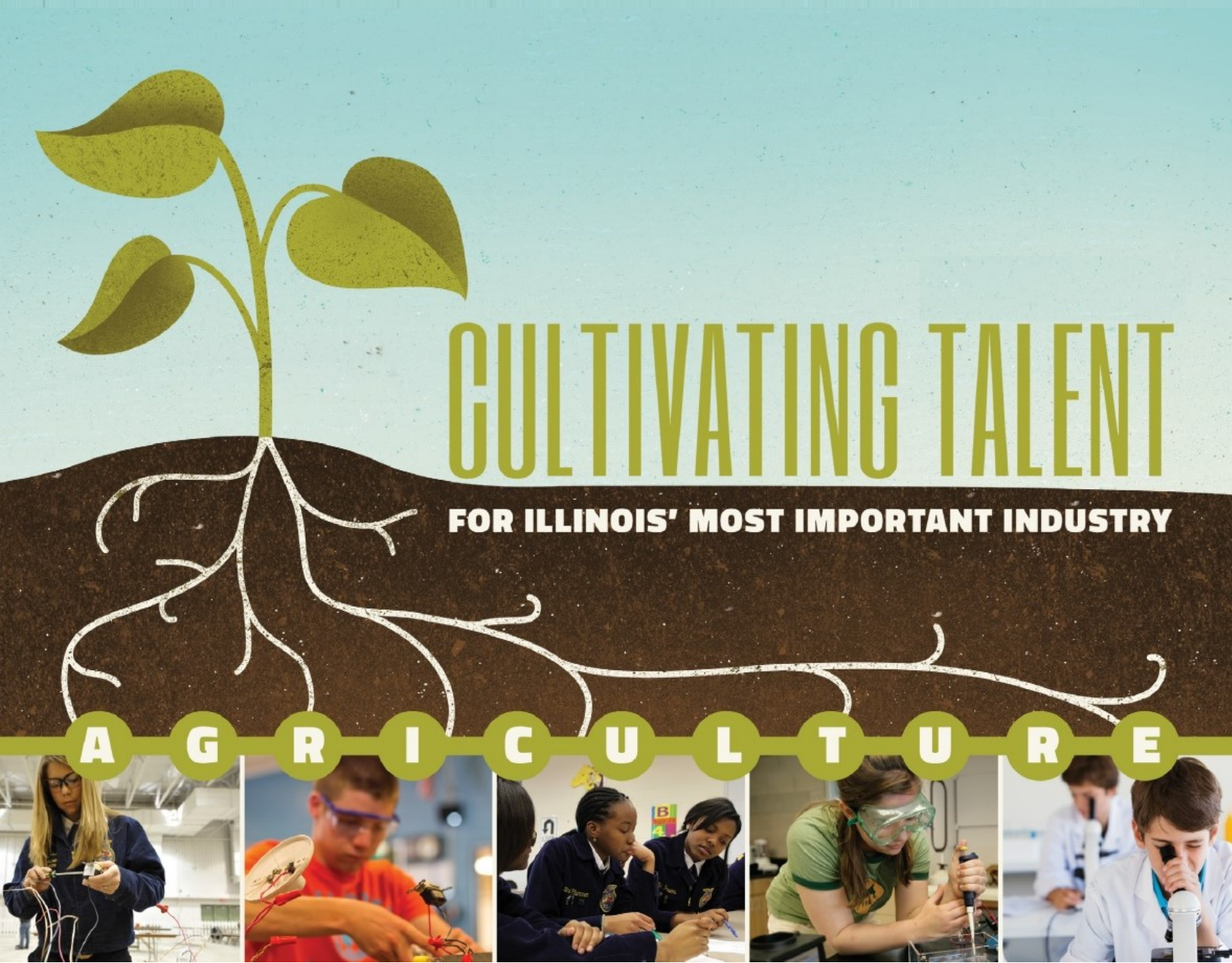
The Illinois Plan for Agricultural Education

Opportunities for ALL Through Quality Agricultural Education

June, 2016 - Revision



Illinois State Board of Education

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James T. Meeks
Chairman

Tony Smith, Ph.D.
State Superintendent of Education

June 20, 2016

Mr. Andrew Bowman
Illinois Leadership Council for Agricultural Education (ILCAE)
1026 Knox Rd 2600 N
Oneida, IL 61467

Dear Mr. Bowman:

On behalf of the Illinois State Board of Education (ISBE), I would like to thank you for your (and the ILCAE committee) passion for agricultural education in Illinois. I appreciated meeting with members of the Illinois Committee for Agricultural Education (ICAE), Vern McGinnis, Parker Bane, and Katie Pratt, and learning more about the positive impact made by Agricultural Education. During that meeting, I was provided with a copy of the strategic plan for agricultural education as well as received your communication regarding our support for this document.

We have reviewed the "Opportunities for ALL Through Quality Agricultural Education" – the Illinois Plan for Agricultural Education which was recently revised to reflect the current aspirations of this educational community. I understand this plan is based in the agricultural education section of the Illinois School Code. It appears this document is the result of a strong collaborative effort which I applaud. Agricultural education serves as a model exhibiting the positive impacts in education and demonstrating what can be accomplished when individuals and resources are directed through a coordinated and comprehensive plan.

The agricultural education line item continues to foster comprehensive initiatives that result in the systematic implementation of a strategic agenda developed jointly between education and industry. While the agency cannot commit to any specific budgetary support, I can express ISBE's support for the agricultural education line item as long as its effectiveness and performance endure.

The agency will continue to provide support and leadership through the agricultural education staff at the agency who were involved in the process to develop this strategic plan and who recommends support of the concepts in the document. The ISBE supports this position with the understanding that this is an advisory document.

Thank you and the other team members for supporting quality education through agricultural education in Illinois.

Sincerely,

Tony Smith, Ph.D.
State Superintendent of Education

Table of Contents

Revisions

(5th) June 2016, (4th) May 2007, (3rd) September 2005, (2nd) March 2000, (1st) July 1992

Original

February 1987

Introduction

Agriculture remains the most basic and singularly important industry in the state of Illinois and is of central importance to the economic, environmental and social stability of the state. Approximately 25 percent of the Illinois workforce is currently employed in agriculture. These jobs include diverse career opportunities beyond crop and livestock production, including sciences, food, nutrition, finance and business – all careers requiring specialized education and training. Students completing this training support the state's largest industry with a qualified workforce that is prepared for the demands of modern agriculture.

This is the fifth revision to **The Plan** since its inception in 1987. Successes and setbacks have come in many forms over the years. However, it is important to point out that, thanks in part to **The Plan**, in the 2015-16 school year more than 29,000 7-12th grade students currently take advantage of Illinois' high school agricultural education program, which provides opportunities to explore career pathways through curriculum aligned to state standards. Currently, 73% of Illinois schools with agriculture programs allow students to fulfill high school academic graduation requirements with an agriculture course. Colleges and universities are now accepting agriscience courses to fulfill lab science entrance requirements. Also, in the 2015-16 school year, more than 549,000 Pre-K to 6th grade students were educated about the agricultural industry with a presentation, field trip, workshop, or printed resource.

The Illinois Leadership Council for Agricultural Education (ILCAE) will continue to review **The Plan** as needed and provide counsel and services directly to the Superintendent, Illinois State Board of Education and the Governor of Illinois via the Illinois Committee on Agricultural Education (ICAE), as well as Legislators of the Illinois General Assembly and Facilitating Coordination in Agricultural Education (FCAE).

As we search for ways to continually enhance agricultural education, we know three things: the primary credit and responsibility for student learning is with students and families; the primary impact Illinois has on student learning is through teachers; and government and industry must work together to ensure students and teachers are prepared to support Illinois' largest industry – agriculture.

Definition of Agriculture:
The National Research Council has defined **agriculture** as an industry that encompasses "the production of agricultural commodities, including food, fiber, wood products, horticultural crops, and other plant and animal products. The term includes the financing, processing, marketing and distribution of agricultural products; farm production supply and service industries; health, nutrition and food consumption; the use and conservation of land and water resources; development and maintenance of recreational resources; and related economic, sociological, political, environmental, and cultural characteristics of the food and fiber system."

Intent of the Strategic Plan

The primary goal of the Illinois Leadership Council for Agricultural Education is the development and implementation of a comprehensive plan for agricultural education. The Council identified the need to formulate a plan which provides the recommendations for achievement of quality non-mandated programs to benefit all levels of agricultural education in Illinois. **The Plan**, titled *Opportunities for ALL Students Through Quality Agricultural Education,* serves to focus attention on a sequence of major branches of agricultural education, pre-kindergarten through adult, for the purpose of strategic planning. A comprehensive plan involving all levels and facets of agricultural education provides a sound basis for improved planning, development, implementation, and evaluation of Agricultural Education in Illinois. **The Plan** enhances the opportunities for coordination of efforts between agriculture and education providing a structure for greater administrative efficiency and effectiveness.

The Plan shall be reviewed yearly to meet the changing needs of a complex and changing industry. Each branch of **The Plan** is considered by the Council to be equally important.

The seven major branches of agricultural education as identified by the Council are:

- PreK-8 Agricultural Literacy
- 7-12 Agricultural Education Programs
- Community College Agricultural Education Programs
- University Education in Agriculture
- Teacher Education Programs in Agriculture
- Agricultural Workforce Knowledge, Skill, and Talent Development
- Public and Consumer Agricultural Awareness and Advocacy

In addition, the Council identifies opportunities for coordination within **The Plan** and advocates expansion of articulation efforts with our agricultural and educational partners. The comprehensive program proposed by the Council evolves from and includes segments of education in agriculture; however, it goes beyond the scope of the traditional definition. In addition to the traditional career and technical education segments, it includes segments and/or components related to public awareness and preparation for advanced as well as professional careers in all phases of the agricultural industry.

The framework of the document includes all branches and components of agricultural education including goals, rationales, and quality indicators. A **branch** refers to a level of instruction within agricultural education made of **components** which are important functions. **Goals** have been established to indicate the optimum outcome for each component and include a **rationale** for justification. **Quality indicators** provide a basis to evaluate each component in measuring its success.

A critical issue in offering the essential quality programs identified within **The Plan** is providing adequate resources. The Council and the Illinois Committee for Agricultural Education(ICAE) yearly prepares a detailed budget for supplementing funding of all segments of **The Plan**. It is the desire of the Council to attach funding to achievement of quality indicators which encourage program quality and accountability.

Supportive Statement

We, the lead representatives of Illinois Team Agricultural Education, endorse this new **Agricultural Education Plan** revision and will work together to maintain and implement the goals and quality indicators of this document.

Illinois Leadership Council for Agricultural Education(ILCAE)
Andrew Bowman, Chair, Farmer, Oneida
Doug Hanson, Agricultural Education Plan Revision Committee Chair, Seed Specialist, ProHarvest Seeds, Ashkum

Illinois Committee for Agricultural Education(ICAE)
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Jess Smithers, Coordinator

Illinois Agriculture In The Classroom(AITC), Bloomington
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Illinois Association of Vocational Agriculture Teachers(IAVAT), Springfield
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Illinois Foundation FFA Sponsoring Committee, Springfield
Aaron Leary, Chair, Assistant Vice President & Branch Manager, Security Savings Bank, Monmouth

Illinois Postsecondary Agriculture Student(PAS) Organization, Springfield
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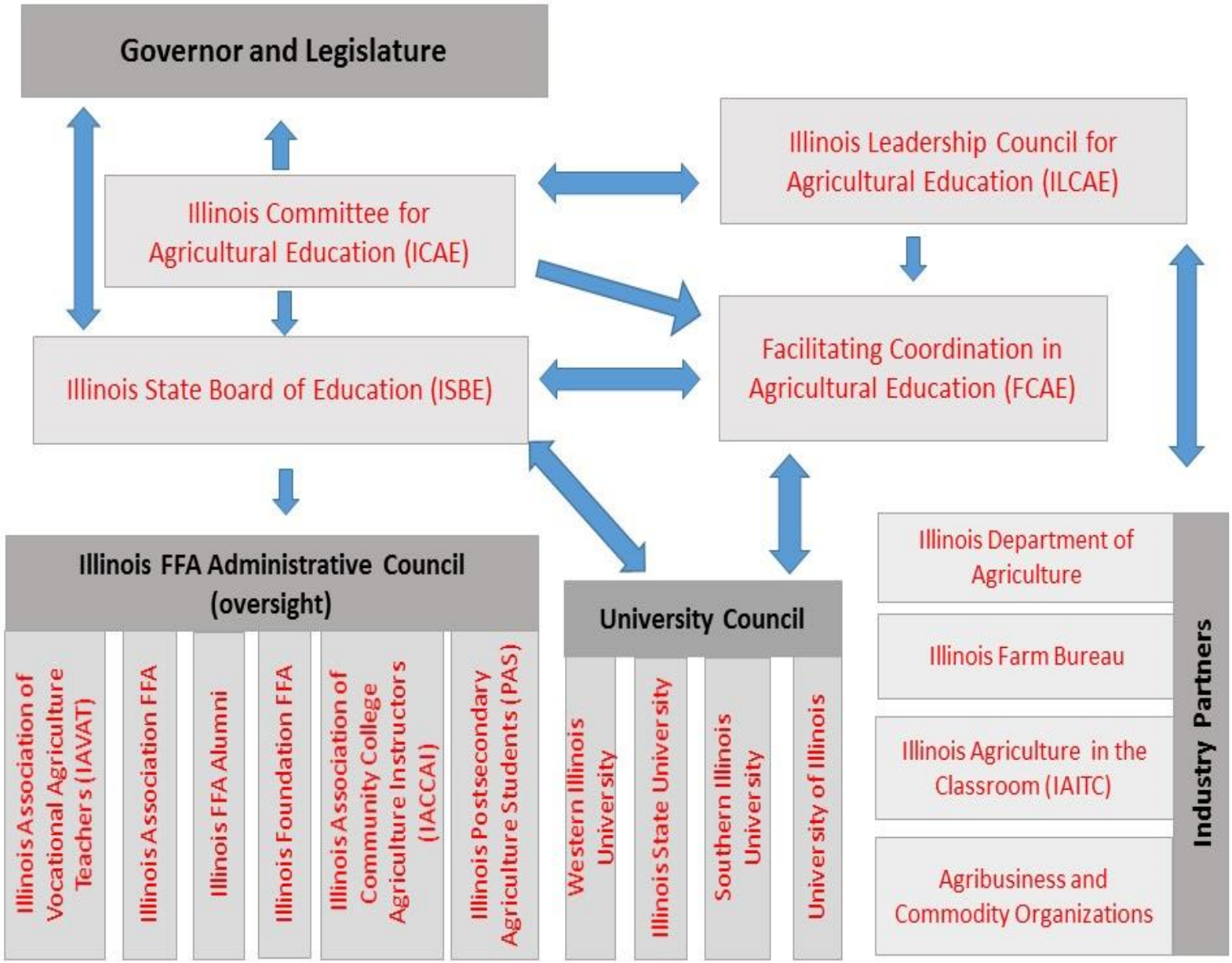
Illinois Team Agriculture Education



Branches of Agricultural Education in Illinois

PreK-8 Agricultural Literacy

A. Statewide Agricultural Literacy Vision
B. County Agricultural Literacy Coalitions

7-12 Agricultural Education Programs

A. Statewide 7-12 Agricultural Education Vision
B. Qualified Teachers
C. Student Services
D. Instructional Programs
E. Supervised Agricultural Experience Programs
F. Agricultural Student Organizations (FFA)
G. Facilities, Equipment, and Supplies
H. Agricultural Advisory Council
I. PreK-Adult Agricultural Awareness Programs

Community College Agricultural Education Programs

A. Statewide Community College Agricultural Education Vision
B. Qualified Instructors
C. Student Services
D. Instructional Programs
E. Internships and Supervised Occupational Experience Programs
F. Agricultural Student Organizations (PAS, Collegiate FFA, and College Ag Club)
G. Facilities, Equipment, and Supplies
H. Agricultural Advisory Council
I. PreK-Adult Agricultural Awareness Programs

University Education in Agriculture

A. Statewide University Agricultural Education Vision
B. Qualified Professors and Instructors
C. Student Services
D. Instructional Programs
E. Internships and Supervised Occupational Experience Programs
F. Agricultural Student Organizations (PAS, Collegiate FFA, MANNRS, and Other Ag Clubs)
G. Facilities, Equipment, and Supplies
H. Agricultural Advisory Council
I. PreK-Adult Agricultural Awareness Programs
J. Agricultural Research

Teacher Education Programs in Agriculture

A. Statewide Teacher Education Program Vision
B. Student Recruitment
C. Graduate Agricultural Education
D. Student Advisement
E. Program Planning and Teaching Methodology
F. Technical Preparation in Agriculture
G. Student Placement
H. Student Professional Development
I. Supervised Agricultural Experience Programs
J. FFA Advisement
K. Agricultural Advisory Committees
L. Faculty Professional Development
M. Research in Agricultural Education

Agricultural Workforce Knowledge, Skill, and Talent Development

A. Statewide Agricultural Workforce, Skill, and Talent Development Vision
B. Examples of Agricultural Workforce Knowledge, Skill, and Talent Development

Public and Consumer Agricultural Awareness and Advocacy

A. Statewide Public and Consumer Awareness Vision
B. Examples of Public and Consumer Agricultural Awareness in and about Agriculture

I. PreK-8 AGRICULTURAL LITERACY

A. STATEWIDE AGRICULTURAL LITERACY

Vision

All preK-8 students gain a greater awareness of the role of agriculture in the economy and society, so that they may become citizens who support wise agricultural policies.

Rationale

Agriculture is the world's oldest, largest, and most essential industry. A vast majority of the Illinois population has little contact with the systems that determine our general welfare and standard of living. Today's youth are tomorrow's leaders. As future leaders, students must have an understanding of agriculture and how it affects their world. Student achievement is increased by applying authentic, agricultural-based content as the context to teach core curriculum concepts in science, social studies, language arts, math, and nutrition.

Goals by the year 2020

1. Increase preK-8 students reached by an agricultural presentation, field trip, or educational resource by 25% or 137,342 students.

2. Increase the number of preK-8 teachers reached with agricultural professional development by 25% or 9370 teachers.

3. All counties apply for and are involved in the Ag In The Classroom Grant process.

B. COUNTY AGRICULTURAL LITERACY PARTNERSHIPS

Goal

Every county in Illinois will be served by a county agricultural literacy program with at least one professional coordinator working to increase agricultural awareness.

Rationale

Agriculture is an extremely complex, highly technological, and rapidly changing industry requiring a wide variety of multifaceted occupations. To teach agriculture effectively, coordinators must be technically competent, experientially qualified and actively committed to professional growth while demonstrating a positive interest and attitude toward quality agricultural education for all students.

Quality Indicators

1. Partnerships establish an advisory council that:
    a. Represents various entities to serve as a communication link between agribusinesses, commodity organizations, Farm Bureau, FCAE, University of Illinois Extension, Soil and Water Conservation Districts, County Regional Office of Education (ROE), K-8 Teachers, High School Agriculture Teachers, school administrators and guidance counselors, and others interested in increasing agricultural awareness.
    b. Meets four times per year.
    c. Establishes program goals, priorities and activities.
    d. Makes recommendations regarding curriculum and resources.
    e. Evaluates and reviews program procedures and accomplishments.

2. Partnerships employ a coordinator that:
   a. Teaches and organizes the agricultural literacy programs assigned.
   b. Possesses employment experience in agriculture and/or education.
   c. Has an interest and passion for educating students about agriculture.

3. Partnerships serve all public and non-public school districts within their county.

4. Partnerships provide resources for homeschool parents and students.

5. Coordinators participate in professional development activities, including statewide and district coordinator meetings, new coordinator training, and other professional development as needed.

6. Coordinators provide training for PreK-12 teachers, administrators, and counselors.

7. Coordinators educate PreK-12 students about the agriculture industry and agricultural career opportunities through presentations by:
   a. Utilizing a variety of hands-on teaching methods which create student interest, promote student learning, and encourage appropriate behavior.
   b. Integrating academic concepts.
   c. Utilizing current instructional technologies.
   d. Promoting careers in agriculture at career fairs and other events.

8. Partnerships should assess community needs and recommend topics of instruction and professional development based on identified needs.

9. Partnerships identify and obtain funding sources to fulfill their AITC goals.

10. Coordinators understand the state structure for agricultural education (Illinois Team Ag Ed) and the roles and responsibilities of the various entities (ILCAE, ICAE, ISBE, FCAE) and

11. Coordinators submit monthly and annual reports to appropriate stakeholders.

12. Coordinators communicate with student teachers in their county to reinforce ag literacy awareness and program resources.

13. Coordinators promote and publicize their program, and advocate for agriculture through local media sources.

II. 7-12 AGRICULTURAL EDUCATION PROGRAMS

A. STATEWIDE 7-12 AGRICULTURAL EDUCATION

Vision
Students whose lives are impacted by FFA and agricultural education will achieve academic and personal growth, strengthen American agriculture and provide leadership to build healthy local communities, a strong nation and a sustainable world. In addition to students gaining a greater awareness of the role of agriculture, they explore careers within the Agriculture, Food, and Natural Resources industry. Career readiness and college preparation are emphasized.

Rationale
Food is one of the basic needs of mankind for people to consume, get sufficient energy to do other economic activities, and stay healthy. World population is expected to be near nine billion people by the year 2050. Preparing students for careers in the agricultural industry is a necessity to insure an abundant food and clothing supply for all individuals. Student achievement is increased by applying authentic, agricultural-based content as the context to teach core curriculum concepts in science, social studies, language arts and nutrition.

Goals by the year 2020
1. Increase the number of public or private schools with approvable agriculture education programs by 10% or 32 schools.

2. Increase 6-12 grade agricultural education students are enrolled in an agriculture course by 10% or 3056 students.

3. Increase online approvable agriculture education programs by 25 schools.

4. Increase FFA membership by 42% to equal agricultural education enrollment.

5. Increase SAE participation by 10% or 3056 students.

B. QUALIFIED TEACHERS

Goal
All agriculture teachers are qualified and licensed by the Illinois State Board of Education to teach agriculture courses which fulfill local graduation requirements.

Rationale
Agriculture is an extremely complex, highly technological, and rapidly changing industry requiring a wide variety of multifaceted skills. To teach agriculture effectively, teachers must be technically competent, experientially qualified, and actively committed to professional growth, while demonstrating a positive interest and attitude toward quality agricultural education for all students.

Quality Indicators
1. The agricultural education teacher(s) is licensed by the Illinois State Board of Education and possesses a minimum of 2000 hours of program-related work experience in the industry of agriculture with appropriate documentation on file.

2. The agricultural education teacher(s) is an active member of the Illinois Association of Vocational Agricultural Teachers (IAVAT) and affiliated professional organizations, and actively participates in at least two professional development programs including the IAVAT Annual Conference.

3. The agricultural education teacher(s) is an active member of the local teachers' organization or committees.

4. The agricultural education teacher(s) is employed to maintain year-round instructional and leadership programs and supervise students at summer activities, conferences, and fairs with the goal of twelve month employment, which may be beyond the contracted official school day.

5. New and returning agriculture teachers enroll in a beginning agricultural teacher's course.

6. Agriculture teachers are well-informed of state and federal legislation that impact education.

7. The agricultural education teacher(s) has completed or is currently pursuing a master's degree in agriculture, agricultural education, and/or education.

8. The agricultural education teacher(s) fosters the professional development of pre-service and beginning agriculture teachers by serving as cooperating teacher, mentor, etc.

C. STUDENT SERVICES

Goal

Agriculture education programs fulfill the educational needs of all students by supporting all learning styles and providing guidance services.

Rationale

Factors other than the curriculum can greatly affect a student's success in an agricultural program. The removal of barriers to learning, the provision of special services, and planned guidance activities all serve to enhance the instructional program.

Quality Indicators

1. The agricultural teacher(s) advises all agriculture students on a regular basis to help develop and meet individual career objectives. The teacher annually reviews career information, scholarships, course offerings, and other pertinent information with school guidance and career counselors.

2. The school district makes provisions to accommodate all students with special needs in the agriculture program. The agricultural teacher(s) is directly involved in development and/or implementation of the Individualized Education Program (IEP) for students enrolled in the agriculture program.

3. The agricultural teacher, in cooperation with the guidance department, performs a yearly follow-up study of graduates who completed one or more agriculture courses.

4. A current personal file or electronic portfolio is maintained within the agriculture department for each student enrolled in the program. The file/electronic portfolio includes career objectives, planned sequence of courses, proposed SAEs, FFA goals, and other pertinent plans.

5. The agriculture program visits agricultural colleges and/or hosts agricultural college representatives.

6. Recruitment activities are conducted on an annual basis to attract students into the local agriculture program.

7. Students within the agriculture department participated in activities designed to expose students to agricultural careers such as Farm Progress Show, Elite Conference, college open houses, Women Changing the Face of Ag Conference, etc.

D. INSTRUCTIONAL PROGRAMS

Goal

The instructional programs in agriculture are competency-based, inquiry-based, and Science, Technology, Engineering, and Math (STEM) focused in related programs of study, and include technical and workplace skills, knowledge, and attitudes required for gainful employment and for preparation for advanced study.

Rationale

The goal of career and technical education in agriculture is for participants to become gainfully employed or enrolled in post-secondary education. Therefore, the program of instruction must be kept current and be realistic in meeting present and future job and educational requirements. A sequential program structure allows for a logical progression from basic to skill level training.

Quality Indicators

1. The district offers a state-approved sequential program of study in agricultural education with a written course of study based on the Illinois Agricultural Education Curriculum.

2. The instructional program reflects a balance of classroom, laboratory, FFA and supervised agricultural experiences with connections to industry based field experiences.

3. Written lesson plans for all courses contain clearly stated goals, objectives, activities and assessments which relate to the district's School Improvement Plan. Lessons utilize a variety of hands-on teaching methods which create student interest, promote student learning, and encourage appropriate behavior.

4. Exploratory courses are taught by the agricultural education program for 7th and 8th grades. Instruction and participation in FFA and supervised agricultural experience are integral.

5. The Illinois Agricultural Education Curriculum (delivered via MyCAERT.com) is used for program planning and instruction and is based on the content standards. Relevant and current instructional materials are utilized in the instructional program.

6. The instructional program is articulated with respective post-secondary agricultural programs and it is documented through a written program-specific articulation agreement.

7. At least one course within the agricultural education program fulfills high school graduation academic requirements.

8. At least one dual-credit agriculture course is taught. The student receives credit for that specific course at both the secondary and post-secondary level with a written agreement on file.

9. Community resources and businesses are identified and utilized to enhance the quality of the instructional program including: guest speakers, field trips, community and business facilities, and partnerships with other youth organizations.

10. The instructional program is aligned to the Agricultural Career Pathways and is reviewed and modified with regard to local, state, and national labor market data and needs.

11. Validated skills and competencies needed by students for entry and advancement in employment are utilized in developing objectives for the instructional program.

12. Agricultural technology instruction is incorporated into the agricultural curriculum.

13. Up-to-date instructional technology is integrated into the agricultural classroom instruction.

14. The agriculture teacher annually reviews and updates the curriculum with assistance from an advisory committee and submits the results to the administration and the school board.

15. Classroom instruction incorporates participation in career development events to assess mastery of technical and leadership skills.

16. The agriculture teacher submits a written annual program report to appropriate local, regional, district, and state officials. An oral presentation of the report and/or the written report is presented by the agriculture teacher and chapter FFA officers at a local board of education meeting

17. In those courses with hands-on laboratory experiences, class size is limited to a maximum of 16 students.

E. SUPERVISED AGRICULTURAL EXPERIENCE PROGRAMS

Goal

Instruction and participation in Supervised Agricultural Experiences are an integral component of agricultural education for all students.

Rationale
One of the best methods of reinforcing the learning which takes place in the agricultural education classroom and school laboratory is for the student to apply the information received in agricultural courses to activities and projects at home, in or near the school, or some other approved location.

Quality Indicators
1. All students are instructed in, conduct, and maintain records on a work-based experience (SAE).

2. The agricultural education teacher provides coordination, supervision, and guidance and maintains adequate records to evaluate student progress.

3. The agriculture teacher makes at least two supervisory visits to each student per year at their place of employment, residence, or project location.

4. The agricultural education teacher has at least one period for supervision of agricultural experience programs in addition to a preparation period.

5. Each student engaged in an SAE program maintains accurate and up-to-date records including financial transactions and competencies acquired during the experience program. Students receive credit towards meeting high school graduation requirements for conducting a SAE and for maintaining records of these experiences.

6. The agricultural education teacher, student, and parent (or employer) cooperatively develop a formal business (or training) agreement and training plan which includes essential competencies and experiences that are to be acquired during the experience program.

7. Students utilize SAEs to participate in:
   a. Section Agricultural Education Fairs
   b. State FFA Degrees
   c. American FFA Degrees
   d. Chapter, Section, District, State, and National FFA Proficiency Awards

8. Students receive high school credit for successful completion of SAE program.

F. AGRICULTURAL STUDENT ORGANIZATIONS (FFA)

Goal
Membership and participation in the National FFA Organization is an integral component of the instructional program for all students(100 %) enrolled in agricultural education.

Rationale
The FFA organization provides an avenue for expanding and enriching the opportunities for students to develop personal qualities, leadership abilities, career and technical skills, citizenship, and other capabilities that will enhance their employability.

Quality Indicators
1. All agriculture students are FFA members, as indicated in the USDE P.L. 110- 225, that FFA is an integral component of agricultural education.

2. FFA is an integral part of the curriculum for all courses. Leadership development is provided to all students through FFA activities.

3. Each student participates in at least three FFA leadership and/or skill development activities at/or above the chapter level such as, but not limited to, chapter meetings, committee meetings, CDEs, and leadership conferences.

4. The advisor of the FFA chapter is currently employed as an agriculture teacher.

5. The agricultural program is supported by an active FFA Alumni affiliate.

6. FFA members are involved in the planning and implementation of a Program of Activities. A written completed POA is on file in the department and Form I and II of the National Chapter Award Program are submitted yearly.

7. The FFA chapter constitution and/or bylaws are up-to-date and reviewed annually with a written copy on file.

8. The FFA chapter conducts and can document twelve regularly scheduled chapter meetings per year.

9. The FFA chapter actively participates in the annual State and National FFA conventions.

10. The FFA chapter plans and conducts an annual member recognition banquet/program.

11. FFA members represented the local chapter in two or more state and/or national FFA leadership activities.

12. The FFA chapter collects a minimum of $750 in contributions for the annual Illinois Foundation FFA campaign.

13. The FFA chapter completed Illinois Farm Bureau's Youth Education in Agriculture applications (Heritage and Cooperative Awards).

14. An administrator, counselor, or board member attends the State and/or National FFA Convention.

G. FACILITIES, EQUIPMENT, AND SUPPLIES

Goal

The school district provides adequate and dedicated classroom and laboratory space for the agriculture program. All laboratory facilities, tools and equipment are maintained at, or above, current government safety and environmental rules and regulations. Appropriate equipment and adequate storage space are available for the courses offered.

Rationale
Effective agricultural education instruction is dependent upon the student's hands-on experiences in up-to-date, authentic situations. In order to provide authentic instruction, the facilities, equipment, and supplies must replicate that which is found in the careers for which training is provided.

Quality Indicators
1. The classroom size is at least 600 square feet in size and is adjacent to the laboratory facilities.

2. School laboratories on or near campus are available for the following uses:
    a. **Plant (Land/Crop)** A minimum of ½ acre of land where crops are grown, cultivated, and harvested to teach students about agronomy.
    b. **Animal (Large)** Space on school property where 3 or more large animals are housed throughout the school year with adequate area for each animal that does not include a petting zoo or similar activity.
    c. **Mechanics** Designated space for teaching agricultural mechanics including but not limited to small engines, electricity, and welding. (2400 square feet or larger)
    d. **Greenhouse** Outdoor facility, a minimum of 100 square feet, for growing plants. (1800 square feet or larger)
    e. **Aquaculture** Functioning tank (in use) greater than 50 gallons in a recirculation system that does not include aquariums for aesthetics.
    f. **Animal (Small)** Space on school property where 5 or more small animals are housed throughout the school year with adequate area for each animal that does not include a petting zoo or similar activity.
    g. **Landscape** A minimum of 300 square feet of land aesthetically improved through planting, mulching, weeding, etc. while under the care of the agriculture department.
    h. **Agriscience** Space designated for conducting ag research and scientific investigations. This area shall include items such as lab tables, sinks, burners, scientific instruments and proper ventilation.
    i. **Computers or Tablets** Agriculture department has 10 or more computers or tablets. Schools with 1:1 ratios qualify.
    j. **Plant Nursery** A minimum of 100 square feet of land where woody or herbaceous plants(ie: ornamental, fruit, forestry trees; shrubs; or bulb crops) are grown in ground or containers for transplanting, budding, grafting, or for sale.
    k. **Garden** A minimum of 100 square feet of land where a variety of vegetables, fruits, flowers, or herbs are grown, cultivated, and harvested.

3. Adequate office space is provided for the teacher(s) which is adjacent to the classroom and laboratory facilities.

4. Adequate space is provided for the storage of instructional equipment, supplies and materials, as well as student classroom and laboratory materials.

5. Student lockers, restrooms, and clean-up facilities are provided in the department.

6. A current written inventory of department tools, equipment and other pertinent material is on file in the department. It includes modern tools and equipment comparable to those used in the agricultural industry and based on the largest number of students using the facilities. The inventory specifically identifies items purchased with agricultural education incentive funds.

7. A departmental budget is prepared by the agricultural teacher(s) and is submitted to administration for approval. The budget request identifies needs for equipment, facilities, supplies, travel, and other program necessities.

8. The agricultural education department successfully obtained external grant resources exceeding $500 which does not include the Incentive Funding Grant, Perkins or CTEI grant funding.

H. AGRICULTURAL ADVISORY COUNCIL

Goal

A school board approved agricultural advisory council, whose membership is representative of the agricultural industry within the community, has two or more meetings during the year to provide program advisement to the district.

Rationale

Agricultural education must be kept relevant to the changing nature of modern agriculture. The instructional program must be based on currently acceptable practices used in agricultural business and industry in order for agricultural education students to succeed in the agricultural job market. This can happen more readily when teachers regularly consult with current agriculturalists.

Quality Indicators

1. The advisory council conducts a review and/or considers recommendations from the teacher(s) or administration as documented in published minutes including, but not limited to the following:
    a. Curriculum improvement/expansion
    b. Teacher professional development
    c. Facilities, equipment and supplies
    d. Student SAEs and FFA Chapter Program of Activities
    e. Adult agricultural education
    f. Agricultural awareness (literacy) - PreK-adult
    g. Review the completed Incentive Funding Grant application
    h. Career pathways
    i. Placement of students in SAEs and work-based learning
    j. Follow-up of graduates
    k. Program planning, management, priorities, and evaluation

2. The agricultural advisory council meets two or more times per year and the meeting minutes are kept on file in the agriculture department.

3. Council members should consist of individuals representing the agricultural industry and college instructors and shall be approved by the school board.

4. A council member reports at a local school board meeting after each meeting.

5. A member of the advisory council submits reports to or attends local agricultural boards and organizations, such as Extension, Farm Bureau, SWCD etc.

6. An administrator and/or school board member attended at least one advisory council meeting.

7. An appointed school board member serves as agriculture advisory council liaison and advocate for the agricultural program.

I. PreK-ADULT AGRICULTURAL AWARENESS PROGRAMS

Goal
The agricultural education teacher(s) assists in the coordination of agricultural awareness/literacy activities, PreK-adult.

Rationale
The adult education needs of the agricultural community should be met by the local secondary school when the main adult objective is in-service, not college credit or a degree.

Quality Indicators

1. Activities are conducted by the agricultural education department to enhance student awareness and career exploration about agriculture.
   a. Agricultural career fair
   b. Job shadowing experiences
   c. FFA Week activities
   d. Demonstrated agriscience or Multidisciplinary Agricultural Integrated Curriculum(mAGic) kit activities
   e. Ag Day/Week or Ag Expo activities
   f. Food for America activities
   g. Partners in Active Learning Support (PALS) activities
   h. Teaching Agricultural Safety to Kids (TASK) activities or Farm Safety for Just Kids activities

2. The agriculture teacher coordinated and/or taught a workshop or classes in and/or about agriculture which were specifically designed for adults in your community.

3. The agriculture teacher works with community stakeholders to analyze needs and deliver programming for adult agriculture education.

III. COMMUNITY COLLEGE AGRICULTURAL EDUCATION PROGRAMS

A. STATEWIDE COMMUNITY COLLEGE AGRICULTURAL EDUCATION

Vision
Students are prepared for further education leading to successful careers and a lifetime of informed choices in global agriculture, food, fiber and natural resources systems.

Rationale
Food is one of the basic needs of mankind for people to consume, get sufficient energy to do other economic activities, and stay healthy. World population is expected to be near nine billion people by the year 2050. Preparing students for careers in the agricultural industry is a necessity to insure an abundant food and clothing supply for all individuals.

Goals by the year 2020
1. Enhance, improve, and expand current agricultural education programs.

2. Increase enrollment in agriculture courses by 10% or 7178 credits generated.

3. Increase the number of colleges with an approvable agriculture program by 3.

4. Increase the number of PAS chapters by 5.

B. QUALIFIED INSTRUCTORS

Goal
Qualified instructors have knowledge and skills in their areas of instruction. These qualifications are obtained through education and/or work experience.

Rationale
Agriculture is a highly technical subject matter area. It requires extensive occupational experience as well as professional and academic preparation to be an effective instructor. The students enrolled in agricultural programs are preparing for careers in agriculture. It follows, then, that the instructor with personal occupational experience in agriculture will be a more effective instructor of these students. Community colleges should conduct comprehensive programs in agriculture that provide the practical and theoretical instruction needed by postsecondary students in training.

Quality Indicators
1. The agriculture instructors have occupational experience in the related field and a master's degree in their agriculture teaching discipline.

2. The agriculture instructors are employed with a full-time teaching load.

3. The agriculture instructors have completed an Agricultural Education degree program in addition to their major agriculture related degree. Instructors have completed teaching methods courses.

4. The agriculture instructors without a master's degree have a minimum of five years of occupational experience in their teaching area.

5. The agriculture instructors are an active member of the Illinois Association of Community College Agriculture Instructors (IACCAI), Illinois Association for Vocational Agriculture Teachers, Illinois Association of Career and Technical Education, National Association of Agricultural Educators, Association for Career and Technical Education, National Association for College Teachers of Agriculture, and other educational organizations, trade organizations, and/or societies.

6. The agriculture instructors actively participate in at least two professional development programs including the Agriculture Articulation Conference which are funded by college/department budget.

7. The agriculture instructors and professors participate in teaching methods refresher workshops at least every three years.

8. The agriculture instructors keep current with industry technology and skills by on-site tours, summer practicums, and sabbaticals which are funded by college/department budget.

9. The agriculture instructors are active members of the local teachers' organization or committees.

10. The agriculture instructors are employed to maintain year-round instructional programs and supervise students at summer internships, activities, recruitment, and conferences.

11. The college administration has designated an agricultural instructor to serve as the Department Chair. Time or other compensation is allocated to this individual for program management activities. The Department Chair has the managerial skills or demonstrates the potential for such skills necessary for maintenance and development of high quality agricultural programs.

12. The agriculture instructors are aware of state and federal legislation that impact education.

13. Substitute instructors are provided when regular staff is absent.

14. The agriculture instructors are committed to the development of students in instructional activities, student organizations, occupational experiences, and department activities.

15. The agriculture instructors serve as advocates to promote the college agriculture program and agriculture industry.

C. STUDENT SERVICES

Goal

Agriculture Education programs fulfill the educational needs of all students by supporting all learning styles and providing guidance services.

Rationale
Factors other than the curriculum can greatly affect a student's success in an agricultural program. The removal of barriers to learning, the provision of special services, and planned guidance activities all serve to enhance the instructional program.

Quality Indicators

1. The agriculture instructors advise all agriculture students on a regular basis to help develop and meet individual career objectives. The instructor reviews career information, scholarships, course offerings, and other pertinent information with college career counseling department.

2. The agriculture instructors make provisions to accommodate all students with special needs.

3. The department chair, in cooperation with the counseling department, performs a 1- and 5-year follow-up study of graduates.

4. Agriculture instructors serve as academic advisors for all agriculture students.

5. A current personal file or portfolio is maintained within the agriculture department for each student enrolled in the program. The file includes career objectives, planned sequence of courses, proposed internships, student organization goals, and other pertinent plans.

6. Career fairs are hosted for agricultural employers and universities to recruit student for internships, careers, and further education opportunities.

7. The agriculture instructors plan and conduct recruitment activities on an annual basis at high schools to attract students into their programs.

8. Agriculture students participate in activities designed for exposure to agricultural careers such as the Farm Progress Show, industry trade shows, university open houses, Women Changing the Face of Agriculture conference, PAS career exploration interviews, etc.

9. Agriculture students receive training in leadership, job interviewing, resume preparation, and other relevant workplace skills

10. Scholarships are offered for students majoring in agriculture.

D. INSTRUCTIONAL PROGRAMS

Goal
The instructional programs in agriculture are competency based and include skills, knowledge, and attitudes required for gainful employment and for preparation for advanced study.

Rationale

The goal of career and technical education in agriculture is for participants to become gainfully employed or enrolled in post-secondary education. Therefore, the program of instruction must be kept current and be realistic in meeting present and future job and educational requirements. A sequential program structure allows for a logical progression from basic to skill level training.

Quality Indicators

1. The agriculture program offers certificate degree, Associate in Applied Science (AAS) degree, and Associate of Science (AS) or Associate of Arts (AA) transfer degree options.

2. AA, AAS and AS degrees require a minimum of 62 semester credit hours

3. The agriculture program meets Illinois Agriculture Articulation Initiative (IAI) standards for credit transfer. In transfer programs, students completing their A.S. or A.A. degrees are able to transfer to senior institutions without loss of credit.

4. A training program beyond the AAS degree is provided in certain areas where a two-year program is insufficient as determined by industry.

5. Written agreements are developed and maintained for articulation and/or dual credit to assure transition between high schools and colleges, and between colleges and universities. An articulation guide is available to faculty and students to aid in guidance.

6. The department serves students who are both agriculture and non-agriculture majors with elective coursework for agricultural awareness or skill development.

7. Agriculture courses are approved electives for non-agriculture programs.

8. The instructional program reflects a balance of classroom, laboratory, student organization, and supervised occupational experiences with connections to industry-based field experiences.

9. Written syllabus includes lesson plans for all courses containing clearly stated goals, objectives, activities, and assessments. Lessons utilize a variety of hands-on teaching methods which create student interest, promote student learning, and encourage appropriate behavior.

10. Relevant and current instructional methods and materials are utilized. Community resources and businesses are identified and utilized to enhance the quality of the instructional program including: guest speakers, field trips, utilization of community/business facilities, and partnerships with other youth organizations.

11. The instructional program is updated using local, state, and national labor market data and needs.

12. Validated skills and competencies needed by students for entry and advancement in employment are utilized in developing objectives for the instructional program.

13. Agricultural technology instruction is incorporated into the agricultural curriculum. (i.e., application of software programs, precision agriculture practices, etc.

14. Up-to-date instructional technology is integrated into the agricultural classroom instruction. (i.e. mobile devices and interactive websites)

15. The agriculture instructors annually review and update curriculum with assistance from an advisory committee.

16. Classroom instruction incorporates participation in career development events to assess mastery of technical and leadership skills.

17. The agriculture department submits a written annual program report to appropriate local, regional, district, and state officials. An oral presentation of the report and/or the written report is presented to the local board of trustees.

18. In those courses with hands-on laboratory experiences, class size is limited to a maximum of 16 students or the maximum students allowed given the facility design.

E. INTERNSHIPS AND SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

Goal

Instruction and participation in an internship is an integral component of agricultural education for all students.

Rationale

One of the best methods of reinforcing the learning which takes place in the agricultural education classroom and school laboratory is for the student to apply the information received in agricultural courses to activities and projects at home, in or near the school, or some other approved location.

Quality Indicators

1. Appropriate credit is awarded for internship programs that directly relate to the student's program and career goals.

2. All students are provided an opportunity to participate in guided internship experiences. Instructors integrate internship training into the syllabus.

3. The agriculture instructors provide coordination, supervision, and guidance and maintain adequate records to evaluate student progress during internships.

4. The agriculture instructors make at least two supervisory visits to each student per internship at their place of employment or project location.

5. The agriculture instructors are provided release time for supervision of student internships.

6. Each student engaged in an internship maintains accurate and up-to-date records including financial transactions and competencies acquired during the experience.

7. The instructor, student, and employer cooperatively develop a formal training agreement and plan which includes essential competencies and experiences that are to be acquired during the experience program.

8. An annual review and evaluation of the internship program training sites is conducted to improve the training provided at the site.

F. AGRICULTURAL STUDENT ORGANIZATIONS

Goal
Membership and participation in PAS (Postsecondary Ag Student organization), the National FFA Organization, and related organizations is an integral component of the instructional program for all students enrolled in agriculture courses.

Rationale
Student organizations provide an avenue for expanding and enriching the opportunities for students to develop personal qualities, leadership abilities, career and technical skills, citizenship, and other capabilities that will enhance their employability.

Quality Indicators
1. Student organizations are an integral part of the curriculum for all courses. Leadership and professional development is provided to all students through student organization activities.

2. Each student participates in at least three leadership activities at or above the college level such as but not limited to meetings, committee meetings, competitions, leadership conferences, and professional development events.

3. The advisor(s) of the organization is currently employed as the agriculture instructor.

4. All instructors regularly participate in the advisement and/or coordination of organization activities.

5. Members are involved in the planning and implementation of an event or activities calendar and set yearly goals.

6. The constitution and/or bylaws are up-to-date and reviewed annually with a written copy on file.

7. The organization conducts nine regularly scheduled meetings per year.

8. The organization actively participates in annual conferences and conventions (State and National)

9. The organization plans and conducts an annual member recognition banquet/program.

G. FACILITIES, EQUIPMENT, AND SUPPLIES

Goal

The college district provides adequate and dedicated classroom and laboratory space for the agriculture program. All laboratory facilities, tools and equipment are maintained at, or above, current government safety and environmental rules and regulations. Appropriate equipment and adequate storage space are available for the courses offered.

Rationale

Effective agricultural education instruction is dependent upon the student's hands-on experiences in up-to-date, authentic situations. In order to provide authentic instruction, the facilities, equipment, and supplies must replicate that which is found in the careers for which training is provided.

Quality Indicators

1. Dedicated classroom space is at least 600 square feet in size and is adjacent to laboratory facilities.

2. A school laboratory on or near campus is available for the following use(s):
    a. **Plant (Land/Crop)** A minimum of ½ acre of land where crops are grown, cultivated, and harvested to teach students about agronomy.
    b. **Animal (Large)** Space on school property where 3 or more large animals are housed throughout the school year with adequate area for each animal.
    c. **Mechanics** Designated space for teaching agricultural mechanics including but not limited to small engines, electricity, and welding. (2400 square feet or larger)
    d. **Greenhouse** Outdoor facility, a minimum of 100 square feet, for growing plants. (1800 square feet or larger)
    e. **Aquaculture** Functioning tank (in use) greater than 50 gallons in a recirculation system that does not include aquariums for aesthetics.
    f. **Animal (Small)** Space on school property where 5 or more small animals are housed throughout the school year with adequate area for each animal.
    g. **Landscape** A minimum of 300 square feet of land aesthetically improved through planting, mulching, weeding, etc. while under the care of the agriculture department.
    h. **Agriscience** Space designated for conducting ag research and scientific investigations. This area shall include items such as lab tables, sinks, burners, scientific instruments and proper ventilation.
    i. **Computers or Tablets** Agriculture department has 10 or more computers or tablets.
    j. **Plant Nursery** A minimum of 100 square feet of land where woody or herbaceous plants(ie: ornamental, fruit, forestry trees; shrubs; or bulb crops) are grown in ground or containers for transplanting, budding, grafting, or for sale.
    k. **Garden** A minimum of 100 square feet of land where a variety of vegetables, fruits, flowers, or herbs are grown, cultivated, and harvested.

3. Adequate office space is provided for each instructor(s) which is adjacent to the classroom and laboratory facilities.

4. Adequate space is provided for the storage of instructional equipment, supplies and materials, as well as student classroom and laboratory materials.

5. Student lockers, restrooms, and clean-up facilities are provided in the department.

6. A current written inventory of department tools, equipment and other pertinent material is on file in the department. It includes modern tools and equipment comparable to those used in the agricultural industry and based on the largest number of students using the facilities.

7. A departmental budget is prepared by the department chair and is submitted to administration for approval. The budget request identifies needs for equipment, facilities, supplies, travel, and other program necessities.

8. The agricultural department successfully obtained external grant resources over $500.

H. AGRICULTURAL ADVISORY COUNCIL

Goal

A college board of trustees approved agricultural advisory council, whose membership is representative of the agricultural industry within the college district, met at least twice during the school year to provide program advisement to the department.

Rationale

Agricultural education must be kept relevant to the changing nature of modern agriculture. The instructional program must be based on currently acceptable practices used in agricultural business and industry in order for agricultural education students to succeed in the agricultural job market. This can happen more readily when instructors regularly consult with current agriculturalists.

Quality Indicators

1. The advisory council conducts a review and/or considers recommendations from the teacher(s) or administration as documented in published minutes including, but not limited to the following:
    a) Curriculum improvement/expansion
    b) Instructor professional development
    c) Facilities, equipment and supplies
    d) Placement of students in internships
    e) Student organization activities
    f) Adult agricultural education
    g) Agricultural awareness (literacy) - PreK-adult
    h) Review grant applications
    i) Career pathways
    j) Follow-up of graduates
    k) Program planning, management, priorities, and evaluation

2. The agricultural advisory council meets two or more times per year and the meeting minutes are kept on file in the agriculture department.

3. Council members should consist of individuals representing the agricultural industry and high school agriculture teachers and shall be approved by the college board of trustees.

4. A member of the advisory council reports to the college board of trustees meeting monthly.

5. A member of the advisory council submits reports to or attends local agricultural boards and organizations, such as Extension, Farm Bureau, SWCD, etc.

6. An administrator and/or board of trustees member attended at least one advisory council meeting.

I. PreK- ADULT AGRICULTURAL AWARENESS PROGRAMS

Goal
Instructor(s) assists in the coordination of agricultural awareness/literacy activities, PreK-adult.

Rationale
The adult education needs of the agricultural community should be met by the college district when the main adult objective is in-service, not college credit or a degree.

Quality Indicators

1. Activities are conducted by the agriculture department to enhance student awareness and career exploration about agriculture.
   a) Agricultural career fair
   b) Job shadowing experiences
   c) Ag Day/Week or Ag Expo activities
   d) Farm to School food awareness
   e) Teaching Ag Safety to Kids (TASK) activities or Farm Safety For Just Kids activities
   f) Summer agriculture camps

2. Agriculture instructors coordinate workshops or classes in and/or about agriculture which were specifically designed for adults in the district.

3. Instructors work with community stakeholders to analyze needs and deliver programming for adult agriculture education.

IV. UNIVERSITY EDUCATION IN AGRICULTURE

A. STATEWIDE UNIVERSITY EDUCATION IN AGRICULTURE

Vision
Students are prepared for further education leading to successful careers and a lifetime of informed choices in global agriculture, food, fiber and natural resources systems.

Rationale
College graduates with expertise in food, agriculture, renewable natural resources, and the environment are essential to our ability to address the U.S. priorities of food security, sustainable energy, and environmental quality. Graduates in these professional specialties not only are expected to provide answers and leadership to meet these growing challenges in the United States, but they also must exert global leadership in providing sustainable food systems, adequate water resources, and renewable energy in a world of population growth and climate change. The Bureau of Labor Statistics forecasts a 10.8% increase in the U.S. labor force between 2012 and 2022 due to job growth and openings from retirement or other replacements.

Goals by the year 2020
1. Enhance, improve, and expand current agriculture programs.

2. Maintain and reinstate doctoral degree programs in agriculture at all four universities.

3. Increase agriculture student enrollment by 20% or 756 students.

B. QUALIFIED PROFESSORS

Goal
Qualified professors have knowledge and skills in their areas of instruction. These qualifications are obtained through education and/or work experience.

Rationale
Agriculture is a highly technical subject matter area. It requires extensive occupational experience as well as professional and academic preparation to be an effective instructor. The students enrolled in agricultural programs are preparing for careers in agriculture. It follows, then that the instructor with personal occupational experience in agriculture will be a more effective instructor of these students. Universities should conduct comprehensive programs in agriculture that provide the practical and theoretical instruction needed by postsecondary students in training.

Quality Indicators
1. The agriculture professors have occupational experience in the related field and/or a doctorate's degree in their agriculture teaching discipline.

2. All agriculture professors are employed full-time with research, teaching, and outreach responsibilities.

3. The agriculture instructors without a doctorate's degree have a minimum of three years of occupational experience in their teaching area.

4. Agriculture professors are active members of their respective content professional organizations, National Association for College Teachers of Agriculture (NACTA), and other educational organizations, trade organizations, and/or societies.

5. Agriculture professors actively participate in at least two professional development programs which could include the Agriculture Articulation Conference and an industry professional training.

6. Agriculture professors keep current with industry technology and skills by on-site tours, summer practicums, and sabbaticals which are funded by college/department budget.

7. All instructors and professors participate in teaching methods refresher workshops at least every three years.

8. Professors are active members of the university educator organization or committees.

9. Agriculture professors are employed to maintain year-round instructional programs, supervise students at internships, activities, recruitment, and conferences, and pursue research.

10. The university administration has designated an agricultural professor to serve as the Department Chair. Time or other compensation is allocated to this individual for program management activities.

11. Agriculture professors are aware of state and federal legislation that impact education.

12. Substitute professors or instructors are provided when regular staff are absent.

13. All professors are committed to the development of students in instructional activities, student organizations, occupational experiences, and department activities.

14. All professors serve as advocates to promote the college agriculture program and agriculture industry.

C. STUDENT SERVICES

Goal
Agriculture Education programs fulfill the educational needs of all students by supporting all learning styles and providing guidance or advisory services.

Rationale
Factors other than the curriculum can greatly affect a student's success in an agricultural program. The removal of barriers to learning, the provision of special services, and planned guidance activities all serve to enhance the instructional program.

Quality Indicators

1. Agriculture professors advise all agriculture students on a regular basis to help develop and meet individual career objectives. Professors review career information, scholarships, course offerings, and other pertinent information with college career counseling department.

2. Agriculture professors make provisions to accommodate all students with special needs.

3. The department chair, in cooperation with the student services department, conducts a 1 and 5 year follow-up study of graduates.

4. Agriculture professors assist in advising all agriculture students.

5. A current personal file or portfolio is maintained within the college agriculture department for each student enrolled in the program. The file includes career objectives, planned sequence of courses, proposed internships, student organization goals, and other pertinent plans.

6. Career fairs are hosted for agricultural employers to recruit student for internships, careers, and further education opportunities.

7. Agriculture professors and students assist in planning and conducting recruitment activities on an annual basis at high schools and colleges to attract students into their programs.

8. Agriculture students participate in activities designed for exposure to agricultural careers such as the Farm Progress show, industry trade shows, Women Changing the Face of Agriculture conference, Minorities in Agriculture, Natural Resources, and Related Sciences(MANRRS)conference, etc.

9. Agriculture students receive training in leadership, job interviewing, resume preparation, and other relevant workplace skills.

10. Scholarships are offered for students majoring in agriculture.

11. Merit scholarship programs are available to attract the academically talented with prior agricultural experience and interests.

12. A public outreach program adequately informs prospective students, parents, teachers, guidance counselors, school administrators, and policy makers regarding higher educational needs and opportunities in agriculture.

13. Resources are available to support expanded agriculture graduate scholarships and fellowships in priority areas.

D. INSTRUCTIONAL PROGRAMS

Goal

The instructional programs in agriculture are competency based with skills, knowledge, and attitudes required for gainful employment and for preparation for advanced study.

Rationale

The goal of career and technical education in agriculture is for participants to become gainfully employed. Therefore, the program of instruction must be kept current and be realistic in meeting present and future job and educational requirements. A sequential program structure allows for a logical progression from basic to skill level training.

Quality Indicators

1. Agriculture program offers degree programs of: Bachelor of Science (BS), Masters of Science (MS), and Doctoral (PhD).

2. BS programs accept Illinois Agriculture Articulation Initiative (IAI) standards for credit transfer.

3. The department serves students who are both agriculture and non-agriculture majors with elective coursework for agricultural awareness or skill development.

4. Agriculture courses are approved electives for non-agriculture programs.

5. The instructional program reflects a balance of classroom, laboratory, student organization and supervised occupational experiences with connections to industry based field experiences.

6. Written syllabus includes lesson plans for all courses contain clearly stated goals, objectives, activities and assessments. Lessons utilize a variety of hands-on teaching methods which create student interest, promote student learning, and encourage appropriate behavior.

7. Community and state resources and businesses are identified and utilized to enhance the quality of the instructional program via: guest speakers, field trips, community and business facilities, and partnerships with other universities.

8. The instructional program is updated using local, state, and national labor market data and needs.

9. Validated skills and competencies needed by students for entry and advancement in employment are utilized in developing objectives for the instructional program.

10. Agricultural technology instruction is incorporated into the agricultural curriculum, i.e., application of software programs, precision agriculture, etc.

11. Up-to-date instructional technology is integrated into the agricultural classroom instruction, i.e. mobile devices and interactive websites.

12. All agriculture professors annually review and update curriculum with assistance from a department advisory committee.

13. The university agriculture department submits a written annual program report to appropriate local, regional, and state officials and industry partners. An oral presentation of the report and/or the written report is presented to the university governing board.

14. In those courses with hands-on laboratory experiences, class size is limited to a maximum of 16 students or the maximum students allowed given the facility design.

E. INTERNSHIPS AND SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS

Goal
Instruction and participation in an internship is an integral component of agricultural education for all students.

Rationale
One of the best methods of reinforcing the learning which takes place in the agricultural classroom and school laboratory is for the student to apply the information received in agricultural courses to activities and projects in the workplace, in or near the school, or some other approved location.

Quality Indicators
1. Appropriate credit is awarded for internship programs that directly relate to the student's program and career goals.

2. All students are provided an opportunity to participate in guided internship experiences. Professors integrate internship training into the syllabus.

3. All professors provide coordination, supervision, and guidance and maintain adequate records to evaluate student progress during internships.

4. Each student engaged in an internship maintains accurate and up-to-date records including hours worked, financial transactions and competencies acquired during the experience.

5. An annual review and evaluation of the internship program training sites is conducted to improve the training provided at the site.

F. AGRICULTURAL STUDENT ORGANIZATIONS

Goal
Membership and participation in agricultural organizations is an integral component of the instructional program for all students enrolled in agriculture courses.

Rationale
Agricultural organizations provide an avenue for expanding and enriching the opportunities for students to develop personal qualities, leadership abilities, career and technical skills, citizenship, and other capabilities that will enhance their employability.

Quality Indicators
1. A variety of agriculture student organizations are maintained at each university. Leadership development is provided to all students through student organization activities.

2. All students join and participate in at least one agriculture student organization.

3. Agriculture professors regularly participate in the advisement of student organizations and/or coordination of agricultural student activities.

4. Each organizations' constitution and/or bylaws are up-to-date and reviewed annually with a written copy on file in the department office.

5. Agriculture organizations conduct a minimum of nine regularly scheduled meetings per academic year.

6. Agriculture organizations actively participates in annual state and national conferences and conventions.

7. Agriculture organizations compete in organized agricultural competitions with other universities.

8. Agriculture organizations plan and conduct an annual member recognition banquet or program.

G. FACILITIES, EQUIPMENT, AND SUPPLIES

Goal
The university provides adequate and dedicated classroom and laboratory space for the agriculture departments. All laboratory facilities, tools and equipment are maintained at, or above, current government safety and environmental rules and regulations.

Rationale
Effective agricultural education instruction is dependent upon the student's hands-on experiences in up-to-date, realistic situations. In order to provide realistic instruction, the facilities, equipment, and supplies must replicate that which is found in the careers for which training is provided.

Quality Indicators
1. Dedicated classroom space is at least 600 square feet in size and is adjacent to laboratory facilities.

2. A university farm or laboratory on or near campus is available for the following uses:
    a. **Plant (Land/Crop)** A minimum of ½ acre of land where crops are grown, cultivated, and harvested to teach students about agronomy.
    b. **Animal (Large)** Space on school property where 3 or more large animals are housed throughout the school year with adequate area for each animal.
    c. **Mechanics** Designated space for teaching agricultural mechanics including but not limited to small engines, electricity, and welding. (2400 square feet or larger)
    d. **Greenhouse** Outdoor facility, a minimum of 100 square feet, for growing plants. (1800 square feet or larger)
    e. **Aquaculture** Functioning tank (in use) greater than 50 gallons in a recirculation system.
    f. **Animal (Small)** Space on school property where 5 or more small animals are housed throughout the school year with adequate area for each animal.

g. **Landscape** A minimum of 300 square feet of land aesthetically improved through planting, mulching, weeding, etc. while under the care of the agriculture department.
h. **Agriscience** Space designated for conducting ag research and scientific investigations. This area shall include items such as lab tables, sinks, burners, scientific instruments and proper ventilation.
i. **Computers or Tablets** Agriculture university has 10 or more computers or tablets.
j. **Plant Nursery** A minimum of 100 square feet of land where woody or herbaceous plants(ie: ornamental, fruit, forestry trees; shrubs; or bulb crops) are grown in ground or containers for transplanting, budding, grafting, or for sale.
k. **Garden** A minimum of 100 square feet of land where a variety of vegetables, fruits, flowers, or herbs are grown, cultivated, and harvested.

3. Adequate office space is provided for each instructor(s).

4. Adequate space is provided for the storage of instructional equipment, supplies and materials, as well as student classroom and laboratory materials.

5. Student lockers, restrooms, and clean-up facilities are provided in the department when necessary.

6. A current written inventory of department tools, equipment and other pertinent material is on file in the department. It includes modern tools and equipment comparable to those used in the agricultural industry and based on the largest number of students using the facilities.

7. A departmental budget is prepared by the department chair and is submitted to administration for approval. The budget request identifies needs for equipment, facilities, supplies, travel, and other program necessities.

8. The agricultural department successfully obtains external grant resources.

H. AGRICULTURAL ADVISORY COUNCIL

Goal
A university governing board approved agricultural advisory council, whose membership is representative of the agricultural industry, to provide program advisement to the university college of agriculture.

Rationale
Agricultural education must be kept relevant to the changing nature of modern agriculture. The instructional program must be based on currently acceptable practices used in agricultural business and industry in order for agricultural education students to succeed in the agricultural job market. This can happen more readily when professors regularly consult with current industry representatives.

Quality Indicators
1. The advisory council conducts a review and/or considers recommendations from the professors or administration as documented in published minutes including, but not limited to the following:

a. Grants and research projects
b. Curriculum improvement/expansion
c. Professor professional development
d. Facilities, equipment and supplies
e. Placement of students in internships
f. Student organization activities
g. Adult agricultural education
h. Agricultural awareness (literacy) - PreK-adult
i. Career pathways
j. Follow-up of graduates
k. Program planning, management, priorities, and evaluation

2. The agricultural advisory council meets two or more times per year and the meeting minutes are kept on file in the college of agriculture dean's office.

3. Council members should consist of individuals representing the agricultural industry, college instructors, and high school agriculture teachers, and shall be approved by the university board.

4. A member of the advisory council reports to the university board of trustees meeting annually.

5. A member of the advisory council or administration presents reports at annual meetings of state agricultural boards and organizations, such as Extension, Farm Bureau, SWCD, commodity groups, etc.

6. A university board of trustees member attends at least one advisory council meeting.

I. PreK-ADULT AGRICULTURAL AWARENESS PROGRAMS

Goal
Coordination activities are conducted with agricultural partners to assure that agricultural awareness programs at elementary, secondary, and community college levels serve as a talent identification system for higher education in agriculture.

Rationale
Increased employment demand for graduates of agriculture majors will require universities to engage with younger students to adequately meet employment needs.

Quality Indicators
1. Activities are conducted by the college of agriculture to enhance student awareness and career exploration about agriculture.
   a. Agricultural career fair
   b. Internships and job shadowing
   c. Ag Day/Week or Ag Expo activities
   d. Farm to School food awareness
   e. Summer agriculture camps

2. Agriculture professors coordinate workshops or classes in and/or about agriculture which were specifically designed for adults.

3. Professors work with agricultural stakeholders to analyze needs and deliver programming for adult agriculture education.

J. AGRICULTURAL RESEARCH

Goal

Funding is secured to finance grants for improvement of all areas of Ag, Food, and Natural Resource systems.

Rationale

As the world population increases, our dependence on renewable resources and increased environmentally sustainable practices must increase as well. Illinois has been an agricultural research leader and must continue to be in order to maintain its strong agriculture economy.

Quality Indicators

1. Long and short-range priorities for research are determined by Vision for Illinois Agriculture, commodity groups, and agribusiness.
2. Grants are awarded through a competitive grant writing/proposal process.
3. All relevant segments of agriculture are represented in the research program.
4. Collaborative research and non-research projects are conducted.

V. TEACHER EDUCATION PROGRAMS IN AGRICULTURE

A. STATEWIDE TEACHER EDUCATION PROGRAM

Vision
To provide for recruiting, inducting, and mentoring people into the teaching profession.

Rational
An increasing demand for employees in agriculture will continue to require that students be exposed to ag careers, trained in basic agriculture terminology, and taught math and science though agriculture applications. To increase the pipeline of students taking agriculture classes in Illinois will require additional teachers at all education levels.

Goals by the year 2020
1. Enhance, improve, and expand current agricultural education programs.

2. Increase graduates with an ag education degree and licensed by 250% or 50 students.

B. STUDENT RECRUITMENT

Goal
A continuing program of recruitment is undertaken to insure that a sufficient number of competent agricultural education teachers are prepared to meet the demand for new teachers in Illinois.

Rationale
A competent core of new teachers is needed each year to maintain the scope of agricultural education in Illinois and staff new program initiatives.

Quality Indicators
1. A university transfer program is provided.

2. All students admitted to student teaching are required to have a 3.5 G.P.A. on a 5.0 scale. (2.5 on a 4.0 scale)

3. A minimum of one faculty member is responsible for recruitment, including women and minorities, in agriculture education. A written recruitment plan was developed with advisement of the program advisory committee.

4. Incentive programs, such as scholarship or award programs, are available to encourage more students including those from disadvantaged and diverse backgrounds to pursue a teaching career in agriculture.

5. Agricultural education faculty play an active role in promoting agriculture during student guest days, new student week, and agricultural orientation programs on campus for both secondary and postsecondary students.

6. Annual contacts are made with both secondary and postsecondary institutions (personal visits and/or direct mailings) to inform educators, guidance counselors, and administrators of the continuing demand for agricultural teachers.

7. One agricultural education faculty member is responsible for coordinating recruitment activities, including a minimum of 12 school presentations to recruit ag education students.

8. The agricultural education program has a current, eye-catching brochure and or website highlighting advantages of a career in agricultural education.

9. Students enrolled in non-ag education majors are encouraged to simultaneously complete the requirements for teacher licensure.

10. Growing Agriculture Science Teachers (GAST) grant is completed and submitted yearly.

C. GRADUATE AGRICULTURAL EDUCATION

Goal
Identify and encourage undergraduate students with high academic ability and agricultural experiences to complete graduate level degrees in agricultural education.

Rationale
To adequately increase the global workforce needs in agriculture, additional talent at all levels of education will be needed. An increase in the needs for undergraduate students in ag education necessitate an increased number of graduate candidate to provide instruction.

Quality Indicators
1. Graduate level credits are awarded to students seeking advanced degrees in agricultural education through courses taught by agricultural education staff.

2. Graduate assistantships are provided for agricultural education graduate students who are specializing in teacher education.

3. Twenty-five or more students are enrolled in the graduate agriculture education program.

4. The agriculture education program offers graduate courses complementing the secondary agriculture teachers/school schedule.

5. An approved master's level teacher licensure program is offered.

6. Online courses are offered for graduate credit by the agricultural education program.

D. STUDENT ADVISEMENT

Goal
The agricultural education faculty has weekly contact with students majoring in agricultural education to insure that they are progressing satisfactorily in their degree program and toward teacher licensure.

Rationale
Ag education faculty need to keep in touch with students to insure that their professional preparation for teaching is a positive and rewarding one. This will enable faculty to answer questions or issues and to counsel prospective students about pursuing a degree program in agricultural education.

Quality Indicators
1. All students enrolled in agricultural education are advised by ag education faculty.

2. Students enrolled in agricultural education are advised of the 2,000 hour paid work experience requirements and appropriate steps are taken to assist students in obtaining and documenting these experiences.

3. Students who plan to major in agricultural education are identified as soon as possible for advisement and counseling purposes.

4 Ag education faculty schedule and keep regular office hours for the purpose of advising and counseling students.

5. Ag education faculty has no more than 25 regular undergraduate students as advisees.

6. Students are encouraged to obtain licensure in science in addition to agricultural education.

7. 75% of graduates receive dual licensure in science.

8. Ag education faculty meet regularly with science education faculty to ensure program alignment and criteria are met.

9. Prior to student teaching, students are interviewed by a panel of cooperating teachers and ag education faculty to assess their potential as teachers of agricultural education and their readiness for student teaching. Students are advised, in writing, of the panel's recommendations.

E. PROGRAM PLANNING AND TEACHING METHODOLOGY

Goal
Students preparing to teach agriculture are experienced in using a variety of teaching methods prior to the student teaching experience.

Rationale
Teacher quality is demonstrated by technical and professional competence. Teacher education graduates must possess a well-developed repertoire of teaching skills.

Quality Indicators
1. A minimum of 12 weeks is spent student teaching under the guidance of a licensed and experienced cooperating teacher including successful completion of the EdTPA.

2. Quality indicators are used when selecting school sites for student placement.

3. A methods course in teaching agriculture education is required prior to the student teaching experience.

4. All student teachers develop a minimum of one lesson plan per week and necessary resources for four hours of teaching.

5. All student teachers develop and teach lesson plans representing all of the AFNR pathways, including Plant Science, Animal Science, Ag Mechanics, Ag Business, Environmental Services, Food Science, and Natural Resources.

6. All student teachers are visited and counseled at least three times (one-half day visits) by an agricultural education faculty member. All teaching experiences are observed, critiqued and reported in writing in follow-up document or online report to the student and cooperating teacher.

7. All students demonstrate proficiency at utilizing current teaching technology tools, hardware, and software/applications.

8. All students are proficient in utilizing Illinois online curriculum resources.

9. The structure and operation of the Illinois Team Agriculture Education system is taught as a part of a required agriculture education course.

10. All student teachers assist in coordinating or teaching a workshop or class in or about agriculture which is specifically designed for adults in the community during their student teaching experience.

11. All students complete a community needs assessment as part of a required agriculture education course.

12. All students observe one class with an academic teacher.

13. All students teach at least one lesson with a high school academic teacher.

14. All student teachers meet with at least one K-8 teacher to share Ag In The Classroom or other agriculture teaching resources.

15. All student teachers prepare and teach an agriculture or ag careers lesson to 6-8th grade students.

16. All students develop a four-year sequential course of study as part of a required agricultural education course.

17. All students utilize modern teaching methods in: problem-solving, lab activities, demonstration, question-answer discussion, individualized instruction, student-centered instruction, field trip, lecture presentation, independent study, and guest speakers/presenters.

18. All students are able to utilize FFA programs and activities as an integral part of the instructional program.

19. All students demonstrate a variety of classroom management techniques and appropriate disciplinary action.

20. All students demonstrate proper assessment techniques for student progress in the classroom, ag mechanics lab, greenhouse, land laboratory, SAE, and any other situation.

21. All students are able to select and practice appropriate methods of stimulating student interest in what is to be learned.

22. All students are able to manage time and set priorities in carrying out an effective instructional program.

23. All students are able to prepare individualized educational programs and are able to teach students with special needs. (i.e. reading, ESL/bilingual, and special education)

24. All students observe and assist a competent, professional agriculture education teacher for a minimum of 100 clock hours. (supervised pre-clinical experience)

25. All students complete a minimum of two weeks of supervised summer experience with a cooperating teacher learning how a quality summer program is conducted.

26. Prior to a school receiving a student teacher, the university must meet with the cooperating teacher (at a statewide or university group meeting) to discuss expectations, roles, and responsibilities of all that are involved in the student teaching experience.

27. Cooperating teachers observe student teachers on average for two classes per day and provide them with comments and suggestions for improvement on a daily basis and through a written, weekly evaluation of student teaching performance.

28. Student teachers attend all local, section, and state meetings attended by the cooperating teachers.

29. Student teachers are evaluated by their students.

30. All students participate in a mock-interview with the building administration.

31. All students understand how to determine, obtain, and maintain instructional materials, tools, equipment, and facilities.

32. All students know how to prepare monthly and annual reports and are able to develop long-range program plans.

33. All students know the purpose of articulation and the need for coordinating the local agricultural program with other agricultural education programs that serve the community.

34. All students understand the organization of the school district and the roles and responsibilities of all key partners.

35. All students understand the ISBE regional Education for Employment system structure for career and technical education and are aware of the program approval process to secure funding for agricultural education courses.

36. All students understand the purpose of Ag In The Classroom and their role in working with K-8 school teachers.

37. All students understand how to organize and effectively use an agricultural advisory committee and FFA alumni chapter for program planning and support.

38. All students understand how teaching adults differs from teaching high school students and are able to use appropriate techniques in teaching adults.

F. TECHNICAL PREPARATION IN AGRICULTURE

Goal
Students preparing to teach agriculture are technically competent in all AFNR career pathways.

Rationale
Teachers must have knowledge and experience in the technical subject matter areas of agriculture so they may teach with accuracy, competence, and confidence.

Quality Indicators
1. All agricultural education graduates successfully complete at least one course representing all of the AFNR pathways, including Plant Science, Animal Science, Ag Mechanics, Ag Business, Environmental Services, Food Science, and Natural Resources.

2. All agricultural education graduates successfully complete at least 40 semester hours of technical agricultural courses.

3. All students are required to complete at least one summer internship with an agricultural business which earns course credit.

4. All students possess a minimum of 2,000 hours of paid employment experiences in the agriculture industry including 250 hours in each pathway taught, and appropriately documented.

5. All students receive an additional license endorsement in a science area.

G. STUDENT PLACEMENT

Goal
Agricultural education staff provides job placement support to graduates to ensure all candidates are placed in agricultural teaching positions.

Rationale
Graduates need assistance in identifying professional placement opportunities and making decisions about career alternatives. Placement services will help attract a higher percentage of graduates into teaching.

Quality Indicators
1. All agricultural education graduates are provided with job placement counseling to assist them in becoming successfully employed in an agricultural education position.

2. One agricultural education faculty member is responsible for coordinating placement.

3. Current teaching vacancies are shared with ag education students.

4. Ag education departments promote candidates with schools seeking to hire new agricultural education teachers.

5. Letters of recommendation for student teachers are provided by cooperating teachers and ag education faculty.

6. Complete placement records of graduates are kept on file in the agricultural education office.

7. Students are encouraged to provide their credentials to FCAE program advisors to post on the www.agriculturaleducation.org website.

8. All students develop an interview portfolio (including resume, assessments, lesson plans, etc.)

9. All ag education graduates accept an ag teaching position at or above the secondary level.

H. STUDENT PROFESSIONAL DEVELOPMENT

Goal
Professional development activities are available to all agricultural education students as an integral part of their academic program.

Rationale
Interest and involvement in professional organizations should begin in the undergraduate teacher education program to allow graduates a smooth transition into active membership.

Quality Indicators
1. All students have the opportunity and are encouraged to become student members of the Illinois Association of Vocational Agriculture Teachers (IAVAT) and the National Association of Agriculture Educators (NAAE).

2. An agricultural education student organization(s) (such as Collegiate FFA, Agricultural Education Club, and Alpha Tau Alpha) is available to all agricultural education majors. Students are encouraged to be active, participating members.

3. All students are familiar with the other professional education associations such as the Illinois Association of Career and Technical Education (IACTE), the Association for Career and Technical Education (ACTE), etc.

4. All students attend at least one IAVAT section meeting during their student teaching experience.

5. All students participate in at least one student branch IAVAT event.

6. All students participate in at least one IAVAT summer conference prior to graduation.

7. All students attend at least one function with their science education colleagues.

8. All students are encouraged to participate in the Central States Research Conference and/or ATA Student Teacher Conference.

I. SUPERVISED AGRICULTURAL EXPERIENCE (SAE) PROGRAMS

Goal
Agricultural education students understand the importance of and are able to assist high school students in developing and carrying out (including record keeping) appropriate agricultural experience programs.

Rationale
Supervised agricultural experience (SAE) programs are a unique and essential component of all agricultural education programs. Graduates need knowledge and practice in helping students plan and carry out SAE programs.

Quality Indicators
1. All students receive instruction in planning, developing, implementing, and evaluating SAEs including record keeping.

2. All students make a minimum of 12 SAE visits.

3. All students are able to instruct the use of all SAE record book types, including exploratory and agriscience.

4. All student teachers will gain experience in helping students correctly use record books.

5. All students are aware of state licensure requirements for cooperative education and are strongly encouraged to become qualified coordinators.

6. All students participate as a judge at any level of agriscience fair and/or proficiency award competition.

J. FFA ADVISEMENT

Goal
Agricultural education students are knowledgeable about the FFA Organization as an integral part of the total program and the role for the FFA advisor.

Rationale
Potential agricultural education teachers need to be knowledgeable of programs and activities of the FFA organization to be effective advisors and be able to guide the efforts of a local chapter so that members will obtain maximum benefits of participation.

Quality Indicators
1. Students understand individual and chapter award programs, degrees, community service programs, and career development events. All students are able to assist students in competing for and attaining these awards and distinctions.

2. All students participate in at least three section, district, and/or statewide FFA events.

3. All students develop a FFA chapter pre-program of activities, constitution, and by-laws

4. All students are able to assist members in completing FFA award and degree applications.

5. All student teachers attend with cooperating school, if possible, the National and/or State FFA Convention.

6. All student teachers serve as assistant chapter advisors including functioning as the advisor in the opening ceremony.

K. AGRICULTURAL ADVISORY COMMITTEES

Goal
Students in agricultural education programs understand the role of, and gain experience in, conducting an agricultural advisory committee.

Rationale
Advisory committees can play an important role in program improvement and evaluation. Agricultural education teachers generally assume a large responsibility for organizing and/or maintaining advisory committees for the agricultural education program.

Quality Indicators:
1. All students receive instruction in a required agricultural education course on organizing and effectively utilizing an agriculture advisory committee.

2. All student teachers observe and participate in at least one advisory committee meeting.

3. Each University agriculture education department has an advisory committee with representatives from agricultural organizations, agribusiness, ag teachers, FCAE program advisors, and student teachers that meets a minimum of two times per year.

4. Each University agriculture education department develops and presents a written annual report to the advisory committee, University College of Agriculture administration, and IAVAT membership at their annual conference.

L. FACULTY PROFESSIONAL DEVELOPMENT

Goal

Faculty are involved in appropriate scholarly activities including, but not limited to, disseminating results of the research through publications, presentations, and development of materials. Qualified instructors have knowledge and skills in their areas of instruction. These qualifications are obtained through education and/or work experience.

Rationale

Agriculture is a highly technical subject matter area. It requires extensive occupational experience as well as professional and academic preparation to be an effective instructor. The students enrolled in agricultural programs are preparing for careers in agriculture. It follows, then, that the instructor with personal occupational experience in agriculture will be a more effective instructor of these students.

Quality Indicators

1. All agricultural education teacher educator staff model commitment toward professionalism including membership and active involvement in AAAE, NAAE, IAVAT, IACTE, ACTE and other appropriate professional organizations.

2. Faculty serve on IAVAT committees.

3. Faculty registers and actively participates in the annual IAVAT Conference.

4. Faculty and attend and share research at the Central States Research Conference.

5. Faculty attends all Illinois Team Ag Ed meetings.

6. Faculty teach agriculture classes at the secondary level each year.

M. RESEARCH IN AGRICULTURAL EDUCATION

Goal

Secure funding for grants for improvement of agricultural education at all levels.

Rationale

To provide monies to research and develop innovative teaching strategies, new instruction techniques, and more effective teaching programs in agricultural education.

Quality Indicators

1. Long and short-range priorities for research are determined by Illinois Team Ag Ed.

2. Grants are awarded through a competitive grant writing and proposal process for research and non-research projects.

3. All segments of agricultural education are represented in the grants program.

VI. AGRICULTURAL WORKFORCE KNOWLEDGE, SKILL, AND TALENT DEVELOPMENT

A. Agricultural Workforce Knowledge, Skill, and Talent Development

Vision
As globalization, increasing population, climate change and environmental impacts, technology advancement, new institutional arrangements, and ageing of the agricultural workforce offer both challenges and opportunities for agricultural development and food systems. All individuals working in the all segments of the agricultural industry must be provided with quality professional development and advanced on the job training for Illinois agribusinesses to produce, process, package, transport, and market an affordable, safe, and an abundant product to Illinois citizens.

Rationale
To sustain the agricultural industry as a productive, competitive, and efficient sector and as time and funding become limited, agribusinesses, agencies, organizations, colleges, universities, and others must partner together to provide professional development and training opportunities for our current and future workforce in agriculture.

Goals
1. Encourage agribusinesses, agencies, organizations, colleges, universities, and others to partner together in providing employee professional development events.

2. Publicize through social media, websites, newsletters, etc. employee professional development and workforce training seminars, short courses, and related opportunities.

3. Develop knowledgeable and effective agribusiness representatives to become successful policy and decision makers for the agricultural industry.

4. Create an enabling environment and incentives for private sector engagement in talent development to improve linkages between supply and demand of knowledge and skills

5. Promote demand-driven and innovative agriculture education, training, and skills development programs geared towards transformation and maintaining high performance culture at all levels

6. Recruit and retain youth, women, and minorities in agriculture through incentives and the promotions.

7. Develop and provide seminars on team building, leadership enhancement, and generational differences.

B. Examples of Agricultural Workforce Knowledge, Skill, and Talent Development

1. **Illinois Agriculture Leadership Foundation** - www.agleadership.org
   The Illinois Agricultural Leadership Foundation (IALF) builds a tradition of excellence by delivering leaders for American agriculture. Their mission through a two year program is to develop knowledgeable and effective leaders to become policy and decision makers for the agricultural industry.

2. **Agricultural Leader of Tomorrow(ALOT) program**
   Agricultural Leaders of Tomorrow provides selected Illinois Farm Bureau members an opportunity to learn a broad range of skills to enrich their leadership abilities and enhance agriculture's voice in Illinois.

3. **Women Changing the Face of Agriculture conference**
   This conference is an outreach project to invest in the future of agriculture giving all women the opportunity to explore different career paths offered in the agriculture sector. Their goal is to help attendees receive accurate information first hand from actual women agriculture professionals.

4. **Illinois Department of Agriculture and Illinois Department of Natural Resources programs**
   These two main state agencies and conducting professional development and training programs and events.

5. **Industry employee leadership development programs**
   Agribusinesses organize and conduct their own employee leadership professional development and training programs.

6. **Agriculture sector conferences, seminars and professional development**
   Commodity groups, agribusinesses, agencies, organizations, etc. organize and conduct agricultural and leadership informational topic professional development.

7. **State and industry sanctioned certification programs**
   State and county government and agribusinesses organize and conduct agricultural certification professional development. Examples include: safety, pesticides, conservation measures and water quality.

8. **College and university training, seminars, and professional development**
   Colleges and universities organize and conduct leadership and agricultural professional development programs.

VII. PUBLIC AND CONSUMER AGRICULTURE AWARENESS AND ADVOCACY

A. Public and Consumer Agriculture Awareness and Advocacy

Vision

Public and consumer agricultural awareness and advocacy is the responsibility of all members of Illinois Team Ag Education. As the population continues to be more removed from farm life and demands to understand more about the food and natural products they consume, the need for public education about agriculture continues. All agricultural organizations must cooperate to share messaging about the safe, abundant food supply and to recruit for those career opportunities available in the industry.

Rationale

As the population becomes less connected to farms, it is important to provide outreach to the consumer to reinforce confidence in the domestic food supply. It is also critical to share the career opportunities that exist in the agriculture industry.

Goals

1. Encourage agribusinesses, agencies, organizations, colleges, universities, and others to partner together in educating the public about the agriculture industry.

2. Utilize social media, websites, newsletters, webinars, etc. training seminars and related opportunities to teach Ag advocates strategies for social media engagement with the public.

3. Utilize social media, websites, newsletters and other forms of media to communicate with the general public

4. Prepare students to promote agriculture in a professional and effective manner through essential communication and presentation skills.

5. Develop knowledgeable and effective agribusiness representatives to become successful policy and decision makers and influencers for the agricultural industry.

B. Examples of Public and Consumer Agricultural Awareness In and About Agriculture

Governmental, education, and civic organizations as well as employees of private sector firms must regularly communicate through various channels to address changing agriculture trends, situations, and market fluctuations.

1. Illinois Farm Families - www.watchusgrow.org

With the assistance of the Illinois Farm Bureau and Illinois commodity groups, a website has been produced with informational videos and information targeting Illinois families. Illinois farm families introduce all families to the people who grow our food. They host groups of moms and families to their farms.

2. Illinois Farm Bureau Adopt a Legislator Program – www.aal.ilfb.org

This program was developed with the purpose of building long-term personal relationships between urban state legislators and farmers from across the state. The goal of the program is to educate urban legislators about agriculture, our state's largest industry, and rural life, while also helping our members better understand the needs and concerns of an urban district.

3. **Conservation World at the Illinois State Fair - www.dnr.illinois.gov/ConservationWorld**
   Conservation World is an area on the grounds of the Illinois State Fair in Springfield. Youth and families can try to catch a fish or practice their skills at the archery and BB gun ranges. Many trails are constructed to explore outdoor Illinois: from parks, mining and forests to wildlife, fish and endangered plants and animals along with shady places to sit on a park bench and relax while visiting the state fairgrounds.

4. **Farm Tech at the Museum of Science and Industry, Chicago - www.msichicago.org/explore/whats-here/exhibits/farm-tech**
   Farm Tech shows you the science and technology helping to raise the world's food and keep up with a growing demand. As populations have grown, the farms feeding them have grown bigger and smarter. More and more, farmers are using cutting-edge methods to work more efficiently while reducing effects on the environment. The general public can explore and learn about how food is produced from field to fork.

5. **Grow Exhibit at the St. Louis Science Center – www.slscgrow.squarespace.com**
   Explore the journey of food. Dig deeper as we take a look at the science of the most important element of our daily lives: Our food. Where does it come from? How does it grow? How far does it travel? And how can each of us make a difference so we can all eat? Find the answers to all these questions and so much more at this one-of-a-kind exhibit focusing in on the journey of food.

6. **Children's Discovery Museum, Normal - www.visitbn.org/visit/2927/childrens-discovery-museum/**
   Normal's Children's Discovery Museum is three stories of amazing hands-on fun. The surprising array of exhibits is enough to keep curious children and playful grown-ups busy and happy for hours on end. Families can explore Healthy Kids-Healthy Future, featuring a Fresh Market and Healthy Pizza Cafe; Way to Go; and Dig It! the museum's first outdoor exhibit. They can harvest corn, drive a combine and feed the cows in the country's largest children's museum agriculture exhibit, AgMazing.

7. **Kidzeum of Health and Science, Springfield - www.kidzeum.org/**
   Healthy Earth & Environment Gallery provides an understanding of our agriculture industry of the area, transportation system and alternative energy sources, specifically water conservation.

8. **Community Garden Projects**
   Recognizing that community gardening improves people's quality of life by providing a catalyst for neighborhood and community development, stimulating social interaction, encouraging self-reliance, beautifying neighborhoods, producing nutritious food, reducing family food budgets, conserving resources and creating opportunities for recreation, exercise, therapy and education.

9. **Agribusiness, Agency and Organization Social Media and Websites**
   Food for Thought – Youtube videos by Monsanto
   Illinois Soybean Association Pod to Plate – www.podtoplate.org
   Living Lands and Waters – www.livinglandsandwaters.org

10. **County Fairs**
    Public event that happens every summer with rides, games, and competitions to promote agriculture and food for all ages.

Illinois Agricultural Education Team Descriptions

Representatives are all of the partners within the Agriculture Education addressing state issues and longer term planning. This team includes professional staff, officers, and board members from ILCAE, ICAE, ISBE, FCAE, AITC, IAVAT, FFA, FFA Foundation, FFA Alumni, IACCAI, PAS, University Council Agriculture Teacher Educators and Deans, IDOA, and Illinois Farm Bureau. The committee meets at least one time per year. The meetings are facilitated by the ISBE Agricultural Education Consultant and the FCAE Coordinator with assistance by the ILCAE chairperson.

Objectives:

1. Provides a forum to identify and address major issues, concerns and research needs in agricultural education and develop solutions.

2. Serves to improve and enhance communication, coordination, and articulation between all agricultural education partners

1. Illinois Leadership Council for Agricultural Education (ILCAE) is a voluntary, grassroots agricultural industry group focused on the expansion and improvement of Agricultural Education programs at all levels. ILCAE is primarily an advocacy group focused on legislation that established the Illinois Committee for Agricultural Education (ICAE) and the Agricultural Education line item in the Illinois State Board of Education (ISBE) budget.

Objectives:

1. Conduct a minimum of four regular meetings per year with a full complement of 30 members representing all segments of agriculture and agricultural education professional in developing and coordinating the involvement and support of agricultural businesses, associations, organizations and governmental agencies.

2. Identify and address state issues and concerns relative to all aspects of agricultural education.

3. Maintains and revises the Illinois Ag Education Strategic Plan.

4. Promote education in and about agriculture.

5. Address the changing needs of agricultural education to strengthen its viability and competitiveness to serve industry.

6. Involve, inform and partner with agribusinesses, ag commodity groups, and ag professional organizations.

7. Develop investment opportunities involving human and financial capital for the benefit of all groups having interest in agricultural education. (Investment portfolio initiative)

8. Serve as an advocate for agricultural educators at the state level.

9. Involve the total agricultural industry in the assessment of agricultural education in developing quality instructional programs and processes to meet current and future needs.

10. Serve as an advisory council to the Illinois Committee for Agricultural Education and all other agricultural education partners.

2. Illinois Committee for Agricultural Education (ICAE) is a 13-member committee established by legislation and appointed by the Governor to advise both the governor and state education agency concerning Agricultural Education K-adult.

Objectives

1. Conduct a minimum of four regular meetings, at least one each quarter, with a full complement of 13 members to include:
   -6 agribusiness representatives currently serving on ILCAE
   -2 secondary(high school) agriculture teachers
   -1 Ag In The Classroom professional
   -1 post-secondary(community college) agriculture instructor
   -1 adult agricultural education professional
   -1 university teacher educator
   -1 FFA professional

2. Informs ISBE on the Illinois Agricultural Education Plan.

3. Evaluates and reports the performance of the Ag Ed Plan to Illinois Team Ag Ed.

4. Make recommendations regarding the annual funding level of the Agricultural Education Line Item in the ISBE budget to ISBE, Governor, and Legislators.

5. Review all expenditures in the agricultural education line item budget and make budget funding level recommendations.

6. Review, evaluate, and make recommendations for improvement of curriculum, program quality indicators, teacher professional development, teacher qualifications, and other program components.

7. Report the success and challenges of agricultural education by annually presenting the new Agricultural Education Report to the State Superintendent of Education, the Governor of Illinois, and the Illinois Legislature.

8. Annually reviews the performance of the Facilitating Coordination in Agricultural Education (FCAE) project.

3. Illinois State Board of Education (ISBE) is the state agency responsible for preK-12 education, including career and technical education. The principal consultant serves in a supervisory, administrative capacity related to program approval, funding and regulatory requirements.

Objectives

1. Administers State Board of Education funds for agricultural education and coordinates agricultural education programming in Illinois, pre/K-Adult, pursuant to Chapter 122, Paragraph 694-697 and Section 2-3.80 of the Illinois School Code and Public Act 84-1452.

2. Employs the full-time agricultural education consultant who approves agricultural education programs and assists in coordinating state agricultural education activities.

3. The Agricultural Education Consultant assists in the evaluation of The Illinois Ag Education Plan in conjunction with ICAE.

4. Determines approval of secondary agriculture programs.

5. Serves as the State Advisor of the Illinois Association FFA at the secondary level and the Post-secondary Agricultural Students (PAS) at the postsecondary level,

6. Serves as the ISBE liaison for the Illinois Committee for Agricultural Education (ICAE) and the Illinois Leadership Council for Agricultural Education (ILCAE) to receive advisement for program planning, development, implementation, and evaluation.

7. Co-coordinates with FCAE Coordinator a minimum of one meeting of the Illinois Team Ag Ed.

8. Administers programs and allocates funds within the ISBE budget line item for Agricultural Education including: the Secondary Incentive Funding Grants, University Incentive Funding Grants, the Facilitating Coordination in Agricultural Education (FCAE) Project, the Growing Agriculture Science Teachers (GAST), and other initiatives for education in about agriculture.

9. Evaluates and approves provisional agriculture teacher licensure applications.

4. Facilitating Coordination in Agricultural Education (FCAE) is supported with funds from an identified Agricultural Education line item within the ISBE budget. Project staff includes a coordinator and five district professional staff charged with improving education in and about agriculture, prekindergarten through adult levels.

Objectives

1. FCAE staff includes one program advisor based within each of the five IAVAT districts to coordinate services for school districts and one coordinator to supervise and coordinate FCAE budget and staff activities. Program advisors develop measurable goals for their respective districts and the coordinator develops statewide measurable goals. Program advisors are evaluated yearly by the coordinator.

2. Maintain statewide 7-12 online curriculum resources integrating the New Illinois Learning Standards and National AFNR Standards.

3. Provides assistance and support for statewide and county agriculture literacy efforts.

4. Provide on-site technical assistance to agriculture educators at secondary, postsecondary, and university programs.

5. Provides instructional resources to K-12 teachers to integrate agricultural context into academic courses.

6. Maintains the www.agriculturaleducation.org website.

7. Collect, maintain, and report data and information about agricultural education programs within the state.

8. Communicate and maintain relationships with industry partners and others relating to the improvement of agricultural education, and other initiatives for education in and about agriculture.

9. Identify, recruit and retain agriculture education teachers.

5. Illinois Agriculture In The Classroom (AITC) program of today is the result of a merger that occurred in 2005 of the Illinois Farm Bureau Agriculture in the Classroom and the Partners for Agricultural Literacy program. This merger combined the efforts of the Illinois Farm Bureau, Facilitating Coordination of Agricultural Education (FCAE), University of Illinois Extension, Association of Illinois Soil and Water Conservation Districts, Illinois Agricultural Commodity organizations, various Agribusinesses, and others in providing agricultural literacy for student at levels K-8.

Objectives

1. Unites the agriculture industry and educational systems about the importance of agriculture to ensure that preK-12 students learn the true value and importance of the agriculture industry.

2. Organizes and coordinates statewide county agricultural literacy partnerships.

3. Assists in the initiation, maintenance, and support of county-wide coordinated agricultural literacy programs through partnerships with other organizations, businesses, and agencies.

4. Administers grants based on parameters set forth by the IAITC Program Council and approved by the IAA (Illinois Agricultural Association) Foundation Trustees. These grants are utilized to fund county Ag Literacy Partnerships which are used to hire an Ag Literacy Coordinator.

5. Initiates and expands upon special projects related to agricultural literacy including the development of a unified agriculture message.

6. University Council consists of the Agriculture Teacher Education faculty from the four state universities (Illinois State, Southern Illinois, University of Illinois, Western Illinois) offering teacher education programs in agriculture, ISBE Agriculture Education consultant staff, FCAE Coordinator and Program Advisors, FFA Executive Director, and IAVAT Executive Director. The primary focus of this group is to maintain consistent, high quality pre-service agricultural education programs and to identify research priorities.

Objectives

1. Conducts at least two meetings per calendar year. Meetings are facilitated by Ag Education staff members from each university on a yearly rotational basis.

2. Provides a forum to identify and coordinate research priorities that support agricultural education.

3. Assist the IAVAT Professional Development committee in providing professional development for secondary agriculture teachers.

4. Develop and evaluate common student teaching expectations, cooperating teacher training, and student recruitment activities.

5. Work closely with agricultural education instructors at community colleges with articulated Introduction to Ag Education courses.

6. Review and recommend changes to University Incentive Funding Grant Application to ISBE.

7. Illinois Department of Agriculture (IDOA) advocates for Illinois' agriculture industry and provides the necessary regulatory functions to benefit consumers, the agriculture industry and our natural resources. The agency also promotes agribusiness in Illinois and throughout the world.

Objectives

1. Advocates for agricultural education and its importance to Illinois' economic well-being.

2. Develops and provides agricultural educational resources for students and adults.

3. Evaluates and endorses educational programs that support the mission of the Department of Agriculture.

4. Acknowledges superior agricultural education programs.

5. Appoints an IDOA staff person to attend ICAE meetings.

8. Illinois Foundation FFA is a foundation established to receive and disburse funds to support quality Agricultural Education/FFA programs in Illinois.

Objectives

1. Provide financial support for the statewide FFA program.

2. Sponsor programs and activities.

3. Administer scholarships and grants.

9. Illinois FFA Alumni Association supports and promotes the FFA organization and its activities and Agricultural Education at every level. The focus of the association is the local chapter affiliate.

Objectives

1. Support local FFA chapters

2. Provide funding for scholarships

3. Assist at FFA leadership camps and conferences, and other events.

10. Illinois Association FFA is a career and technical student organization for students enrolled in Agricultural Education programs at the junior high, senior high, and collegiate levels. Through its activities, this organization promotes premier leadership, personal growth, and career success for all agricultural education student members.

Objectives

1. Manages membership

2. Provides opportunities to members including: conventions, camps, career development events, conferences, chapter visits, professional development workshops, and others.

3. Conducts a minimum of four board meetings per year

11. Illinois Association of Vocational Agriculture Teachers (IAVAT) is a professional organization for agricultural education teachers at all levels.

Objectives

1. Maintain an active state leadership in the promotion and furtherance of all levels of agricultural education.

2. Provide professional development for agriculture teachers.

3. Bring together all agricultural educators and others interested in a state organization devoted exclusively to their interests at all levels of agricultural education.

4. Provide an opportunity for agricultural educators to discuss all problems affecting agricultural education on a state level.

5. Cooperate with all education entities in furthering the mission of agricultural education to provide a total dynamic educational system.

6. Encourage mutual helpfulness among its members and uphold high standards for the teaching of all areas of agriculture.

7. Organizes and conducts state level FFA career development events.

12. Illinois Association of Community College Agriculture Instructors (IACCAI) is a professional organization for postsecondary agricultural education teachers at all levels.

Objectives

1. Promote the interest of education in agriculture.

2. Encourage mutual helpfulness among its members.

3. Uphold high standards for teaching of agriculture.

4. Provide professional develop for agriculture instructors.

13. Illinois Postsecondary Agricultural Student (PAS) Organization is a career and technical student organization for students enrolled in Agricultural Education programs at the postsecondary level. PAS provides students with professional development opportunities, helping students get an edge in today's job market.

Objectives

1. Unite together college students who have a common interest in agriculture.

2. Promote a social and educational atmosphere among colleges and strengthen participation in local organizations by sharing ideas.

14. Illinois Farm Bureau is a grassroots, statewide organization dedicated to enhancing the people, progress and pride of Illinois and its farming community.

Objectives

1. Improve the economic well-being of agriculture and enrich the quality of farm families.

2. Provide educational and informative programs and resources to members and the general public.

*__Illinois FFA Center__ is a non-governmental, state-level administrative office with three full-time professional staff serving the Illinois Association FFA, the Illinois Foundation FFA, the Illinois FFA Alumni Association, the Illinois Collegiate FFA, the Illinois Association of Vocational Agricultural Teachers, the Illinois Association of Community College Agriculture Instructors, and the Postsecondary Agriculture Student Organization.

*__Illinois FFA Administrative Council__ is the governing entity of 13 members to oversee the budget and staff of the Illinois FFA Center representing the Illinois Association FFA, Illinois Foundation FFA, Illinois Association of Vocational Agriculture Teachers (IAVAT), Illinois Association of Community College Agriculture Instructors (IACCAI), Illinois Postsecondary Agricultural Student Organization (IL PAS) and the Illinois FFA Alumni Association.

Objectives

1. Coordinate functions of the Center to more effectively support the member organizations and provide a structure for articulation of major state activities involving member organizations.

3. Facilitate communication of member organizations' goals and visions to create and evaluate common vision for the Center and establish priorities at the Center relative to assisting related support organizations.

4. Plan, develop, implement, and monitor the annual administrative budget, and determine proper appropriation requests from each organization.

5. Evaluate annually the position performance of the Exempt Staff of the Center. Assist the Office Manager in annual non-exempt staff evaluations.

Historical Agricultural Education Line Item Funding

FY1987 - $48,500
FY1988 - $48,500
FY1989 - $1,000,000
FY1990 - $1,040,000
FY1991 - $1,040,000
FY1992 - $1,040,000
FY1993 - $1,040,000
FY1994 - $1,081,600
FY1995 - $1,081,600
FY1996 - $1,181,600
FY1997 - $1,299,000
FY1998 - $1,429,700
FY1999 - $1,500,000
FY2000 - $2,000,000
FY2001 - $2,000,000
FY2002 - $1,950,000
FY2003 - $1,881,200
FY2004 - $1,881,200
FY2005 - $1,881,200
FY2006 - $2,381,200
FY2007 - $2,881,200
FY2008 - $2,881,200
FY2009 - $3,381,200
FY2010 - $3,043,100
FY2011 - $1,947,600
FY2012 - $1,800,000
FY2013 - $1,800,000
FY2014 - $1,800,000
FY2015 - $1,759,900
FY2016 - $1,800,000
FY2017 - $1,800,000

Historical Dates & Legislation of ILCAE, ICAE, and the Agricultural Education Line Item

December 13, 1984	Agricultural Education meeting - ILCAE beginning (79 attended)
March 7, 1985	ILCAE was formed - 1st organizational meeting (25 attended)
August 13, 1985	ILCAE Constitution adopted
November 26, 1985	1st Annual Meeting of the ILCAE
December 1985	First Draft of The Ag Ed Plan "Building Illinois through Quality Agricultural Education"
September 19, 1986	Governor Thompson signed SB 255 into law Public Act 84-1452 creating ICAE
December 16, 1986	2nd Annual Meeting of the ILCAE
April 19, 1987	ICAE was organized
February 1987	The Ag Ed Plan "Building Illinois through Quality Agricultural Education" Adopted
November 14, 1987	3rd Annual Meeting of the ILCAE
May 19, 1988	1st Annual meeting ICAE
September 20, 1988	Agricultural Education Symposium - Designing the Future for Ag Education
December 16, 1988	4th Annual Meeting of the ILCAE
April 17, 1989	Facilitating Coordination in Agricultural Education (FCAE) coordinator first day

Senate Bill 255 passed by the Illinois Legislature and Signed into Law on September 19, 1986, by Governor Thompson. creating Public Act 84-1452 and Chapter 122, Section 2-3.80 of the Illinois School Code which states:

"The General Assembly recognizes that agriculture is the most basic and singularly important industry in the State, that agriculture is of central importance to the welfare and economic stability of the State, and that the maintenance of this vital industry requires a continued source of trained and qualified individuals for employment in agriculture and agribusiness. The General Assembly hereby declares that it is in the best interests of the people of the State of Illinois that a comprehensive education program in agriculture be created and maintained by the State's public school system in order to ensure an adequate supply of trained and skilled individuals and to ensure appropriate representation of racial and ethnic groups in all phases of the industry. It is the intent of the General Assembly that a State program for agricultural education shall be a part of the curriculum of the public school system K through adult, and made readily available to all school district which may, at their option, include programs in education in agriculture as a part of the curriculum of that district.

A committee of 13 agriculturalists representative of the various and diverse areas of the agricultural industry in Illinois shall be established to at least develop a curriculum and overview the implementation of the Build Illinois through Quality Agricultural Education plans of the Illinois Leadership Council for Agricultural Education and to advise the State Board of Education on vocational agricultural education."

House Bill 4986 passed amending Public Act 84-1452 and the School Code on January 20, 2006:

"Provides that a school district that offers a secondary agricultural education program that is eligible for State and federal funding must ensure that, at a minimum, the following are available to its secondary agricultural education students: (1) an instructional sequence of courses approved by the State Board of Education; (2) a State and nationally affiliated FFA chapter that is integral to instruction and is not treated as an extracurricular activity; and (3) a mechanism for ensuring the involvement of all secondary agricultural education students in formal, supervised, agricultural-experience activities and programs."

Past Illinois Leadership Council for Agricultural Education(ILCAE) Chairs

1985-87	J. Gordon Bidner - Manager, Funk Seeds International
1988-89	Barbara Valerious - Principal, Chicago High School for Agricultural Sciences
1990-93	Glenn Nichols - President, Central Illinois Harvestore, Inc.
1994-96	Perry Schneider - Partner and President, Agra Placements, Ltd.
1997-2001	Tom Reedy – Agriculture Instructor, Lake Land Community College
2002-06	Rick Wills - Director of Education and Development, GROWMARK
2007-10	Mike Massie - Partner, Massie & Rennick Law
2011-12	Co-Chairs, Bill Johnson – Agriculture Instructor, Joliet Junior College Mike Massie - Partner, Massie & Rennick Law
2013-14	Co-Chairs, Bill Johnson – Agriculture Instructor, Joliet Junior College Vern McGinnis - Vice President Strategic Planning, Growmark (Retired)
2015-16	Andrew Bowman – Farmer, Oneida
2016-17	Doug Hanson – Seed Specialist, ProHarvest Seeds

Past Illinois Committee for Agricultural Education(ICAE) Chairs

1987-89	Harold Reetz - Midwest Director, Potash & Phosphate Institute
1990-92	J. Gordon Bidner - Manager, CIBA-GEIGY - Seed Division
1993	Mike Mouser - Farmer
1994-95	Randey Wall - Horticulture Instructor, Illinois Central College
1996	Elaine Hodel - Farmer and Illinois Pork Producers Association
1997-98	Perry Schneider - Partner and President, Agra Placements, Ltd.
1999-2000	Bill Lemon - Grain & Feed Association of Illinois
2001-03	Ted Mottaz - Agriculture Technology Instructor, Carl Sandburg College
2004-05	Mike Massie - Partner, Massie & Rennick Attorneys at Law
2006-07	Lisa Muirheid Martin – Marketing Director, Illinois Fertilizer & Chemical Association
2008	Tammy Miller - Agriculture Instructor, Joliet Junior College
2009-13	David Mouser - Superintendent, Tri-Valley School District
2014-16	Vern McGinnis - Vice President Strategic Planning, Growmark (Retired)
2016-17	Becky Ropp - Director Talent Management, Growmark

Grades PreK-6 Historical Data for Agriculture In The Classroom for Attendance Centers, Teachers, and Students Reached

School Year	Attendance Centers	Teachers	Students
1990-91			
1991-92			
1992-93			
1993-94			
1994-95			
1995-96			
1996-97			
1997-98			
1998-99			
1999-2000			
2000-01			
2001-02			
2002-03			
2003-04			
2004-05			
2005-06		21,678	406,460
2006-07		23,460	449,200
2007-08		28,403	468,065
2008-09	2,205	29,255	480,002
2009-10	2,392	30,254	486.610
2010-11	2,469	30,454	504,352
2011-12	2,451	31,342	484,006
2012-13	2,125	31,299	508,121
2013-14	2,150	36,074	516,452
2014-15	2,231	37,483	549,370
2015-16		37,563	646,201

Grades 7-12 Historical Agricultural Education Program, Teacher and Student Enrollment

School Year	Unduplicated Students	Duplicated Students	FFA Membership	High Schools with Ag Ed	High School Ag Ed Teachers
1990-91	11,733		11,321	307	307
1991-92	12,140		11,901	325	316
1992-93	12,985		12,167	325	352
1993-94	13,353		12,365	317	341
1994-95	15,177		13,505	303	345
1995-96	16,431		13,678	302	341
1996-97	17,285		14,262	302	348
1997-98	17,898		15,043	306	351
1998-99	24,230		14,932	308	355
1999-2000	24,301	29,071	15,216	308	361
2000-01	24,765	28,597	16,032	314	354
2001-02	24,906	30,166	15,802	316	375
2002-03	25,436	31,192	15,786	316	372
2003-04	25,747	32,226	15,981	310	367
2004-05	26,488	33,885	15,846	313	371
2005-06	26,329	35,974	16,698	311	379
2006-07	26,274	35,492	16,729	316	396
2007-08	30,178	42,902	17,085	318	400
2008-09	29,048	42,090	17,148	319	401
2009-10	29,066	40,617	17,602	318	398
2010-11	28,895	40,035	16,173	312	389
2011-12	29,048	39,926	16,712	314	393
2012-13	29,202	40,006	17,640	321	390
2013-14	29,463	40,027	17,529	321	381
2014-15	29,615	38,817	17,410	320	386
2015-16	30,562	36,306	17,679	321	391

Over a 25 year period…

Student Enrollment Increased by 151%
FFA Membership Increased by 54%
Ag Ed Programs Increased by 4%
Ag Ed Teachers Increased by 26%