%	0	0.0%	3	1.1%	0	0.0%	1	10.0%	1	2.0%	0	0.0%	6	4.8%	25	2.0%		
	D	3	2.3%	2	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	9.5%	5	1.8%	1	1.3%	0	0.0%	0	0.0%	0	0.0%	4	3.2%	17	1.4%		
	WD	1	0.8%	2	0.5%	0	0.0%	0	0.0%	1	2.6%	1	5.6%	0	0.0%	6	2.2%	2	2.6%	0	0.0%	2	4.0%	0	0.0%	1	0.8%	16	1.3%		
	WA	12	9.4%	7	1.8%	0	0.0%	1	5.0%	1	2.6%	0	0.0%	0	0.0%	25	9.1%	3	3.9%	1	10.0%	2	4.0%	2	6.9%	10	8.0%	64	5.2%		
	A	44	34.4%	98	24.9%	14	29.2%	2	10.0%	8	20.5%	8	44.4%	5	23.8%	107	39.1%	17	22.1%	2	20.0%	12	24.0%	8	27.6%	25	20.0%	350	28.4%		
	SA	34	26.6%	250	63.6%	17	35.4%	10	50.0%	10	25.6%	7	38.9%	11	52.4%	73	26.6%	20	26.0%	6	60.0%	27	54.0%	12	41.4%	57	45.6%	534	43.3%		
	DK	33	25.8%	22	5.6%	17	35.4%	7	35.0%	19	48.7%	1	5.6%	3	14.3%	55	20.1%	34	44.2%	0	0.0%	6	12.0%	7	24.1%	22	17.6%	226	18.3%		
	T	128	100%	393	100%	48	100%	20	100%	39	100%	18	100%	21	100%	274	100%	77	100%	10	100%	50	100%	29	100%	125	100%	1232	100%		

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Appendix 2 (Cont.)

For each of the entities/organizations listed below, indicate your level of agreement that FCAE staff collaborate well with that entity/organization.

Self-identified Category		Ag Industry		Ag Teachers		AITC Coordinators		EFE Directors		Farm Bureau Managers		FFA Members		Non-Ag Educators		School Admin		Counselors		State Ag Ed Staff		Uni/Col Faculty		Uni/Col Student		Other		Total	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
ILCAE	SD	1	0.8%	13	3.3%	0	0.0%	0	0.0%	0	0.0%	1	5.6%	0	0.0%	3	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	4.0%	23	1.9%
	D	2	1.6%	2	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	9.5%	2	0.7%	0	0.0%	1	10.0%	0	0.0%	0	0.0%	0	0.0%	9	0.7%
	WD	2	1.6%	0	0.0%	0	0.0%	0	0.0%	1	2.6%	1	5.6%	0	0.0%	2	0.7%	2	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.6%
	WA	3	2.4%	10	2.5%	0	0.0%	1	5.0%	0	0.0%	0	0.0%	0	0.0%	20	7.3%	1	1.3%	1	10.0%	3	6.0%	2	6.9%	9	7.3%	50	4.1%
	A	37	29.1%	102	25.9%	11	22.9%	2	10.0%	9	23.1%	7	38.9%	2	9.5%	86	31.4%	13	16.9%	3	30.0%	12	24.0%	6	20.7%	34	27.4%	324	26.3%
	SA	55	43.3%	229	58.1%	19	39.6%	7	35.0%	9	23.1%	6	33.3%	10	47.6%	64	23.4%	16	20.8%	5	50.0%	32	64.0%	16	55.2%	50	40.3%	518	42.1%
	DK	27	21.3%	38	9.6%	18	37.5%	10	50.0%	20	51.3%	3	16.7%	7	33.3%	97	35.4%	45	58.4%	0	0.0%	3	6.0%	5	17.2%	26	21.0%	299	24.3%
	T	127	100%	394	100%	48	100%	20	100%	39	100%	18	100%	21	100%	274	100%	77	100%	10	100%	50	100%	29	100%	124	100%	1231	100%
IL PAS	SD	0	0.0%	11	2.8%	0	0.0%	0	0.0%	0	0.0%	1	5.6%	0	0.0%	3	1.1%	0	0.0%	0	0.0%	1	2.0%	0	0.0%	3	2.4%	19	1.5%
	D	2	1.6%	2	0.5%	0	0.0%	0	0.0%	1	2.6%	1	5.6%	1	4.8%	4	1.5%	0	0.0%	0	0.0%	0	0.0%	1	3.4%	1	0.8%	13	1.1%
	WD	2	1.6%	4	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	4.8%	2	0.7%	2	2.6%	0	0.0%	2	4.0%	0	0.0%	2	1.6%	15	1.2%
	WA	9	7.1%	36	9.1%	1	2.1%	1	5.0%	1	2.6%	1	5.6%	1	4.8%	25	9.2%	2	2.6%	1	10.0%	8	16.0%	5	17.2%	14	11.3%	105	8.5%
	A	49	38.6%	126	32.0%	14	29.2%	1	5.0%	9	23.1%	7	38.9%	1	4.8%	67	24.5%	9	11.7%	6	60.0%	9	18.0%	8	27.6%	33	26.6%	339	27.6%
	SA	18	14.2%	112	28.4%	9	18.8%	6	30.0%	5	12.8%	4	22.2%	7	33.3%	35	12.8%	10	13.0%	1	10.0%	21	42.0%	10	34.5%	23	18.5%	261	21.2%
	DK	47	37.0%	103	26.1%	24	50.0%	12	60.0%	23	59.0%	4	22.2%	10	47.6%	137	50.2%	54	70.1%	2	20.0%	9	18.0%	5	17.2%	48	38.7%	478	38.9%
	T	127	100%	394	100%	48	100%	20	100%	39	100%	18	100%	21	100%	273	100%	77	100%	10	100%	50	100%	29	100%	124	100%	1230	100%
Local School Districts	SD	0	0.0%	14	3.6%	1	2.1%	0	0.0%	0	0.0%	1	5.6%	1	4.8%	4	1.5%	1	1.3%	0	0.0%	1	2.0%	0	0.0%	4	3.2%	27	2.2%
	D	2	1.6%	3	0.8%	1	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	1.1%	0	0.0%	0	0.0%	0	0.0%	1	3.4%	0	0.0%	10	0.8%
	WD	2	1.6%	3	0.8%	0	0.0%	0	0.0%	2	5.1%	2	11.1%	1	4.8%	3	1.1%	0	0.0%	0	0.0%	2	4.0%	0	0.0%	2	1.6%	17	1.4%
	WA	11	8.6%	26	6.6%	1	2.1%	1	5.0%	1	2.6%	2	11.1%	2	9.5%	15	5.5%	2	2.6%	0	0.0%	4	8.0%	3	10.3%	18	14.5%	86	7.0%
	A	43	33.6%	102	25.9%	18	37.5%	6	30.0%	11	28.2%	7	38.9%	6	28.6%	93	33.8%	15	19.5%	2	20.0%	7	14.0%	12	41.4%	36	29.0%	358	29.0%
	SA	46	35.9%	234	59.4%	17	35.4%	9	45.0%	7	17.9%	5	27.8%	9	42.9%	120	43.6%	27	35.1%	8	80.0%	33	66.0%	9	31.0%	42	33.9%	566	45.9%
	DK	24	18.8%	12	3.0%	10	20.8%	4	20.0%	18	46.2%	1	5.6%	2	9.5%	37	13.5%	32	41.6%	0	0.0%	3	6.0%	4	13.8%	22	17.7%	169	13.7%
	T	128	100%	394	100%	48	100%	20	100%	39	100%	18	100%	21	100%	275	100%	77	100%	10	100%	50	100%	29	100%	124	100%	1233	100%
MANRRS	SD	0	0.0%	9	3.5%	0	0.0%	0	0.0%	0	0.0%	1	5.6%	0	0.0%	2	1.1%	2	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	14	1.6%
	D	0	0.0%	5	1.9%	0	0.0%	0	0.0%	1	2.6%	0	0.0%	1	7.1%	2	1.1%	1	1.3%	0	0.0%	0	0.0%	2	7.1%	1	1.4%	13	1.5%
	WD	1	1.1%	3	1.2%	0	0.0%	0	0.0%	1	2.6%	0	0.0%	0	0.0%	5	2.6%	2	2.6%	0	0.0%	2	5.3%	0	0.0%	0	0.0%	14	1.6%
	WA	10	11.2%	21	8.1%	0	0.0%	0	0.0%	0	0.0%	4	22.2%	1	7.1%	16	8.5%	3	3.9%	1	14.3%	3	7.9%	4	14.3%	7	10.0%	70	8.0%
	A	16	18.0%	65	25.2%	9	31.0%	0	0.0%	4	10.3%	4	22.2%	2	14.3%	29	15.3%	10	13.0%	5	71.4%	9	23.7%	7	25.0%	17	24.3%	177	20.2%
	SA	17	19.1%	72	27.9%	6	20.7%	5	25.0%	3	7.7%	3	16.7%	6	42.9%	24	12.7%	10	13.0%	1	14.3%	15	39.5%	5	17.9%	18	25.7%	185	21.1%
	DK	45	50.6%	83	32.2%	14	48.3%	15	75.0%	30	76.9%	6	33.3%	4	28.6%	111	58.7%	49	63.6%	0	0.0%	9	23.7%	10	35.7%	27	38.6%	403	46.0%
	T	89	100%	258	100%	29	100%	20	100%	39	100%	18	100%	14	100%	189	100%	77	100%	7	100%	38	100%	28	100%	70	100%	876	100%

Note: SD = Strongly Disagree, D = Disagree, WD = Somewhat Disagree, WA = Somewhat Agree, A = Agree, SA = Strongly Agree, DK = Don't Know, T = Total
f = frequency

Appendix 2 (Cont.)

For each of the entities/organizations listed below, indicate your level of agreement that FCAE staff collaborate well with that entity/organization.

Self-identified Category		Ag Industry		Ag Teachers		AITC Coordinators		EFE Directors		Farm Bureau Managers		FFA Members		Non-Ag Educators		School Admin		Counselors		State Ag Ed Staff		Uni/Col Faculty		Uni/Col Student		Other		Total	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
University Ag Ed Programs	SD	0	0.0%	12	3.0%	0	0.0%	0	0.0%	0	0.0%	1	5.6%	0	0.0%	3	1.1%	1	1.3%	0	0.0%	1	2.0%	0	0.0%	6	4.8%	24	1.9%
	D	2	1.6%	4	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	4.8%	3	1.1%	0	0.0%	1	10.0%	0	0.0%	0	0.0%	0	0.0%	11	0.9%
	WD	0	0.0%	1	0.3%	0	0.0%	0	0.0%	2	5.1%	0	0.0%	0	0.0%	5	1.8%	0	0.0%	0	0.0%	4	8.0%	1	3.4%	1	0.8%	14	1.1%
	WA	8	6.3%	16	4.1%	0	0.0%	0	0.0%	0	0.0%	2	11.1%	1	4.8%	22	8.1%	5	6.5%	0	0.0%	3	6.0%	2	6.9%	10	8.1%	69	5.6%
	A	44	34.4%	127	32.2%	16	33.3%	4	20.0%	7	17.9%	8	44.4%	6	28.6%	85	31.1%	11	14.3%	4	40.0%	8	16.0%	9	31.0%	31	25.0%	360	29.2%
	SA	42	32.8%	197	50.0%	17	35.4%	5	25.0%	7	17.9%	4	22.2%	9	42.9%	60	22.0%	18	23.4%	5	50.0%	32	64.0%	12	41.4%	50	40.3%	458	37.2%
	DK	32	25.0%	37	9.4%	15	31.3%	11	55.0%	23	59.0%	3	16.7%	4	19.0%	95	34.8%	42	54.5%	0	0.0%	2	4.0%	5	17.2%	26	21.0%	295	24.0%
T	128	100%	394	100%	48	100%	20	100%	39	100%	18	100%	21	100%	273	100%	77	100%	10	100%	50	100%	29	100%	124	100%	1231	100%	

Note: SD = Strongly Disagree, D = Disagree, WD = Somewhat Disagree, WA = Somewhat Agree, A = Agree, SA = Strongly Agree, DK = Don't Know, T = Total
 f = frequency

Appendix 3

Importance of FCAE Activities

To you, how important are the following activities of the FCAE project?

Self-identified Category		Ag Industry		Ag Teachers		AATC Coordinators		EFE Directors		Farm Bureau Managers		FFA Members		Non-Ag Educators		School Admin		Counselors		State Ag Ed Staff		Uni/Col Faculty		Uni/Col Student		Other		Total	
		<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Local program visits	NI	1	0.8%	2	0.5%	1	2.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.4%
	SI	1	0.8%	12	3.2%	2	4.5%	1	5.6%	0	0.0%	0	0.0%	0	0.0%	8	3.1%	5	7.0%	0	0.0%	0	0.0%	0	0.0%	1	0.9%	30	2.6%
	MI	10	8.3%	59	15.8%	11	25.0%	2	11.1%	11	31.4%	1	6.7%	2	11.1%	50	19.3%	4	5.6%	0	0.0%	5	11.4%	0	0.0%	16	14.5%	171	14.9%
	VI	56	46.3%	111	29.8%	15	34.1%	5	27.8%	13	37.1%	3	20.0%	6	33.3%	96	37.1%	14	19.7%	3	30.0%	13	29.5%	11	42.3%	52	47.3%	398	34.8%
	EI	48	39.7%	186	49.9%	13	29.5%	6	33.3%	3	8.6%	10	66.7%	9	50.0%	62	23.9%	10	14.1%	7	70.0%	25	56.8%	12	46.2%	34	30.9%	425	37.2%
	DK	5	4.1%	3	0.8%	2	4.5%	4	22.2%	8	22.9%	1	6.7%	1	5.6%	43	16.6%	37	52.1%	0	0.0%	1	2.3%	3	11.5%	7	6.4%	115	10.1%
	<i>T</i>	<i>121</i>	<i>100.0%</i>	<i>373</i>	<i>100.0%</i>	<i>44</i>	<i>100.0%</i>	<i>18</i>	<i>100.0%</i>	<i>35</i>	<i>100.0%</i>	<i>15</i>	<i>100.0%</i>	<i>18</i>	<i>100.0%</i>	<i>259</i>	<i>100.0%</i>	<i>71</i>	<i>100.0%</i>	<i>10</i>	<i>100.0%</i>	<i>44</i>	<i>100.0%</i>	<i>26</i>	<i>100.0%</i>	<i>110</i>	<i>100.0%</i>	<i>1144</i>	<i>100.0%</i>
State curriculum lesson plans and resources	NI	2	1.7%	2	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.4%	0	0.0%	1	2.3%	0	0.0%	2	1.8%	8	0.7%
	SI	3	2.5%	6	1.6%	0	0.0%	0	0.0%	1	2.9%	0	0.0%	0	0.0%	6	2.3%	1	1.4%	3	30.0%	0	0.0%	0	0.0%	2	1.8%	22	1.9%
	MI	13	10.7%	32	8.6%	7	16.3%	3	16.7%	4	11.4%	3	20.0%	0	0.0%	44	17.0%	3	4.2%	1	10.0%	5	11.4%	4	15.4%	11	10.0%	130	11.4%
	VI	51	42.1%	108	29.0%	18	41.9%	5	27.8%	14	40.0%	5	33.3%	8	47.1%	108	41.7%	19	26.8%	1	10.0%	14	31.8%	7	26.9%	44	40.0%	402	35.2%
	EI	45	37.2%	222	59.5%	17	39.5%	4	22.2%	10	28.6%	6	40.0%	8	47.1%	65	25.1%	13	18.3%	5	50.0%	24	54.5%	12	46.2%	42	38.2%	473	41.4%
	DK	7	5.8%	3	0.8%	1	2.3%	6	33.3%	6	17.1%	1	6.7%	1	5.9%	36	13.9%	34	47.9%	0	0.0%	0	0.0%	3	11.5%	9	8.2%	107	9.4%
	<i>T</i>	<i>121</i>	<i>100.0%</i>	<i>373</i>	<i>100.0%</i>	<i>43</i>	<i>100.0%</i>	<i>18</i>	<i>100.0%</i>	<i>35</i>	<i>100.0%</i>	<i>15</i>	<i>100.0%</i>	<i>17</i>	<i>100.0%</i>	<i>259</i>	<i>100.0%</i>	<i>71</i>	<i>100.0%</i>	<i>10</i>	<i>100.0%</i>	<i>44</i>	<i>100.0%</i>	<i>26</i>	<i>100.0%</i>	<i>110</i>	<i>100.0%</i>	<i>1142</i>	<i>100.0%</i>
Teacher professional development	NI	1	0.8%	2	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.3%
	SI	3	2.5%	6	1.6%	2	4.5%	0	0.0%	1	2.9%	0	0.0%	0	0.0%	4	1.5%	2	2.8%	0	0.0%	0	0.0%	1	3.8%	0	0.0%	19	1.7%
	MI	9	7.4%	16	4.3%	7	15.9%	0	0.0%	3	8.6%	1	6.7%	1	5.6%	26	10.0%	2	2.8%	0	0.0%	0	0.0%	3	11.5%	11	10.2%	79	6.9%
	VI	53	43.8%	119	31.9%	25	56.8%	6	33.3%	17	48.6%	4	26.7%	6	33.3%	100	38.6%	19	26.8%	3	30.0%	15	34.1%	7	26.9%	39	36.1%	413	36.2%
	EI	51	42.1%	227	60.9%	9	20.5%	8	44.4%	8	22.9%	9	60.0%	10	55.6%	96	37.1%	13	18.3%	7	70.0%	29	65.9%	12	46.2%	49	45.4%	528	46.2%
	DK	4	3.3%	3	0.8%	1	2.3%	4	22.2%	6	17.1%	1	6.7%	1	5.6%	33	12.7%	35	49.3%	0	0.0%	0	0.0%	3	11.5%	9	8.3%	100	8.8%
	<i>T</i>	<i>121</i>	<i>100.0%</i>	<i>373</i>	<i>100.0%</i>	<i>44</i>	<i>100.0%</i>	<i>18</i>	<i>100.0%</i>	<i>35</i>	<i>100.0%</i>	<i>15</i>	<i>100.0%</i>	<i>18</i>	<i>100.0%</i>	<i>259</i>	<i>100.0%</i>	<i>71</i>	<i>100.0%</i>	<i>10</i>	<i>100.0%</i>	<i>44</i>	<i>100.0%</i>	<i>26</i>	<i>100.0%</i>	<i>108</i>	<i>100.0%</i>	<i>1142</i>	<i>100.0%</i>
Ag literacy programs	NI	1	0.8%	3	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.9%	6	0.5%
	SI	2	1.7%	13	3.5%	0	0.0%	1	5.6%	0	0.0%	0	0.0%	1	5.6%	10	3.9%	0	0.0%	1	10.0%	1	2.3%	0	0.0%	1	0.9%	30	2.6%
	MI	15	12.4%	85	22.8%	4	9.1%	4	22.2%	2	5.7%	0	0.0%	0	0.0%	48	18.6%	3	4.3%	1	10.0%	12	27.3%	1	3.8%	18	16.5%	193	16.9%
	VI	64	52.9%	155	41.7%	11	25.0%	3	16.7%	17	48.6%	5	33.3%	5	27.8%	106	41.1%	18	25.7%	5	50.0%	13	29.5%	11	42.3%	43	39.4%	456	40.0%
	EI	35	28.9%	106	28.5%	29	65.9%	3	16.7%	13	37.1%	10	66.7%	11	61.1%	50	19.4%	12	17.1%	3	30.0%	18	40.9%	12	46.2%	37	33.9%	339	29.7%
	DK	4	3.3%	10	2.7%	0	0.0%	7	38.9%	3	8.6%	0	0.0%	1	5.6%	43	16.7%	37	52.9%	0	0.0%	0	0.0%	2	7.7%	9	8.3%	116	10.2%
	<i>T</i>	<i>121</i>	<i>100.0%</i>	<i>372</i>	<i>100.0%</i>	<i>44</i>	<i>100.0%</i>	<i>18</i>	<i>100.0%</i>	<i>35</i>	<i>100.0%</i>	<i>15</i>	<i>100.0%</i>	<i>18</i>	<i>100.0%</i>	<i>258</i>	<i>100.0%</i>	<i>70</i>	<i>100.0%</i>	<i>10</i>	<i>100.0%</i>	<i>44</i>	<i>100.0%</i>	<i>26</i>	<i>100.0%</i>	<i>109</i>	<i>100.0%</i>	<i>1140</i>	<i>100.0%</i>
Ag teacher recruitment	NI	1	0.8%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.3%
	SI	0	0.0%	2	0.5%	2	4.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	1.5%	0	0.0%	0	0.0%	1	2.3%	0	0.0%	0	0.0%	9	0.8%
	MI	8	6.6%	34	9.1%	2	4.5%	1	5.6%	0	0.0%	0	0.0%	1	5.6%	16	6.2%	5	7.0%	0	0.0%	1	2.3%	1	3.8%	7	6.5%	76	6.7%
	VI	32	26.4%	104	27.9%	12	27.3%	4	22.2%	15	42.9%	2	13.3%	3	16.7%	80	30.9%	14	19.7%	1	10.0%	9	20.5%	6	23.1%	24	22.2%	306	26.8%
	EI	77	63.6%	228	61.1%	27	61.4%	9	50.0%	14	40.0%	13	86.7%	13	72.2%	124	47.9%	17	23.9%	9	90.0%	33	75.0%	17	65.4%	70	64.8%	651	57.0%
	DK	3	2.5%	4	1.1%	1	2.3%	4	22.2%	6	17.1%	0	0.0%	1	5.6%	34	13.1%	35	49.3%	0	0.0%	0	0.0%	2	7.7%	7	6.5%	97	8.5%
	<i>T</i>	<i>121</i>	<i>100.0%</i>	<i>373</i>	<i>100.0%</i>	<i>44</i>	<i>100.0%</i>	<i>18</i>	<i>100.0%</i>	<i>35</i>	<i>100.0%</i>	<i>15</i>	<i>100.0%</i>	<i>18</i>	<i>100.0%</i>	<i>259</i>	<i>100.0%</i>	<i>71</i>	<i>100.0%</i>	<i>10</i>	<i>100.0%</i>	<i>44</i>	<i>100.0%</i>	<i>26</i>	<i>100.0%</i>	<i>108</i>	<i>100.0%</i>	<i>1142</i>	<i>100.0%</i>

Note: NI = Not at all Important, SI = Slightly Important, MI = Moderately Important, VI = Very Important, EI = Extremely Important, DK = Don't Know, T = Total
f = frequency

Appendix 3 (Cont.)

To you, how important are the following activities of the FCAE project?

Self-identified Category		Ag Industry		Ag Teachers		AITC Coordinators		EFE Directors		Farm Bureau Managers		FFA Members		Non-Ag Educators		School Admin		Counselors		State Ag Ed Staff		Uni/Col Faculty		Uni/Col Student		Other		Total	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Ag teacher retention	NI	1	1.2%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.2%
	SI	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.2%
	MI	3	3.5%	5	2.1%	1	3.8%	0	0.0%	0	0.0%	1	6.7%	0	0.0%	7	3.8%	3	4.2%	0	0.0%	1	2.9%	0	0.0%	0	0.0%	21	2.6%
	VI	25	29.4%	59	24.6%	7	26.9%	4	22.2%	17	48.6%	1	6.7%	1	9.1%	42	23.1%	12	16.9%	1	14.3%	6	17.6%	3	11.5%	17	28.8%	195	24.1%
	EI	53	62.4%	170	70.8%	18	69.2%	9	50.0%	14	40.0%	13	86.7%	9	81.8%	99	54.4%	23	32.4%	6	85.7%	27	79.4%	19	73.1%	35	59.3%	495	61.2%
	DK	3	3.5%	4	1.7%	0	0.0%	5	27.8%	4	11.4%	0	0.0%	1	9.1%	33	18.1%	33	46.5%	0	0.0%	0	0.0%	4	15.4%	7	11.9%	94	11.6%
	T	85	100.0%	240	100.0%	26	100.0%	18	100.0%	35	100.0%	15	100.0%	11	100.0%	182	100.0%	71	100.0%	7	100.0%	34	100.0%	26	100.0%	59	100.0%	809	100.0%
ilaged.org website	NI	3	2.5%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.4%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	1	0.9%	7	0.6%
	SI	9	7.5%	7	1.9%	2	4.5%	1	5.6%	1	2.9%	0	0.0%	1	5.6%	18	7.0%	0	0.0%	0	0.0%	1	2.3%	1	3.8%	3	2.8%	44	3.9%
	MI	39	32.5%	19	5.1%	9	20.5%	3	16.7%	4	11.8%	1	6.7%	5	27.8%	62	24.2%	6	8.5%	0	0.0%	8	18.2%	4	15.4%	24	22.2%	184	16.2%
	VI	30	25.0%	88	23.7%	17	38.6%	4	22.2%	10	29.4%	5	33.3%	2	11.1%	76	29.7%	9	12.7%	4	44.4%	13	29.5%	9	34.6%	34	31.5%	301	26.5%
	EI	23	19.2%	254	68.3%	15	34.1%	1	5.6%	7	20.6%	9	60.0%	9	50.0%	33	12.9%	8	11.3%	5	55.6%	22	50.0%	10	38.5%	33	30.6%	429	37.8%
	DK	16	13.3%	3	0.8%	1	2.3%	9	50.0%	12	35.3%	0	0.0%	1	5.6%	66	25.8%	47	66.2%	0	0.0%	0	0.0%	2	7.7%	13	12.0%	170	15.0%
	T	120	100.0%	372	100.0%	44	100.0%	18	100.0%	34	100.0%	15	100.0%	18	100.0%	256	100.0%	71	100.0%	9	100.0%	44	100.0%	26	100.0%	108	100.0%	1135	100.0%
Ag business & industry coordination	NI	1	0.8%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.3%
	SI	2	1.7%	7	1.9%	1	2.3%	0	0.0%	0	0.0%	0	0.0%	1	5.6%	5	1.9%	1	1.4%	1	10.0%	2	4.5%	1	3.8%	1	0.9%	22	1.9%
	MI	21	17.4%	49	13.1%	8	18.2%	3	16.7%	9	25.7%	1	6.7%	3	16.7%	40	15.6%	6	8.5%	1	10.0%	9	20.5%	6	23.1%	16	14.7%	172	15.1%
	VI	57	47.1%	167	44.7%	19	43.2%	7	38.9%	10	28.6%	5	33.3%	5	27.8%	116	45.1%	16	22.5%	6	60.0%	17	38.6%	12	46.2%	44	40.4%	481	42.1%
	EI	36	29.8%	140	37.4%	15	34.1%	3	16.7%	7	20.0%	9	60.0%	8	44.4%	54	21.0%	13	18.3%	2	20.0%	15	34.1%	4	15.4%	40	36.7%	346	30.3%
	DK	4	3.3%	10	2.7%	1	2.3%	5	27.8%	9	25.7%	0	0.0%	1	5.6%	41	16.0%	35	49.3%	0	0.0%	1	2.3%	3	11.5%	8	7.3%	118	10.3%
	T	121	100.0%	374	100.0%	44	100.0%	18	100.0%	35	100.0%	15	100.0%	18	100.0%	257	100.0%	71	100.0%	10	100.0%	44	100.0%	26	100.0%	109	100.0%	1142	100.0%
Student presentations (ex: ag careers, Teach Ag)	NI	1	1.2%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	1.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.6%
	SI	2	2.4%	6	2.5%	0	0.0%	2	11.1%	1	2.9%	1	6.7%	0	0.0%	4	2.2%	3	4.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	19	2.4%
	MI	10	11.8%	40	16.7%	3	11.5%	2	11.1%	7	20.0%	1	6.7%	1	9.1%	25	13.8%	7	9.9%	3	42.9%	9	26.5%	6	23.1%	2	3.4%	116	14.4%
	VI	40	47.1%	105	43.8%	9	34.6%	4	22.2%	14	40.0%	1	6.7%	1	9.1%	64	35.4%	14	19.7%	1	14.3%	9	26.5%	9	34.6%	28	47.5%	299	37.0%
	EI	25	29.4%	80	33.3%	13	50.0%	4	22.2%	7	20.0%	10	66.7%	8	72.7%	47	26.0%	13	18.3%	3	42.9%	16	47.1%	9	34.6%	20	33.9%	255	31.6%
	DK	7	8.2%	8	3.3%	1	3.8%	6	33.3%	6	17.1%	2	13.3%	1	9.1%	38	21.0%	34	47.9%	0	0.0%	0	0.0%	2	7.7%	9	15.3%	114	14.1%
	T	85	100.0%	240	100.0%	26	100.0%	18	100.0%	35	100.0%	15	100.0%	11	100.0%	181	100.0%	71	100.0%	7	100.0%	34	100.0%	26	100.0%	59	100.0%	808	100.0%
Ag consumer education outreach initiatives	NI	2	2.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.1%	1	1.4%	1	14.3%	0	0.0%	0	0.0%	0	0.0%	6	0.7%
	SI	7	8.2%	8	3.3%	0	0.0%	2	11.1%	0	0.0%	0	0.0%	0	0.0%	5	2.8%	2	2.8%	1	14.3%	1	2.9%	2	7.7%	0	0.0%	28	3.5%
	MI	17	20.0%	45	18.8%	4	15.4%	2	11.1%	5	14.3%	1	6.7%	1	9.1%	25	13.8%	5	7.0%	0	0.0%	9	26.5%	5	19.2%	7	11.9%	126	15.6%
	VI	31	36.5%	96	40.0%	11	42.3%	3	16.7%	19	54.3%	3	20.0%	1	9.1%	72	39.8%	18	25.4%	3	42.9%	12	35.3%	10	38.5%	25	42.4%	304	37.6%
	EI	23	27.1%	78	32.5%	10	38.5%	3	16.7%	6	17.1%	11	73.3%	8	72.7%	29	16.0%	10	14.1%	1	14.3%	10	29.4%	7	26.9%	17	28.8%	213	26.4%
	DK	5	5.9%	13	5.4%	1	3.8%	8	44.4%	5	14.3%	0	0.0%	1	9.1%	48	26.5%	35	49.3%	1	14.3%	2	5.9%	2	7.7%	10	16.9%	131	16.2%
	T	85	100.0%	240	100.0%	26	100.0%	18	100.0%	35	100.0%	15	100.0%	11	100.0%	181	100.0%	71	100.0%	7	100.0%	34	100.0%	26	100.0%	59	100.0%	808	100.0%
Maintaining agriculture programs	NI	1	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%
	SI	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.2%
	MI	2	2.4%	8	3.3%	1	3.8%	2	11.1%	1	2.9%	0	0.0%	0	0.0%	9	4.9%	1	1.4%	1	14.3%	1	2.9%	0	0.0%	2	3.4%	28	3.5%
	VI	26	30.6%	46	19.1%	6	23.1%	3	16.7%	16	45.7%	2	13.3%	1	9.1%	54	29.7%	13	18.3%	1	14.3%	5	14.7%	4	15.4%	11	18.6%	188	23.2%
	EI	54	63.5%	182	75.5%	19	73.1%	9	50.0%	13	37.1%	13	86.7%	9	81.8%	85	46.7%	24	33.8%	5	71.4%	28	82.4%	20	76.9%	39	66.1%	500	61.7%
	DK	2	2.4%	4	1.7%	0	0.0%	4	22.2%	5	14.3%	0	0.0%	1	9.1%	34	18.7%	32	45.1%	0	0.0%	0	0.0%	2	7.7%	7	11.9%	91	11.2%
	T	85	100.0%	241	100.0%	26	100.0%	18	100.0%	35	100.0%	15	100.0%	11	100.0%	182	100.0%	71	100.0%	7	100.0%	34	100.0%	26	100.0%	59	100.0%	810	100.0%

Note: NI = Not at all Important, SI = Slightly Important, MI = Moderately Important, VI = Very Important, EI = Extremely Important, DK = Don't Know, T = Total
f = frequency

Appendix 3 (Cont.)

To you, how important are the following activities of the FCAE project?

Self-identified Category		Ag Industry		Ag Teachers		AITC Coordinators		EFE Directors		Farm Bureau Managers		FFA Members		Non-Ag Educators		School Admin		Counselors		State Ag Ed Staff		Uni/Col Faculty		Uni/Col Student		Other		Total			
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Increasing the number of agriculture programs	NI	1	1.2%	1	0.4%	0	0.0%	1	5.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.4%
	SI	0	0.0%	5	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	9.1%	4	2.2%	2	2.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	1.5%
	MI	4	4.7%	23	9.5%	3	12.0%	3	16.7%	5	14.3%	1	6.7%	0	0.0%	19	10.5%	5	7.0%	0	0.0%	4	11.8%	4	15.4%	2	3.4%	73	9.0%		
	VI	35	41.2%	73	30.2%	7	28.0%	5	27.8%	17	48.6%	3	20.0%	1	9.1%	61	33.7%	11	15.5%	1	14.3%	10	29.4%	5	19.2%	16	27.1%	245	30.3%		
	EI	42	49.4%	135	55.8%	15	60.0%	5	27.8%	8	22.9%	11	73.3%	8	72.7%	62	34.3%	20	28.2%	6	85.7%	20	58.8%	15	57.7%	33	55.9%	380	47.0%		
	DK	3	3.5%	5	2.1%	0	0.0%	4	22.2%	5	14.3%	0	0.0%	1	9.1%	35	19.3%	33	46.5%	0	0.0%	0	0.0%	2	7.7%	8	13.6%	96	11.9%		
	T	85	100.0%	242	100.0%	25	100.0%	18	100.0%	35	100.0%	15	100.0%	11	100.0%	181	100.0%	71	100.0%	7	100.0%	34	100.0%	26	100.0%	59	100.0%	809	100.0%		
Diversity, Equity, & Inclusion	NI	11	12.9%	20	8.3%	3	11.5%	1	5.6%	2	5.7%	0	0.0%	0	0.0%	4	2.2%	0	0.0%	0	0.0%	3	8.8%	1	3.8%	1	1.7%	46	5.7%		
	SI	12	14.1%	12	5.0%	3	11.5%	0	0.0%	2	5.7%	3	20.0%	1	9.1%	5	2.8%	0	0.0%	1	14.3%	3	8.8%	1	3.8%	2	3.4%	45	5.6%		
	MI	11	12.9%	43	17.8%	2	7.7%	3	16.7%	8	22.9%	5	33.3%	0	0.0%	30	16.6%	5	7.0%	0	0.0%	4	11.8%	5	19.2%	4	6.8%	120	14.8%		
	VI	26	30.6%	77	32.0%	9	34.6%	5	27.8%	9	25.7%	2	13.3%	2	18.2%	52	28.7%	13	18.3%	1	14.3%	9	26.5%	7	26.9%	20	33.9%	232	28.7%		
	EI	22	25.9%	82	34.0%	8	30.8%	3	16.7%	7	20.0%	5	33.3%	7	63.6%	49	27.1%	18	25.4%	5	71.4%	13	38.2%	10	38.5%	23	39.0%	252	31.1%		
	DK	3	3.5%	7	2.9%	1	3.8%	6	33.3%	7	20.0%	0	0.0%	1	9.1%	41	22.7%	35	49.3%	0	0.0%	2	5.9%	2	7.7%	9	15.3%	114	14.1%		
	T	85	100.0%	241	100.0%	26	100.0%	18	100.0%	35	100.0%	15	100.0%	11	100.0%	181	100.0%	71	100.0%	7	100.0%	34	100.0%	26	100.0%	59	100.0%	809	100.0%		
Model for other CTE and academic areas	NI	3	3.5%	1	0.4%	0	0.0%	0	0.0%	1	2.9%	0	0.0%	0	0.0%	2	1.1%	0	0.0%	0	0.0%	1	2.9%	0	0.0%	1	1.7%	9	1.1%		
	SI	5	5.9%	10	4.2%	1	3.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	2.8%	1	1.4%	1	14.3%	2	5.9%	1	3.8%	1	1.7%	27	3.3%		
	MI	14	16.5%	27	11.3%	6	23.1%	5	27.8%	5	14.3%	3	20.0%	0	0.0%	23	12.7%	3	4.2%	1	14.3%	4	11.8%	3	11.5%	9	15.3%	103	12.7%		
	VI	36	42.4%	77	32.1%	6	23.1%	4	22.2%	15	42.9%	3	20.0%	3	27.3%	59	32.6%	14	19.7%	1	14.3%	8	23.5%	9	34.6%	15	25.4%	250	30.9%		
	EI	21	24.7%	115	47.9%	12	46.2%	5	27.8%	5	14.3%	9	60.0%	7	63.6%	56	30.9%	19	26.8%	4	57.1%	17	50.0%	11	42.3%	23	39.0%	304	37.6%		
	DK	6	7.1%	10	4.2%	1	3.8%	4	22.2%	9	25.7%	0	0.0%	1	9.1%	36	19.9%	34	47.9%	0	0.0%	2	5.9%	2	7.7%	10	16.9%	115	14.2%		
	T	85	100.0%	240	100.0%	26	100.0%	18	100.0%	35	100.0%	15	100.0%	11	100.0%	181	100.0%	71	100.0%	7	100.0%	34	100.0%	26	100.0%	59	100.0%	808	100.0%		
Model for other states	NI	6	7.1%	5	2.1%	1	3.8%	2	11.1%	1	2.9%	0	0.0%	0	0.0%	3	1.7%	1	1.4%	0	0.0%	1	2.9%	1	3.8%	0	0.0%	21	2.6%		
	SI	6	7.1%	15	6.3%	1	3.8%	0	0.0%	2	5.7%	3	20.0%	0	0.0%	13	7.2%	5	7.0%	1	14.3%	2	5.9%	2	7.7%	5	8.5%	55	6.8%		
	MI	19	22.4%	45	18.8%	5	19.2%	2	11.1%	6	17.1%	1	6.7%	1	9.1%	32	17.7%	2	2.8%	1	14.3%	5	14.7%	4	15.4%	8	13.6%	131	16.2%		
	VI	26	30.6%	62	25.8%	7	26.9%	3	16.7%	11	31.4%	3	20.0%	3	27.3%	51	28.2%	13	18.3%	2	28.6%	9	26.5%	8	30.8%	17	28.8%	215	26.6%		
	EI	18	21.2%	99	41.3%	9	34.6%	4	22.2%	3	8.6%	8	53.3%	6	54.5%	31	17.1%	12	16.9%	3	42.9%	15	44.1%	6	23.1%	19	32.2%	233	28.8%		
	DK	10	11.8%	14	5.8%	3	11.5%	7	38.9%	12	34.3%	0	0.0%	1	9.1%	51	28.2%	38	53.5%	0	0.0%	2	5.9%	5	19.2%	10	16.9%	153	18.9%		
	T	85	100.0%	240	100.0%	26	100.0%	18	100.0%	35	100.0%	15	100.0%	11	100.0%	181	100.0%	71	100.0%	7	100.0%	34	100.0%	26	100.0%	59	100.0%	808	100.0%		

Note: NI = Not at all Important, SI = Slightly Important, MI = Moderately Important, VI = Very Important, EI = Extremely Important, DK = Don't Know, T = Total
f = frequency

Appendix 4

Respondent Perception Questions

Please indicate your level of agreement with each of the following statements.

Self-identified Category	Ag Industry		Ag Teachers		AITC Coordinators		EFE Directors		Farm Bureau Managers		FFA Members		Non-Ag Educators		School Admin		Counselors		State Ag Ed Staff		Uni/Col Faculty		Uni/Col Student		Other		Total		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f
The FCAE LPS Project is primarily responsible for the maintaining, improving, and expanding agricultural education (preK - adult) in Illinois schools.																													
SD	3	2.3%	20	5.2%	1	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	2.2%	1	1.3%	0	0.0%	3	6.1%	1	3.8%	5	4.2%	40	3.3%	
D	0	0.0%	2	0.5%	1	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	1.1%	1	1.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	0.6%	
WD	1	0.8%	3	0.8%	3	6.3%	1	5.0%	1	2.7%	0	0.0%	0	0.0%	3	1.1%	1	1.3%	0	0.0%	0	0.0%	0	0.0%	1	0.8%	14	1.2%	
N	7	5.5%	9	2.3%	0	0.0%	0	0.0%	2	5.4%	0	0.0%	3	15.0%	17	6.3%	1	1.3%	0	0.0%	2	4.1%	0	0.0%	8	6.7%	49	4.1%	
WA	7	5.5%	27	7.0%	4	8.3%	1	5.0%	3	8.1%	4	22.2%	1	5.0%	22	8.1%	1	1.3%	2	20.0%	4	8.2%	3	11.5%	8	6.7%	87	7.2%	
A	53	41.4%	110	28.5%	12	25.0%	8	40.0%	18	48.6%	6	33.3%	5	25.0%	112	41.3%	21	28.0%	2	20.0%	14	28.6%	9	34.6%	41	34.5%	411	34.1%	
SA	38	29.7%	196	50.8%	25	52.1%	7	35.0%	5	13.5%	8	44.4%	9	45.0%	67	24.7%	11	14.7%	6	60.0%	23	46.9%	10	38.5%	37	31.1%	442	36.6%	
DK	19	14.8%	19	4.9%	2	4.2%	3	15.0%	8	21.6%	0	0.0%	2	10.0%	41	15.1%	38	50.7%	0	0.0%	3	6.1%	3	11.5%	19	16.0%	157	13.0%	
T	128	100.0%	386	100.0%	48	100.0%	20	100.0%	37	100.0%	18	100.0%	20	100.0%	271	100.0%	75	100.0%	10	100.0%	49	100.0%	26	100.0%	119	100.0%	1207	100.0%	

The staff and initiatives of FCAE are contributing factors for the increased 5-12 grade agricultural education enrollment in Illinois schools.																												
SD	2	1.6%	16	4.2%	1	2.1%	0	0.0%	1	2.7%	0	0.0%	0	0.0%	4	1.5%	0	0.0%	0	0.0%	2	4.1%	0	0.0%	3	2.6%	29	2.4%
D	1	0.8%	2	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	1.1%	0	0.0%	0	0.0%	1	2.0%	0	0.0%	1	0.9%	8	0.7%
WD	0	0.0%	3	0.8%	1	2.1%	0	0.0%	1	2.7%	0	0.0%	1	5.0%	4	1.5%	2	2.7%	0	0.0%	2	4.1%	0	0.0%	2	1.7%	16	1.3%
N	10	7.8%	18	4.7%	2	4.2%	0	0.0%	2	5.4%	0	0.0%	1	5.0%	28	10.3%	2	2.7%	0	0.0%	5	10.2%	0	0.0%	14	12.0%	82	6.8%
WA	20	15.6%	42	10.9%	3	6.3%	3	15.0%	2	5.4%	0	0.0%	1	5.0%	33	12.1%	3	4.0%	1	10.0%	5	10.2%	1	3.8%	18	15.4%	132	11.0%
A	43	33.6%	119	31.0%	14	29.2%	4	20.0%	17	45.9%	10	55.6%	6	30.0%	105	38.5%	15	20.0%	4	40.0%	14	28.6%	11	42.3%	32	27.4%	394	32.7%
SA	34	26.6%	175	45.6%	22	45.8%	8	40.0%	5	13.5%	6	33.3%	8	40.0%	48	17.6%	12	16.0%	5	50.0%	19	38.8%	12	46.2%	29	24.8%	383	31.8%
DK	18	14.1%	9	2.3%	5	10.4%	5	25.0%	9	24.3%	2	11.1%	3	15.0%	48	17.6%	41	54.7%	0	0.0%	1	2.0%	2	7.7%	18	15.4%	161	13.4%
T	128	100.0%	384	100.0%	48	100.0%	20	100.0%	37	100.0%	18	100.0%	20	100.0%	273	100.0%	75	100.0%	10	100.0%	49	100.0%	26	100.0%	117	100.0%	1205	100.0%

The FCAE staff works effectively with school administrators in promoting and improving 5-12 grade agricultural education programs in Illinois schools.																												
SD	1	0.8%	17	4.4%	1	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	1.5%	2	2.7%	0	0.0%	3	6.1%	0	0.0%	3	2.5%	31	2.6%
D	2	1.6%	3	0.8%	0	0.0%	0	0.0%	1	2.7%	0	0.0%	1	5.0%	6	2.2%	3	4.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	16	1.3%
WD	0	0.0%	2	0.5%	0	0.0%	0	0.0%	0	0.0%	1	5.6%	1	5.0%	12	4.4%	0	0.0%	1	10.0%	2	4.1%	0	0.0%	0	0.0%	19	1.6%
N	8	6.3%	10	2.6%	1	2.1%	0	0.0%	2	5.4%	0	0.0%	1	5.0%	26	9.5%	3	4.0%	0	0.0%	3	6.1%	1	3.8%	11	9.3%	66	5.5%
WA	16	12.5%	28	7.3%	6	12.5%	3	15.0%	3	8.1%	2	11.1%	3	15.0%	33	12.1%	3	4.0%	0	0.0%	2	4.1%	1	3.8%	5	4.2%	105	8.7%
A	48	37.5%	127	32.9%	16	33.3%	5	25.0%	11	29.7%	9	50.0%	6	30.0%	102	37.4%	16	21.3%	3	30.0%	13	26.5%	13	50.0%	48	40.7%	417	34.5%
SA	31	24.2%	187	48.4%	13	27.1%	8	40.0%	4	10.8%	6	33.3%	6	30.0%	52	19.0%	7	9.3%	6	60.0%	24	49.0%	8	30.8%	29	24.6%	381	31.5%
DK	22	17.2%	12	3.1%	11	22.9%	4	20.0%	16	43.2%	0	0.0%	2	10.0%	38	13.9%	41	54.7%	0	0.0%	2	4.1%	3	11.5%	22	18.6%	173	14.3%
T	128	100.0%	386	100.0%	48	100.0%	20	100.0%	37	100.0%	18	100.0%	20	100.0%	273	100.0%	75	100.0%	10	100.0%	49	100.0%	26	100.0%	118	100.0%	1208	100.0%

Note: SD = Strongly Disagree, D = Disagree, WD = Somewhat Disagree, N = Neither Agree nor Disagree, WA = Somewhat Agree, A = Agree, SA = Strongly Agree, DK = Don't Know, T = Total
 x = Category not asked to respond to this item.; f = frequency

Appendix 4 (Cont.)

Please indicate your level of agreement with each of the following statements.

Self-identified Category	Ag Industry		Ag Teachers		AITC Coordinators		EFE Directors		Farm Bureau Managers		FFA Members		Non-Ag Educators		School Admin		Counselors		State Ag Ed Staff		Uni/Col Faculty		Uni/Col Student		Other		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
FCAE staff provide useful advice and support to improve local agricultural education programs.																												
SD	3	2.4%	12	3.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	5.0%	5	1.8%	0	0.0%	0	0.0%	3	6.3%	0	0.0%	2	1.7%	26	2.2%
D	2	1.6%	2	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	1.1%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	8	0.7%
WD	0	0.0%	1	0.3%	1	2.1%	0	0.0%	0	0.0%	0	0.0%	2	10.0%	5	1.8%	1	1.4%	0	0.0%	1	2.1%	0	0.0%	0	0.0%	11	0.9%
N	7	5.6%	4	1.0%	0	0.0%	0	0.0%	2	5.4%	0	0.0%	2	10.0%	22	8.1%	1	1.4%	0	0.0%	0	0.0%	2	7.7%	11	9.6%	51	4.3%
WA	6	4.8%	10	2.6%	2	4.2%	0	0.0%	5	13.5%	4	23.5%	1	5.0%	24	8.9%	3	4.1%	0	0.0%	1	2.1%	0	0.0%	7	6.1%	63	5.3%
A	51	40.5%	105	27.5%	19	39.6%	9	47.4%	16	43.2%	5	29.4%	5	25.0%	108	39.9%	13	17.8%	3	30.0%	12	25.0%	10	38.5%	37	32.2%	393	33.0%
SA	40	31.7%	243	63.6%	24	50.0%	6	31.6%	7	18.9%	7	41.2%	7	35.0%	58	21.4%	12	16.4%	7	70.0%	28	58.3%	12	46.2%	43	37.4%	494	41.4%
DK	17	13.5%	5	1.3%	2	4.2%	4	21.1%	7	18.9%	1	5.9%	2	10.0%	46	17.0%	42	57.5%	0	0.0%	3	6.3%	2	7.7%	15	13.0%	146	12.2%
T	126	100.0%	382	100.0%	48	100.0%	19	100.0%	37	100.0%	17	100.0%	20	100.0%	271	100.0%	73	100.0%	10	100.0%	48	100.0%	26	100.0%	115	100.0%	1192	100.0%

The inservice workshops and courses sponsored or conducted by FCAE conflict with or duplicate inservice education courses offered by other organizations.																												
SD	5	4.0%	54	14.1%	2	4.2%	2	10.5%	0	0.0%	2	11.8%	2	10.0%	10	3.7%	2	2.7%	1	10.0%	4	8.3%	1	3.8%	11	9.5%	96	8.1%
D	26	20.6%	133	34.8%	9	18.8%	2	10.5%	7	18.9%	2	11.8%	3	15.0%	31	11.5%	6	8.2%	2	20.0%	13	27.1%	6	23.1%	23	19.8%	263	22.1%
WD	5	4.0%	26	6.8%	2	4.2%	0	0.0%	1	2.7%	2	11.8%	0	0.0%	14	5.2%	1	1.4%	1	10.0%	6	12.5%	2	7.7%	3	2.6%	63	5.3%
N	15	11.9%	54	14.1%	6	12.5%	0	0.0%	3	8.1%	2	11.8%	5	25.0%	41	15.2%	5	6.8%	4	40.0%	8	16.7%	5	19.2%	18	15.5%	166	13.9%
WA	4	3.2%	23	6.0%	0	0.0%	0	0.0%	2	5.4%	1	5.9%	0	0.0%	12	4.4%	2	2.7%	1	10.0%	4	8.3%	3	11.5%	6	5.2%	58	4.9%
A	5	4.0%	22	5.8%	6	12.5%	3	15.8%	1	2.7%	2	11.8%	2	10.0%	34	12.6%	0	0.0%	0	0.0%	0	0.0%	3	11.5%	12	10.3%	90	7.6%
SA	7	5.6%	28	7.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	10.0%	9	3.3%	0	0.0%	0	0.0%	2	4.2%	0	0.0%	5	4.3%	53	4.4%
DK	59	46.8%	42	11.0%	23	47.9%	12	63.2%	23	62.2%	6	35.3%	6	30.0%	119	44.1%	57	78.1%	1	10.0%	11	22.9%	6	23.1%	38	32.8%	403	33.8%
T	126	100.0%	382	100.0%	48	100.0%	19	100.0%	37	100.0%	17	100.0%	20	100.0%	270	100.0%	73	100.0%	10	100.0%	48	100.0%	26	100.0%	116	100.0%	1192	100.0%

You agreed with the statement that inservice workshops and courses sponsored by FCAE conflict or duplicate offerings by other organizations. Please indicate which organization's workshops and courses are in conflict or duplicated by FCAE offerings.																												
ANR Companies	0	0.0%	1	5.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	18.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	8.2%
AITC	2	66.7%	3	17.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	18.8%	0	0.0%	0	0.0%	0	0.0%	1	33.3%	0	0.0%	9	18.4%
College/University	0	0.0%	2	11.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	6.3%	0	0.0%	0	0.0%	0	0.0%	1	33.3%	0	0.0%	4	8.2%
Farm Bureau	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	6.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	2.0%
IAVAT	1	33.3%	2	11.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	6.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	25.0%	5	10.2%
Illinois FFA	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	33.3%	2	12.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	8.2%
School District	0	0.0%	6	35.3%	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1	33.3%	4	25.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	24.5%
Other	0	0.0%	3	17.6%	0	0.0%	0	0.0%	0	0.0%	1	50.0%	1	33.3%	1	6.3%	0	0.0%	0	0.0%	0	0.0%	1	33.3%	3	75.0%	10	20.4%
Total	3	100.0%	17	100.0%	1	100.0%	0	0.0%	0	0.0%	2	100.0%	3	100.0%	16	100.0%	0	0.0%	0	0.0%	0	0.0%	3	100.0%	4	100.0%	49	100.0%

The professional learning trainings coordinated by FCAE staff are relevant and timely.																												
SD	1	1.1%	6	2.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	3.1%	11	1.3%
D	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.1%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.5%
WD	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%	0	0.0%	0	0.0%	1	2.7%	0	0.0%	0	0.0%	3	0.4%
N	3	3.4%	3	1.2%	0	0.0%	1	5.3%	2	5.4%	0	0.0%	0	0.0%	13	7.0%	1	1.4%	0	0.0%	1	2.7%	1	3.8%	2	3.1%	27	3.2%
WA	3	3.4%	8	3.3%	2	6.9%	2	10.5%	2	5.4%	2	13.3%	0	0.0%	8	4.3%	0	0.0%	1	14.3%	2	5.4%	0	0.0%	4	6.3%	34	4.1%
A	30	34.1%	103	42.2%	12	41.4%	4	21.1%	14	37.8%	6	40.0%	4	33.3%	67	36.2%	9	12.5%	4	57.1%	19	51.4%	16	61.5%	27	42.2%	315	37.7%
SA	13	14.8%	110	45.1%	6	20.7%	3	15.8%	0	0.0%	4	26.7%	3	25.0%	20	10.8%	7	9.7%	2	28.6%	9	24.3%	3	11.5%	12	18.8%	192	23.0%
DK	38	43.2%	12	4.9%	9	31.0%	9	47.4%	19	51.4%	3	20.0%	5	41.7%	72	38.9%	54	75.0%	0	0.0%	5	13.5%	6	23.1%	17	26.6%	249	29.8%
T	88	100.0%	244	100.0%	29	100.0%	19	100.0%	37	100.0%	15	100.0%	12	100.0%	185	100.0%	72	100.0%	7	100.0%	37	100.0%	26	100.0%	64	100.0%	835	100.0%

Note: SD = Strongly Disagree, D = Disagree, WD = Somewhat Disagree, N = Neither Agree nor Disagree, WA = Somewhat Agree, A = Agree, SA = Strongly Agree, DK = Don't Know, T = Total
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Appendix 4 (Cont.)

Please indicate your level of agreement with each of the following statements.

Self-identified Category	Ag Industry		Ag Teachers		AIRC Coordinators		EFE Directors		Farm Bureau Managers		FFA Members		Non-Ag Educators		School Admin		Counselors		State Ag Ed Staff		Uni/Col Faculty		Uni/Col Student		Other		Total			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
It is useful to teachers and the agricultural education program when FCAE staff visit with school administrators.																														
SD	2	1.6%	3	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.9%	7	0.6%
D	0	0.0%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.2%
WD	0	0.0%	2	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.8%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.4%
N	4	3.3%	20	5.3%	1	2.1%	0	0.0%	1	2.7%	0	0.0%	0	0.0%	37	14.0%	4	5.8%	0	0.0%	4	8.7%	0	0.0%	3	2.6%	74	6.3%		
WA	5	4.1%	17	4.5%	1	2.1%	0	0.0%	1	2.7%	0	0.0%	1	5.6%	27	10.2%	3	4.3%	0	0.0%	1	2.2%	1	3.8%	6	5.2%	63	5.4%		
A	46	37.4%	115	30.6%	22	45.8%	7	36.8%	21	56.8%	5	33.3%	3	16.7%	96	36.4%	14	20.3%	6	60.0%	10	21.7%	8	30.8%	42	36.5%	395	33.9%		
SA	49	39.8%	207	55.1%	14	29.2%	7	36.8%	3	8.1%	9	60.0%	10	55.6%	50	18.9%	11	15.9%	4	40.0%	24	52.2%	12	46.2%	42	36.5%	442	37.9%		
DK	17	13.8%	11	2.9%	10	20.8%	5	26.3%	11	29.7%	1	6.7%	4	22.2%	50	18.9%	36	52.2%	0	0.0%	7	15.2%	5	19.2%	21	18.3%	178	15.3%		
T	123	100.0%	376	100.0%	48	100.0%	19	100.0%	37	100.0%	15	100.0%	18	100.0%	264	100.0%	69	100.0%	10	100.0%	46	100.0%	26	100.0%	115	100.0%	1166	100.0%		

It is useful to teachers and the agricultural education program when FCAE staff visit with school counselors.																														
SD	1	1.1%	2	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	3.2%	6	0.7%
D	0	0.0%	3	1.2%	1	3.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.6%	6	0.7%
WD	0	0.0%	2	0.8%	0	0.0%	0	0.0%	0	0.0%	1	6.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.4%
N	1	1.1%	23	9.5%	1	3.4%	0	0.0%	1	2.7%	1	6.7%	0	0.0%	25	13.9%	6	8.6%	0	0.0%	4	11.4%	1	3.8%	3	4.8%	66	8.0%		
WA	5	5.7%	27	11.2%	1	3.4%	0	0.0%	2	5.4%	2	13.3%	0	0.0%	25	13.9%	4	5.7%	2	28.6%	2	5.7%	2	7.7%	1	1.6%	73	8.9%		
A	38	43.2%	76	31.4%	11	37.9%	6	31.6%	17	45.9%	2	13.3%	4	36.4%	61	33.9%	15	21.4%	1	14.3%	10	28.6%	5	19.2%	20	31.7%	266	32.4%		
SA	27	30.7%	85	35.1%	6	20.7%	6	31.6%	6	16.2%	7	46.7%	4	36.4%	25	13.9%	11	15.7%	3	42.9%	14	40.0%	12	46.2%	20	31.7%	226	27.5%		
DK	16	18.2%	24	9.9%	9	31.0%	7	36.8%	11	29.7%	2	13.3%	3	27.3%	42	23.3%	34	48.6%	1	14.3%	5	14.3%	6	23.1%	16	25.4%	176	21.4%		
T	88	100.0%	242	100.0%	29	100.0%	19	100.0%	37	100.0%	15	100.0%	11	100.0%	180	100.0%	70	100.0%	7	100.0%	35	100.0%	26	100.0%	63	100.0%	822	100.0%		

It is helpful to AITC coordinators and the county partnership when FCAE staff attend county AITC partnership meetings.																													
SD	x	x	x	x	0	0.0%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	0	0.0%
D	x	x	x	x	0	0.0%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	0	0.0%
WD	x	x	x	x	0	0.0%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	0	0.0%
N	x	x	x	x	1	3.6%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	1	3.6%
WA	x	x	x	x	3	10.7%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	3	10.7%
A	x	x	x	x	8	28.6%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	8	28.6%
SA	x	x	x	x	16	57.1%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	16	57.1%
T	x	x	x	x	28	100.0%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	28	100.0%

It is helpful to AITC coordinators and the county partnership when FCAE staff meet and get to know AITC county partner representatives.																													
SD	x	x	x	x	0	0.0%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	0	0.0%
D	x	x	x	x	0	0.0%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	0	0.0%
WD	x	x	x	x	0	0.0%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	0	0.0%
N	x	x	x	x	2	6.9%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	2	6.9%
WA	x	x	x	x	2	6.9%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	2	6.9%
A	x	x	x	x	8	27.6%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	8	27.6%
SA	x	x	x	x	17	58.6%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	17	58.6%
T	x	x	x	x	29	100.0%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	29	100.0%

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	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
It is helpful to EFE directors when FCAE staff attend region and state EFE meetings.																													
SD	x	x	x	x	x	x	1	5.3%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	1	5.3%
D	x	x	x	x	x	x	0	0.0%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	0	0.0%
WD	x	x	x	x	x	x	0	0.0%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	0	0.0%
N	x	x	x	x	x	x	2	10.5%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	2	10.5%
WA	x	x	x	x	x	x	1	5.3%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	1	5.3%
A	x	x	x	x	x	x	6	31.6%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	6	31.6%
SA	x	x	x	x	x	x	9	47.4%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	9	47.4%
T	x	x	x	x	x	x	19	100.0%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	19	100.0%

FCAE staff provide timely response to questions and requests for assistance.																														
SD	0	0.0%	3	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.6%	4	0.5%
D	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.5%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.2%
WD	0	0.0%	1	0.4%	0	0.0%	0	0.0%	1	2.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.2%	2	0.2%
N	3	3.4%	3	1.2%	0	0.0%	0	0.0%	2	5.4%	0	0.0%	1	9.1%	22	12.1%	2	2.8%	0	0.0%	2	5.7%	0	0.0%	2	3.2%	37	4.5%		
WA	4	4.5%	4	1.6%	0	0.0%	1	5.6%	1	2.7%	1	6.7%	0	0.0%	8	4.4%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	20	2.4%		
A	24	27.3%	56	23.0%	11	39.3%	5	27.8%	16	43.2%	4	26.7%	1	9.1%	51	28.0%	6	8.3%	2	28.6%	10	28.6%	10	38.5%	21	33.3%	217	26.3%		
SA	19	21.6%	170	70.0%	16	57.1%	8	44.4%	4	10.8%	8	53.3%	4	36.4%	38	20.9%	10	13.9%	5	71.4%	21	60.0%	10	38.5%	18	28.6%	331	40.1%		
DK	38	43.2%	6	2.5%	1	3.6%	4	22.2%	13	35.1%	2	13.3%	5	45.5%	62	34.1%	52	72.2%	0	0.0%	2	5.7%	6	23.1%	21	33.3%	212	25.7%		
T	88	100.0%	243	100.0%	28	100.0%	18	100.0%	37	100.0%	15	100.0%	11	100.0%	182	100.0%	72	100.0%	7	100.0%	35	100.0%	26	100.0%	63	100.0%	825	100.0%		

The FCAE staff works effectively in promoting agricultural literacy programs in Illinois schools.																												
SD	1	0.8%	4	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.8%	1	1.4%	0	0.0%	1	2.2%	0	0.0%	1	0.9%	10	0.9%
D	1	0.8%	4	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	0.8%
WD	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.9%	2	0.2%
N	7	5.7%	6	1.6%	1	2.2%	0	0.0%	2	5.4%	0	0.0%	2	11.1%	23	8.7%	3	4.2%	1	10.0%	1	2.2%	0	0.0%	7	6.1%	53	4.5%
WA	11	8.9%	31	8.2%	2	4.3%	0	0.0%	3	8.1%	1	6.7%	2	11.1%	17	6.4%	0	0.0%	1	10.0%	7	15.2%	2	7.7%	8	7.0%	85	7.3%
A	49	39.8%	139	36.9%	21	45.7%	5	26.3%	22	59.5%	6	40.0%	6	33.3%	97	36.7%	10	14.1%	5	50.0%	14	30.4%	10	38.5%	36	31.6%	420	36.0%
SA	23	18.7%	161	42.7%	19	41.3%	4	21.1%	4	10.8%	7	46.7%	5	27.8%	36	13.6%	8	11.3%	3	30.0%	14	30.4%	9	34.6%	29	25.4%	322	27.6%
DK	31	25.2%	32	8.5%	3	6.5%	10	52.6%	6	16.2%	1	6.7%	3	16.7%	84	31.8%	49	69.0%	0	0.0%	9	19.6%	5	19.2%	32	28.1%	265	22.7%
T	123	100.0%	377	100.0%	46	100.0%	19	100.0%	37	100.0%	15	100.0%	18	100.0%	264	100.0%	71	100.0%	10	100.0%	46	100.0%	26	100.0%	114	100.0%	1166	100.0%

Substantial progress has been made in providing agricultural literacy instruction for students in grades preK-8.																												
SD	0	0.0%	2	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.9%	3	0.3%
D	2	1.6%	3	0.8%	0	0.0%	0	0.0%	0	0.0%	1	6.7%	0	0.0%	6	2.3%	1	1.4%	1	10.0%	2	4.3%	0	0.0%	1	0.9%	17	1.5%
WD	2	1.6%	5	1.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	2.6%	13	1.1%
N	7	5.7%	24	6.4%	1	2.2%	1	5.3%	2	5.4%	0	0.0%	0	0.0%	31	11.7%	3	4.2%	0	0.0%	4	8.7%	1	3.8%	8	7.0%	82	7.0%
WA	17	13.8%	44	11.7%	2	4.3%	1	5.3%	2	5.4%	4	26.7%	2	11.1%	34	12.9%	1	1.4%	1	10.0%	8	17.4%	6	23.1%	19	16.7%	141	12.1%
A	43	35.0%	129	34.2%	25	54.3%	2	10.5%	19	51.4%	6	40.0%	9	50.0%	72	27.3%	13	18.3%	3	30.0%	13	28.3%	8	30.8%	28	24.6%	370	31.7%
SA	22	17.9%	87	23.1%	16	34.8%	2	10.5%	3	8.1%	4	26.7%	3	16.7%	18	6.8%	7	9.9%	3	30.0%	10	21.7%	4	15.4%	23	20.2%	202	17.3%
DK	30	24.4%	83	22.0%	2	4.3%	13	68.4%	11	29.7%	0	0.0%	4	22.2%	100	37.9%	46	64.8%	2	20.0%	9	19.6%	7	26.9%	31	27.2%	338	29.0%
T	123	100.0%	377	100.0%	46	100.0%	19	100.0%	37	100.0%	15	100.0%	18	100.0%	264	100.0%	71	100.0%	10	100.0%	46	100.0%	26	100.0%	114	100.0%	1166	100.0%

Note: SD = Strongly Disagree, D = Disagree, WD = Somewhat Disagree, N = Neither Agree nor Disagree, WA = Somewhat Agree, A = Agree, SA = Strongly Agree, DK = Don't Know, T = Total
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Please indicate your level of agreement with each of the following statements.

Self-identified Category	Ag Industry		Ag Teachers		AIRC Coordinators		EFE Directors		Farm Bureau Managers		FFA Members		Non-Ag Educators		School Admin		Counselors		State Ag Ed Staff		Uni/Col Faculty		Uni/Col Student		Other		Total			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
Agricultural literacy programs coordinated by FCAE for students grades preK-8 have been effective.																														
SD	0	0.0%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.9%	2	0.2%
D	2	1.6%	1	0.3%	1	2.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	1.9%	0	0.0%	1	10.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	10	0.9%
WD	2	1.6%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	1	6.7%	0	0.0%	3	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	4.4%	12	1.0%
N	7	5.7%	27	7.2%	0	0.0%	1	5.3%	1	2.7%	0	0.0%	2	11.1%	28	10.6%	4	5.6%	1	10.0%	6	13.0%	2	7.7%	6	5.3%	85	7.3%		
WA	14	11.4%	35	9.3%	2	4.3%	2	10.5%	1	2.7%	2	13.3%	0	0.0%	27	10.3%	1	1.4%	1	10.0%	4	8.7%	6	23.1%	7	6.1%	102	8.8%		
A	44	35.8%	132	35.0%	22	47.8%	2	10.5%	18	48.6%	7	46.7%	8	44.4%	68	25.9%	8	11.3%	4	40.0%	14	30.4%	7	26.9%	35	30.7%	369	31.7%		
SA	16	13.0%	76	20.2%	15	32.6%	2	10.5%	2	5.4%	4	26.7%	4	22.2%	16	6.1%	7	9.9%	2	20.0%	8	17.4%	4	15.4%	15	13.2%	171	14.7%		
DK	38	30.9%	104	27.6%	6	13.0%	12	63.2%	15	40.5%	1	6.7%	4	22.2%	116	44.1%	51	71.8%	1	10.0%	14	30.4%	7	26.9%	45	39.5%	414	35.5%		
T	123	100.0%	377	100.0%	46	100.0%	19	100.0%	37	100.0%	15	100.0%	18	100.0%	263	100.0%	71	100.0%	10	100.0%	46	100.0%	26	100.0%	114	100.0%	1165	100.0%		

Progress has been made in establishing agricultural literacy instruction in grades preK-12 in Illinois.																												
SD	2	1.6%	16	4.3%	2	4.3%	0	0.0%	0	0.0%	0	0.0%	1	5.6%	1	0.4%	0	0.0%	1	10.0%	2	4.3%	0	0.0%	3	2.6%	28	2.4%
D	16	13.0%	44	11.7%	4	8.7%	0	0.0%	0	0.0%	0	0.0%	2	11.1%	21	8.0%	1	1.4%	1	10.0%	3	6.5%	0	0.0%	15	13.2%	107	9.2%
WD	5	4.1%	16	4.3%	5	10.9%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	2.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	14	12.3%	47	4.0%
N	8	6.5%	17	4.5%	3	6.5%	1	5.3%	2	5.4%	0	0.0%	1	5.6%	26	9.8%	3	4.2%	1	10.0%	4	8.7%	2	7.7%	3	2.6%	71	6.1%
WA	12	9.8%	34	9.0%	1	2.2%	1	5.3%	1	2.7%	2	13.3%	1	5.6%	27	10.2%	2	2.8%	1	10.0%	7	15.2%	1	3.8%	5	4.4%	95	8.2%
A	36	29.3%	123	32.7%	11	23.9%	4	21.1%	19	51.4%	5	33.3%	6	33.3%	77	29.2%	19	26.8%	3	30.0%	10	21.7%	12	46.2%	26	22.8%	351	30.1%
SA	16	13.0%	77	20.5%	14	30.4%	2	10.5%	3	8.1%	8	53.3%	5	27.8%	21	8.0%	6	8.5%	2	20.0%	10	21.7%	5	19.2%	14	12.3%	183	15.7%
DK	28	22.8%	49	13.0%	6	13.0%	11	57.9%	12	32.4%	0	0.0%	2	11.1%	84	31.8%	40	56.3%	1	10.0%	10	21.7%	6	23.1%	34	29.8%	283	24.3%
T	123	100.0%	376	100.0%	46	100.0%	19	100.0%	37	100.0%	15	100.0%	18	100.0%	264	100.0%	71	100.0%	10	100.0%	46	100.0%	26	100.0%	114	100.0%	1165	100.0%

I value FCAE staff assistance in completing the Incentive Funding grant?																												
SD	x	x	1	0.4%	x	x	x	x	x	x	x	x	x	x	0	0.0%	x	x	x	x	0	0.0%	x	x	x	x	1	0.2%
D	x	x	0	0.0%	x	x	x	x	x	x	x	x	x	x	1	0.6%	x	x	x	x	0	0.0%	x	x	x	x	1	0.2%
WD	x	x	0	0.0%	x	x	x	x	x	x	x	x	x	x	2	1.1%	x	x	x	x	1	2.9%	x	x	x	x	3	0.7%
N	x	x	16	6.6%	x	x	x	x	x	x	x	x	x	x	44	24.4%	x	x	x	x	14	41.2%	x	x	x	x	74	16.2%
WA	x	x	10	4.1%	x	x	x	x	x	x	x	x	x	x	17	9.4%	x	x	x	x	1	2.9%	x	x	x	x	28	6.1%
A	x	x	58	24.0%	x	x	x	x	x	x	x	x	x	x	70	38.9%	x	x	x	x	7	20.6%	x	x	x	x	135	29.6%
SA	x	x	157	64.9%	x	x	x	x	x	x	x	x	x	x	46	25.6%	x	x	x	x	11	32.4%	x	x	x	x	214	46.9%
T	x	x	242	100.0%	x	x	x	x	x	x	x	x	x	x	180	100.0%	x	x	x	x	34	100.0%	x	x	x	x	456	100.0%

I value FCAE staff assistance in completing the Three Circle FFA/SAE Extended Contract grant.																													
SD	x	x	1	0.4%	x	x	x	x	x	x	x	x	x	x	1	0.6%	x	x	x	x	x	x	x	x	x	x	x	2	0.5%
D	x	x	0	0.0%	x	x	x	x	x	x	x	x	x	x	2	1.1%	x	x	x	x	x	x	x	x	x	x	x	2	0.5%
WD	x	x	0	0.0%	x	x	x	x	x	x	x	x	x	x	0	0.0%	x	x	x	x	x	x	x	x	x	x	0	0.0%	
N	x	x	16	6.6%	x	x	x	x	x	x	x	x	x	x	44	24.4%	x	x	x	x	x	x	x	x	x	x	60	14.2%	
WA	x	x	7	2.9%	x	x	x	x	x	x	x	x	x	x	10	5.6%	x	x	x	x	x	x	x	x	x	x	17	4.0%	
A	x	x	55	22.7%	x	x	x	x	x	x	x	x	x	x	65	36.1%	x	x	x	x	x	x	x	x	x	x	120	28.4%	
SA	x	x	163	67.4%	x	x	x	x	x	x	x	x	x	x	58	32.2%	x	x	x	x	x	x	x	x	x	x	221	52.4%	
T	x	x	242	100.0%	x	x	x	x	x	x	x	x	x	x	180	100.0%	x	x	x	x	x	x	x	x	x	x	422	100.0%	

Note: SD = Strongly Disagree, D = Disagree, WD = Somewhat Disagree, N = Neither Agree nor Disagree, WA = Somewhat Agree, A = Agree, SA = Strongly Agree, DK = Don't Know, T = Total
 x = Category not asked to respond to this item.; f = frequency

Appendix 4 (Cont.)

Please indicate your level of agreement with each of the following statements.

Self-identified Category	Ag Industry		Ag Teachers		AATC Coordinators		EFE Directors		Farm Bureau Managers		FFA Members		Non-Ag Educators		School Admin		Counselors		State Ag Ed Staff		Uni/Col Faculty		Uni/Col Student		Other		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
I value FCAE staff assistance with teacher licensure.																												
SD	x	x	0	0.0%	x	x	x	x	x	x	x	x	x	x	0	0.0%	x	x	x	x	0	0.0%	0	0.0%	x	x	0	0.0%
D	x	x	1	0.4%	x	x	x	x	x	x	x	x	x	x	2	1.1%	x	x	x	x	1	2.9%	0	0.0%	x	x	4	0.8%
WD	x	x	2	0.8%	x	x	x	x	x	x	x	x	x	x	0	0.0%	x	x	x	x	0	0.0%	0	0.0%	x	x	2	0.4%
N	x	x	22	9.1%	x	x	x	x	x	x	x	x	x	x	51	28.5%	x	x	x	x	10	29.4%	4	15.4%	x	x	87	18.1%
WA	x	x	22	9.1%	x	x	x	x	x	x	x	x	x	x	15	8.4%	x	x	x	x	2	5.9%	2	7.7%	x	x	41	8.5%
A	x	x	78	32.2%	x	x	x	x	x	x	x	x	x	x	67	37.4%	x	x	x	x	9	26.5%	11	42.3%	x	x	165	34.3%
SA	x	x	117	48.3%	x	x	x	x	x	x	x	x	x	x	44	24.6%	x	x	x	x	12	35.3%	9	34.6%	x	x	182	37.8%
T	x	x	242	100.0%	x	x	x	x	x	x	x	x	x	x	179	100.0%	x	x	x	x	34	100.0%	26	100.0%	x	x	481	100.0%

I value FCAE staff assistance with Agriculture Experience Tracker (AET).																												
SD	x	x	0	0.0%	x	x	x	x	x	x	x	x	x	x	0	0.0%	0	0.0%	0	0.0%	x	x	x	x	x	x	0	0.0%
D	x	x	1	0.4%	x	x	x	x	x	x	x	x	x	x	0	0.0%	0	0.0%	0	0.0%	x	x	x	x	x	x	1	0.4%
WD	x	x	1	0.4%	x	x	x	x	x	x	x	x	x	x	0	0.0%	0	0.0%	0	0.0%	x	x	x	x	x	x	1	0.4%
N	x	x	18	7.4%	x	x	x	x	x	x	x	x	x	x	2	28.6%	12	35.3%	x	x	x	x	x	x	x	x	32	11.3%
WA	x	x	19	7.9%	x	x	x	x	x	x	x	x	x	x	2	28.6%	1	2.9%	x	x	x	x	x	x	x	x	22	7.8%
A	x	x	83	34.3%	x	x	x	x	x	x	x	x	x	x	1	14.3%	14	41.2%	x	x	x	x	x	x	x	x	98	34.6%
SA	x	x	120	49.6%	x	x	x	x	x	x	x	x	x	x	2	28.6%	7	20.6%	x	x	x	x	x	x	x	x	129	45.6%
T	x	x	242	100.0%	x	x	x	x	x	x	x	x	x	x	7	100.0%	34	100.0%	x	x	x	x	x	x	x	x	283	100.0%

I value FCAE staff assistance with agriculture course content.																												
SD	x	x	0	0.0%	x	x	x	x	x	x	x	x	x	x	0	0.0%	x	x	x	x	0	0.0%	0	0.0%	x	x	0	0.0%
D	x	x	2	0.8%	x	x	x	x	x	x	x	x	x	x	0	0.0%	x	x	x	x	0	0.0%	0	0.0%	x	x	2	0.4%
WD	x	x	0	0.0%	x	x	x	x	x	x	x	x	x	x	1	0.6%	x	x	x	x	0	0.0%	0	0.0%	x	x	1	0.2%
N	x	x	10	4.1%	x	x	x	x	x	x	x	x	x	x	46	25.7%	x	x	x	x	5	15.2%	3	11.5%	x	x	64	13.4%
WA	x	x	23	9.5%	x	x	x	x	x	x	x	x	x	x	9	5.0%	x	x	x	x	5	15.2%	3	11.5%	x	x	40	8.4%
A	x	x	80	33.2%	x	x	x	x	x	x	x	x	x	x	76	42.5%	x	x	x	x	13	39.4%	12	46.2%	x	x	181	37.8%
SA	x	x	126	52.3%	x	x	x	x	x	x	x	x	x	x	47	26.3%	x	x	x	x	10	30.3%	8	30.8%	x	x	191	39.9%
T	x	x	241	100.0%	x	x	x	x	x	x	x	x	x	x	179	100.0%	x	x	x	x	33	100.0%	26	100.0%	x	x	479	100.0%

I value FCAE staff assistance with developing and maintaining advisory councils and FFA Alumni (Supporter) chapters.																												
SD	1	1.2%	0	0.0%	x	x	x	x	x	x	x	x	x	x	0	0.0%	x	x	0	0.0%	0	0.0%	x	x	x	x	1	0.2%
D	0	0.0%	2	0.8%	x	x	x	x	x	x	x	x	x	x	1	0.6%	x	x	0	0.0%	0	0.0%	x	x	x	x	3	0.6%
WD	1	1.2%	2	0.8%	x	x	x	x	x	x	x	x	x	x	0	0.0%	x	x	1	14.3%	0	0.0%	x	x	x	x	4	0.7%
N	15	18.5%	27	11.2%	x	x	x	x	x	x	x	x	x	x	54	30.3%	x	x	0	0.0%	12	35.3%	x	x	x	x	108	19.9%
WA	8	9.9%	31	12.8%	x	x	x	x	x	x	x	x	x	x	17	9.6%	x	x	1	14.3%	1	2.9%	x	x	x	x	58	10.7%
A	40	49.4%	89	36.8%	x	x	x	x	x	x	x	x	x	x	73	41.0%	x	x	4	57.1%	10	29.4%	x	x	x	x	216	39.9%
SA	16	19.8%	91	37.6%	x	x	x	x	x	x	x	x	x	x	33	18.5%	x	x	1	14.3%	11	32.4%	x	x	x	x	152	28.0%
T	81	100.0%	242	100.0%	x	x	x	x	x	x	x	x	x	x	178	100.0%	x	x	7	100.0%	34	100.0%	x	x	x	x	542	100.0%

Note: SD = Strongly Disagree, D = Disagree, WD = Somewhat Disagree, N = Neither Agree nor Disagree, WA = Somewhat Agree, A = Agree, SA = Strongly Agree, DK = Don't Know, T = Total
 x = Category not asked to respond to this item.; f = frequency

Appendix 4 (Cont.)

Please indicate your level of agreement with each of the following statements.

Self-identified Category	Ag Industry		Ag Teachers		AIRC Coordinators		EFE Directors		Farm Bureau Managers		FFA Members		Non-Ag Educators		School Admin		Counselors		State Ag Ed Staff		Uni/Col Faculty		Uni/Col Student		Other		Total			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
I value FCAE staff assistance with website event registration, student course enrollment, and data entry.																														
SD	x	x	0	0.0%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	0	0.0%	0	0.0%	x	x	x	x	x	x	0	0.0%
D	x	x	1	0.4%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	0	0.0%	0	0.0%	x	x	x	x	x	x	1	0.4%
WD	x	x	1	0.4%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	0	0.0%	0	0.0%	x	x	x	x	x	x	1	0.4%
N	x	x	8	3.3%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	0	0.0%	10	29.4%	x	x	x	x	x	x	18	6.4%
WA	x	x	19	7.9%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	0	0.0%	1	2.9%	x	x	x	x	x	x	20	7.1%
A	x	x	73	30.2%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	4	57.1%	11	32.4%	x	x	x	x	x	x	88	31.1%
SA	x	x	140	57.9%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	3	42.9%	12	35.3%	x	x	x	x	x	x	155	54.8%
T	x	x	242	100.0%	x	x	x	x	x	x	x	x	x	x	x	x	x	x	7	100.0%	34	100.0%	x	x	x	x	x	x	283	100.0%

The FCAE project is using funding efficiently and appropriately.																																
SD	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
D	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.1%	0	0.0%	1	14.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	0.4%
WD	1	1.2%	3	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.1%	1	1.4%	0	0.0%	2	5.9%	0	0.0%	0	0.0%	0	0.0%	9	1.1%		
N	6	7.1%	9	3.7%	1	3.7%	0	0.0%	1	2.9%	0	0.0%	1	9.1%	18	10.1%	9	12.9%	0	0.0%	0	0.0%	1	3.8%	3	5.1%	49	6.1%				
WA	7	8.3%	7	2.9%	0	0.0%	0	0.0%	1	2.9%	1	6.7%	0	0.0%	7	3.9%	2	2.9%	1	14.3%	3	8.8%	1	3.8%	3	5.1%	33	4.1%				
A	20	23.8%	79	32.6%	5	18.5%	4	22.2%	15	42.9%	4	26.7%	5	45.5%	60	33.5%	4	5.7%	1	14.3%	6	17.6%	6	23.1%	16	27.1%	225	27.9%				
SA	26	31.0%	124	51.2%	14	51.9%	4	22.2%	3	8.6%	5	33.3%	4	36.4%	35	19.6%	9	12.9%	4	57.1%	20	58.8%	10	38.5%	20	33.9%	278	34.4%				
DK	24	28.6%	20	8.3%	7	25.9%	10	55.6%	15	42.9%	5	33.3%	1	9.1%	55	30.7%	45	64.3%	0	0.0%	3	8.8%	8	30.8%	17	28.8%	210	26.0%				
T	84	100.0%	242	100.0%	27	100.0%	18	100.0%	35	100.0%	15	100.0%	11	100.0%	179	100.0%	70	100.0%	7	100.0%	34	100.0%	26	100.0%	59	100.0%	807	100.0%				

The FCAE staff work as a team																																
SD	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
D	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.2%		
WD	0	0.0%	3	1.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.6%	1	1.4%	1	14.3%	1	2.9%	0	0.0%	0	0.0%	0	0.0%	7	0.9%		
N	3	3.6%	5	2.1%	0	0.0%	0	0.0%	3	8.6%	0	0.0%	0	0.0%	21	11.7%	6	8.6%	0	0.0%	0	0.0%	1	3.8%	3	5.1%	42	5.2%				
WA	6	7.2%	5	2.1%	0	0.0%	0	0.0%	0	0.0%	1	6.7%	0	0.0%	6	3.4%	1	1.4%	1	14.3%	1	2.9%	0	0.0%	1	1.7%	22	2.7%				
A	16	19.3%	66	27.4%	11	40.7%	2	11.1%	15	42.9%	3	20.0%	3	27.3%	48	26.8%	5	7.1%	0	0.0%	12	35.3%	9	34.6%	19	32.2%	209	26.0%				
SA	27	32.5%	140	58.1%	12	44.4%	5	27.8%	1	2.9%	9	60.0%	5	45.5%	27	15.1%	9	12.9%	5	71.4%	19	55.9%	8	30.8%	20	33.9%	287	35.7%				
DK	31	37.3%	21	8.7%	4	14.8%	11	61.1%	16	45.7%	2	13.3%	3	27.3%	75	41.9%	48	68.6%	0	0.0%	1	2.9%	8	30.8%	16	27.1%	236	29.3%				
T	83	100.0%	241	100.0%	27	100.0%	18	100.0%	35	100.0%	15	100.0%	11	100.0%	179	100.0%	70	100.0%	7	100.0%	34	100.0%	26	100.0%	59	100.0%	805	100.0%				

The FCAE coordinator is managing the FCAE staff well and is meeting the objectives of the project.																														
SD	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	14.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%
D	0	0.0%	2	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.6%	1	1.4%	1	14.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.6%
WD	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.1%	0	0.0%	0	0.0%	1	2.9%	0	0.0%	0	0.0%	4	0.5%		
N	5	6.0%	8	3.3%	0	0.0%	0	0.0%	4	11.4%	0	0.0%	1	9.1%	19	10.6%	5	7.2%	0	0.0%	0	0.0%	1	3.8%	4	6.8%	47	5.8%		
WA	3	3.6%	10	4.1%	0	0.0%	1	5.6%	0	0.0%	1	6.7%	0	0.0%	7	3.9%	1	1.4%	0	0.0%	3	8.8%	1	3.8%	2	3.4%	29	3.6%		
A	18	21.7%	67	27.7%	9	33.3%	3	16.7%	12	34.3%	4	26.7%	4	36.4%	52	29.1%	7	10.1%	2	28.6%	9	26.5%	8	30.8%	14	23.7%	209	26.0%		
SA	26	31.3%	132	54.5%	13	48.1%	4	22.2%	2	5.7%	9	60.0%	4	36.4%	27	15.1%	8	11.6%	3	42.9%	17	50.0%	7	26.9%	22	37.3%	274	34.0%		
DK	31	37.3%	22	9.1%	5	18.5%	10	55.6%	17	48.6%	1	6.7%	2	18.2%	71	39.7%	47	68.1%	0	0.0%	4	11.8%	9	34.6%	17	28.8%	236	29.3%		
T	83	100.0%	242	100.0%	27	100.0%	18	100.0%	35	100.0%	15	100.0%	11	100.0%	179	100.0%	69	100.0%	7	100.0%	34	100.0%	26	100.0%	59	100.0%	805	100.0%		

Note: SD = Strongly Disagree, D = Disagree, WD = Somewhat Disagree, N = Neither Agree nor Disagree, WA = Somewhat Agree, A = Agree, SA = Strongly Agree, DK = Don't Know, T = Total
 x = Category not asked to respond to this item.; f = frequency

Appendix 4 (Cont.)

Please indicate your level of agreement with each of the following statements.

Self-identified Category	Ag Industry		Ag Teachers		AITC Coordinators		EFE Directors		Farm Bureau Managers		FFA Members		Non-Ag Educators		School Admin		Counselors		State Ag Ed Staff		Uni/Col Faculty		Uni/Col Student		Other		Total			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
The FCAE coordinator is managing and guiding ILCAE well. (Note: The FCAE coordinator is the Executive Director for ILCAE.)																														
SD	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	14.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%
D	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.1%	1	1.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.5%
WD	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	2.9%	0	0.0%	0	0.0%	0	0.0%	2	0.2%
N	4	4.8%	8	3.3%	0	0.0%	0	0.0%	4	11.4%	0	0.0%	1	9.1%	20	11.2%	4	5.9%	1	14.3%	0	0.0%	1	3.8%	3	5.1%	46	5.7%		
WA	3	3.6%	8	3.3%	0	0.0%	1	5.6%	0	0.0%	1	6.7%	0	0.0%	5	2.8%	1	1.5%	0	0.0%	4	11.8%	0	0.0%	4	6.8%	27	3.4%		
A	20	24.1%	72	29.8%	7	25.9%	4	22.2%	10	28.6%	4	26.7%	1	9.1%	49	27.4%	5	7.4%	2	28.6%	7	20.6%	11	42.3%	15	25.4%	207	25.7%		
SA	21	25.3%	110	45.5%	10	37.0%	2	11.1%	2	5.7%	9	60.0%	6	54.5%	22	12.3%	6	8.8%	3	42.9%	15	44.1%	5	19.2%	19	32.2%	230	28.6%		
DK	35	42.2%	42	17.4%	10	37.0%	11	61.1%	19	54.3%	1	6.7%	3	27.3%	81	45.3%	51	75.0%	0	0.0%	7	20.6%	9	34.6%	18	30.5%	287	35.7%		
T	83	100.0%	242	100.0%	27	100.0%	18	100.0%	35	100.0%	15	100.0%	11	100.0%	179	100.0%	68	100.0%	7	100.0%	34	100.0%	26	100.0%	59	100.0%	804	100.0%		

The FCAE Coordinator works well with industry partners to maintain and improve agricultural education.																														
SD	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	14.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.1%
D	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.1%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.5%
WD	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	9.1%	0	0.0%	0	0.0%	1	14.3%	1	2.9%	0	0.0%	0	0.0%	0	0.0%	3	0.4%
N	8	9.5%	9	3.7%	0	0.0%	0	0.0%	3	8.6%	0	0.0%	0	0.0%	18	10.1%	4	5.7%	0	0.0%	0	0.0%	2	7.7%	4	6.8%	48	5.9%		
WA	6	7.1%	7	2.9%	0	0.0%	1	5.6%	2	5.7%	1	6.7%	0	0.0%	4	2.2%	0	0.0%	0	0.0%	2	5.9%	0	0.0%	1	1.7%	24	3.0%		
A	22	26.2%	79	32.6%	7	25.9%	5	27.8%	12	34.3%	5	33.3%	3	27.3%	49	27.4%	7	10.0%	1	14.3%	11	32.4%	9	34.6%	20	33.9%	230	28.5%		
SA	21	25.0%	118	48.8%	11	40.7%	2	11.1%	4	11.4%	8	53.3%	4	36.4%	25	14.0%	7	10.0%	4	57.1%	14	41.2%	6	23.1%	20	33.9%	244	30.2%		
DK	27	32.1%	28	11.6%	9	33.3%	10	55.6%	14	40.0%	1	6.7%	3	27.3%	81	45.3%	51	72.9%	0	0.0%	6	17.6%	9	34.6%	14	23.7%	253	31.4%		
T	84	100.0%	242	100.0%	27	100.0%	18	100.0%	35	100.0%	15	100.0%	11	100.0%	179	100.0%	70	100.0%	7	100.0%	34	100.0%	26	100.0%	59	100.0%	807	100.0%		

The FCAE staff has a vision to meet challenges and improvement for the future.																														
SD	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
D	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	1.1%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.5%
WD	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	9.1%	0	0.0%	0	0.0%	1	14.3%	1	2.9%	0	0.0%	1	1.7%	5	0.6%		
N	2	2.4%	5	2.1%	0	0.0%	0	0.0%	2	5.7%	0	0.0%	0	0.0%	16	8.9%	4	5.7%	0	0.0%	0	0.0%	2	7.7%	2	3.4%	33	4.1%		
WA	5	6.0%	6	2.5%	0	0.0%	0	0.0%	2	5.7%	2	13.3%	0	0.0%	6	3.4%	1	1.4%	1	14.3%	2	5.9%	2	7.7%	1	1.7%	28	3.5%		
A	30	35.7%	84	34.7%	10	37.0%	6	33.3%	14	40.0%	3	20.0%	4	36.4%	63	35.2%	10	14.3%	1	14.3%	12	35.3%	12	46.2%	22	37.3%	271	33.6%		
SA	23	27.4%	133	55.0%	12	44.4%	4	22.2%	2	5.7%	10	66.7%	5	45.5%	22	12.3%	8	11.4%	4	57.1%	14	41.2%	5	19.2%	18	30.5%	260	32.2%		
DK	24	28.6%	12	5.0%	5	18.5%	8	44.4%	15	42.9%	0	0.0%	1	9.1%	70	39.1%	46	65.7%	0	0.0%	5	14.7%	5	19.2%	15	25.4%	206	25.5%		
T	84	100.0%	242	100.0%	27	100.0%	18	100.0%	35	100.0%	15	100.0%	11	100.0%	179	100.0%	70	100.0%	7	100.0%	34	100.0%	26	100.0%	59	100.0%	807	100.0%		

Onsite (in-person) visits to my school/program by FCAE staff are helpful.																												
SD	x	x	6	1.6%	0	0.0%	x	x	x	x	x	x	x	x	0	0.0%	x	x	x	x	0	0.0%	x	x	x	x	6	1.0%
D	x	x	5	1.3%	0	0.0%	x	x	x	x	x	x	x	x	2	1.1%	x	x	x	x	0	0.0%	x	x	x	x	7	1.1%
WD	x	x	3	0.8%	0	0.0%	x	x	x	x	x	x	x	x	1	0.5%	x	x	x	x	0	0.0%	x	x	x	x	4	0.6%
N	x	x	20	5.4%	3	10.7%	x	x	x	x	x	x	x	x	58	31.9%	x	x	x	x	12	26.7%	x	x	x	x	93	14.8%
WA	x	x	31	8.3%	4	14.3%	x	x	x	x	x	x	x	x	16	8.8%	x	x	x	x	3	6.7%	x	x	x	x	54	8.6%
A	x	x	131	35.1%	13	46.4%	x	x	x	x	x	x	x	x	76	41.8%	x	x	x	x	16	35.6%	x	x	x	x	236	37.6%
SA	x	x	177	47.5%	8	28.6%	x	x	x	x	x	x	x	x	29	15.9%	x	x	x	x	14	31.1%	x	x	x	x	228	36.3%
T	x	x	373	100.0%	28	100.0%	x	x	x	x	x	x	x	x	182	100.0%	x	x	x	x	45	100.0%	x	x	x	x	628	100.0%

Note: SD = Strongly Disagree, D = Disagree, WD = Somewhat Disagree, N = Neither Agree nor Disagree, WA = Somewhat Agree, A = Agree, SA = Strongly Agree, DK = Don't Know, T = Total
 x = Category not asked to respond to this item.; f = frequency

Appendix 4 (Cont.)

Please indicate your level of agreement with each of the following statements.

Self-identified Category	Ag Industry		Ag Teachers		AATC Coordinators		EFE Directors		Farm Bureau Managers		FFA Members		Non-Ag Educators		School Admin		Counselors		State Ag Ed Staff		Uni/Col Faculty		Uni/Col Student		Other		Total			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
Virtual (online) visits to my school/program by FCAE staff are helpful.																														
SD	x	x	6	2.5%	0	0.0%	x	x	x	x	x	x	x	x	1	0.6%	x	x	x	x	0	0.0%	x	x	x	x	x	x	7	1.4%
D	x	x	9	3.7%	1	3.7%	x	x	x	x	x	x	x	x	7	3.9%	x	x	x	x	0	0.0%	x	x	x	x	x	x	17	3.5%
WD	x	x	12	4.9%	0	0.0%	x	x	x	x	x	x	x	x	2	1.1%	x	x	x	x	0	0.0%	x	x	x	x	x	x	14	2.9%
N	x	x	51	21.0%	7	25.9%	x	x	x	x	x	x	x	x	76	42.0%	x	x	x	x	16	45.7%	x	x	x	x	x	x	150	30.9%
WA	x	x	43	17.7%	4	14.8%	x	x	x	x	x	x	x	x	22	12.2%	x	x	x	x	6	17.1%	x	x	x	x	x	x	75	15.4%
A	x	x	85	35.0%	12	44.4%	x	x	x	x	x	x	x	x	58	32.0%	x	x	x	x	9	25.7%	x	x	x	x	x	x	164	33.7%
SA	x	x	37	15.2%	3	11.1%	x	x	x	x	x	x	x	x	15	8.3%	x	x	x	x	4	11.4%	x	x	x	x	x	x	59	12.1%
T	x	x	243	100.0%	27	100.0%	x	x	x	x	x	x	x	x	181	100.0%	x	x	x	x	35	100.0%	x	x	x	x	x	x	486	100.0%

Approximately how often do you use curriculum materials provided or promoted by FCAE staff?																														
	x	x	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Never	x	x	20	5.3%	2	6.9%	x	x	x	x	x	x	6	46.2%	x	x	x	x	x	x	9	24.3%	8	32.0%	x	x	x	x	45	9.3%
Monthly	x	x	99	26.1%	19	65.5%	x	x	x	x	x	x	3	23.1%	x	x	x	x	x	x	21	56.8%	7	28.0%	x	x	x	x	149	30.8%
Weekly	x	x	101	26.6%	4	13.8%	x	x	x	x	x	x	4	30.8%	x	x	x	x	x	x	3	8.1%	4	16.0%	x	x	x	x	116	24.0%
Daily	x	x	123	32.4%	2	6.9%	x	x	x	x	x	x	0	0.0%	x	x	x	x	x	x	2	5.4%	6	24.0%	x	x	x	x	133	27.5%
Always	x	x	37	9.7%	2	6.9%	x	x	x	x	x	x	0	0.0%	x	x	x	x	x	x	2	5.4%	0	0.0%	x	x	x	x	41	8.5%
Total	x	x	380	100.0%	29	100.0%	x	x	x	x	x	x	13	100.0%	x	x	x	x	x	x	37	100.0%	25	100.0%	x	x	x	x	484	100.0%

Overall, how would you rate your interactions with FCAE staff?																														
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
EU	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.9%	2	0.2%
SU	0	0.0%	1	0.3%	1	2.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.9%	4	0.3%
N	4	3.2%	3	0.8%	0	0.0%	0	0.0%	2	5.4%	0	0.0%	0	0.0%	11	4.2%	2	2.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	5.3%	28	2.4%
SP	6	4.8%	15	4.0%	3	6.3%	0	0.0%	4	10.8%	1	6.7%	0	0.0%	13	4.9%	1	1.4%	2	20.0%	2	4.3%	2	7.7%	5	4.4%	54	4.6%		
EP	65	52.0%	345	91.8%	41	85.4%	16	84.2%	19	51.4%	11	73.3%	6	33.3%	124	47.1%	15	20.8%	8	80.0%	37	80.4%	19	73.1%	60	52.6%	766	65.5%		
DI	50	40.0%	12	3.2%	3	6.3%	3	15.8%	12	32.4%	3	20.0%	12	66.7%	113	43.0%	54	75.0%	0	0.0%	7	15.2%	5	19.2%	41	36.0%	315	26.9%		
T	125	100.0%	376	100.0%	48	100.0%	19	100.0%	37	100.0%	15	100.0%	18	100.0%	263	100.0%	72	100.0%	10	100.0%	46	100.0%	26	100.0%	114	100.0%	1169	100.0%		

Note. EU = Extremely Unprofessional, SU = Somewhat Unprofessional, N = Neither Professional nor Unprofessional, SP = Somewhat Professional, EP = Extremely Professional, DI = I Don't Interact with FCAE

Overall, how would you rate your interactions with FCAE staff?																														
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
EU	2	2.3%	2	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.6%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.6%	7	0.8%
MU	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
SU	0	0.0%	0	0.0%	0	0.0%	1	5.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	0.2%
N	1	1.1%	2	0.8%	0	0.0%	1	5.3%	1	2.7%	0	0.0%	0	0.0%	5	2.8%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	2	3.2%	13	1.6%
SH	0	0.0%	3	1.2%	1	3.4%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	3	1.7%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	7	0.8%
MH	11	12.5%	24	9.9%	6	20.7%	2	10.5%	9	24.3%	1	6.7%	0	0.0%	19	10.5%	4	5.6%	3	42.9%	8	22.9%	7	26.9%	8	12.7%	102	12.3%		
EH	37	42.0%	203	83.5%	20	69.0%	12	63.2%	11	29.7%	10	66.7%	4	36.4%	61	33.7%	11	15.3%	4	57.1%	23	65.7%	14	53.8%	27	42.9%	437	52.9%		
DI	37	42.0%	9	3.7%	2	6.9%	3	15.8%	16	43.2%	4	26.7%	7	63.6%	92	50.8%	54	75.0%	0	0.0%	4	11.4%	5	19.2%	25	39.7%	258	31.2%		
T	88	100.0%	243	100.0%	29	100.0%	19	100.0%	37	100.0%	15	100.0%	11	100.0%	181	100.0%	72	100.0%	7	100.0%	35	100.0%	26	100.0%	63	100.0%	826	100.0%		

Note. EU = Extremely Unhelpful, MU = Moderately Unhelpful, SU = Slightly Unhelpful, N = Neither Helpful nor Unhelpful, SH = Slightly Helpful, MH = Moderately Helpful, EH = Extremely Helpful, DI = I Don't Interact with FCAE Staff, T = Total

Note: SD = Strongly Disagree, D = Disagree, WD = Somewhat Disagree, N = Neither Agree nor Disagree, WA = Somewhat Agree, A = Agree, SA = Strongly Agree, DK = Don't Know, T = Total
x = Category not asked to respond to this item.; f = frequency

Appendix 4 (Cont.)

Please indicate your level of agreement with each of the following statements.

Self-identified Category	Ag Industry		Ag Teachers		AATC Coordinators		EFE Directors		Farm Bureau Managers		FFA Members		Non-Ag Educators		School Admin		Counselors		State Ag Ed Staff		Uni/Col Faculty		Uni/Col Student		Other		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Overall, I believe the Facilitating Coordination in Agricultural Education (FCAE) project is effective.																												
SD	1	0.8%	4	1.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	10.0%	0	0.0%	0	0.0%	3	2.7%	9	0.8%
D	1	0.8%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	1.5%	1	1.4%	0	0.0%	2	4.5%	0	0.0%	0	0.0%	9	0.8%
WD	4	3.3%	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	1.4%	0	0.0%	0	0.0%	0	0.0%	1	0.9%	7	0.6%
N	12	9.8%	9	2.4%	2	4.4%	5	27.8%	5	14.3%	0	0.0%	3	16.7%	57	21.8%	36	51.4%	1	10.0%	1	2.3%	2	7.7%	17	15.3%	150	13.0%
WA	9	7.4%	9	2.4%	3	6.7%	0	0.0%	4	11.4%	1	6.7%	1	5.6%	30	11.5%	2	2.9%	0	0.0%	2	4.5%	2	7.7%	10	9.0%	73	6.3%
A	47	38.5%	87	23.3%	15	33.3%	7	38.9%	20	57.1%	3	20.0%	7	38.9%	119	45.4%	14	20.0%	3	30.0%	13	29.5%	14	53.8%	36	32.4%	385	33.5%
SA	48	39.3%	263	70.3%	25	55.6%	6	33.3%	6	17.1%	11	73.3%	7	38.9%	52	19.8%	16	22.9%	5	50.0%	26	59.1%	8	30.8%	44	39.6%	517	45.0%
<i>T</i>	122	100.0%	374	100.0%	45	100.0%	18	100.0%	35	100.0%	15	100.0%	18	100.0%	262	100.0%	70	100.0%	10	100.0%	44	100.0%	26	100.0%	111	100.0%	1150	100.0%

Note: SD = Strongly Disagree, D = Disagree, WD = Somewhat Disagree, N = Neither Agree nor Disagree, WA = Somewhat Agree, A = Agree, SA = Strongly Agree, DK = Don't Know, T = Total
 x = Category not asked to respond to this item.; *f* = frequency

Appendix 5

Summary of Written Comments of Web-based Survey

Please include any comments you would like to make to explain your responses regarding your level of agreement with which FCAE collaborates with other entities/organizations.

Ag Industry

After being in agriculture my entire lifetime, the areas that I noted as "Strongly Agree" appear obvious to me due to my past involvement with the industry at the local, state, and national levels, but there were other areas noted that I could not offer an educated opinion, especially those marked as "I don't know." For example, I am not aware of MANRRS's involvement with agriculture. For the local school districts, I marked "Strongly Agree," but that is from my region in the state of Illinois. I am not sure that all school districts have the dedication to Ag. Education as schools in West Central Illinois do.

All entities need to communicate to make the system work correctly and efficiently to get our students the best education we can.

As an ILCAE member, I see FCAE staff as a very positive and constructive team assisting IL Ag Educators. I strongly support their mission and purpose. I am pleased with the growth in Ag Ed programs and teachers over the last few years.

As someone in the ag industry (banking and farming), as well as being a Farm Bureau director for 20 years, I have not heard of FCAE until being invited to take this survey. I had to mark many of the line items as "I don't know" due to having no knowledge in that particular area.

Don't have any contact.

FCAE has a great staff and they work hard with the variety of organizations.

FCAE is an amazing group that has done so much for Ag Education in Illinois, and it is great to see the opportunities the students are getting to experience because of all your work. To see a student eager to get to the Ag class, parents talking about how Ag is their student's favorite subject and teacher, others talking about how they never realized everything Agriculture does and the jobs--those alone are a testament to why this is a vital program in all schools.

I feel it would be beneficial to both the local Ag Ed program, school district, and FCAE if there was a way to stay more involved in years 1-3, especially if it is a new or re-building program. Covid created a major problem, but I feel it is also an opportunity for all districts in the state of Illinois. Many students fell behind in core areas and the "extra" programs were kind of forgotten about especially ones without teachers who wanted their programs to excel. It would be in these Covid rebuilding years that the Ag Ed program could help with the gap problem areas with the different classes and methods used to teach in Ag. It is evident that some students learn better through hands-on applications and examples they can see and feel for-instance angels, diameter, and science concepts are all things that Ag incorporates, but in some schools, I don't know if the curriculum/guidance and administrators understand. This is where I feel FCAE could be showing the districts and other teachers how valuable that Ag teacher and those Ag department classes are to their other departments. This interaction will also help with the stigma of what the Ag department truly is and what the students are learning. I have seen teachers having negative comments and feelings toward the programs because they honestly don't understand how Ag uses and builds on what they are teaching and enforces the concepts of the other curriculums. An existing program or experienced teacher can usually get that message across, but your new teachers or teachers building a program and trying to encourage kids only have so much they can do or handle. Getting a district to start a program is a great thing, but not being there to help it grow, encourage, mentor, and have check-ins with both teacher, district, and maybe alumni is like planting a crop with only fertilizer and no weed control or plant health monitoring just to hope you have a bumper crop and you can keep growing your farming operation.

On a personal note, our boys are 3 out of about 20 kids in our district who live on farms and 3 of only about 7 who are raising livestock. Having our Ag program and the current teacher my husband and I have watched our boys take an even more eager role in FFA and Ag classes. They have classmates and friends asking about what they do on the farm with the crops vs the cattle and just what they do when showing cattle. The kids are even wanting to see how they did at shows or contests and thus that is leading to more students wanting to take part in Helped FFAAlumni with non profit status.

I am always impressed by the professionalism and responsiveness of the FCAE staff.

I am aware of fcae with our local ag program but not sure or aware the involvement in the other organizations.

I believe that Agriculture Education is strong in Illinois. We need all students to be involved with record keeping and hard work.

I don't see FCAE staff interacting with industry to the degree that I experienced at national FFA.

I feel that we still are lacking in the education of our communities that we are so much more than cows and plows. In saying that it is very important for them to see where their food comes from, but also how our industry feeds down through the chain in supporting their jobs from manufacturing of John deere to computer programs and even restaurants.

I see FCAE at various FFA functions but as a volunteer, I am not exposed to their entire role. Whenever I have had the chance to interact with FCAE representatives they have been very outgoing and professional.

I think that currently FCAE focuses the most on JH/HS, university ag ed, ag ed teachers, and manors the most in general. I think that some recent hired coordinators should make an effort to familiarize themselves with AITC, PAS, and some other stakeholder groups that work in Illinois ag ed environment.

I think they do a great job especially with IAVAT, ILCAE, local schools and MANRRS.

If everyone works together, we need a consistency of knowledge to keep everyone on the same page. I see too many weaknesses in promoting Ag Education across the state and school systems.

Our AITC program only has contact with FCAE once a year for our Summer Ag Institute with local teachers.

Our FCAE staff member is always available and ready to assist when needed.

Sure appreciate Dean and others in FCAE supporting the new Junior MANRRS Leadership Institute. That's an important investment for bringing greater diversity and inclusion to the Illinois ag community.

The FCAE staff in Illinois does an excellent job of collaborating with all of these organizations.

The ICAE has been taken away from FCAE's involvement not because FCAE doesn't want more integration, but because the ISBE bureaucrats are searching for ways to totally control the ICAE. One by appointments, secondly by the agenda, thirdly because of the meeting locations and the OMA that ISBE uses for control. ISBE staff are hindering further advancement of agricultural education in Illinois.

We need more support for the smaller schools and their involvement in agriculture education. Ag in the classroom is not funded or supported well enough for our lower grades!

When I was heavily involved with FFA and PAS, FCAE's presence was definitely felt in a positive way. I don't see them represented as well now that I'm more involved with the Farm Bureau, Ag in the Classroom and my local school district.

Ag Teachers

As a state school, we do not participate in as much as a typical school. I think that probably plays a role in the organizations not contacting us as much as others.

As an Ag teacher and FFA Advisor, I only see so much.

As an ag teacher, FCAE makes my life easier.

Connecting Chicago schools to MANRRS was a tremendous advancement. Coordinating FFA and MANRRS programs has the potential for significant growth and impact among Chicago area students and communities.

FCAE are doing things behind the scenes that we are not aware of. That's fine. They did not tell us everything they were doing because they did not have the time.

FCAE attends meetings with these organizations. FCAE has been able to put me in contact with Ag industry and Business partners.

FCAE District 1 is always supporting local Ag Depts along with being strong supporters of Ag in classroom. As retired Ag teacher, FCAE was an integral part of my program in support. Due to shortage of funding in the 80's and 90's, I considered leaving Ag Education but FCAE support kept me continuing teaching..

FCAE does a great job collaborating with the listed entities/organizations.

Often in Illinois Ag Education, FCAE will reach out to community college and university partners to host events. I would like to see us utilize some of our corporate businesses and organizations more for partnerships on programs and hosting events. Illinois Farm Bureau, Country Companies, Growmark, Compeer Financial, Nutrien, etc.

FCAE does a great job of collaboration on all levels.

FCAE does a wonderful job working with every group and provides an outstanding service to Illinois Ag Ed.

FCAE does an amazing job collaborating with and connecting with other entities in agriculture and ag education. They provide a vital link from educators to the ag industry and those involved in non-formal ag Ed.

FCAE has been extremely helpful with answering any questions I have had during my time in AgEd.

FCAE has been vital to Agriculture Education in Illinois since its inception. It has continued to play a major role in the growth and success of Agriculture Education to make it what it is today.

FCAE helps me collaborate with other ag organizations

FCAE is extremely helpful!!

FCAE is the backbone to agriculture education in Illinois. They are Extremely involved in numerous ways and make teaching a pleasure in Illinois.

FCAE staff are all supportive, well informed, and will go out of their way to help.

FCAE works tirelessly and relentlessly to support ag educational and its supporters. They do this by working with all parties listed for the betterment of ag education.

I am amazed how the FCAE staff can balance everything they have to do and the number of groups they have to work with.

I believe FCAE interacts with all the above entities quite well to various degrees depending on their time and resources. FCAE is the primary reason Illinois Ag Ed has excelled, improved, and expanded programs since it's original formation in the 1980's!

I believe ISBE ignores FCAE and the value of promoting vocational education via agricultural education. While advanced education is vital for the some, it has been observed that skilled trades education has not been promoted by ISBE. Children today cannot cook, weld, electrical, carpenter, read prints, interact with others appropriately, apply logic to solve problems, (all skills taught by or should be taught be vocational agricultural education). It is obvious that ISBE has placed a lower value on Ag Ed by their position of increasing rigors of securing funding, increased paperwork for a given outcome, and lastly not providing grassroots support for teachers. Thank God FCAE stepped up to address assistance. But how can 6 people effectively serve the remaining 300+ instructors? One would think that ISBE would follow the lead put forth In the Illinois school code ,2-3.80, which states that Agriculture is Illinois most singularly important industry... and providing quality employees is vital to preserve the industry. To provide quality employees for industry requires quality teachers of those skills to teach the potential candidates. Unfortunately many of the teaching candidates fail to stay on the profession because of wages that are much less than what can be earned in industry. Also realize that the teacher should be one that inspires the student and with over 8000 lessons the teacher must be able to evolve to the needs of the student.

I believe that FCAE staff does their best to stay in communication and work with every level listed above. I know personally, my District FCAE has been very helpful with issues and openings in my current school and FFA Section. They have also given me assistance with communication in the Agriculture field to benefit my program.

I believe they collaborate well with all these different entities. That's a lot for a very few people

I can only speak for that with which I am familiar, however, John Heiser is a fantastic example of the merit that can be brought to the FCAE role in Agricultural Education. He is supportive, involved, and cares about those that he works with.

I feel that every individual who works as a part of the FCAE program does their best to facilitate and work with other organizations for the betterment of Ag Ed.

I feel that FCAE staff has a large stakeholder base to reach and surprisingly does a wonderful job connecting with so many of these stakeholders across the industry despite so small in staff numbers. In addition, I think they do a wonderful job reaching out and connecting to minorities in Agriculture. However, I always think more could be done to improve the connections with these stakeholder groups each year.

I feel that FCAE staff have been integral in my success as an Ag teacher. This can only be explained with their involvement in the community and pieces that touch our agriculture industries.

I think that FCAE is spread pretty thin. They are always willing to help but it seems that their focus is on new teachers. I think FCAE could do a better job of honing in on the middle age group of teachers to seek solutions to the issues at local programs.

I truly believe our FCAE staff do an amazing job at working with multiple entities!

If I knew a little more about each of the programs, my responses might all be "strongly agree" in regard to support. I'm in my second year and am still learning a bit about what all is available. My experience with FCAE so far has been outstanding.

Mr. Heiser goes above and beyond EVERY day! He is well informed on all IL Agriculture entities.

My experience with FCAE employees has been well. They are always there to help.

My FCAE staff are essential to the continued success of AG education in this state

Not the most informed about all of the areas that FCAE collaborates with but the areas I am informed about I definitely see a strong connection and relationship between FCAE and those programs. FFA seems to be the main priority besides ag in the classroom, would love for more attention given to MANNRS programs as I see that as a major growth area. As for the "I dont know" areas I just have not heard FCAE and these organizations mentioned in the same sentence so I believe you need to do a better job marketing it to educators if that is the target audience.

Our district 1 FCAE rep is outstanding! He does An amazing job and is very helpful, knowledgeable and professional.

The "I don't know" responses indicates I do not have involvement with those programs directly in order to provide a fair rating.

The 3 programs selected do need some assistance, but these need to have other leadership taking the reins.

All other entities can assist to the main focus, Local School District Ag Programs & building more Ag programs in their districts.

The communication that FCAE can bring to the table is a valuable asset to an agriculture program.

The FCAE has made agricultural education the best in the nation and has been the standard for everyone else to follow.

The FCAE staff has been very supportive and helpful since I started teaching.

The ones I marked "I don't know" Is because I have no direct knowledge of them doing it. But pretty sure they do.

They are amazing organization that helps all of us in the classroom.

AITC Coordinators

FCAE has an active online presence that showcases the organizations they work with.

FCAE has been instrumental in helping prepare students for careers in agriculture and supporting ag programs especially in the High Schools and Jr. Colleges.

I am the Ag Literacy Coordinator and I have never heard of this organization and am not aware there is any collaboration going on with any of these groups.

I have witnessed firsthand their involvement with almost all of the industries listed. I would like to say that I strongly agree with them working with ISBE, because I know that have yearly reports that they present to the Board, but I don't know to what extent.

My only collaborations is with the FCAE person working in my building. She has supported me during Summer Ag Institutes and District Coordinator Meetings.

The FCAE staff collaborate very well with all the entities they work with. They show up with a professional attitude, are always willing to help, and work towards making experiences the best they can be.

the last visit with our FCAE person they showed up late and couldn't wait to get out of the office and to their next visit.

EFE Directors

I am only familiar with FCAE's involvement with the EFE, the school's in my EFE, and ISBE.

In our EFE, we do not offer any ag programs at our area career center. However, all six of our member schools have ag programs. All six benefit from our EFE's Perkins and CTEI grants (in addition to other possible grants). We have had a FCAE advisor speak at not only our Region 2 EFE directors' meeting but also at one of our Board meetings last year. I am not familiar with FCAE's relationship with the above organizations.

It is my opinion that the FCAE organization's reputation is held at high regard in the state of Illinois. The evidence that supports this claim comes from the reputation FCAE has in the Ag Education community as well as the Business/Industry in the State. One final thought to collaborate the effectiveness of FCAE, the Legislators of the State of Illinois also sees the value of the FCAE initiative by increasing the Line Item budget funding stream. The Ag community in this state would flounder if FCAE would ever go away!

My local FCAE advisor, Megan Coy, is easy to get in touch with and is responsive to any needs we have at the EFE level.

Farm Bureau Managers

1. Maintain strong relationships and communication with your funding sources.
2. Engage more involvement with businesses, institutions, and organizations that support your mission and that feed more students into teaching agriculture.
3. Be persistent in promoting Ag Ed to administrators, legislators, and high schoolers.

I am a recent college graduate with Ag Ed friends and I also have 2 Ag in the Classroom coordinators, these two experiences helped me determine my answers above.

I have a good relationship with our District's FCAE staff member, he serves on our Ag in the Classroom committee and sends me updates as needed. I based my responses off information he gives at our meetings. He could very well (and likely is) involved with most or all of the above options, I am just not sure based on my limited knowledge. I know he meets with my Ag in the Classroom Coordinator individually as well. He is helpful with any questions we have.

I personally have had very little exposure to the FCAE program. I don't hear much from our local advisor

I'm fairly new to my position so I do not have the networks established yet that would provide the level of knowledge needed to answer the above questions, hence my response of "I don't know."

Many hats worn on a few heads. Not unusual but that doesn't diminish the workload or the value of the work being done. Our FCAE advisor does a great job communicating and collaborating with parties across agriculture.

My AITC Coordinator handles most of the dealings with FCAE, so I can't comment much on them

FFA Members

As an FFA member, I only have work with FCAE on certain occasions so I only recognized a few of these organizations.

I feel that the efforts of the FCAE to collaborate with other entities and organizations is very tremendous. As a section president this year I have been able to see the effort that the FCAE puts in to organization like Illinois FFA to aid us in making our events and missions possible.

I have never had a bad experience with any FCAE member, they have always been great to work with and have answered any questions that I have had. Unfortunately, I just haven't had as much experience with what FCAE does which is why I answered I don't know for many of the areas. It has nothing against FCAE, just genuinely am not sure about their collaboration with those entities.

To my knowledge, FCAE has done an amazing job and stays involved in many organizations. They are a helpful asset to have.

Non-Ag Educators

For any type of program development, there should be the opportunity for as many individuals to be involved to meet the needs of students, ISBE, and the community.

I believe all the FCAE personnel work great with all entities in agriculture and also outside of agriculture.

I currently teach high school science (Biology and Earth Science). I have 15 years experience in Agriculture, as well as a degree in Agriculture science. Our school has not had any involvement with Agriculture and I do believe the program would be really successful here. I wish we would have the opportunity to be involved with FFA and Ag.

I feel the ISBE could care less if Ag programs folded. I think they care I think they would make the classes a requirement and not an elective.

School Admin

Ag teacher is the primary liaison with FCAE

Again FCAE is working hard to collaborate with all the entities listed. I'm not sure if they have done much with Ag Business. I have not seen anything imitated in my area.

At the superintendent level, I don't see much information.

Being a school administrator, I do know all of the entities and the collaboration between them. There are several of these I do not know much about.

FCAE has more direct engagement with our Ag teacher and while I am familiar with the intent of FCAE and our staff has always been complimentary of the role that FCAE plays in our Ag related curriculum and district engagements, I have no direct engagement with FCAE.

FCAE is a vital organization to ensure Agriculture Education is available in Illinois schools.

For myself, a local school administrator, FCAE is relatively unknown.

I am not aware of the FCAE.

I cannot provide enough superlatives in expressing my endorsement for FCAE and its advocacy, in the name of the direct positive impact on student learning of agriculture education, to all of the organizations listed above. While I am just the superintendent of this school district, the reference from my veteran Ag Teacher, who shared with me her direct knowledge of FCAE's impact on her program, provides me the confidence in strongly agreeing to all indicators.

I do not have direct knowledge of the level of involvement of some organizations but my Ag Teacher and FFA Coordinator would likely know more.

I have always had a good relationship with the FCAE

I have been out of Ag Teaching for 15 years. This is my first year as an assistant principal. I have not heard from or saw anyone in my time so far. I cannot answer these questions accurately.

I have limited interaction with the majority of the organizations listed above; therefore, I am not familiar with how FCAE collaborates with each entity.

I have never worked with FCAE.

I marked business and industry as somewhat agree. I think there is more discussion taking place behind the scenes that does not always make it into the conversation with other stakeholders.

I shared my perspective, but from what I have seen, FCAE does extremely strong collaborative work with all entities that I have seen them work with.

I wish I had more feedback, but I don't know much about this.

I would like to see more involvement with college Ag Ed majors.

I'm not aware of any involvement in local school districts.

Luke Allen is doing a fantastic job.

My opinion comes from what I see in the Public School sector. I do not have experience with higher ed or ag industry associations.

Prior to this survey, I had not heard of this organization.

Strong relationship with our FCAE coordinator gives me strong confidence in the program. I cannot imagine our program being as strong as it is and our students having the opportunities they have in the Ag industry without the FCAE connections.

They have been very supportive.

This is not something I am knowledgeable about.

This survey is extremely long, and if you want true feedback at a time when those you are soliciting have tight schedules, the survey needs to be more concise.

To get more interest in Ag, these groups need to access/interact all students, not just those in FFA or Ag-related classes.

We can always use more resources in our Ag classes. We have a great program with an outstanding FFA program. With this being said we are always fighting for more this this group of students. At one time our high school had 2 Ag teachers with full classes. Prorated funding from 2008-2019 killed many programs like this and we now still only have one teacher due to funding and could easily fill 2 teachers schedule and can't afford it. This causes many students to not have the opportunity to ever take Ag classes in our rural community that lives/loves Ag.

We just have the one teacher, but she is very involved and coordinates with a lot of people, business, organizations, alumni, etc. Does a fantastic job. Just a few I am not aware of.

Counselors

Collaboration is important in all fields. The more FCAE collaborates with other entities/organizations there will be better understanding and cooperation. Collaboration is about building relationships.

I am not well-versed in this area.

I am unaware of who the FCAE staff are.

I do not have any involvement with FCAE therefore, I do not have the knowledge to answer these questions.

I have been impressed at the amount of times I have seen FCAE representatives networking with other agencies and the willingness to help in school districts.

I have had no direct involvement with FCAE but our Agriculture teacher may have so I am uncertain about the organizations involvement with our school.

I have no idea what this is or how it should be working with our high school. At this point in time, my ag teacher looks very much like the Lone Ranger and does not appear to be receiving support from anywhere.

I really do not have any idea what happens in the Ag Department. The questions being answered would be best answered by a teacher in our agriculture department or possibly by administration.

I really have no idea how FCAE collaborates.

I'm new to the role and am unfamiliar with majority of these programs

I'm sorry but our Ag teachers are so involved with the program that I am not involved and I don't have a point of reference to be able to rate these questions.

I'm sure they do, I am just not familiar enough with FCAE as an entity and what they do for all of these organizations. it is not something I work with on a daily basis.

Our ag program only focuses on FFA. Students who are in the class who do not participate in FFA end up receiving lower grades than those in FFA. Unfortunately, all of our students are required to be in FFA so the "inactive kids" are penalized.

Our Agriculture teachers are extremely involved in outside organizations.

Sorry to not be helpful, but I am not at all familiar with FCAE.

State Ag Ed Staff

FCAE staff has always been instrumental in the establishment of new ag education programs within the local high schools which leads to new FFA chapters. Illinois Association FFA would not have the growth it has has over the past several years without their dedication to their local areas and helping to establish those new programs and chapters.

Strong interaction across all categories based on continuous direct involvement, collaboration and cooperation

Support for local teachers and schools is productive and fosters good relationships on the individual level. Teachers and administrators are given consistent professional and technical support.

Working with statewide stakeholder groups is a different story, and generally speaking the more the project works with any given group, the tension and disagreements seem to rise. My observation would be that mostly instead of listening to these groups to assess what they would like to see in Agricultural Education, FCAE mostly spends time trying to convince others to believe what they believe with regard to priorities and changes.

Groups like the IDOA and IL Farm Bureau don't interact much with this group, and therefore don't have much reason to disagree. Groups like ILCAE, ICAE, and ISBE have been at odds with FCAE in the last few years when changes are being implemented that FCAE does not agree with.

I'll also say that many of the groups above that FCAE does a good job coordinating with are those that only interact with their assigned program advisor, and the groups that FCAE does not do a good job coordinating or working with tend to be those statewide groups that primarily interact with the FCAE Coordinator. This can be a challenge understandably as the coordinator facilitates larger discussions and is in a position to lead whereas program advisor are in a position to help and serve. Reflecting now though, it seems foolish that those two tasks should be different in any way -- to lead or to serve. Are they not the same thing?

There are some areas that I am aware that they support but not sure of the involvement with those areas.

Uni/Col Faculty

FCAE continues to play a vital role with improving IL Agricultural Education System. I have been teaching in Illinois for over 20 years. We are one of the top states in AgEd because of FCAE.

FCAE is the hub of the most important information for me in IL agricultural education. I connect with them through their role in education. I am less certain of their role with industry and Farm Bureau. The information I do have about those connections is strong, but that data is less robust for me.

FCAE staff members spend many hours traveling to meet with all agriculture education and industry stakeholders. Appreciate their attendance and collaboration at all IACCAI events.

Most all of FCAE does an outstanding job!

Seems like FCAE is everywhere all the time. The six FCAE staff members work their butt off for Agricultural Education. A great staff and good mix of people.

The only thing touching actual students is Ag in the Classroom and a smaller segment of Illinois FFA. Illinois FFA is missing the opportunity to create the best major state officers by using popular election instead of selecting the top scoring candidates as is done at the national officers level. In my opinion, you need to do more to reach students from an early age so they can realize the value and importance of Ag Ed and continue to study it in high school and college. Almost daily I see job openings for Ag teachers in the 6-12 market. The ISBE has only recently been helpful with Ag Ed by counting Ag Ed science as science courses for graduation.

The thinking of the current director is grossly out of touch with research in teacher education, current and emerging food system careers, and in general evidence based practices. There's a wonderful opportunity for new leadership to emerge and catch the philosophies and practices up to the needs of 2023 and beyond.

This is not a response set bias. This is 100% how I feel - FCAE absolutely does everything they should AND MORE.

Uni/Col Student

During my involvement in FFA as a state officer, as well as my experiences post office I have had many interactions with FCAE staff. I have always been impressed by the way they support agricultural education at all levels. They are present at any and all events and assist Illinois agricultural education with professionalism.

Farm Bureau provides as a competitor of sorts when trying to collaborate.

In my opinion, MANRRS are not as heavily oriented towards agriculture education. They are pushed toward other industries and advocacy.

I am familiar with a few of these organizations but can't speak on all of them, some I can't say I completely recognize either.

Other

As a journalist and having served on both ICAE and ILCAE, I have witnessed first hand, FCAE collaboration and cooperation with the entities listed. I have interviewed other states' ag educators, Ag in the Classroom staff and classroom teachers about their states' programs and promotions. I've been told by others, most recently two Wisconsin ag literacy educators, that they admire FCAE and Illinois' collaborative network and sharing of resources. They aspire to have a system like the one in our state.

As a retired Agriculture Teacher I feel that the FCAE staff has done a tremendous job over the past 15 years.. As a current FFA Alumni President I really enjoy all the support they have given to the local Agriculture Education program in our school district and across the state. My grandchildren have benefited tremendously.

As a Section President for Illinois FFA, I have gotten a first-hand look at the collaboration FCAE takes on with various groups.

FCAE is visible and provides frequent/excellent support to the organizations/committees that it serves.

FCAE personnel are outstanding and extraordinarily collaborative and connected to agricultural education.

FCAE staff are professional in their interactions with many different agricultural-related entities. Some entities do not need as much collaboration and so the staff provides as much collaboration as needed given the project at hand.

I am a Ag Ed Major at a university and the amount of interaction we have had with our district coordinator has been great! I am a transfer student and I am partway through my second semester of classes at my university, we have been able to interact with staff at FCAE multiple times in class, after class at professional development, and even the Star Bus Trips. They are a great resource for us to be able to go to when we start teaching and have shared many other resources available to us when we do start teaching.

I am a retired Math/Physics teachers. I was also an Assistant Principal two years before retirement. My only involvement with the FFA program is my serving as a past President and present Vice-President of the local FFA Alumni.

I am the Fiscal Services Director at [NAME] High School who helps apply for grants for our Ag program. I have no involvement with the FCAE.

I belong to the local FFA Alumni Association and Farm Bureau. I can't remember the last time I received a communication from the Illinois Department of Agriculture. I had never heard of the Minorities in AG before. Or the Illinois Professional Ag Students Association.

I have attended many meetings that involve FCAE staff and the other organizations, except for the PAS organization, about which I have limited knowledge.

I think the FCAE does well with the time and resources they have. I agree for most everything because I know that there can always be improvement in everything a person does. I really have not seen a lot about PAS. So, I did not feel that I could comment on that.

I was an ag teacher for 5 of the last 12 years Im now in production ag and ag manufacturing, this was a poorly written survey with responses that changed order from top to bottom between q1 and q2 and I didn't realize there was an I don't know option until the last question. .

I work in education and agricultural media and I am aware of some of the collaborations; others I just don't know their connection.

It is subjective to know if FCAE collaborates well... from my vantage point it seems that FCAE is always well prepared and shares its accomplishments effectively and consistently at ILCAE meetings. The methods and process for collaboration would be helpful to understand.

Like most there's some strong traits and some could be improved. Overall good

My involvement in ag education is limited, being I'm self employed in ag production! I'm a firm believer that consumers need to be well informed with current ag production !

The industry of agriculture is vital to the survival of humanity and the world. The student population that is benefiting from an education in agriculture is incredibly diverse and reflects a population that makes up this world. All of this entities/organizations benefit from these agriculture education programs and these programs need assistance from these entities/organizations. This is as symbiotic as it gets in education on a daily basis.

The interactions I have had thus far have been primarily about grants and professional learning opportunities. I am in my 7 month of working with CTE programming.

The relationship between FCAE and ISBE seems quite adversarial.

ILCAE and ICAE seem to have little authority in helping ag ed to move forward.

The staff of the FCAE is great - but the ISBE has forced the FCAE to become so bureaucratic that the FCAE staff is not allowed to be as creative, innovative and independent as they need to be in their roles, Quite honestly, the ISBE was avoided in the initial setup of the FCAE and it worked wonderfully - and the more and more the FCAE has become bureaucratic the less effective it can be.. Only through some tenacious action is the FCAE still effective - but the "red tape" and bureaucratic hoops which has been placed on the FCAE, the less effective and more frustrating it has become..

they can do better by incorporating for Ag in the classroom at a lower level. I know Ag in the classroom has been really good.

Through the years I've witnessed the growth of relationships that FACE creates among the groups

To move agriculture education forward and keep it viable within school curriculum, different ag organizations and entities must work together. There is strength in numbers. Each different entity has a different viewpoint which should be considered and used to strengthen ag education on all levels. Collaboration is key to success.

Wonderful resource for Illinois AgEd. Something to be envied by other states.

Please describe what you see as the major strengths of the staff and activities of the Facilitating Coordination in Agricultural Education (FCAE) project.

Ag Industry

I have none, as I am unaware of their activities.

- seen as a resource for all issues related to Ag Education- they are a known "go to"

-Drives involvement of Business & Industry through ILCAE- gives Ag Ed the justification of support of State Government resources.

- On Site service to new teachers and programs.

1. Their focus on developing, supporting and retaining Ag Ed teachers.
2. Development of Ag Ed curriculum.
3. Fostering and supporting new IL Ag Ed programs.
4. Recognizing the need for Ag Ed for non-farm IL residents, students, and business.

advocacy for agriculture, and ag education

program and teacher recruitment

professional development

ag education exploration with prospective schools and implementation

diversity and equity inclusion

program support

teacher retention

Although I had to mark many of the items as "I don't know", as I worked through the survey, I realized that FCAE must have some level, perhaps complete, involvement in Ag in the Classroom. I am familiar with that program and feel like it is extremely beneficial and successful.

Coordinated effort to reach all parts of the state. Helpful and responsive to current and new ag teachers. Go-between to help "make the case" for ag ed at schools that do not currently have programs or wish to expand.

Dedicated to the mission and the teachers and students.

Developing ag programs in an environment of significant teacher turnover and retirement. They serve as a key resource for new teachers and supporting new ag programs. This support provides the connection from each local program to ISBE, FFA and other organizations.

During my interactions with FCAE staff over the past 10 years, they have always been professional, passionate about what they do and excited to find new and creative ways to serve IL Ag Ed students, teachers and efforts. Their activities, including ag ed program visits, helping start new ag ed programs and ag teacher recruitment efforts, undoubtedly have a positive impact on Ag Education in the state of Illinois.

Enthusiasm and dedication to what they do; their communications.

FCAE has continued to be very instrumental in the retention and recruitment of Agriculture teachers. This is very important since education continues to have a revolving door for teachers. They have also been very valuable in working with schools and administrators to help provide support for the many agriculture activities that take place each year.

friendly and knowledgeable

Grateful to have former educators as bigger-picture ambassadors that keep the ag ed community connected and growing.

helping drive growth and awareness of new chapters, supporting and educating existing teachers, helping student teachers and new teachers feel welcomed. They build a 'village like' community by sharing things on social media. They help teachers set goals and grow their chapters. It sounds like their might be additional resources FCAE has for community support and alumni to grow as well.

helping local schools

I appreciate that they recognize that what schools need can vary and that they work to provide what each school will find helpful. The staff is passionate, dedicated and knowledgeable. The fact that Illinois has FCAE staff and programs is a competitive advantage and one that we should work hard to maintain funding and support for from the state legislature/governor. There are plenty of opportunities for continued growth in agricultural education and agricultural literacy.

I believe that the FCAE staff are very good at building new agriculture programs in schools across the state. They also use contacts in industry to gather support for starting new programs and for help maintaining them.

I don't know much about it.

I have no idea who or what is involved with the FCAE.

I honestly have not seen much representation for the ag services. I do know the FFA kids have went into elementary classroom to educate. In the last 5 years when my son was in elementary I did not hear or see ag related curriculum coming home.

I never heard of you before this survey. I do get emails about teaching vacancies and FFA activities. I thought the State of Illinois had defunded vocational support activities. My wife was a FCS H,S, Teacher. several of her annual training session by their State support organizations were defunded by the State 8 of so years ago.

I think some staff do a great job at helping current ag ed programs as well as develop new programs! I think a lot of professional development is extremely helpful (even though some teachers do not utilize these opportunities and then complain about lack of professional development.)

I'm not familiar with it enough to give a true response.

Interaction with Schools (teachers, faculty, administration)

Knowledge and experience to guide and assist Ag teachers. The FCAE staff serves a key mentoring role for Ag Educators.

Knowledge of programs. Ability to connect resources to local issues.

Leadership in promoting/retention of ag programs and ag literacy k-adult

More involvement with making sure we are sending out the best people to teach our agriculture programs.

No very little about this organization.

Professional advocate.

Promoting agriculture programs at the secondary level

Communicating with all levels of agriculture education

Providing technical and developmental support allows for teachers and ag programs to thrive. Staff are extremely connected in to the needs of teachers at different phases of their careers and professional development. Emphasizing STEM has allowed more schools to see how agriculture education can be an exciting and valuable learning experience and will ultimately lead to a strong workforce helping expand our state's # 1 industry. Strong partnerships I have witnessed are with FFA and Ag in the Classroom. Staff coordinates well with these groups as to not duplicate services but rather compliment and enhance offerings.

Staff to High Schools

Support of local programs.

The background of the staff and the professional drive to better Ag and FFA in Illinois. Very well coordinated and hard working individuals who have proven leadership skills and abilities.

The coordinating of programs with administration at the local level and to encourage the local program to stay current with industry trends and to strongly encourage the development of future teachers.

The disconnect between administration and ag teachers is at an all time high. FCAE is instrumental in mending these bridges and informing administrators.

The FCAE staff are very professional people who want to help the agriculture teachers. They want the students to succeed.

The FCAE staff is available to help any Ag teacher in the state. They can be contacted by phone, computer or in person.

They are an outstanding group of individuals that are a major ,and important, positive influence on Illinois Ag education.

The FCAE staff that I have worked with have been extremely knowledgeable and passionate about agriculture education -- which are two strengths. The third strength that comes to mind is the accessibility of the resources and staff to schools, coordinators and the community.

The project is essential for maintaining and growing interest in agriculture through education programs and initiatives to support this essential industry.

The staff are well trained and committed.

The staff is extremely dedicated and that passion is their greatest strength.

Their geographical locations and contacts with secondary schools, elementary schools, agribusiness and teacher training schools in their areas. The progress made in the last 38 years is due to the ILCAE and FCAE and early on by the ICAE. Two problems occurred --the consolidation of the ICAE and ICAE meetings by Jay Runner and the ICAE Chair Mike Massie and ILCAE Chair Rick Wills around 2005. The area that has not been adequately addressed is the Four Teacher Training Universities--stepping up to the plate regarding teacher training/recruitment etc. This was a concern in 1985 and has gotten much worse over the intervening years. Why--staff at the universities and they don't see this as their concern or problem--and they always come back to BUDGETS and cost.

The most critical element in future expansion of agricultural education in Illinois will be FCAE. They are what is referred to 'where the rubber hits the road' the first line of offense. ILCAE is getting back to their area of response/support with FCAE's assistance while ICAE is 'in name only' lack of appointees, and way too much control by the ISBE bureaucrats. At one time ICAE and ILCAE had control then as the ISBE bureaucrats took over the effectiveness of ICAE fell into the area of ineffectiveness. Thank goodness for FCAE!

They are the driver to ag education within the schools. Prioritizing their time to help current teachers while establishing relationships to build new programs.

They are the glue that holds IL Ag Education together. Prior to implementation of FCAE, different groups had different objectives which often didn't coordinate well with other IL Ag groups. FCAE helps to ensure all are working together to improve Ag Ed within our state. You know where to go when you have questions regarding teaching, creating new FFA chapters, starting new ag literacy coalitions and more. The people. There are top notch people that lead the program.

Ag Teachers

The working relationship of FCAE coordinator with teachers and staff across the state.

Staff is very professional, helpful, positive, encouraging and affirmative! The staff has a true passion for agriculture in general and for agricultural education specifically, and it is contagious!

- Teacher recruitment and retention
- Professional Development
- Industry relationships
- Organization & structure of IL Ag Ed
- Contact person with local Administration & Guidance Counselors

1. Grant assistance
2. AET assistance
3. Professional development assistance
4. Section questions & experience advice

A connection and a voice from our end of the state.

A major strength of FCAE is always being there to lend a hand, answer any questions or just be an ear to listen

A major strength of the staff is helping Teachers navigate all forms, deadlines, and materials we have to navigate each year.

Ability to answer question in a timely manner and provide resources when needed.

Advice for new teachers

Curriculum helping

Talking with admin

Advocating for our role as teachers, providing relevant, usable professional development b/c our school districts do not, working to provide awareness to different curriculum, just BEING there to call with problems or to be a sound board. FCAE staff might not have all the answers but they will know someone who does have the answer. It's a community-minded idea and it works well.

All of the staff are very knowledgeable about Agriculture Education and Agriculture in general. They are all very well spoken and professional. They are easy to reach and talk too. They are very effective communicators. I firmly believe the FCAE Staff has the best interest of Agriculture, Educators, Students and the communities they serve at heart.

All things listed that provided in this survey I couldn't put it better they are vital to the success of Illinois Ag Education we can't do without them. The more meddling ISBE does in the process the more it inhibits their effectiveness. The FCAE staff are true professionals and ag education experts.

Always there to give a response or help whenever asked.

Always there to help. Never had a complaint. Time really restricts on campus meetings. Phone visits work the best for me.

approachable

As Ag teachers, we carry the world on our shoulders. It's nice to have people to go to when we need to unload that or when we simply just need help.

Assistance

Assistance to local programs.

Assisting advisors in our time of need. Coordinating with our administrators to convey information from a third-party view.

Available at all times to answer questions.

Being able to work well with others

Being readily available to us at all times. They are always there to answer any questions.

Being ready to help whenever we feel like we need that extra support and guidance. Also, bringing opportunities to us to support us as teachers. No other department get that kind of support.

Communication with all aspects of agriculture and education.

Communication, seeing a need and meeting it, encouragement, filling positions in ag education, communicating the need for Ag teachers, supporting ag teachers in curriculum, alumni relations, and recruitment and retention, being an entity that supports agricultural education in hundreds of ways in Illinois.

Curriculum development. Department organization, professional development.

Due to the overwhelming amount of paperwork and deadlines, it is very useful to have FCAE to keep me organized and timely.

Engagement. They are present and active in IL Agriculture.

Establishing beginning teachers in the profession

Industry contact and interaction

Every interaction I have had with the FCAE staff and during activities has been incredibly productive and professional. All of those interactions leave me feeling proud to be a part of this profession and help me continue into the future.

Everyone is extremely helpful. If I have a question, I know who I can contact to get help. There are a lot of amazing materials available.

FCAE all genuinely care about the direction of ag education AND the teachers in the programs. I've reached out to my FCAE person numerous times this year and I feel like has a genuine concern and appreciation for what we go through.

I think ALL content areas should have an FCAE to help them through the struggles of teaching and we are fortunate in IL Ag Ed that we do.

FCAE has been extremely helpful in ensuring I had resources to use this year while teaching content I am not extremely familiar with. They have accomplished this by creating a support system throughout the state, providing content, and holding workshops. They were also extremely helpful to me while in college as I was student teaching and applying to teaching jobs.

FCAE is a wonderful resource for beginning teachers or for anyone who has a question. I have been teaching for 20 years and still ask my rep for questions with adding missing kids to rosters or 3-circle questions. FCAE is a great resource in our state that provide a "We have your back" kind of mentality for new teachers.

FCAE is able to keep an eye on the bigger picture of ag education/CTE that is difficult for a practicing teacher.

FCAE led professional development is critical to teachers.

FCAE led curriculum initiatives continue to help classroom teachers be as effective as possible.

FCAE is an important asset to Illinois Agricultural Education.

FCAE is incredibly helpful and responsive to all of my questions as a new teacher. They are quick to respond and eager to find answers if they are unsure.

FCAE is so supportive of teachers and helping wherever help may be needed. I have gotten advice on curriculum material, have been put in contact with other teachers who strengths are areas I need help in, assistance with tough situations with admin, and so much more. FCAE is invaluable to ag education. FCAE staff are so professional and amazing at the work they do.

FCAE is unique to the state of Illinois in that many other state ag education programs do not have those extras resources available, as well as information needed to help us become successful agriculture instructors. Listening to other CTE educators, we have a unique set of resources at the palm of our hands that others do not. FCAE helps make our lives easier by preparing our students with turn-key resources and valuable professional development opportunities.

FCAE keeps agriculture and FFA ahead of others with use of technology and information in the classroom

FCAE makes Ag teachers feel valued, they have directed us to resources for our classroom. FCAE has helped with registration and organization of opportunities for my students. FCAE has connected me with ag businesses and industry partners. FCAE has sponsored professional development for me as an educator.

FCAE members past experiences & advise.

Their current knowledge on courses, grants, activities and pretty much everything else and if they don't know a answer they are able to put us in contact with who might know the answer.

FCAE plays a vital role in the success of agriculture education. They are willing to help not only the teachers in agriculture education but also the students, administration, and alumni. They sacrifice countless hours helping schools individually.

FCAE Staff make it a priority to help the Ag Educators in their districts. Luke has been available or timely in responding to questions/emails and to providing help as needed. The FCAE project is extremely important and beneficial to helping ag teachers in the state of Illinois survive. Coming back to teaching after several years in industry has been challenging, and FCAE staff have made the transition back to the ag classroom a bit easier. Honestly, FCAE has been a lifesaver this school year, and I truly value the visits, virtual calls, etc. to take care of necessary items.

FCAE Staff members are rooted in Agriculture Education and understand what it means to be a teacher in Agriculture Education Courses. This allows them to be much more direct and effective in their assistance to local programs.

Good leadership from the top - strong objectives, very professional, very useful!

Good professional development and proprietor for my success at starting a brand new program from scratch

Grant help is extremely important.

Reminders on deadlines.

Advocating with administration.

Great Ag Ed Knowledge Base by all FCAE staff members!

High Energy Team which are extremely talented individuals in their own right!

FCAE team uses Service Based techniques to serve teachers each day!

FCAE has a Never Give-Up attitude towards problem solving ag ed issues and problem areas for ag teacher and furthering the Ag Education mission!

FCAE staff has a great deal of Dedication to the job and the ag ed field and it is always evident in all they do!

FCAE is the tip of the spear when fighting for and promoting Ag Education in all phases of the agriculture and education community!

Having support outside the school district and another familiar face to ask questions has really helped me in my first two years.

Having the ability to answer questions from the old timer ag teachers with all of the newest tech that we are suppose to use.

Helpful to providing candidates for job openings and program support in projects

Helpful, knowledgeable and positive

helping teachers

Helping teachers problem solve their issues at school.

Helping with grants and administrators.

Helping with the non-classroom side of teaching. The reports, grants, and paperwork. John Heiser is not just helpful in the moment but is proactive towards letting us know "hey this won't be on your plate for two more years"... and then a year later "just checking n with everyone that this will need to be done next year" and so on and so forth.

I believe one major strength is that each of the field advisors has been a classroom agriculture teacher and they understand my needs.

Another strength that I have seen is their passion for ag education.

I believe that the FCAE staff, particularly the coordinator, has been instrumental in improving the face of agricultural education in Illinois.

His willingness to go into areas where there has or is no agricultural education program is imperative if we are to continue to provide quality agricultural employees. He has vision for agricultural education. He is willing to go the extra mile to provide council, assistance or just an ear to listen to those of us who seek the help.

I believe that the major strengths of the staff and activities of the FCAE project are teacher support and program visits in combine with the PD opportunities that are provided. As a younger teacher this has been very helpful.

I believe the dedication to ag education is a major strength of this project. The representatives are always out and about pulling for ag education.

I believe the success of agriculture education is directly due to the profession hardworking staff and the initiatives of the FCAE project.

I can't understate the value that I have received from my FCAE representative. He, as with all of the others that came before him, have been very punctual with informative solutions to any problem I had.

I enjoy having the FCAE team. They are always around when you have a question and can be reached at any point in time. (I have reached out super late before and they are always there.) The workshops they provide are always very educational and such wonderful things to bring back into the classroom.

I feel like most of the PD offered is great. I enjoy connecting with FCAE at my school and outside of my school. I appreciate that all FCAE staff is helpful, regardless if they are in my district or not. The responsiveness of FCAE staff is also very quick which is appreciated.

I feel that our FCAE staff is a great combination of individuals. They are very professional and always have the interest of agriculture education and the teacher in mind. They staff works hard to develop inservices for agriculture teachers that are meaningful and useful in the classroom. They always take our opinion and develop things that we want to see. The staff also works hard to get into schools, especially with new teachers, to work with them on paperwork, setting up classes, roster and generally being a listening ear for them.

I feel that the FCAE is an excellent tool for Agriculture Educators and that their work is vital to the success of Agriculture Education.

I feel that the resources that are provided are a major strength, and their willingness to work with you as well.

I love that each FCAE coordinator has a specialty (recruitment/professional development/Middle School/Urban). This makes things go so much smoother. I also love that they are present at events and that our students are able to interact with them.

I love that FCAE Coordinators are the biggest support systems for ag teachers. Always available and always has the best advice!!

I love that they are there whenever I have a question and they never make me feel like it is a stupid question or that I am bothering them with the question.

I love the fact that they always have the answer, are well prepared, and they have our backs! They are their for US teachers.

I love the support. I like being able to call or text and get answer to a question or help. I love the professional development provided and the fact that we are asked for input on said development. I love the curriculum provided.

I work in a school that has a rather large CTE department 2 industrial arts teachers, 1 auto teacher, 2 business, 1 FCS, and 1 Ag. But out of all of the departments mine has the most curriculum and professional support. Ag does it right with the help FCAE.

I really enjoy their outreach to teachers! Their presence at professional development is really appreciated!

I see many major strengths of the FCAE Staff. They are all very proactive for helping the students and teachers learn new tasks and achieve new things.

I see many strengths in the FCAE. Leadership opportunities, building relationships, and experience building are just a few. I have been involved with the FCAE for a short time now but the help that I have received while needing answers for questions or even support in finding the right school has been outstanding. These coordinators support Ag Teachers at the highest level.

I think its helpful to have FCAE staff to help with contract issues and keeping grants like 3 circles in place. I think for newer teachers the resource of having them if then need help is also great for those new teachers. This gives them a resource to lean on when they have issues or problems. The FCAE person can also help with counselors allowing them to teach how to correctly schedule course schedules and more.

I think that FCAE has really good people involved in the program. All of these individuals are understanding people, who demonstrate professionalism, good communication, and empathy. They are the people that ag teachers in Illinois go to when they have ideas or need help. At our last ag teacher meeting, another teacher in our section said; "I don't think I've ever met somebody who was better at their job than District LPS coordinator." And I wholeheartedly agree with that statement.

I think the biggest strength of the program would be that the directors used to be Ag teachers and through that they are able to give real life examples and advice to us current Ag teachers. They understand our jobs and know what would be most helpful for us.

If I have a problem or question relating to Ag Ed or FFA they are my first phone call or email. It happens multiple times a year. They have always been responsive and have always helped me find the solution or help me fix the problem.

If it wasn't for John, I would not have returned to teaching Ag. My last Ag position had to much outside influence that it made it hard to bring the curriculum up to date.

IL Ag Teachers are extremely lucky to have 5 dedicated individuals directly serving their needs. After taking the survey, it is clear that ag teacher support is just a piece of FCAE's responsibility and I have no idea of the extent of their job responsibilities and interactions.

Illinois Ag Ed could neither survive nor grow without the support and action of FCAE. The program directors are consummate professionals that are always one step ahead of our needs as teachers. As a current classroom teacher, I feel supported, respected, and engaged by my FCAE program staff. Strengths:

- professional development
 - teacher recruitment and retention
 - assisting in the implementation of state directives for teachers
 - coordinating with FFA state staff and teachers at events
-

Illinois Ag Education has a lot of different leadership. FCAE does a nice job of translating information that gets complicated at the higher leadership level to make things practical for teachers.

In a curriculum area that often feels secluded (i.e., you are the only agriculture teacher in your school or district, so there are limited resources for help within your building), FCAE makes it feel inclusive and supported.

It is good support for new and otherwise inexperienced. Most of the program advisors are good people.

J waters is awesome at helping me with any issues I have within il ag Ed. She always helps fix or guide me through any issues I've ever had.

Kindness

Knowledgable of Ag Education

Knowledge and experience, willingness to work on the teacher's side

Local program support should continue to be top priority- it is the key to teacher retention. Professional development for teachers and educator recruitment need to continue to be priorities. FCAE staff does an outstanding job of supporting local programs and it should be the focus coming forward. If choices in resources must be made, current programs and retention MUST be a priority.

Major strengths include being available for questions, advising on curriculums and AET projects and helping to establish programs in middle schools.

Megan Coy has been SUPER helpful any time I have needed assistance on grants or anything FFA/Agriculture related. I communicate with her regularly and she is always helpful!

My coordinator is the ultimate resource for anything I need. She has gone above and beyond to help me in my teaching career. She helped me start up my FFA program and help it become successful. I strongly feel I would not have been able to do my job effectively without her help. She always gets back to me in a timely manner and she looks into things for me if she doesn't know the immediate answer. I truly am so thankful for her and the resource she provides for me. It can feel like no one at the state level really understand agriculture education so to have her as a liaison not only benefits me, but it helps my administration too.

My FCAE advisor is very knowledgeable. Any time of day she's available to help and if she doesn't know the answer (which rarely happens) she finds out and gets back very quickly. I loved when she came to visit my school and the help she gave this summer in workshops was vital to my success this year.

One of the biggest strengths I see in the FCAE staff is making educational materials and curriculum available and easily accessible for agriculture educators.

I also see that we have a diverse skillset among our FCAE staff, which is overall a very good thing.

One of the most important major strengths of FCAE is that they support all of their agriculture programs and teachers. Without having them for questions, concerns and programs I would not be able to do my job nearly as effectively. I am so glad we have FCAE to support, promote and help us in educating our students.

Organized, professional, helpful, timely, knowledgeable, always willing to help problem solve, effective, full of resources teachers can actually use!

Our district FCAE coordinator has been a very valuable tool in keeping our program running.

Our FCAE advisor is extremely knowledgeable and follows up with ag instructors to ensure that his advice has been helpful or solved whatever issue that was presented.

Our FCAE director is, seriously, our "Fairy Godmother." She is always willing to help with anything and is a wealth of knowledge. I was nervous taking on a new role this year and she has been a tremendous help- always easy to get in touch with, following up with me, offering advice when needed. She is present and we "see" her often, which is also very nice.

Our field coordinator has been incredibly supportive of our program. She has coordinated a google folder for shared materials by teachers across the state. I know that I can call her if I need anything.

Outstanding staff continues since the inception in the 1980's. Dedicated, knowledgeable and always looking to improve AGED initiatives and programs in Illinois!

Overall they make a positive influence in the lives of ag teachers and the career of agriculture

Overall very supportive and I value the help and assistance I receive from them when I have questions or concerns, it's very useful when in need of assistance to get it quick and they provide that, the website is highly useful as well overall it would be difficult to complete my job without them

personable

wanting to know how to help

very professional

big picture

personal

experienced

up to date on the latest

Professional Development

Always there to answer questions or find the answers

Curriculum development with the most current state requirement fulfillments

Everything they do assists

Talking to Administration about the potential for second teachers or 3 circle grant benefit

Professional, timely, helpful.

Providing relevant professional development. A great example would be FCAE's efforts to establish an "Ag Mechanics boot camp" at Illinois State University in the summer of 2022.

Quick communication

Retention of teachers, assisting with IFG and 3 circles, providing useful and effective profession development

School Visits

Professional Development Programs

Communication

School Visits

Providing professional development at IAVAT conference, BUILD conference, Ground zero conference and in the summer

Answering questions on 3 circles, incentive funding and more ILAGED website questions

Helping run committee meetings (esp. PD committee)

Simply always being available to answer any questions I may have.

So many major strengths are within the staff and activities of the FCAE project that it is difficult to narrow them down. That being said, the curriculum resources, the constant communication and updating of information for ag teachers and the breadth of knowledge of FCAE staff is a resource without which my job would be much more difficult.

Some advisors are really good about communicating and helping the teachers within their districts. The curriculum and website help is always available.

Some of the question were difficult to answer because I have retired from teaching 22-23 years ago. FCAE was just starting to develop teaching materials for Agriculture teachers. Through the years I developed my own teaching plans, resource information, computer plans and spreadsheets, plus plans for contests and any other activities that we needed. VAS was about the only resource we had so I wrote everything myself. I did use the BSAA Plant and Animal science program. It had its good points. Shortly after retiring FCAE came out with CORE programs that should have been helpful for new teachers starting out. FCAE is much more active today in helping fill teaching departments with qualified teachers. Most teachers then coming out of college were not prepared for teaching especially the FFA part of the programs. FCAE had to come in and do what the colleges did not provide in readiness for the teaching profession. Illinois Agriculture and FFA needs FCAE to fill the gaps from the colleges to the high school teaching profession.

Staff and activities are very well rounded for agriculture educators. Staff do an amazing job of making sure the teachers in their district have all the resources and support they need, from small to large tasks. They are organized in yearly visits, sections meetings and are helpful when working with district and building administration.

Staff is always willing to help when I have questions and they are easily accessible when these situations come up.
starting new ag programs

Support and being available for any questions or problems on timely basis.

Supporting teachers and doing whatever they can to help us reach our ag ed goals

Teacher Recruitment, Teacher Retention, Diversity of Workshops aimed to improve Teacher Skills, Liaison relationship between industry, school administrators, and agricultural teachers.

The activities are highly engaging.

The Ag Ed lessons developed by the FCAE program made my job so much easier. The items purchased with FCAE made my program stronger and more diverse. The in-service offer through FCAE was great and well worth my time.

The district support staff is the shining star of FCAE. As a teacher, I find their help invaluable. They take on a lot of roles that support and help my program throughout the year. The professional development is always plentiful and relevant to my job. I am also always I processed by their knowledge and silliness to solve problems with the IFG and 3 Circles grants. The annual report is a great resource as well. Jennifer in particular is always available and helpful with any problem or question I have.

The FCAE project is fundamentally one of the "invisible" pillars that teachers utilize that impacts the 3-circle model of agriculture education. The staff has many strengths. To name a few, their willingness to work with teachers, school board and administrators is not an easy task, but they do it well. They also are very communicative in deadlines, important dates, activities that would suit certain student bodies, and the professional developments they put on for teachers in their beginning years of teaching to veteran teachers. I always look forward working with my FCAE program advisor, I know for a fact I could not do what I do without the FCAE project and the immense support we get as educators.

The FCAE project simply put in a small staff that teams together to facilitate agriculture education across the state to its stakeholders. As the largest industry in the state, it is imperative that the understanding and teaching of agriculture is established at a high quality level for our workforce, consumers, and economic relevance. In addition, I feel that this group stand out across our nation as well.

The FCAE staff has many resources to provide to teachers, especially new teachers. They also work well with administrators in providing help with 3 circles and IFG.

The FCAE staff have always been helpful and easy to reach when I have had questions. They are timely in getting materials out, before things are do and often check up to see if assistance is needed.

The FCAE staff help Agriculture teachers develop curriculum and obtaining state funding.

The FCAE staff I work with always give the same energy. Their efforts and energy shows the ag teachers in their districts that they care, they want to help, and that they will find a solution for almost any problem.

These are wonderful people that work hard to assist others!

Each of them come from the Ag Teacher ranks, let them serve where their strengths will contribute to the most change.

The FCAE staff is invaluable in the everyday goings on within my Ag Ed Program!!! It doesn't matter what it is! If I need something...they make it happen!!!!

The ilaged website and materials

The knowledge and professionalism are both overall strengths. The ability to navigate conflicts and come up with conflict resolution has been an asset as well.

The knowledge of the FCAE staff in all parts of the state's Agriculture Education program and their incredible willingness to address Agriculture teacher questions by email, phone, or coming to the school in person and doing that in a very timely way is unparalleled by almost any other educational or institutional "Help" center or program. I am convinced that the FCAE idea and program are what has led to the incredible expansion of Agriculture and FFA programs in high schools and their effectiveness over my 32-year teaching career.

The major strength to me as a classroom teacher is as a resource to answer questions to the myriad of issues that come up either FFA, IAVAT, certification related etc. They always know the answer and are willing to go the extra mile to assist when needed.

The major strengths are expertise in the field and support of teachers. The curriculum is essential to being a successful teacher.

The only reason I began a career in ag ed 27 years ago is because of the guidance and encouragement of former District V FCAE Program Advisor, Dean Dittmar. In my opinion, an accurate way to measure the value of FCAE doesn't exist. Dean provided assistance with licensure, extended contracts, grants, moral support, etc. Casey Bolin has also done a phenomenal job assisting District V programs. She has helped navigate the Three Circles grant, coordinated some of the best professional development in my career, and provides immediate assistance when questions and problems arise. In fact, my experiences with all FCAE staff have been positive. Jennifer Waters is a class act handling state science fair. I've worked with other program advisors to a lesser extent but all are professional and willing to help.

The professional development they coordinate is great. Working with new teachers is great. If I have a question, I get answers and help, our state is unique that we have this group.

The staff are a huge help in communication of what is happening in Illinois. My advisor gets back to me about my questions at a reasonable speed.

The staff are very knowledgeable and personable which make them very easy to work with. They are willing to find out anything for you if they do not know the answer.

The staff continuously works to better high school agriculture education programs and recruit more individuals to go into the profession.

Each district representative has their specialties and work collaboratively to use their strengths for state-wide programs and events.

The staff does a very good job of being an available resource to ask for help on almost anything. Projects seem effective and necessary.

the staff has been very helpful to me in all of my activities in and outside the classroom.

The staff is always happy to help and provide information. They do a great job at helping all teachers feel welcome!

The staff is excellent and has very good character, very open and people you can rely on if they are able to assist in any way.

The staff is great at helping to meet the needs of the ag teachers in our state, which is my primary contact with FCAE. They offer appropriate training to help me do my job. They offer resources when I don't know where to reach out to.

The staff is very helpful and approachable. They work endlessly to help the teachers in our state with various tasks and requirements. They are always willing to assist us at any time.

The Staff that I have experience working with I believe are outstanding leaders, very helpful, and professional. Over my years of teaching, I have asked for and received assistance with my programs. This assistance has always been outstanding. The most current event happening is the addition of a shop facility and the need for another teacher. My FCAE has been a huge benefit to have in working with my administration, community, and school board.

The strengths include the ability to organize professional development workshops with vast diversity that truly do pertain to the job of an ag educator and the FFA organization. These workshops really do enhance my abilities and knowledge as a teacher, especially as an early career teacher. I also really think that the check-ins and offerings of help are a major strength of the staff and the FCAE project in general. They check-in regularly with reminders and offer help many times throughout the year. This is extremely helpful and encouraging.

The willingness to be a strong advocate for agriculture education in Illinois.

The willingness to help and the resources that they offer ag programs

Their sharing of important information to the agriculture teachers.

There are some FCAE staff members who excel at their job. For example, Luke sets the bar high with working extremely hard all the time. He is starting new programs, constantly doing program visits, and respects every ag teacher (or at least fakes it so nobody knows if he doesn't like them.) Susie knows all and is an asset to the FCAE team.

They are able to help me with anything related to agriculture, education, or FFA.

Any question I bring FCAE has been answered in a timely and helpful way.

They are all kind, compassionate, passionate about their job and career area, and most of all, they are always extremely knowledgeable when I have questions. They are extremely helpful to agriculture education programs and keep us moving forward. It is because of their work that Illinois Ag Ed functions as a core group.

They are all super knowledgeable and helpful with any questions or issues.

They are always readily available and respond in a prompt manner. They have been a visit, text, or call away whenever I need them

They are always willing to assist.

They are always willing to help and find ways to provide resources and opportunities that fit the needs of the individual teacher

They are always willing to help whenever you call. They are awesome at finding answers and helping new teachers find positions throughout the state.

They are an amazing group of very passionate and knowledgeable professionals. They always have an answer to help you or will find a way!

They are are always there when I need them. I know Casey has been such a blessing to my school, section 24, and District V. She has orchestrated some wonderful ag teacher tours and professional development. I've been so blessed to have both Dean as my District V FCAE Director when I taught Horticulture at [SCHOOL] and Casey since I've been at [SCHOOL].

They are ESSENTIAL to the success of Ag Ed in Illinois in every way possible.

They are fast at response, organized, and forward thinking.

They are flexible and extremely helpful. John Heiser answers emails, phone calls and text messages very timely. My GAST intern calls FCAE the "Ag Teachers for Ag Teachers!" I always know if I ask a question I will get the help I need or be connected with someone who can help me.

They are knowledgeable and available to help at any time. They are professional and represent Illinois agricultural education well.

They are my first call other than other Ag instructors.

They are quick to respond, and they always have answers to my questions. These questions range from curriculum, to contests, to shop setup, to filling out grants etc.

They are super knowledgeable and helpful in designing curriculum and setting up facilities.

They are the boots on the ground. The backbone of Illinois agriculture education. They are the major support aged needs.

They are very encouraging and dedicated to Illinois Agriculture Educations to help find teachers jobs, improve our programs, talk with administrators, and provide professional development for us all. When I see any of them, they always have a smile on their face when their job is so high stressed.

They are very helpful in getting new teachers up and running by providing guidance on all of the programs that are involved. They are also very helpful in keeping me up to date on changes and ensuring that I meet required deadlines as they sometimes get forgotten with all of the other dates and timelines I have to meet for FFA and teaching in general.

They are very knowledge able about the Ag Ed world and you can tell that they care a lot about their jobs and the people they coordinate with.

They are very knowledgeable on everything Ag Ed or they know someone that you can ask. I am able to email Jennifer about any questions that I have. It may be IFG, 3-Circles, Curriculum, Chapter Management, meeting with Administrators She always gets back to me, willing to make the time, and is even there if I need to vent about a bad day. They are always willing to listen and help!

They are very personable and knowledgeable. They have been able to assist me/district in guidance with funding paperwork. Also helping provide ideas for lessons. THEY have also helped work with districts to add Ag programs to their schools in our area.

They are vital links in organizing and planning for success in ag education. They do the things that teachers do not have time to do...making the important connections and do much more. They are the "Google" of Ag Ed and the marketing crew. Ag Ed in Illinois would not be what or where it is without them.

They assist with any last minute questions I have about anything class and/or FFA related.

They do a great job by communicating and the New Ag Teacher Conference was very helpful with gaining information and a support staff.

They have a wide variety of PD for teachers throughout the year. They are very knowledgeable on information/grants that come from ISBE as well as locally through local EFE's

they have experience that is helpful to all educators, doesn't matter if you're a first year or retiring teacher. FCAE is needed by all.

They help teachers tremendously at the local level and will assist us however they can. They visit each school yearly, and more for younger teachers and more if it is requested or needed. If they do not know the answer they will find it for us. They also do a great job of providing in-services and helping to keep our curriculum updated and tied to learning standards. I also know that they help with retention and recruitment to try to fill the open Ag teacher positions.

They make a difference daily in the life of an an teacher. Their help, guidance and support enable us to do our job educating our youth.

They do this by their willing to assist us with anything from funding, to supplies to training that make us better educators.

They make my life easier.

They obviously have passion.

They provide great professional development and assistance when needed by agriculture teachers.

They really help the ag teachers with whatever they may need... there are not enough hours in the day to complete all the tasks of being a quality ag teacher.. when we have the great support from the FCAE staff that we rely on, it makes our job better

They will always get back with you if you email or call

They work as a team. They have the importance of Agriculture Education at the forefront of their goals in helping local schools

This is probably the number one, most important resource and agriculture instructor has in their tool bag.

Understand what is happening statewide with agriculture at all times. Can help facilitate & network resources as needed. Easy to talk-to.

Understands what an ag teacher's life is really like & the challenges we face.

Very helpful

Response timely

A wealth of knowledge or finds answer

Friendly

Professional

Organized

Great advice

Very important to all areas of Agricultural Education

Very professional and great at getting across the message of agriculture, what it is in today's world and the need for Agriculture Education to any and everyone they communicate with.

Well coordinated and dependable. They are effective assisting teachers across the state.

Well-informed of grant processes; ability to communicate AgEd initiatives to teachers, administrators, and business/industry; supportive of AgEd programs and available to assist when needed

Whoever the hiring manager is does a phenomenal job. Every FCAE advisor I've met or worked with is a top tier individual. They all know their job, they are all extremely professional and kind, and they go above and beyond to help us out.

Without the FCAE staff we would not have an ag ed / FFA or MANRRS program. Luke Allen works tirelessly to help us envision what our program can be and then he's there every step of the way with assistance, encouragement and expertise. Luke was instrumental in adding MANNRS to our program, which is essential for our students. Luke also provides many opportunities for our program to expand.

Working directly with teachers to help them in decision making and through other Ag Ed processes.

Working with Ag educators.

Working with local programs when it comes to getting new teachers comfortable with grants, applications, and curriculum.

AITC Coordinators

Always available with any questions I have!

Communication at meetings has built the family of ag education over so many partners, it has been the greatest strength I've seen and utilized in my Ag education career. Wonderful to work with!

cooperative & professional attitudes

knowledgeable and resourceful in a variety of areas

always willing to do what it takes to help programs succeed

staff each bring valuable strengths to the team

timely responses

help collect good data to share with stakeholders, educators, elected officials, public

helped build an amazing agricultural education network & work to maintain its' success

valued resource for the agricultural industry

Coordination and understanding of agriculture education across a manageable geographic area -- a single person who understands ag education across districts and across counties. FCAE is doing exactly what their title describes -- coordination so that we can all be more effective in the work that we do. My district FCAE staff person is an excellent resource to me so that I can be more effective working with different school districts across my county.

FCAE staff visit with school administrations on a regular basis which is important to keep ag in the forefront of their classes and in the forefront of their minds.

Also, the FCAE staff works well trying to recruit ag teachers and establish ag programs.

In my experience, the staff is always very willing to help wherever needed.

Our district FCAE representative, Luke Allen, is extremely helpful to our AITC program and local high schools. He is always willing to help with workshops, provide useful teaching tools and activities, and is extremely knowledgeable and charismatic. Every year he hosts a session at my teacher workshop, and all the teachers love working with him. He has also grown the number of high schools offering agriculture classes throughout our urban area. Luke and FCAE are a great resource to have.

Each spring Luke provides a district meeting for our AITC coordinators with guest speakers and trips to local ag facilities. This is a great way for us to learn firsthand from others in the industry. I always use info that we learn on these days in my AITC lessons.

The FCAE website is also helpful. I've used multiple activities and sources from the site in our AITC program.

Our district program advisor is readily available and willing to help.

Professional as well as offering support to Ag Literacy Coordinators.

Providing funding and learning materials to Agriculture in the Classroom programs.

The collaboration between ag industry and FCAE is vital for keeping the project relevant.

The FCAE staff is extremely useful too not only Ag literacy coordinators but FFA teachers as well. They are helpful with lessons and close the gap between ag lit coordinators and ffa teachers.

The fun activities you have developed that offers hands on learning for our students.

The involvement and communication of the FCAE staff within their local communities and districts are major strengths. They do an effective job connecting with the ag industry by providing relative up to date information about the progress of agriculture education throughout the state and actively seek feedback from the ag industry. They assist with ag literacy programs at all age levels throughout the state.

The major strength of the staff and activities is in keeping all of the arms of Agriculture education informed and cohesive with a vision of moving forward.

The staff is a group of dedicated individuals that manage their time efficiently and divide duties and responsibilities effectively. They are forward thinking and continually on the look out for ways to further the message of agriculture education, whether through starting (or restarting) new agriculture education programs, supporting current programs, producing new curriculum, designing student and teacher education or taking any opportunity presented to inform industry about agriculture education in Illinois.

They always give great advice and teach you more about AITC, so you can teach your countys classes

They offer great support and updates!!!

Throughout my years as a AITC Coordinator, I have found their presentations at our state coordinator meetings very informative. I also believe the district advisors do a fantastic job at communicating with the high school agricultural teachers as well as others, like the AITC coordinators, to bring more opportunities for agricultural learning at all levels, K through high school.

The website that incorporates the FFA as well is really genius! It puts so much information into one spot and navigating it is easy as well.

To me, the FCAE staff and programs are like a shining thread running through all levels of ag education and ag literacy in Illinois. Each of us (ag literacy coordinators, m.s. & h.s. ag teachers, college instructors) works away in our own bubble/level and generally don't have perspective on what's happening overall. My interactions with FCAE remind me where my ag literacy role in ag ed ties to and how it can advance overall efforts. When Luke attends our coalition meetings and gives updates, he reminds us that what we're doing with elementary students can make a difference later in the lives of students and in the ag industry. FCAE keeps us tied together and pulling in the same direction.

Wealth of information and network. Provides solutions and resources when making decisions to expand or create new projects that further agriculture education.

EFE Directors

Communication of open positions in Illinois high schools. Information regarding agriculture programs, grants, and initiatives in Illinois.

Our local rep was very helpful with locating a teacher to fill a opening

Passion. Willingness to attend meetings. Communication.

Personal contacts and cooperation with EFE efforts.

The support services to teachers and students is huge. Regional reps like Megan Coy are an asset to helping new teachers understand the programs and processes for Ag education

There are several strengths within FCAE. Strong leadership, outstanding field reps, and innovative progressive (but reasonable) ideas.

They communicate very well

They are positive in their interactions and future plans.

They have a clear vision

You do great work! Very organized.

Farm Bureau Managers

All of the options listed a few pages back (asking about the importance level of activities) are, in my opinion, important. Whether or not those activities are successfully and efficiently performed, I can't answer entirely as my knowledge of FCAE is limited. What I will say is that my experience with my personal District staff person has been nothing but pleasant and successful. He is great at communication, being professional, helping as much as he can with questions I have. My assumption is that FCAE likely is successful at the activities they perform. A major strength I know of is that they are continuously helping find candidates for ag teacher positions.

Always willing to help and answer questions.

Can not answer due to no contact with FCAE staff

Communication, networks

From a parent and community perspective, I really appreciate the FFA students teaching ag in the classroom at the lower grade levels. It is a great experience for everyone involved it seems like. From my short time on Farm Bureau, it does seem like Illinois Farm Bureau works well with the FCAE project as we collaborate, share resources and people, etc.

I can not comment on this as I have never done anything with FCAE before.

I do not know any

I do not work directly with FCAE. I am familiar with them through the Illinois Ag in the Classroom program through Kevin Daugherty through Illinois Farm Bureau. The ag education items that are shared are very beneficial for our Ag in the Classroom program.

I know our FCAE director spends a day helping the new Ag Teachers in the area- I think this is HUGE and I hope they are able to continue it.

I personally think it is great that they assist with training in areas some teachers may not be so familiar with, such as welding, small engines, etc.

It is good to have someone facilitating and coordinating ag education in Illinois.

Meeting with college agriculture education students who are preparing to teach

Meeting with 1st year agriculture education teachers

Resources for high school students interested in Ag Ed

Introducing Ag Ed to new high schools and middle schools

My direct interaction with staff is limited but you can tell they are committed to the goal of ag education.

Networking and idea sharing.

Staff always helping and other counties helping one another

The staff is a huge source of support for Ag Educators across the state. I have see them mentor educators on numerous occasions and constantly work to better Ag education across the state.

They advocate for agriculture programs and educators in Illinois.

FFA Members

Communication, respect, knowledge, and professionalism.

FCAE staff often brings a positive attitude to every event and is incredibly knowledgeable! They are a great resource for all of Ag Ed!

I absolutely love how they all are very interactive with the youth and they want the best for the future!

I think one of the major strengths is how well they help local chapter and members in the chapters. Whenever im at a event, someone is there from FCAE and they are very supportive.

Illinois FFA has grown drastically in their membership and more chapters are continuing to be chartered. I'm sure that the efforts of FCAE staff has played a role in this increase of members.

Some of the major strengths of FCAE are their efficiency when it comes to technical support for agricultural programs, ability to create and revise effective curriculum, and strong will to network and make connections with outside agricultural entities and organizations. The FCAE seems to always be working to help other groups in any way that they can, which is a huge strength for their project.

The FCAE staff all work amazing together and are extremely productive. Their contribution to agricultural education cannot be matched.

They are amazing at connecting with students and industry members and maintain a great relationship.

They're email are very useful. I do not have much contact with FCAE staff besides at Section and certain state events.

Very driven and enthusiastic team. Work hard at what they do and truly help all of Illinois Agriculture Education teach effectively.

Your passion to improve agriculture education!

Non-Ag Educators

Dissemination of information

I do not know much about the staff and activities from the FCAE project except for reports that I see from the local Farm Bureau.

I don't know. I am a 4-H Leader and FFA parent, but do not interact directly with FCAE.

I feel they are trying there best to reach out and make an impact.

The FCAE staff is extremely knowledgeable regarding a variety of agriculture resources. They collaborate with all stakeholders and are a hub for the vital networking of agriculture education in the state.

They meet the goals to ensure all students are educated in Agriculture.

With out them and the FCAE project I think our state would be behind in time and still using all the curriculum from U Of I Vo-Ag services. I would like to see them help fund the Case curriculum even though I am up in age I would come back and teach if I could go through the Case Curriculum.

School Admin

As a principal when I needed their help, they provided the help that I needed.

Communication

Ability to field questions

provides educational opportunities

Communication and collaboration with Ag teachers, especially new Ag teachers who need more guidance and often have nobody in their district with the experience to assist them.

Communication with the Ag teachers and the valuable information they share.

FCAE advisor Jennifer Waters is an excellent point of contact for our ag/shop teachers.

FCAE has been vital in supporting curriculum and new AG education staff support and training. They continually reach out with ideas and offer assistance to our programs. John H. has been wonderful to work with!

FCAE staff are readily available for questions, advocacy, support, etc.

Hard to judge as locally I'm not aware of their impact.

Helpful for supplying the job force.

Helping AG

Helping to design programs and equitable access to a viable career path for students.

I am not familiar with the FCAE staff and/or activities. At the district level, I have never been approached by anyone within this project.

I believe that the strength of the program relies on the teacher of the program. Getting ideas/resources/motivation from FCAE helps the teacher provide appropriate learning to the students.

I don't know anything about the FCAE.

I don't know.

I have limited interaction with this organization so I don't have a wide scope of experiences to draw from; however, even with my limited interactions, I have been impressed by the staff's responsiveness to questions.

I have never met anyone.

I have never worked with FCAE.

I have no knowledge on this subject.

I have not been involved in the past 15 years so I do not know

I have not had any interactions with the staff of FCAE.

I have not interacted with this group.

I have only interacted twice with them and it was very pricey for the district to obtain the 3 circles grant.

I look no further than the teacher and students we have in our district to determine the success of FCAE. From the support in funding to the education and professional development, I can only conclude that this model is certainly worthy of taking note by current and future programs looking to be as successful in their ventures.

I probably need to learn more about the role of FCAE. There seems to be a lot of communication between FCAE coordinators and Ag Teachers, but much less so with administrators.

I really dont' know

I see the FCAE as one of the leading forces in Ag education in the State of Illinois. The work and support of this project enable agriculture education to grow and thrive within our state. The staff and activities create a shared vision to make Illinois Ag education one of best in the nation.

Luke Allen is a super-hero in my opinion. He knows the area, his schools, the curriculum. His network of people and resources allows our programs to run smoothly and without concern.

Helping us find and train staff has been superior to any other service offered across the state.

All CTE programs should be organized like the FCAE programming.

The support of our FCAE coordinator in the retirement and transition to new young teachers was beyond value. Without this support, I cannot imagine where our program would be.

Luke Allen is very passionate about his work and very responsive to any needs that surface up.

Major strength is that the FCAE staff genuinely cares about the ag teachers and the programs. We aren't just a number on their paper, but rather a family to them.

On-going communication and support for the program, recruitment of teachers, and curricular materials.

Our collaboration with our FCAE program advisor (Luke Allen) has sparked the extreme growth of agricultural education and projects in our district. We started working with him in 2021, and since then, we have secured funding of about \$200,000 for a greenhouse refresh from our local ed foundation, used his input in that greenhouse refresh project, developed curriculum alignment with our environmental science program so that it is now a CTE pathway, started the first FFA chapter in [SCHOOL] since the 1950s, participate in ongoing FFA competitions, work with numerous local partners on current and up and coming projects (gardens, garden boxes, wetland restoration, and a possible permaculture farm), utilizing state grant funding, and developed a green learning advisory committee of over 50 current members. Our horticulture program has also grown from 75 students to now over 225 students requesting the program next school year. His expertise and collaborative work have been instrumental to all of this great work.

Prior to this survey, I have not heard of your organization. If you are able to provide feedback and support to Ag teachers across Illinois, I'm 100% supportive of that initiative.

Provide on-site technical assistance to schools and colleges with agricultural education programs and teachers.

Providing professional development for pre-service and active teachers.

Agricultural educator recruitment and retention initiatives.

Providing support for teachers.

Curriculum resources for the classroom.

relationships

Staff is always helpful.

Support for teachers and students is key.

Supporting new staff, providing resources, connecting to business partners, a bridge to post secondary education

Supporting our Ag teacher and program in order to be successful.

Supporting teachers.

The FCAE project has good lobbyists in Springfield.

The FCAE project has helped me in two districts recruit and retain ag teachers. It has helped both of my rural districts offer a competitive wage to keep people in education.

The FCAE staff were all solid educators in the classroom before moving to their role with FCAE. Each staff member's perspective is valuable in representing agriculture education across the state.

Professional Development and the Three Circles Grant are two activities that I believe are critical to the long-term success of Illinois agriculture education. Providing teachers with the content-specific training they need to be successful in the classroom is important.

Additionally, challenging teachers to keep their curriculum current and meet current industry needs is critical.

The Three Circle grant has helped compensate teachers for their work hours outside the normal contract. This funding has helped make agriculture teacher pay more balanced and will likely help with teacher retention.

The major strength is the support that the staff provides for Ag teachers around the state.

The major strengths of the FCAE project is its coordination with local agriculture teachers and the connections it helps them make with other key contributors in the state.

The staff is very supportive in ensuring that every school district that desires programs receive the needed support.

The staff with whom I have worked have been knowledgeable, professional, and helpful. They work primarily with our Ag teacher, so I do not have a lot of direct interaction with them or the program. Our Ag teacher speaks highly of the staff and program.

The support to local teachers and programs.

The thing I see most is when there is a question, a email return usually the same day with an answer.

Their helpfulness and availability to help with questions or concerns.

Their knowledge and guidance. They helped us greatly when we had to use a alternative certification process to place a teacher in the agriculture classroom.

They are available and knowledgeable.

They continue to provide support to our teachers on what is on the horizon in regards to the agriculture industry.

Very personable, and always available to help with whatever is needed.

Very well organized, coordinated program.

Working with business and industry as well as state legislators to ensure that Agricultural Education is at the forefront of all Career Technical Education.

Working with our school district to promote and grow our student population in our ag program.

Counselors

Ag is so important. Especially to students that live in these rural areas. It's wonderful for both Ag teachers, Ag programs, and Ag Students to have extra support.

Ag Literacy

Secondary Curriculum

I am impressed with the knowledge of our FCAE director. I am not familiar with other directors, but his strengths by far are his vast knowledge of the programs, application processes, and so much more! He is eager to visit our school and help with any aspect of our program. He has done a great job networking with other agencies in order to advance our agriculture program.

I am not familiar with FCAE

I am not familiar with the FCAE project.

I don't know. All I receive is emails about activities and scholarships.

i don't know. I have never interacted with FCAE

I have had no interaction with FCAE.

I have no idea honestly.

I have not been involved and cannot comment.

I'm sorry I'm not sure why I was sent this survey, as I am not familiar with what role the FCAE organization specifically has in Ag education.

I do know, however, that our high school Ag programs are extremely important. I know that our Ag program at our school is strong and exposes our students to many, many worthwhile experiences and career pathways. I encourage students regularly to seek out these classes and am always happy to discuss the benefits of these programs.

This is not my area of expertise.

This survey is the first I have heard of FCAE so I have no idea.

Unknown

Unknown. I am unaware of the FCAE project.

We do not see the staff come to our building or talk to admin/counselors at all.

State Ag Ed Staff

- IL Ag Teacher Supply & Demand (recruitment/retention, coordinating/filling openings)

- Technical Assistance for Teachers

- Growing new programs and expanding existing programs

Coordination, innovation, staff development

I feel their strength is knowing what is going on in their districts. They are always willing to help in any way that is asked of them for events and issues at the state level. Having their relationships with the advisors in their districts, helps at the Illinois FFA Center when we are having issues connecting with an advisors. The majority of time they alert us to a situation (usually a health-related issue) at the local level which helps all of us do our jobs.

Luke Allen does a fantastic job dealing with the owner of the website and getting everything updated/completed.

All of the FCAE staff are wonderful to work with and the IL FFA Center really needs them for working with the teachers, etc.

Promoting ag education at the high school and middle school levels. Helping to develop curriculum and providing inservice training for ag teachers. Providing funding for local ag education programs.

The staff has a strong Agriculture Education knowledge. They are relied on by teachers to support them in their agriculture education. They are a sounding board for when the teacher is struggling.

Working to support local teachers and school is the strength of this project. They are available and timely with information and assistance. They do a great job dividing the state and giving the appropriate amount of personal attention to those that need it. They also do a great job with communicating agricultural education career openings to potential job seekers and identifying alternative licensure candidates to fill teaching jobs around the state.

Uni/Col Faculty

District 3 ranks 4th in number of Program Advisers. I actually have dealt with one of them several times and was sorely disappointed as the individual unfortunately never had the answers. I don't find many services in this District either.

FCAE has led and developed IL Ed to be used as a model for other states.

FCAE has made significant contributions in growing, educating and providing professional examples to the entire agricultural industry. Their passion and dedication to the industry and profession serve as a model of success.

Field advisors mostly work hard and continue their mission.

Friendly, knowledgeable.

Good attitudes. Keeping appointments. Being "welcoming" to all involved in Ag Ed, not just the teachers.

I, and my institution, [University/College], do not fit the traditional clientele of FCAE. They have helped us profoundly by including us in their framework. We have a small, 4 year agribusiness program in a private, liberal arts college. For me the interactions I have had and the inclusion by FCAE have provided legitimacy to our program. I don't have very much interaction with the more traditional K-12 programming, but this due to an innovation rather than lack of interest.

The coordinator and staff advice and counsel have allowed our programs to be visible and relevant.

In all the states I've been in and involved with Ag-Ed, FCAE is the leader in my mind of an effective way to separate a support staff AWAY from FFA and the teacher's organization. It removes so many power dynamic issues that I cannot understate how much I miss this system.

Professional, dedicated, always willing to help.

Professional, engaged and vested in the programs.

Supporting programs and advocating to administrators about importance and needs of ag programs

Supporting teachers that are the hardest working collective group in the state. Providing communication to teachers. Coordinating new initiatives among teachers. Even though they work as a team, each staff member meets the needs of their individual districts. FCAE is a top notch organization.

Teacher focused!

teacher support

Teacher support and connection/communication to agribusiness with education.

The coordinator and most of the district leaders are very invested in this program and all that it supports. They are available and helpful anytime.

The field reps are so important==they are the people in the trenches keeping ag education on the minds of those not in the field of agriculture. They are making the connection to our food and natural resources with those disconnected from the food industry as well as providing key support to the educators running programs in schools.

The major strength of FCAE is the staff - their work ethics and dedication to Agriculture Education. It is their passion!

The staff is professional and serves as a model for agricultural education. The staff is also dedicated to ensuring the the profession is promoted and that schools know the value of ag education. The staff is also good at advocating for programs. They do a fantastic job of mentoring and helping new teachers.

Their ability to travel to schools and provide support. Also, their availability to answer questions quickly.

They are great at what they do

They are nice people.

They have many. I witnessed their impact on helping prepare young teachers and helping school administrators find qualified teachers.

Well organized and effective communicators for ag education for all grade levels.

Willingness to help local teachers.

Uni/Col Student

- Resource availability

- Networking opportunity

- Sense of belonging

All Staff works together and in a timely manner. They effectively get work done and are always a joy to work with. I enjoy my interactions with the FCAE staff.

Friendly, intentional, driven

Great teamwork.

I appreciate their willingness to help and answer any questions I have.

I believe that the FCAE staff have worked together extremely well to create and maintain agricultural education programs across the state, especially in more urban areas.

I have only ever heard good things from this project and from what I've gotten to personally see I feel that it is doing everything it set out to do

They are very knowledgeable and helpful when needing assistance.

Very helpful to new teachers

Other

- Helpful in finding and retaining ag teachers

- Provides sufficient in-service workshops

- The staff's regular visits with school administrators and their efforts in helping to fill teacher openings.

Bringing together the different stakeholders in Ag Ed.

Training student teachers, new teachers or relatively new teachers.

Communicating very well and effectively

Connections with administrators and teachers in local agriculture programs

Adding new agriculture programs and finding qualified agriculture teachers

Curriculum aligned to state standards

Diverse staff with a vested interest in Ag Ed in IL working to better Ag Ed and help students and teachers succeed in Agriculture.

Everyone does a great job working as a team to accomplish goals.

FCAE staff are creative and yet practical in advising existing ag programs, helping to develop and/or reopen others and increasing the number of Illinois students who will be exposed to agricultural concepts and potential careers. They make a big impact on Illinois ag curriculum continuing to relevant about a rapidly changing industry. At the same time, FCAE and its resources reinforce the basics needed to understand agriculture and its applications for natural resources and food production. This provides meaning to students who don't live on farms or see the implications for their lives or potential careers.

FCAE works at all levels of education in Illinois to strengthen and widen the relevance of ag Ed. This enables schools to reach all types of young people irregardless of background or location. Ag Ed is thriving in areas that would have been unheard of in the past.

Glue

Bridge

Design team

Team builders

Expansive

Care about the students and teacher and community

Having regional representation is important in providing resources and support.

Helping the schools get Ag teachers. Also helping the schools with their Ag programs.

I believe the FCAE staff continually updates and improves programs and activities. From my perspective, they coordinate with and offer support to ag ed programs.

I do not know enough to answer this question. I have enjoyed the interactions I have had thus far and they have been helpful to understanding agriculture, programming, and the grants themselves. The project has also provided support for my agriculture teacher.

I feel they are driven by a great passion to further the efforts to improve Agricultural knowledge in the communities.

I have seen especially in my district that my FCAE person is very helpful and we all know we can always go to her if we need help. I love how she is always willing to do anything to help. She will always provide resources and talk to anyone.

I think a major strength is that the staff has ag ed experience, so they fully understand the relevant issues, not only in the classroom but also with boards and administrators.

I was very grateful for the curriculum development, the incentive funding not just for the money but for the list of quality indicators as that demonstrated the effectiveness of my program and of the program today. The inservices always addressed my needs as a teacher. The knowledge of the field staff was a great help in curriculum revision as well.

In my opinion, the most important moment in agriculture education history in Illinois was the establishment of the Facilitating Coordination in Agricultural Education (FCAE) project. As a retired agriculture educator, I chaired the professional development committee for the IAVAT and worked closely with all the FCAE district advisers planning learning activities and workshops for all agriculture educators throughout the state of Illinois. From day one, the FCAE project has had one sole purpose, the promotion and support of agriculture education in Illinois.

Interested and focused on ag education.

Its leadership of Dean is vital. The leadership transition is of concern.

Its broad state representation is vital.

Just the awareness to students how important agricultural is to all of us not just the farm families.

One of the most important achievements has been the expansion of ag ed programs in high schools, along with recruitment of ag ed teachers and filling program vacancies. The FCAE staff is always responsive in its public relations with media, industry, and school administrators.

Passion and support for agriculture education, its teachers and increasing impacts. The team is aligned to support agriculture education and works within the current resources, etc.

Recruited from the ag community and ag teachers. Desire to promote and showcase agriculture.

Securing more ag education and support of them as well as AITC and coordinators. Their website is a goldmine for educators.

“Only a phone call away”

Monetary support for AITC

Cooperation with all facets of ag.

Statewide presence in ensuring Illinois has a sustainable pipeline of ag teachers and curriculum to advance agriculture education in K-16.

Willingness to adapt approaches to agriculture education in light of a changing agri-food landscape. Intentionality behind building strong agriculture education presence in peri-urban and urban regions of the state and reaching more underrepresented minority youth.

Supporting ag teachers, promoting agriculture education and agriculture programs, and working as a liaison between the ag industry and ag education are all strengths of the FCAE project.

Supporting young teachers.

The FCAE Staff has always worked as a team even with leadership and staff changes. They are always available to help and help find answers.

The FCAE work with Agriculture Education teachers at schools throughout the state is the highlight of the program. The encouragement, support, and ideas provided by FCAE energize and better teachers as they bring students awareness of agriculture and its benefits.

The major strength of the FCAE project is that it allows for higher availability of support for teachers and recourses as well.

The major strength that I see is providing support and guidance to high school agricultural education teachers. Because of the shortage, many are without education backgrounds. This doesn't mean that they aren't great teachers, but they need the support more than some others.

The major strengths of the FCAE staff are that they are proven professionals who are very helpful to agricultural educators and administrators in the state - as well as in other states. How they survive the increasing attempt to institutionalize them within the ISBE is beyond me. More and more bureaucratic restrictions are placed on their shoulders which will reduce their effectiveness.

There were very strong reasons why the FCAE was developed to not be in Springfield with ISBE staff. Field advisors who were proven educators was the focus of developing the FCAE - and the concept of keeping the FCAE office out of the immediate reach of the ISBE was a solid decision which paid great dividends. However, that advantage is being minimized and reduced as the entire operation becomes more bureaucratic - and I know and understand how all that happens for the sake of coordination, efficiency and productivity - which seldom happens as the employees become more bureaucratic in dealing with processes rather than people.

The staff at FCAE is very professional and helpful!

The staff does a excellent job at informing those affiliated with agriculture education about upcoming events. There are always many professional development events for educators and pre-service teachers to attend.

There ability to get their message across in an effective and efficient way.

Working as a team to make sure kids have fun with their passions for their projects.

What recommendations do you have for improving the activities, programs, administration, and effectiveness of the Facilitating Coordination in Agricultural Education (FCAE) project?

Ag Industry

Enhance the engagement of industry in their efforts and programs.

1. Enhance engagement of agribusiness's in Ag Ed. Ag Ed support programs are designed to benefit educators, but don't sufficiently consider benefits to agribusiness partners. In order to enhance agribusiness participation, FCAE should make the benefits to agribusiness more transparent.
2. Increase funding to add additional FCAE staff in metropolitan areas to grow public awareness and knowledge of Agriculture, Food and Natural Resources.
3. Develop student skill certification programs (high school, technical schools and community colleges) to increase the skilled worker supply.
4. Educate agribusinesses on the availability of existing education and skill development resources in IL.

Additional coordination between Ag in the Classroom and industry people, expanding beyond Farm Bureau involvement in the program
Continue to prioritize development of new chapters and engaging new students.

Continue to raise awareness with the kids and communities and alumni as well, so they can understand the opportunities they have to grow and contribute to ag Ed opportunities in IL as well. Keep doing many of the things that you are doing!

Encourage local programs to stay current and to encourage the interest in future teachers so there will be teachers available for future growth in enrollment-

FCAE staff are road warriors! Technology allows for more effective remote check-ins and possibly less time spent on the road for one on ones. There is still an obvious value to in person connections, however this technology can help time management.

First, get a better name. As soon as I see an acronym for a name I assume it's a government run yada yada and don't give it much thought. Figure it's just there to create jobs. You'll spend years deciding how to handle a problem and by the time you do, the problem will have changed.

Greater autonomy from ISBE

Hire more staff. Make the territories smaller. Get more funding. Grant levels are the same, and things cost a lot more.

I believe if there were more staff/smaller districts so the staff can get to more schools would increase the effectiveness of the program.

I do not feel I have enough insight into the programs and people to be able to suggest modifications. I only know my interface has always been a positive experience.

I know the farm bureau has teaching academies for the teachers once a year. I would love to hear their feedback on how to improve or bring it into their classrooms more. Also, for the kids to know how much technology is in this industry and all the science that our industry deals with everyday

I see little, other than notifications of job openings and obituaries via e-mail. So, I am unable to make any recommendations.

I think the current director was a gold standard as a coordinator, but he has discouraged collaboration and new ideas in lieu of his own mission for ag ed. I believe he has the best interests at heart, but his personality does not concern itself with whoever/whatever was crushed in the process.

I think that there is a wide range of effectiveness when it comes to staff (coordinators.) I know a first year teacher last year that never received a visit. Same teacher was going on the day trip of first year teachers to visit other programs. Two teachers were left behind at the second pick up point because the coordinator forgot there were multiple locations. That stuff is unacceptable.

Maybe coordinators should not be hired by just the director and roe with input from teachers. Sometimes the best candidate may not be hired because they may intimidate or overshadow the director. Maybe the director just wants a "yes-man" to play puppet. Maybe there have been some poor hires or poor training.

Professionalism was asked about with no comment box so let's hit that here. When two coordinators both told multiple people they would quit if another certain coordinator was hired; I was appalled. Were they trying to rig the hiring process or did they have that strong of convictions? Four years later they are still coordinators and [redacted for confidentiality]! This is the professionalism that fae promotes? Lets touch on making a threat and not following through.. Will this new director ever make a threat that is going to be taken seriously?

I think they do a great job. Expanding into the AFNR urban market will need additional staffing to cover this area.

I'm a little concerned about splitting the FCAE responsibilities (as they were defined prior to 2022) into 3 separate projects/grants. I am hoping this will not lead to grants going their own direction without overall coordination at the state level. I really didn't think the system was broken so didn't see the need to "fix" it by breaking up the responsibilities into 3 grants.

I'm not familiar with it enough to give a true response.

if not already doing so talk to school boards and school staff about positives of ag

Incorporation between agribusinesses and classroom teachers, assisting with curriculum to prepare students for careers.

Keep working on getting more high schools to have agriculture programs. Continue to recruit teachers into these high school programs. Help Colleges and Universities to have top quality people for training Agriculture Teachers.

Laser Focus on HS Ag Ed Programs

Maybe more articles in IFB's FarmWeek about who you are and what you do?

More activities and accountability for making our state the number one in agriculture education. Have too many in place that are separated from our industry that are in charge. Look at multiple state around us and the involvement and support their agriculture programs receive.

More interaction/cooperation with Ag Industry leaders and State FFA Alumni. There are more resources to tap into to further expand and improve Ag Ed/Ag Literacy

More support at the community college level.

More work with elementary students and curriculum provided.

My recommendation is to continue working on improving Illinois Ag education.

I would add, we need to recruit more good Ag educators. We can do this by improving the job with a competitive salary. Utilizing the 3 circle grant, that would extend their contract with additional pay is a huge benefit .

No specific recommendations at this time other than I am not as familiar with the ag literacy activities FCAE does. I would say support those where possible and partner with other groups doing that work, such as Ag in the Classroom. Keep the primary focus on maintaining and adding agricultural education programs in middle and high schools along with doing everything possible to recruit, retain and support ag teachers.

No very little about this organization. I have worked at the local FSA office for almost 45 years, have been the treasurer of our local FFA chapter for 25 years, and have been a member of the local Farm Bureau for over 25 years and have never had any contact with FCAE.

Really nothing except to keep on keeping on! Work at strengthening and a close working relationship with the ILCAE and agribusiness. Working with the ILCAE to impact ICAE by encouraging appointments of quality individuals interested in agricultural education. Seeing that The Plan is reviewed the ILCAE and updated every 3-4 years. Encourage ILCAE and ICAE leadership to forge a relationship with the ISBE Supt. and with the Senate and House Education Committee Chairs and their staff.

Support the growth of urban ag education throughout the state.

The staff is stretched in time. I would focus more work with the winners than using most of the time with the ones that that don't follow through spend their time with the projects.

We need to find more ways to get young people to choose agriculture education as a career. We need 100 graduates every year to meet the needs of new programs and to fill the gaps in teachers that leave the profession.

Ag Teachers

Keep doing what they are doing! Also, always be open to new ideas as times and needs change. It is a great program so don't change just for the sake of change.

Agriculture teacher recruitment and retention are major factors in the success of our secondary programs across the state. With the Teacher Retirement System in Illinois now forcing teachers to teach in a classroom until they are nearly 70 years old to receive full retirement benefits is not helping to retain teachers. All of the materials and curriculum in the world will make our teachers lives easier but it will not keep them in the classroom until TRS tier 2 is a thing of the past. I know that FCAE has nothing to do with what our politicians and ISBE control but it would be most beneficial to our programs if there was a collaborative effort from all agriculture education entities to work toward the reinstatement of Tier 1 retirement for all educators. I don't know how that conversation gets started but it could be that FCAE and ISBE work together on a solution to that problem and promote it to those that make that level of decision.

-Continue to work with ILCAE & ICAE

-Continue to build relations with University Ag Ed Programs / Student Teachers

- 1) Initiate expansion of the Professional staff in each district, based on number of students, and or square miles served.
- 2) Continued support of FCAE from IAVAT, School Board Associations, and Illinois General Assembly, as well of Governor's office.
- 3) Expansion of core agricultural curriculum into K-adult programs.
- 4) Congratulations to the staff for the ongoing support and dedication to the past, current, and future agricultural education instructors, teachers, and professors.

Always more funding so we can expand our programs, but the work and time spent is great.

As a new teacher I needed the most help one on one with AET.

As the state approved courses continue to change FCAE should provide meaningful professional development opportunities to assist teachers in determining if those classes meet the needs of their students/communities.

Ask Luke Allen what he is doing and have the others implement his practices. Luke is doing an outstanding job.

Assist university teacher prep programs to better prepare prospective teachers in the field.

Communication with all teachers within the FCAE advisors districts, some questions never get answered and not all advisors talk to all the teachers, just some.

Compensate FCAE staff more. Give them vehicles. Give them more paid vacation time. Give them credit cards to charge work related expenses to. Financial burdens for FCAE staff should not be a result of expenses that are being financed by the FCAE staff.

Continue the vision from inception.

Continue to be present in schools and at events.

Continue to develop lesson plans. Continue the funding to local ag programs to improve local ag programs.

Continue to get in to schools and communicate with agriculture teachers.

Continue to promote the 3-Circle Grant program for all ag educators. Please make the State curriculum more user friendly and easier to find specific lessons.

Continue what they are doing.

Continued Good in service

Education continues to change - make sure that FCAE (and ISBE) is changing. Programs are growing and we need to make sure that ag educators are prepared, knowledgeable, and professional so that this trend does not change. Educators must be held accountable and understand the important profession that they have chosen.

Curriculum development and teacher professional learning are high priorities. Students over the past 5 years have changed significantly. I don't teach like I did 20 years, 10 years, or even a couple years ago. Even in my ag classes, I cannot assume that students know anything about agriculture, that they possess academic knowledge or skills needed, or that they possess the employability skills that employers need. Agricultural employees must continue to support and provide direction for educators and our youth. In this data driven society, it's not enough to say there is a needed, we need data that is clear and easy to understand.

FCAE staff need to be responsive to all teachers and administrators in their district. If any teacher feels like their FCAE staff doesn't support them, they will be unlikely to reach out for help. Dean does a great job interacting with all ag teachers, something Jennifer is going to need to step up and do.

Focus more on why we are here and less on diversity/inclusion/equity. There seems to be a push in FCAE to move away from our roots in Agriculture to include everyone. Can we please remember that Agriculture is our base.

Going from an elementary teacher to an ag teacher, they are still more knowledgeable than me and I still need their expertise, therefore, I cannot add anything to improve FCAE at this time.

Have a set objective when visiting schools.

Have more PD where teachers can go to other schools to learn about shop classes/projects, community service ideas, and fundraising.

Having quarterly meetings during prep time for teachers is hard for first year teachers because we truly need that time to prep. I think these would be much better and more productive if they were after school or less frequent

Hire more FCAE staff for each District.

I am always looking to better myself and my program. The 1st and 2nd-year ag teacher's conferences while good to network and chat were essentially the same. We had a lot of the same workshops and presenters and it felt like the same thing twice. Otherwise, just more quality PD. I can always learn something new from others!

I am excited to see Jennifer take over. She has much more integrity than the current coordinator.

I am not much help with this question - too many years out of teaching. I have went back and I have helped with some of the FFA activities. Many of the new teachers are struggling with FFA activities. They are going through the struggles that I did when I first started teaching. Universities are not much help. New teachers need an experienced teacher to help them the first 2-3 years. FCAE can help, but only so far. Without help, teachers get discouraged and move on to greener pastures. Nothing has changed. When I started teaching there were 60-70 new first year agriculture teachers in Illinois. When I retired there was two possibly three that retired as Agriculture teachers. New teachers in our section struggled. Some asked for help, others just left. We did go through a period of 10-12 years when 85% of the same teachers at the same school stayed in the same job. We enjoyed working with each other. FCAE needs to figure out how to keep teachers in the same agriculture teaching profession.

I am pretty new and really don't have any complaints. My FCAE advisor has been a life saver in my first 2 years!

I am retired and not engaged like before, but keep challenging your programs even if new technology is expensive if it is used in ag industries

I believe FCAE is more than effective for our teachers, but I believe they may need to evaluate how they structure their work hours in order to be more family-friendly. We preach work/life balance to our teachers to increase satisfaction and career longevity, and FCAE needs to mirror these values in order to support the program advisors in their roles.

I believe that the preservice, first, and 2nd year teacher workshops are so pivotal for this group of growing educators. This needs to be something that continues to grow, and I think that even through 5th year teachers, this could be extremely beneficial.

I don't have any recommendations at this time. I think that this is a very effective project.

I don't have any. I am not an expert on their job duties, I just know that they have been very influential and helpful for me personally the past 20 years. Never get rid of the local program visit. That is very beneficial every year. It keeps me up to date with changes and offers me a chance to provide feedback.

I don't see much improvement needed.

I feel like there needs to be focus with newer teachers on explaining more about AET. I feel like AET and record books is always a weakness for 1 - 3 year teachers.

I firmly believe that FCAE needs to work toward repairing our relationship with ISBE. This relationship has become strained in recent years due to personality conflicts and needs to be actively repaired. I am hopeful that our new coordinator will work to improve this relationship. It is in the best interest of all partners and groups involved in agriculture education for these stakeholders to be working together for a positive outcome.

Other Ag Literacy programs are important as well but I believe we need to focus on giving teachers the necessary tools to be successful in the classroom. While I firmly believe in spreading the word of the agricultural industry and that opening new programs is important, I have concerns regarding the retention of qualified teachers and having enough ag educators in Illinois to fill the current openings. While I agree that programs like MANRRS are important, I am most concerned that our current programs receive the support they need. Ag Education is becoming a bit of a revolving door in our state and we need to actively address the issue.

I have sat through a few professional development activities and seen the emphasis on diversity and inclusion. These activities take resources from promoting agriculture and instead waste them on program designed to divide and alienate students and teachers from the profession.

While I recognize a segment of the population is pushing for these ideas to promote including new people in our agricultural education family, these activities are unhelpful and ineffective. Instead of wasting money, time, and energy on these programs and endeavors, FCAE should instead focus on the shared goals and visions associated with agricultural education.

Having a clear vision and demonstrating the excellence of agricultural education programming in Illinois will attract the diverse students in our state. As a leader of young people in schools, I have noticed that diverse ideas and common goals go further to bring student success than focusing on superficial, immutable differences and/or celebrating differences when those differences have no bearing on agriculture. Our agricultural education family will more positively affect Illinois agriculture as we focus on excellence and educating students to be prepared for careers in Illinois agriculture.

I know one of the projects of FCAE is to develop agriculture programs in schools that do not have them. Part of me is excited for this to happen especially in our urban areas, part of me struggles with this as we already have a shortage of teachers. I fear that we are creating new programs with no one qualified to fill them. I am a firm believer that we need passionate people who want to do this job in the classroom, not just a warm body who can go through curriculum. I am concerned that we are moving that direction just so we can say we increased the number of programs in our state.

I know that FCAE is overloaded with work, but reaching out to retired Ag teachers and using their expertise or organizing that group into an effective group would be beneficial to present Ag Educators and teaching industry.

I think FCAE does a fantastic job already.

I think it becomes even MORE challenging for high school Agriculture programs to maintain an effective three circle approach to all levels of education throughout ag course enrollment. I feel that we are limiting our education resources in the state by limiting the students that CAN take Agriculture Education and not allowing them to engage in a "true 3 circle" approach by limiting FFA involvement at younger levels. In addition, I hope the FCAE staff looks at ways arts, music, athletics in school curricula make their approaches to these grade levels happen and retain them in upper grade levels. I truly feel that this will become a limiting factor in enrollment and exposure of agriculture education in our state's future.

I think that more development events or possibly more chapter visits would help. I know we have many events to attend but a wider variety in what the development area covers.

I think that they do a great job and can not think of any recommendations at this time.

I think the one thing I would really enjoy is a way to communicate the very specific needs of my school or program. I feel like there are many challenges with admin, and other school specific issues that they may not have the time to deal with effectively.

I think they are doing a great job.

I think they do a wonderful job currently. I can only see it being better with having more one on ones, but I see that there is a problem making that happen since they service so many people. They really do the very best they can.

I think they should just keep doing what they are doing. Keeping us informed and being available for questions and help as needed throughout the year.

I think you are all doing great!

I wish they had more support from us. To help ease their stress.

I would like more knowledge about the three-circle grant, knowing resources, amounts, how to calculate, when it will be distributed, what I should talk about with my principal, etc.

I would love to see more curriculum (Not Cutting Edge/MyCaert) but lessons that they see while doing their program visits. Even taking pictures of storage, greenhouses, labs, etc that could be housed on the website that we can use to get new/updated facilities at our schools.

I would love to see more resources to meet the needs of our growing Middle School courses and chapters. I would be willing to help in any way that I can!

If more specialized instruction became available to introduce students to additional career aspects within ag, it may be helpful. However, so much curriculum information with a good deal of that information is available that more may not be practical.

increase in reliability in communication with FCAE staff. Will go days without a response.

Increase opportunities for students to meet and work with each other throughout the year. Increased teacher trainings.

Keep doing what they are doing! I am not sure there is anything from my point of view. I do not know what all they do, but from the Ag Teacher side, they do awesome.

Keep doing what you are doing

Keep funding it.

Keep pushing forward, as technology changes and how we educate changes be a front runner. Continue to do what you have been doing by offering support and guidance.

Keep supporting this program!!!! Luke is Awesome!

Keep training the personel and continue to provide FCAE Staff to agriculture programs throughout Illinois.

Keep up the good work.

Keep updating the materials on line

Less regulations, less red tape, less hoops for the teachers to jump through

Let FCAE manage grants and the project as far away from ISBE as possible.

Local ag program (Teacher) assistance, and building the number of programs needs to be the focus.

MANNERS, Ag Literacy Coordinators, and other programs outside the above main goal needs to take less time away from the main goal.

MANNRS, Ag Literacy, and etc are great programs, and should not be considered as dispensable! Simply put, our FCAE Staff can not do it all. Let them cook(Slang term).

Each of them come from the Ag Teacher ranks, let them serve where their strengths will contribute to the most change.

Many changes have been made in my 29 years. We must continue to be on the cutting edge of all aspects of agriculture knowing that The informed teacher has the greatest potential to reach more students. Many times Young teachers are reluctant to ask for assistance. I believe that the FCAE project should send its member out more to these 1-5 year teachers to assist with various things. The problem is that there is one director per district and that individual cannot provide the assistance to those who need it effectively. Not that they are incapable but that there are too many to serve. Therefore there should be discussion about adding staff specifically for the task of assisting new teachers. Not only to assist with subject matter but also providing onsite on planning, and methods for evaluation. A daunting task to provide quality employees to such a valuable industry.

Marketing programs better and make more opportunities for schools to connect with business besides just farmers, ag innovation is important too and schools can struggle to make partnerships but not maintain them.

Maybe have a website or sign up engine to easily pick a date and time for a visit with all of the options listed.

Maybe making an online archive where ag education personnel can share resources they have created for their classes that others can access along with the ilaged resources.

Maybe more Ag in the Classroom at the Elementary School and maybe some more Ag in the Classroom activities on weekends/ during summer.

Maybe providing more resources for the hands on aspects of classes

more assistance/liaison work with pairing schools with local industries to provide opportunities for students

More curriculum help with new teachers.

More meetings with admin over the summer

More grant help

More professional development

More professional development. Content mastery is probably the biggest limiting factor for ag teachers due to the vast subject matter knowledge required.

More professional developments on AET

No changes, FCAE is a valuable resource.

None -- they are doing a wonderful job keeping ag teachers current on topics, material and methods

None at this time. They are doing a wonderful job.

None in District 1. Our rep does an amazing job and all teachers in our section value him.

None they do a great job.

none. keep being awesome

None. They are all doing a great job!

None...keep doing what you are doing.

Nothing, I love my FCAE Rep and she does an amazing job!

Personally, if possible to have more FCAE staff accessible to teachers and organizations would be an asset. They have always been a positive force in Agriculture education.

Please keep up the great work!

Possibly a program/resources for ag teachers who move away from the high school ag classroom to industry and come back. A refresher on things that have changed, key things to know, etc. would be helpful.

Continued scheduled visits and check-ins as necessary are extremely valuable.

Don't have a recommendation but possibly having some type of program/meeting/etc for administration. Administration (or at least in my case) aren't always on board or understand Agricultural Education which makes things tough especially when ag is new/fairly new to them and different than most career and tech ed fields.

Re-instate the ability of junior high/middle school teachers to have access to the MyCAERT Middle School curriculum. I feel that my resources for my middle school students are limited.

Shorten reports

Stay on the current course.

The individuals employed are dedicated, forward thinking professionals. As former teachers, they understand the challenges ag teachers face and are always seeking out solutions. My recommendation is to ensure funding so ag programs never have to return to a time when FCAE was not available.

They are doing a good job.

They are doing a great job and need to just continue doing what they are doing. Never stop going out to school face to face and prioritizing time with Ag teachers to help them address and meet all the challenges and deadlines which they face

They do an excellent job and I can't imagine not having FCAE in Illinois Ag Ed.

This group does incredible work--no suggestions

We need to put more effort into Illinois graduation requirements. Local school districts are not recognizing science credit. It is off and on what they recognize. The state is also creating new requirements, such as foreign language that will be detrimental to kids enrolling in agriculture education. You just can't be proficient in a foreign language in four years. It needs to start in elementary school, but our students can be extremely proficient in agriculture by the time they leave our schools.

While there may always be room for improvements, I feel that the FCAE staff have always been on track with all that they are involved in and what they do and that they will continue to promote excellence in AGED in Illinois! ILCAE, ICAE AND FCAE is what saved Illinois AGED back at the start.

Work on strengthening the idea that Agriculture class can be science credit at the local level.

Work towards putting together more local professional development that can be directly applied to the classroom.

Would like to see the ISBE Line Item dollars managed a little better. Some programs seem to be a little extravagant or over funded

AITC Coordinators

As the ag education programs continue to grow and expand throughout the state there will be a need for more FCAE staff to support all the educational institutions.

At this point, I can't quite think of anything that would benefit the AITC program, that they don't already do.

I'm sure depending on who you ask, i.e., Ag teacher, or administrator, you may receive better feedback.

I never realized they were also to work with K-8 or the community at large as well as businesses.

I'm not sure of the activities and programs that FCAE provides. Perhaps more information that describes the resources available or programs available.

I'm not sure. With unlimited funding, it would be neat if each district had at least a 2-person FCAE team who would work together to help us all out. I'd also love more support and direction to coordinate high school students as ag literacy volunteers and interns. I love watching high school students who experienced AITC/ag literacy programs as elementary kids turn around and help to provide those experiences. How can we facilitate more of that?

Sometimes I feel that the FCAE district staff are spread pretty thin among their responsibilities. Maybe streamlining some of their roles might help them be a stronger staff.

That's hard to answer. I feel like that's always the end question of every meeting ...how can we do better? Beautiful mindset to be in. That line of thinking makes improvement a daily task.

They are doing an amazing job!!!

We need to keep giving out lessons that encourage teachers to use our lessons and make them easy to understand and teach.

EFE Directors

If the school grants were larger, then the teachers could do more with the funds. EFES are sometimes asked to help with items that the FCAE grants do not cover but then that takes resources from other CTE areas that do not have sustained funding in a special grant. The grants also seem to take a lot of time to complete - if the process was simplified, it would help teachers.

Learning how to expand or grow program offerings.

More communication. I would welcome our FCAE advisor to an annual Board meeting for our EFE. Yet, I have not heard personally from our advisor for over a year, I believe. He does a great job and is professional when he attends our meetings, but I would like him to reach out and relay pertinent local information to Stephenson and Winnebago counties.

The only improvement I can offer is figuring out how to reduce State mandated core graduation required courses aka: 2 yr Foreign Language, in order to allow for more CTE elective options for students. Students aged 15-18 should be able to explore various career paths through their high school experience and not be pigeon holed to one exclusive area. This notion limits their mental growth. To further my point, asking a 13 year old (7th grade) student to choose a career and stay with this pathway through high school only to set them up for a college experience, and exurbanite debt, which, less than 30% of careers require (Bureau of Labor Stats) is a very narrow viewpoint and stifles creativity. My apologies for climbing on this soapbox. I'm not talking out of school on this topic. The FCAE staff are aware of the challenges I have identified.

Farm Bureau Managers

Be more visible so that we can be aware of the work and accomplishments.

Continue to support new teachers

High Schools need to have the financial resources to support the program and the supporting staff.

I am not sure that I have a solution but I can see that at times they may become spread thin. The possibility of having trained support volunteers could provide assistance.

I can not comment on this as I have never done anything with FCAE before.

I don't know enough about what FCAE specifically does to provide recommendations.

I would say any organization continuously wants to improve on efficiencies. Anything they can do to promote or encourage successful ag teachers and programs would be beneficial. Enabling kids to know the career opportunities in the ag industry will be helpful for the future of agriculture.

more interaction with the counties from staff

Promotion. I know this team does a LOT of good things.... however I only learn about them when I am meeting with our FCAE director.

We only have a couple off of schools who participate in the ag in the classroom part of the FCAE project. It would be great to see more of the surrounding schools become more involved as it would be good for the older FFA students as well as the younger classes they visit and work with on projects.

FFA Members

All that everyone is doing I awesome and you are education people left and right which brings a smile to my face.

From what I see, FCAE is doing amazing, and I have no idea on how to improve what they do. They have been great.

I would recommend getting more involved in smaller schools. personally, I have not had a lot of experience to get to know the FCAE.

The more they can get out and see people the better!

While I have never sat in on any professional development workshops conducted by FCAE, I have heard nothing but great things about the workshops and lessons that agriculture educators have attended. With that, I would recommend that the FCAE keeps a strong focus on continuing those opportunities in order to help with ag ed recruitment and retention.

Non-Ag Educators

Case

Continued work with local school counselors in advising students appropriately regarding benefits of agriculture classes and career exploration.

I don't know. I am a 4-H Leader and FFA parent, but do not interact directly with FCAE.

I would like to see our admin have more information on an ag program for our school. I would be will to teach Ag and serve as FFA advisor if I had the chance to. We are just unaware what is available to us

Keep pushing for these activities because some people are closed minded and hopefully will open up to these opportunities eventually.

There should be more outreach with secondary teachers and their agricultural programs. I know a focus has been with elementary age students, but I also see a need with secondary school. In the case of our school, it is a possibility for us to lose our agricultural program.

School Admin

Be more involved in low economic/poverty areas.

Begin to utilize all personnel - Superintendents, High School Principals, Guidance Counselors, Ag Instructors, and Ag students to assist with the development of the project. If the staff within the project what overall development within a district, they have to work to educate and involve all stakeholders in order for a community to get behind an initiative....especially rural districts that normally fly under the radar from state initiatives.

Connecting with all stakeholders. In my case high school admin.

Continue providing the excellent service that you have :)

Continue to build relationships with key stakeholders in industry, government, post-secondary, etc.

I know funding is always a concern. If the Three Circle funding drops or is lost, I wonder what will happen to agriculture educators. I anticipate we will have many leave the profession. My recommendation is to keep building the relationships, gather data to support the value of three circles, and encourage teachers to be part of this process.

continue to communicate with school district administrators

Continue to emphasize teacher recruitment to combat the shortage of teachers in Ag. Also, continue to develop programming for exposing younger students (K-8) to Ag-related topics.

FCAE region staff should consult with administration on new initiatives, changes, etc.

FCAE staff members need to better understand how to interact with school administrators and be aware that they (FCAE staff) may not have a complete understanding of specific district work rules, collective bargaining agreements, and employer/employee relations.

Follow up visits by FCAE staff to new ag teacher programs.

Have more communication with administration.

Help in getting the Alumni to understand their role within the school programming and areas they do not have the authority or right to insert themselves or seek information about administrative decisions.

I guess getting your name out more?

I have no knowledge on this subject.

I have no recommendations specifically, but I do wish administrators had some training or understanding on what FCAE is--I've learned over time but did not understand as a new administrator.

IHSA does a one-day overview of their services and programming for new admins and something like that might be helpful. Maybe IPA and IHSA and FCAE could team up for that.

I know very little about it.

I was an Agricultural Education Teacher for 18 years before moving to administration. I feel that FCAE does an outstanding job of promoting its goals and mission to industry and state leadership but have found out the local school districts do not know much about what FCAE does.

I'm not sure. I do not work that closely with the activities, programs, etc to be able to speak to that.

Improve on check-ins from their standpoint

Incorporating lessons in MyCaert that are require critical thinking appropriate for the high school student. Assisting the Ag teacher in finding industry/businesses that will take in WBL students.

Keep doing what you're doing. Agriculture and FFA are vital to rural community programs like ours.

keep pushing forward

Keep up the good work.

Keep up the great work!

Make sure it is continuously funded.

More articulation with school counselors, particularly at the high school level, would be very helpful.

More communication to know what services are available. This may be occurring with the Ag instructor, but as an administrator I am unaware of FCAE's involvement.

More guidance and funding.

More interaction with principals.

No changes necessary....doing good!

No suggestions. Thank you for the work that is being done. I see Ag Ed as the healthiest program for educators in the state.

Possibly more coordination with administrators. This could be accomplished in partnership with Regional Offices of Education.

The ISBE grant paperwork is confusing and often needs to be amended (due to the funding amounts not being correct when the grants are originally completed). This is not an FCAE issue, but ISBE should be able to make those adjustments without districts being forced to go through the time consuming task of amending their grants.

The only recommendation is to see how a similar model could be developed for other career pathways. Having someone with industry expertise and knowledge of education systems and local resources has been extremely helpful in developing our local programs.

There needs to be a strong focus on developing Ag teachers that have hands on experience. There needs to be a push to teach ag students the technical curriculum for the trades such as welding, mechanics, etc. Most of the ag teachers can only teach the textbook curriculum but there is a push across the state for more people to fill the gaps in our manufacturing sectors. Our ag teachers aren't prepared for teaching these topics.

Counselors

Connect with School Counselors to help promote programs, classes and opportunities to students

Continue making connections with school counselors and administrators! Programs such as CCPE, PaCE, CCRI, and WBL are often times the responsibility of counselors or administrators and FCAE directors have so many resources to help them with these. Making connections with area career centers and college dual credit coordinators would also be beneficial for both sides.

Create more awareness of what the FCAE project is.

I am not familiar with this program nor is it a part of my job.

Increased opportunities for dual credit college coursework

Just to keep in touch with Ag Instructors to know the current needs of the students and school programs

Perhaps discussion that ag education is not just FFA involvement.

State Ag Ed Staff

- Beyond ILCAE, establish clear structure for how other IL Ag Ed groups provide guidance to FCAE LPS project
- Increase feedback from IL Ag Ed groups regarding how FCAE LPS budget is prioritized
- Ensure Program Advisors are included in discussions regarding workload assignments

Agriculture is one of many career and technical education areas. Agriculture should not silo themselves from CTE. They should want to be engaged in CTE opportunities and FCAE should support and encourage educators to be more engaged in CTE. FCAE staff as well should be more engaged with CTE to strengthen their knowledge of CTE and find ways for educators to access the tools and resources available.

I would like to see them continue to help establish ag education programs in high schools without a program and continue to promote junior high/middle school ag education programs to school administrators. Also continue to promote the importance of ag education to business and industry. It is very important to keep both ILCAE and ICAE strong and active in promoting ag education.

More direct, active connection with Agricultural Education specific staff at ISBE.

Time seems to be the biggest limiting factor for a program advisor, and I feel this is exemplified through the activities and travel they conduct that yields low impact. Visiting agricultural literacy coordinators, for example, often is duplicative of the support already provided through the state AITC program. I would say the same is true for agricultural consumer events. The focus should be on teachers (current and future) and programs (current and future).

Educating the public about agriculture is beyond the reach of the FCAE project at this point, wherein groups like Farm Bureau, commodity and trade organizations, and national brands are stepping up to provide positive messaging on farming and related career opportunities. I think this focus is a residual objective from the origins of the project.

Frustrations have been felt by many (both other groups and internally by program advisors) when the project has leveraged its role as a statewide facilitator to push self-serving agendas or share inaccurate or incomplete information. These instances in my experience almost always revolve around gaming opposition to a pending policy or funding change. It's astonishing how often I and others have had to retell or re-explain decisions, activities, or meetings after the FCAE coordinator has inaccurately informed stakeholder groups. If the role of "coordinating" is in the name, then why do stakeholders feel they have to reach out directly to ISBE to get answers even after speaking with FCAE.

Uni/Col Faculty

Continue involving local teachers, farm bureau, and Ag in the classroom.

Develop a better understanding of how to work with stakeholders and use less dictation.

I believe the programs that the staff are involved in are very worthwhile. The biggest deficiency is that they do not have enough manpower to properly and effectively carry out all initiatives.

I feel the FCAE is working better in some Districts than others. There is a disconnect in District 3 at many schools. I read today that the ISBE is seeking candidates to join the CTE & Innovation Dept as the Principal Consultant for Agricultural Education. This seems to confirm some of my personal observations I shared in this survey. There needs to be some independent assessments done to gauge the scope of this problem and the new hire must be strong and insist on Ag Ed rights in Illinois Schools because I have met bias many times in dealing with credit for Ag courses, etc. both at the ISBE and in several District 3 schools. Also, please investigate hiring processes because one of District 3's got a promotion--shocking considering the individual was unable to perform at an optimum capacity in his/her original job.

I keep working at learning more about the services that are available and how to integrate them for us.

I think they need to be more efficient with staff time. Not all staff have to be at all events. Not only does it lead to staff burn out, it creates a culture in ag ed that you have to do everything which then leads to teacher burn out and reduced teacher retention.

I think we sometimes try to be all things to all people. This is as much directed at Illinois Ag Ed in general as it is FCAE. I think we would benefit from a clearly defined and focused mission and vision and strategic plan. We should be laser focused on strategic initiatives and only spending funds on items that directly relate to our goals.

Incentive funding grants are currently available for the 4 Universities with Ag Ed programs and high schools with Ag programs. It would be nice if this was expanded to the community colleges with Ag programs as well.

Keep doing a great job!!! Teaching is a tough job.

Keep up the great work.

Keeping FCAE out of the hands of ISBE and State FFA control would be the most effective way to keep FCAE functioning well.

Nada. They're rocking it.

None, they are doing a wonderful job. I would suggest that any recommendations come from people working within FCAE.

Perhaps trying to coordinate schedules a little more. I realize it is nearly impossible to find time with so many other "outside" pulls. Just so many hours in a day for all of us.

Remove the political nature of committee appointments. Let the constituent groups select their own representatives to serve. on the IC AE panel.

See earlier comments, need to connect to the current times.

Smaller territories and more regional people. I know they align with districts but perhaps 2 per district so they aren't spread so thin.

We need to work on getting high school students to stay in the ag field through college and into careers.

Work on recruitment and retention....Find more ways to get teachers higher on the pay scale through sponsorship of online graduate work or other opportunities for growth.

Uni/Col Student

-
- Diversity growth
 - Urban outreach
 - strengthen current programs before additions of others (especially with teacher supply/retention)
-

Other

-
- Better coordination/partnership between ISBE and FCAE.
 - Increase starting salaries to attract experienced teachers to fill open district director positions.
 - More effective leadership by ILCAE and ICAE.
 - More curriculum resources
 - Frequent updates on ilaged.org
-

Additional capacity support in Section 8 (Northeast IL) to allow greater connectivity with schools without agriculture education programs. Build stronger relationships with Chicago Public School system (perhaps having a representative serve as a liaison on ILCAE). More racial diversity on ILCAE board.

Continued partnership building and collaboration with cross-sector organizations to advance agriculture education, skills development, and career awareness that supports more students entering AFNR education and career pathways upon graduation.

Ag teacher recruitment and retention...it's the biggest struggle we are facing currently

Because of the extraordinary growth of ag ed programs in school districts, and the amount of time FCAE staff spends recruiting teachers, I would suggest that FCAE retain a full time person for teacher recruitment, who would also encourage vo-ag students to consider teaching careers.

Conducting a parent survey for those who have children in agriculture programs might be of good use.

Continue to evaluate as revise programs to help meet the needs of all Illinois Agriculture Education students.

Continue to work well together in the future.

Doing more activities as a whole instead of individually

Don't out grow your programs that can't be supported by FCAE.

Expand into mental health

Greater support for ag teachers and even greater focus on first year teachers

Have more local professional development events hosted in the lower south of Illinois. Many educators and pre-service teachers are unable to make it to the events that are held in the Central/Northern parts of the state. Along with having PD events available online for educators.

I don't have any as I have only had minimal participation other than at the local level. I retired 20 years ago and have just dabbled in FFA and Ag Education. I know that Ag Education and FFA have changes dramatically since I started teaching 63 years ago. You need to be in the fight and not an outside observer to make really good recommendations.

I love the FCAE; it helps agricultural education overall, but just like everything, there is always room for improvement. I feel that if we could work more with younger students it would help people understand what impact agriculture has on each and every one of us every day.

I would like to see more ag education programs for adult consumers be implemented!

I would recommend that FCAE strives to continue to grow, always with the goal of greater agricultural literacy and knowledge in mind.

Just to continue educating students and others

Keep doing good work.

Keep doing what you are doing and improving IL Ag Ed!

Keep doing what you are. Today's success will lead to tomorrow's breakthroughs.

More collaboration with emerging industry and lateral career pathways. There needs to be less siloing of activities and programs, and more alignment with education pathways that may not see themselves in AG education but are aligned, e.g. food and nutrition, public health, geology, humanities to encourage emerging talent to take advantage of the career pathways as educators and future workforce.

None at this time. Perhaps communicating about the items I am unaware of so I know more about what the project does.

Promote the constant revision and development of curriculum in agriculture education at all levels.

Promote the recruitment and retention of agriculture educators

FCAE continues to establish contacts with industry to promote and support the education of students in agriculture programs at all levels of student and adult training.

Align the curriculum to reflect changes in the industry of agriculture and the population of students enrolled in agriculture education throughout the state.

Staff need to increase their professionalism at various events. Often feels like they are scattered and lack professional focus. Increased focus on engaging agricultural literacy earlier in the education process. Agriculture education should be as active at the early years as it is during high school. We need to capture future agriculturalist earlier in their development. A greater level of focus and support in building out the post FFA years. We need to make the PAS program as vibrant as the state FFA program. More leadership and guidance to restructure and refocus this vital developmental program.

Support development and implementation of agriculture curriculum

Support new agriculture teachers

The FCAE staff and program are successful in themselves. To move ag education forward and keep it on the forefront of curriculum, more school staff needs to be trained on how to incorporate agriculture education into their curriculum (i.e., science experiments based on agricultural concepts; reading books with ag topics). Very importantly, school administrators and boards need to be made aware that agriculture courses and content can support mandated educational practices within the regular education classrooms.

The major factor is to keep it from becoming just another department within the ISBE!!! If that objective is achieved then the FCAE can flourish with creativity and ingenuity while the staff continue to directly address issues not requiring bureaucratic processes and procedures - which is a "killer" to motivation and tenacity!

The only suggestion would be to continue making curriculum current and relatable.

They all do well

Please share any additional comments you would like regarding the Facilitating Coordination in Agricultural Education (FCAE) project.

Ag Industry

FCAE is a key component of the success of ag education in Illinois

Great project. Helps keep the ag education industry united.

I believe FCAE is a very effective and efficient tool to support IL Ag Ed.

I believe the most important issues facing us today fall under some kind of agricultural, consumer and environmental umbrella. What we eat and how that provides health to our bodies, how and where that food is grown, the impact those decisions have on community and environment. Our bodies, our human relationships and the planet is telling us what we are doing now is not satisfactory or sustainable. We all need to view everything (health, politics, climate, economy, war, dislocation, poverty, violence, religion, taxes, research, education, etc.) through the agricultural lens. It is imperative to our survival.

I believe they are under staffed for their duties and responsibilities. The industry needs to enhance agriculture education and knowledge in urban areas. Additional staffing and integration of industry are needed.

I have no idea how/why I was chosen for this survey. I am not entirely sure my input was helpful at all.

I just really appreciate the work they are doing and support them in those efforts.

I question the effective use of resources by of an organization that doesn't keep their database of supposed supporters up to date. As I stated up front, I moved from Illinois to California nearly a decade ago, yet considerable resources and follow-up by the organization hired to conduct this e-survey were spent to get me to answer it.

I would rather see these monies spent on updating your database and increasing personal interaction with key Illinois-based supporters of agricultural education.

I retrospect believe I seen heard members of your Board attend Ag Roundtable, but I so not recall seeing them list legislative priorities like the other organizations. I will pay more attention at this summer's meeting and next January's annual meeting. Maybe brief presentation at Ag Roundtable about who and goal? Again, a FarmWeek article?.

Our local school administration and School Board are not at all open about school activities to non-parents, so how would we know if or how you support Vo-AG?

I think some questions were worded poorly. E.g. does fcae have a vision for the future? Yes. Everyone has a vision for the future. Do I agree with that vision? Then ask a fill in box for my suggested vision. Also, blanket questions about fcae visits. Let's focus on the 1st/2nd year teachers at schools irrelevant of years teaching. Try to visit everyone, but let's get follow up to those teachers potentially facing the most struggles with admin/counselors. Maybe a few less questions and a few more comments. I have been on the reviewing execs doing the survey thing before. I want comments instead of numbers if I want to improve the situation. Blanket numbers are just checking off a review was completed.

I wish I was more familiar with it to give better answers. Our local ag teacher seems to get along with the program successfully. I'm involved with our local ffa alumni and local farm bureau and I don't think we do much with fcae.

Keep it strong and keep America strong. Don't pay our citizens not to work and be government dependent. We have to keep this project for Agriculture Education alive!!!

Keep up the good work!

Our local school district is looking at adding an ag ed curriculum. Its through the knowledge and expertise of the our FCAE coordinator that we have been able to put together a reasonable plan with the school district to launch a new program. Without the expertise of FCAE, this would not move past the idea phase because FCAE really brings the expertise for the question of "how". Without FCAE, its just an idea, but their knowledge and curriculum makes it an implementable plan.

Our rural farming community finally got Agriculture back in the schools a few years ago. As a person who makes his living in ag. I find this very exciting. I try to help through the FFA alumni, we are very fortunate to have several other people who feel the same way. At this point, our biggest issue is finding qualified teachers that will stick around long enough to learn the curriculum. I'm not sure where the problem is, too many responsibilities for one teacher, too many students with no respect for the teacher, school, or other students or a lack of wages. I frankly think it's the total disrespect of the students. Who would want to go to work every day where the people you work with (the kids) tell you to go pack sand every chance they can. This problem is getting worse fast!!

Outstanding from the beginning and continues to be better all the time.

Thank you for the opportunity to provide feedback - even if it's not robust feedback.

The FCAE have been a great investment into the education of youth and Ag Education in the state of Illinois.

The FCAE staff is a wonderful group of people that provides an outstanding service to Illinois Ag Education.

The project has transformed agriculture education in Illinois and has made Illinois the envy of many other states.

They are the 'best thing since sliced bread' and THE main reason agriculture education has advanced as far as it has in Illinois---since 1990 when they were 1st organized.

We are extremely blessed in Illinois to have the FCAE project. I firmly believe that the success we see within our ag education programs is possible because of the support from the FCAE team.

We are extremely lucky to have our FCAE staff and the FCAE project in the state of Illinois. The positive impacts of this project touch the lives of students, teachers and communities across the state.

When the State Board of Education made FCAE a reporting agency only at ICAE meetings they created a communication gap. The ICAE meetings are only report based and they provide very little opportunity to use the professional experience of the ICAE board and the experience FCAE staff have with agriculture teachers. The ICAE meetings no longer provide valuable interaction between business and industry, education professionals, and the State Board of Education. This has also made it very difficult for FCAE to provide information about teacher needs to the State Board of Education.

Working in the agriculture industry in Illinois, it is vital that we support and promote agriculture education. Illinois agriculture is a world leader and we need a sustainable support system through ag education.

You guys are such a value to our industry. It is my sincere hope that you can continue to educate and get the word out to support our industry and understand how it ends up on store shelves.

Ag Teachers

Although no longer teaching full time I see their efforts while subbing for the past 17 years in agriculture after 33 years full time

As a relatively new and inexperienced ag teacher, my job would be tremendously more difficult without all the resources provided through FCAE. Staff are knowledgeable, friendly and have the best intentions for the future of ag education and students we teach. I know I would have to spend 2-4 hours more per day preparing for my program if it were not for the resources available through FCAE. They've let me hit the ground running with my program.

As I stated before, it was the best thing to happen to Agricultural Education in the State of Illinois.

Best program that agriculture educators have to lean on. Extremely important people doing great things for us!

Can't say enough - great people.

Casey Bolin has done a wonderful job.

Casey is very dedicated and does an amazing job for D5.

Every member of the team performs their tasks extremely well!

Every person I've worked with through FCAE has been an asset to my local program. Anything I've ever needed has been provided.

Every person whom I have worked with in FCAE has been awesome.

Explanations: I have been retired since 2007 so I do not use any of the FCAE provided/promoted curriculum materials by FCAE. When I taught, I did.

I never had to tolerate or use anything virtual and I'm very glad I didn't!

In my opinion there are both excellent counselors and a vast majority that just go through the motions and expend minimum effort. In order to get counselors to move forward on any CTE area, many re-visits will likely be needed. I'm not sure about the overall literacy efforts/successes with prek-8th grades. I do know that 7-8 grade exploratory Ag classes are very beneficial in leading students toward high school enrollment in Ag and involvement in FFA.

FCAE has been a huge help within my teaching career.

FCAE has been impeccably run and I am thankful we have this program in our state.

FCAE has truly been a lifesaver and is a key effort in Illinois Agricultural Education. I value their opinions and help in ensuring I am on track and keep things progressing locally.

FCAE is an important asset to Illinois Agricultural Education.

FCAE is extremely important in supporting, maintaining, and growing agricultural education and the opportunities it brings to students.

This program is vital for our students. Please continue to support FCAE.

Fcae is necessary and greatly beneficial

FCAE LPS members are the backbone of Illinois Ag Ed. They assist local programs, recruit new programs and are the lifeline between local programs and state level organizations.

FCAE Staff are extremely helpful and I firmly believe I would not have stayed in teaching without FCAE support.

Good to call when help is needed. Great people

I am very happy with the performance of our FCAE staff and their projects. I feel that they are an valuable part of agriculture education in Illinois. These program advisors work hard to support the agriculture teachers in our state and we are very lucky to have a program like this.

I believe it is what allows the AG programs in IL to be so successful. I could not imagine teaching this subject without having the support of FCAE when I need it.

I have been around since the inception of the project. The mission of the project was and still is to provide quality employees to the agricultural industry. One must also realize that agriculture is continually changing, which requires those who prepare the employees to evolve as well. Who prepares the the teacher? That is the FCAE staff. O e must also realize that there are many who continually need training. The FCAE staff is spread thin and so more staff must be added to accommodate the evolving climate.

It has been a pleasure to watch the member of the FCAE staff work tirelessly to promote agriculture and agricultural education. Changes are many workers are few. The need is greater now than in 1988. Feeding the world is at the center of the challenge. Thank you to those who serve...

I have been very impressed with my District 3 FCAE field staff over the years. She works very hard to meet the needs of the schools within her district. I also believe that the professional development offered by FCAE is second to none and invaluable to our classroom teachers. Illinois is beyond blessed to have FCAE to support our educators and agriculture education. Please continue to focus on educator support and retention of teachers.

I have had three different FCAE staff members in my eight years of teaching ag and I have needed all of their help and will continue to use them. I appreciate what they do for me and others.

I know you do this, but it is always good to have state legislators informed in what you are doing.

I mark in an area about it being the responsibility of the FCAE to be responsibility updating curriculum.

I truly believe that it needs to be a team between the teachers, industry (advisory council) and the FCAE rep. NOT there sole responsibility.

I remember starting out teaching and having the support and help I needed because of the FCAE Staff, with out this project, I feel that the agriculture education programs would suffer.

I think eliminating this program would be detrimental to agriculture education. I feel many teachers would leave the profession without having the guidance and resource they provide. They make our lives 1000% times easier and I am extremely thankful for this program.

I think it is a great program and Agriculture education would be significantly diminished without FCAE.

I think it is a very beneficial that we have FCAE.

I think the incentive funding was useful to get every department to keep improving!

I think they are all doing great work for the cause. I wonder if they are spread too thin due to the large increase of teachers and ag programs in the last few years.

I'm not sure if this has anything to do with FCAE. However, in the last couple years I have noticed many schools are expanding their Ag. programs to include multiple teachers. This is great for those programs, however, that is also the potential for a single teacher program to close. I hate to see programs close because positions go unfilled. I believe we need to focus on finding new teachers and retaining the ones we have.

Immeasurable impact on Agriculture Education in Illinois and beyond.

It has been very valuable for a new program that is getting off the ground.

It seems FCAE people are listening to Agricultue Teachers. They have the needs of the agriculture students first in their minds. How can we provide the best agriculture education possible. I did not have very good equipment, resources; now just about eveyone has computer access to the world. I wish that I could teach in the environment we have today, computerized record books, fair programs, and judging programs. The hardest part is to develop an appreciation among the students to recognize what oportunites they have and how they need to learn as much as they can. I grew up using a two row planter and now a 24 row planter driven by a tractor using GPS; the tractor hardly needs a driver. It is mindbloggling what FCAE has in front of them to help train the agriculture students of the future.

John Heiser has been a HUGE asset to our agriculture education program and FFA chapter. His efforts maximize our results and potential to improve ag education in our community.

Keep up the good work!

Keep up the good work!

keep up the great work. we wouldn't be where we are without you

Keep up the hard work. I recognize the massive role and workload that FCAE staff have...and I would hate to see them get overworked!

Let FCAE do their job. FCAE is doing fine. Make your surveys shorter. There is a lot going on this time of year for agriculture education and asking teachers do one more thing is inappropriate.

My director has been amazing and goes above and beyond. She was as a huge reason I stayed and got the job where I wanted. There has been the upmost impact on my job through having her help and support.

One of the best things we have in Illinois Agriculture Education

Our district is lucky to have Megan Coy! She does an excellent job!

Over the past 10 years, at least 1,000 students at [SCHOOL] have directly benefitted from the FCAE project. In turn, the students have impacted their families, communities and futures through their activities. Without FCAE, an urban School like ours would not be part of FFA or MANRRS. We look forward to the continued partnership with FCAE to support the next generation of youth to be stewards of the earth.

Overall, our school probably wouldn't have added the new FFA chapter if it had not been for FCAE helping explain how to get it done.

Phenomenal team of people with a passion for Ag Ed!

Thank you for all the FCAE does for the state of Illinois! We are SOOOO fortunate to have such an awesome group of people supporting ag teachers.

Thank you for all you do!

Thanks for offering it and for all the do for us ag educators!

The FCAE has been a great asset to me and all teachers who have changed schools and started new programs. I have been in both of these scenarios before.

The FCAE project and its staff are a DIRECT LINK to the outcome and performance of our Ag Ed programs. No Ag Ed program succeeds without the help and guidance of the FCAE project and staff!

The FCAE staff in Illinois is extremely helpful!

The FCAE staff works tirelessly, and they are great at their jobs!!!!

Their work is essential-- the reason that Ag is in such better shape than other CTE programs, and is Growing, is due in part to the work that FCAE does. Give more funding and more support!!

They are a great group of individuals that work hard to make our jobs as high school Ag teachers a bit easier.

They are a very important group to help Agriculture programs stay as strong as they are in our state as long as building more programs throughout the state. They are a great lesion between ISBE and our local schools. They help tremendously with grants, registration for events and more

They are awesome! See all my previous comments about them.

They are fantastic. The FCAE staff have truly made a difference in my decisions to be in the Ag Ed family and stay in the Ag Ed Family

They are good people.

They are super helpful. Make our jobs easier and takes a little stress off.

They have always done a good job. Dean was always there to help. and I do not believe I would have stayed in teaching if it was not for the support of Dean and the FCAE

This is an amazing project. I do not have my degree in Ag Education but with the help of the FCAE, I feel comfortable with how this year has gone so far.

This program has helped me greatly and I am not sure what I would do without it.

We would be lost without them.

When I graduated college, FCAE staff across the state was beneficial in helping me find a job. Are these discussions still happening? The staff that existed 15 years ago was top notch.

With out the FCAE staff there would be dozen of Agriculture education program cut each year as the teacher shortage continues. Staff have made possible students to get provisional certificates in order to teach.

Without FCAE, Agricultural Education will begin failing and drop to 1989 standards. Agricultural Education was dying in the 1980's.

AITC Coordinators

As a result of this survey, I've realized some additional questions that I should ask of my district staff person. We're both new to our positions within the past five years and there was a pandemic -- so just the circumstances of the past few years. But, now I know to ask him more about the staff development, youth programs, etc. that are facilitated through FCAE.

FCAE staff has been very helpful when I need assistance with projects for my position. They are a good source of information and industry contacts as well.

FCAE was a great asset, especially when we were initially setting up our AITC program. They continued to be a help when I would have questions about curriculum or the grants. They have also kept us up with all the changes at ISBE and their updating the kits to the new standards is invaluable.

I as an Ag in the Classroom Coordinator appreciate all the support FCAE has given me throughout the years. Keep up the good work.

I really enjoy Luke Allen as my FCAE. He is always eager and passionate about sharing information, resources, and connections to help grow opportunities for students to learn more about agriculture.

In the three years that I have been with AITC, I have found FCAE and Luke to be extremely helpful. It is great to have someone so knowledgeable and well connected to help with our AITC outreach.

So grateful this project was started and cultivated all these years!

Thank you for what you do. Keep up the great work!

The Facilitating Coordination in Agricultural Education has been beneficial in a lot of ways. They not only provide actual data to support their programs, such as Ag ed vacancies, and monies allotted to the high school programs. But they also continually find ways to incorporate agricultural into high school curriculum so it can be beneficial to everyone. To be honest, there are a lot of students, who have no idea where their food comes from, or what is in the food they eat. FCAE are opening not only doors, by eyes as well.

The FCAE project is a very large part of why agriculture education is so effective in Illinois from Pre-K - adult.

The FCAE staff is passionate about agricultural education in Illinois. They have been a knowledgeable resource for not only myself but my community. I appreciate their dedication to expanding agriculture education opportunities for all age levels.

EFE Directors

A note: our EFE does not often have special CTE teacher meetings for Ag teachers as they decline to attend since they have so many FCAE activities going on. This could be a disservice to them.

The extreme encouragement for Ag teachers to donate to the legislative fund is a little outrageous - no one else does this and there is so much money in the Ag system that it may not be warranted.

With Ag teachers now being licensed to teach any CIP program and can teach welding, construction, foods, business, math, science, etc - it seems a little overreaching and may alienate ag teachers who could be seen as taking away the jobs of other CTE teachers. Ag is not the only industry in the state and it would do public education a huge disservice if there were no more Industrial Tech, FACS or Business teachers to teach students.

Great local rep, has also attended community college advisory meetings.

I would like to see increased collaboration and sharing with CTE educators. A stronger alliance if you will.

I'm new so I have a lot to learn still about this group. Everything I've seen and experienced has been very positive.

Keep up the great work!

Stay the course!! Keep up the great work and support you have, are, and will provide in all facets of Agriculture!

Farm Bureau Managers

I admit I'm not all that familiar with the day-to-day operations of FCAE.

I can not comment on this as I have never done anything with FCAE before.

I only have positive things to say about FCAE, but my knowledge is limited. What I do know is that I fully support the support of agriculture, thus I support FCAE and the no doubt vast amounts of work they do for the industry.

It seems like it's a valuable component that can provided much needed support to school and especially their teachers, who carry a heavy load and need all of the encouragement and help they can get given the changing environments they are now teaching within.

Personally, I think this is extremely important project and I hope you can continue it.

They are a key player in the success of Ag Education in Illinois.

FFA Members

FCAE is an extremely valuable asset to agricultural education in the state of Illinois.

Non-Ag Educators

Case

I don't know. I am a 4-H Leader and FFA parent, but do not interact directly with FCAE.

I wish ever School had the opportunity to even have a FFA program In their junior high like other schools I have heard of. My school didn't not have that and I saw with the schools that did how much stronger and cohesive there ag program was.

School Admin

As a former ag instructor and now administrator, my FCAE advisor assisted me in several aspects related to Ag education. I fully support FCAE!

As a school administrator I am never contacted when FCAE visits our school. Past concerns regarding our agriculture program shared with FCAE has fallen on deaf ears.

Illinois should be grateful for FCAE, because ISBE is a mess in the area of Career and Technical Education.

example - during the state FFA convention last June, ISBE held a review of Illinois Teaching Standards for CTE and ag education. This was during the time frame in which FFA advisors were driving to Springfield. ISBE needs common sense.

ISBE needs to continue to fund the ILCTE Grant!

Needs to broaden more to areas that may not have as many resources as other affluent areas.

No knowledge of it.

Prior to this survey, I have not heard of your organization. If you are able to provide feedback and support to Ag teachers across Illinois, I'm 100% supportive of that initiative.

Thank you for making Illinois Ag Education the premier program in the nation.

Thank you for the work you do.

Thank you your continued help and support.

The Agricultural Education program is a very important program in our area high schools. I appreciate all of the opportunities that it offers for our students.

The project from the beginning is unbelievable. We need to continue to encourage Agriculture Education as a requirement for graduation

We in rural America need to help more students with opportunities in Ag where there are way more demands for them to use the Ag education after schooling.

We love John Heiser!

Working with your program and people has been easy and informative. I think you are doing an excellent job.

Counselors

As a school counselor I can honestly say that the FCAE project builds stronger teachers, curriculum resources, community connections, increased interest in agriculture careers, and so much more. Many times I have wondered why English, History, Math, or any other subject doesn't have an "FCAE" to help support them! I can truly say that our agriculture program would not have survived without the support of our FCAE director!

Glad to have the support!

I have never heard of this project.

I really don't know anything about it.

Unknown

State Ag Ed Staff

[Redacted for confidentiality] My observation is there is an expectation that FCAE carry the full load regarding not only the coordination of Agricultural Education but administration as well. This effectively diminishes the time and resources available for direct technical assistance to schools, teachers, counselors and administrators.. The FCAE staff do their best to keep all the balls in the air and they are to be commended.

I didn't respond to one question because I do not feel that FCAE is mainly responsible for Maintaining the Agriculture programs. I see that as the role of the educator and that FCAE is there to support them and give them the tools they need for their programs.

[Redacted for confidentiality] I would also share that I have some concerns regarding this survey. Perhaps it does adapt based on the role but I was hoping to give more pointed feedback on some specific pilot initiatives within the project, such as the MANRRS grants and the new partnership with the Illinois AgriFood Alliance. Over \$100,000 is being spent on those two projects alone (nearly 10% of the total budget) yet no specific aspects of those projects is quantified. I would recommend those be topics for future surveys. These questions do read somewhat as though they were written by the FCAE Coordinator, or at least with heavy input. I hope that does not influence the feedback received in any way.

I would not be able to complete my job at the Illinois FFA Center without their assistance.

The impact that the FCAE project has had on ag education in Illinois is huge. Ag education programs would not have increased and improved were it not for the FCAE project. The services they provide to the local ag education instructors are extremely important and helpful, especially for beginning teachers. The contacts they make with school administrators, guidance counselors, business and industry, and other agriculture groups/organizations promoting the importance of ag education has paid dividends and helped the ag education program grow in Illinois.

Uni/Col Faculty

A+++++ Job

FCAE has made a tremendous impact on Ag education and with the urbanization of our population it continues to be greatly needed.

Lucky to have it in Illinois!

Our small program is growing and it is directly related to the support of FCAE. I am grateful.

The FCAE project has been instrumental in advancing Illinois Agricultural Education. We are lucky to have this support in our state.

The FFA power is concentrated in certain Districts and not others due to several factors. Opportunities for student members are consequently skewed. As I stated before, Major State Officer selection should be based on actual scores and not the 'popular' vote. If the strongest candidates ascend to office, they will be change-agents instead of yes-men.

They have consistently met a crucial need within our schools.

They're awesome.

Give them raises.

No, seriously. They work too much.

Too much oversight already from the state regarding ISBE grants for university council members. Now this new requirement is another reporting level. Too onerous.

Other

FCAE deserves as full of support as can be provided. The program's indispensable work will only become more crucial in the future!

FCAE does a great job overall with promoting and supporting Ag Ed in Illinois.

FCAE is doing a great job!

FCAE project is a strong reason agriculture education in the state of Illinois is in a better position compared to the areas of industrial education, family and consumer sciences, and business education.

FCAE's value and impact cannot be underestimated and is the envy of other states.

I am a bit of an outsider looking in as I cover ag education for the media. But I know I have been invited to many activities and the students seem to be engaged. It is new and exciting for non-farm kids, and farm kids seem to be equally engaged. The teachers I've seen working with the projects are very creative.

I have been involved directly and from a distance in working with the FCAE for the pst 35 years. It is the umbilical chord of developing and operating successful agricultural programs in Illinois; however, more and more bureaucratic procedures and restrictions are being placed on the organization - and that is a debilitating force which will minimize the effectiveness of the FCAE. The FCAE staff has thrived on independent and forceful ambition to make good things happen - sometimes instantaneously! To place a new host of procedures on this group will greatly negatively impact the total of agricultural education - and those processes are increasingly a negative force to progressive agricultural education.

I've always enjoyed my interactions with FCAE staff, whether it be during an interview or just conversing at various ag events over the years.

Keep the program growing

Proud to have had a hand in the beginning!

Successful model of supporting curriculum and teachers in a CTE area

There are so many programs, acronyms, and categories. It would be helpful to streamline some and look at ways to 'rebrand' without disrupting the flow of resources in a changing world and market and for future leadership to consider some pivots to build on the strong work and leadership of current FCAE coordination and leadership.

They are doing a great job

This project is a great step to push ag education back to an important part of regular and career education. The two stumbling blocks I see at this time are buy-in with school administrators and boards and increasing available ag educators.

Summary of Observations and Questions to be Addressed by Leadership

Theme 1: FCAE Collaboration with Key Stakeholder Groups

Observation 1.1:

Individuals were very aware of the work and collaboration of FCAE staff with the category or entity/organization they represented but were relatively unaware of the responsibilities and affiliation the FCAE project had with other entities/organizations.

Question 1.1:

How important is it that all stakeholder groups (teachers, AITC, admin, etc.) understand how FCAE works with other stakeholder groups?

Observation 1.2:

Several individuals across different categories noted concern regarding the collaboration between critical state-level agriculture education leadership entities (ISBE, ICAE, ILCAE, and FCAE). Some individuals indicated they perceived strong partnerships among these groups, while many stated they needed to be made aware of how they collaborated. Many individuals who had served in leadership roles in various agriculture education groups indicated concern.

Question 1.2a:

Is the role and responsibility of each entity (ISBE, ICAE, ILCAE, and FCAE) clearly defined and clearly understood among the four leadership entities?

Question 1.2b:

How is the role and responsibility of each entity (ISBE, ICAE, ILCAE, and FCAE) communicated to key stakeholder groups?

Questions 1.2c:

What is the appropriate level of understanding of the roles and responsibilities of each entity (ISBE, ICAE, ILCAE, and FCAE) with individual members of stakeholder groups and with leaders of those stakeholder groups?

Observation 1.3:

Some respondents perceived that ISBE was not listening to or at least not valuing input from teachers, school administrators, ICAE, or ILCAE. Additionally, some respondents indicated that although they appreciate the work and dedication of ICAE and ILCAE, those two groups may not understand the pressures on the classroom agriculture teacher.

Question 1.3:

What channels exist for key stakeholders (teachers, administrators, AITC, etc.) to provide insight and advice to ISBE, ICAE, and ILCAE? What can be done to help these grassroots stakeholders feel heard and valued?

Theme 2: Importance of FCAE Activities

Observation 2.1:

Respondents overwhelmingly indicated that they perceived the FCAE activities related to their work as “Very Important” or “Extremely Important.” Activities such as local program visits (schools), curriculum materials, and professional development were all highly valued. The technical and emotional support provided to stakeholders through a strong relationship with FCAE staff was recognized as crucial to stakeholder success.

Question 2.1:

What operational structures can be implemented to reinforce and encourage FCAE staff to maintain and increase focus on relationship building with key stakeholders? (i.e., position descriptions, evaluation metrics, available resources, task expectations, etc.)

Observation 2.2:

Curriculum resources were reported to have a high level of use and to be perceived as valuable by teachers and AITC coordinators. It was noted that these materials are “a starting point for instruction” that would allow an educator to build upon them and make them their own. Further, a perceived increase in the quality of the curriculum resources and the need for more resources were noted.

Question 2.2a:

What professional development is/can be provided to assist educators in modifying/personalizing the curriculum resources?

Question 2.2b:

What resources (personnel, funding, etc.) can be allocated to increase the amount and quality of curriculum resources available to educators?

Observation 2.3:

Professional development offered by FCAE was also highly valued. Teachers indicated a desire for more professional development focused on agriculture technical content and delivered in a longer, more “hands-on” format.

Question 2.3:

What technical experts (individuals/groups) could FCAE build partnerships with to offer in-depth professional development focused on agriculture technical content?

Observation 2.4:

The role and positive effect FCAE programs and staff had on teacher recruitment were acknowledged and appreciated. It was also noted that more needed to be done to recruit teachers since a shortage is still experienced in the profession. Participants suggest increasing FCAE staff to have one or more staff members focused on teacher recruitment should be investigated.

Question 2.4a:

How could resources be allocated &/or secured to support adding one or more FCAE staff to focus on agriculture teacher recruitment?

Question 2.4b:

What is the status of the relationship between state-level agriculture education leadership entities (ISBE, ICAE, ILCAE, and FCAE) and the agriculture teacher preparation programs at the state colleges/universities? How could this relationship be stronger? How can FCAE assist in recruiting students into teacher preparation programs at state colleges/universities?

Question 2.4c:

What programs are in place to recruit agriculture industry professionals into the agriculture teacher profession? What programs are in place to support those who seek alternative teacher licensure?

Theme 3: Perceptions of FCAE Staff

Observation 3.1:

Respondents indicated high praise for the staff. A minimal number of respondents did note some disagreements and lack of respect for certain members (past and present) of the FCAE staff. In all cases, this was an issue with the individual rather than the program or team as a whole. These negative comments should not be ignored but considered within the larger context.

Question 3.1:

What are the policies and procedures for individuals to share concerns regarding an FCAE staff member? How are these policies and procedures communicated with stakeholders?

Theme 4: Project Resource Management

Observation 4.1:

A clear majority of respondents agreed (“agree” or “strongly agree”) with statements on the survey regarding the overall effectiveness of the FCAE project and that funds and resources are being managed efficiently.

Observation 4.2:

The staff is the critical resource noted by all interview participants and mentioned several times in written comments. Several respondents reported concern regarding the level of support provided to FCAE staff. They questioned if a lack of support and unrealistic expectations placed upon staff may contribute to burnout and turnover among the FCAE staff. Respondents suggested that this be investigated.

Question 4.2a:

Has a root cause analysis been completed to review what is at least perceived by stakeholders as high levels of staff burnout and turnover among the FCAE staff? This

analysis should include total compensation (salary, benefits, professional development, time off, etc.), position expectations, and support provided.

Question 4.2b:

Respondents suggested hiring additional staff to focus on “special topics/projects” such as teacher recruitment, urban agriculture program development and support, and elementary grade-level agriculture literacy, allowing Program Advisors to focus on supporting school-based agriculture programs. How could resources be allocated &/or secured to support adding one or more FCAE staff to focus on these “special topics/projects”?

Question 4.2c:

Does the current FCAE staffing model meet the current goals of the project? Is this model positioned to support anticipated growth and demand for programming and support?

Observation 4.3:

Many respondents noted the amount of resources (staff time, funding, etc.) allocated to early-career teacher support. All indicated that this support is needed and overall effective. However, a perceived gap in support exists for mid- to late-career teachers.

Question 4.3:

What role does Illinois agricultural education leadership (ISBE, ICAE, ILCAE, and FCAE) wish to play in addressing the perceived gap in support for mid-to late-career agriculture teachers? How can resources be allocated and secured to develop and deliver programming to address this gap?

Overall Summary Observation:

Overall, the FCAE LPS project is perceived as effective and efficient by the key stakeholder groups included in this evaluation. The efforts and activities of the project have tangible positive impacts on stakeholders and the groups they serve (students, industry, educators).

Overall Summary Question:

How will the critical agriculture education leadership groups (ISBE, ICAE, and ILCAE) provide continued intentional and focused support and leadership to build upon past successes and address areas for growth and improvement for FCAE to remain effective and meet the growing needs of the agriculture industry, and support those in agriculture education?