

Opportunities for ALL Students Through Quality Agricultural Education

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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 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.”

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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, and 69 percent of Illinois' job growth is related to 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 second 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, more than 26,000 students currently take advantage of Illinois' high school agricultural education program, which provides opportunities to explore career pathways through curriculum aligned to state standards. Further, Illinois agricultural education currently meets and supports the Illinois' *Higher Standards, Better Schools* plan that calls for the graduating classes of 2008-2010 to have 16 required credits for graduation, the class of 2011 to have 17 required credits and the class of 2012 to have 18 required credits.

The Illinois Leadership Council for Agricultural Education (ILCAE/Council) 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 Facilitating Coordination in Agricultural Education (FCAE), Education To Careers (ETC); Agricultural Literacy Providers, (i.e. Partners for Agricultural Literacy and Ag-In-The-Classroom) and Legislators of the Illinois General Assembly.

The objectives of the Council are identified within the constitution and remain broad-based and comprehensive: 1) serving as a strong advocate for agricultural education; 2) evaluating existing programs and assisting in the development of new ones; 3) identifying statewide agricultural education issues and concerns; 4) facilitating futuristic planning in agricultural education; and 5) identifying resources for expanding and strengthening agricultural programs.

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.

INTENT OF “THE PLAN”

The primary goal of the Illinois Leadership Council for Agricultural Education is the development and implementation of a comprehensive plan/program 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,” entitled *Opportunities for ALL Students Through Quality Agricultural Education*, serves to focus attention on a sequence of major categories or segments of agricultural education, pre-kindergarten through adult, for the purpose of strategic planning. Focus on a comprehensive program involving all levels and facets of agricultural education provides a sound basis for improved planning, development, implementation, and evaluation of the total program. “The Plan” enhances the opportunities for coordination and articulation of efforts within and between major segments of agriculture and education, as well as provides a structure for greater administrative efficiency and effectiveness.

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

- Agricultural Awareness in Education
- Agricultural Careers Exploration

- Secondary Agricultural Education Programs
- Community College Agricultural Education Programs
- University and Graduate Education in Agriculture
- Teacher Education Programs in Agriculture
- Adult Education in Agriculture
- State Leadership Team for Agricultural Education

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 segments of agricultural education and their component(s); plus goals, rationales, and quality indicators. A segment refers to a subsidiary program of agricultural education which represents a facet or level of instruction within the total program for education in agriculture. A component is a significant identifiable part having an important function within the segment. Goals have been established to indicate the optimum situation for maintaining a high quality component. The rationale describes the purpose of the component and its importance to the program area. Quality indicators provide a basis on which to evaluate a particular component in measuring its relative success.

The framework establishes a sequential comprehensive program of agricultural education to meet the preparation as well as the awareness and informational needs of the industry. The structural makeup of "The Plan" readily allows for additions, deletions and/or alterations to meet the changing needs of a complex industry. Each and every part of "The Plan" is considered by the Council to be an important ingredient of the total plan.

A critical issue in offering the essential quality programs identified within "The Plan" is providing adequate resources. The Council has prepared a detailed budget for supplementing funding of all segments of "The Plan," with the exception of baccalaureate and graduate education. It is the desire of the Council to attach funding to achievement of quality indicators which encourage program quality and accountability.

Due to the active involvement and participation of persons in business, industry, and education in the development of "The Plan," the following organizations have endorsed the *Opportunities for ALL Students Through Quality Agricultural Education* plan as the **Strategic Plan for Agricultural Education in Illinois:**

- Illinois Committee for Agricultural Education – adopted 12-16-99
- Illinois Association of Vocational Agriculture Teachers – adopted 1-7-00
- Illinois Leadership Council for Agricultural Education – adopted 1-12-00
- Illinois Agricultural Education Coordinating Committee – adopted 1-21-00

References to certain groups or organizations are not meant to be exclusionary.

SEGMENTS OF AGRICULTURAL EDUCATION IN ILLINOIS

- I. Agricultural Awareness in Education
 - A. County Agricultural Literacy Programs
 - B. Curriculum Integration
 - C. Teacher Training
 - D. Guidance Counselor and Administrator Training
 - E. Agricultural Careers Information Program
 - F. Qualified County Agricultural Literacy Coordinators
 - G. Instructional Program
 - H. Student Organizations
 - I. Agricultural Advisory Committee
 - J. Pre-service Teachers
 - K. Public Relations/Media

- II. Agricultural Careers Exploration
 - A. Agricultural Careers Exploration Program

- III. Secondary Agricultural Programs
 - A. Qualified Teachers
 - B. Student Services
 - C. Instructional Programs
 - D. Supervised Agricultural Experiences
 - E. Agricultural Student Organizations
 - F. Facilities, Equipment, and Supplies
 - G. Agricultural Advisory Committees
 - H. Adult Agricultural Education

- IV. Community College Agricultural Education Programs
 - A. Qualified Instructors
 - B. Program Supervision
 - C. Resources For Program Delivery
 - D. Full-time Staff
 - E. Relevant Instruction
 - F. Professional Organizations
 - G. Program Degree Options
 - H. Supervised Agricultural Experiences
 - I. Agricultural Advisory Committees
 - J. Agricultural Student Organizations
 - K. Articulated Programs
 - L. Adult Agricultural Education

- V. University Education in Agriculture
 - A. Baccalaureate Education in Agriculture
 - B. Graduate Education in Agriculture

VI. Teacher Education Programs in Agriculture

- A. Student Recruitment
- B. Student Advisement
- C. Student Placement
- D. Technical Preparation in Agriculture
- E. Pedagogical Preparation
- F. Field Experience and Student Teaching
- G. Professional Development Activities
- H. Local Program Planning
- I. Supervised Agricultural Experiences
- J. FFA Advisement
- K. Agricultural Advisory Committees
- L. Adult Agricultural Education

VII. Adult Agricultural Education

- A. Validated Program Content
- B. Ongoing Program
- C. Qualified Instructional Personnel
- D. Community Based Programs
- E. State of the Art Equipment
- F. Agricultural Advisory Committees
- G. Qualified Agricultural Teachers
- H. Program Evaluation

VIII. State Leadership Team for Agricultural Education

- A. State Leadership Team
 - 1. Illinois Leadership Council for Agricultural Education (ILCAE)
 - 2. Illinois Committee for Agricultural Education (ICAE)
 - 3. Illinois State Board of Education (ISBE)
 - 4. Facilitating Coordination in Agricultural Education (FCAE)
 - 5. Partners for Agricultural Literacy (Partners)
 - 6. Ag in the Classroom
 - 7. Illinois Team Ag Ed (ITAE)
 - 8. Illinois Department of Agriculture
 - 9. Other Groups
 - a. Illinois FFA Center
 - b. Illinois Foundation FFA
 - c. Illinois FFA Alumni Association
 - d. FFA
 - e. Illinois Association of Vocational Agriculture Teachers (IAVAT)
 - f. Illinois Association of Community College Instructors (IACCAI)
 - g. Postsecondary Agricultural Student (PAS) Organization
 - h. Collegiate FFA
- B. Agricultural Education Research and Development

I. AGRICULTURAL AWARENESS IN EDUCATION

A. COUNTY AGRICULTURAL LITERACY PROGRAMS

Goal

Every county in Illinois will have a county agricultural literacy program with a professional coordinator working to increase agricultural awareness.

Rationale

Due to changes taking place in society such as two income families and the distancing of most Americans (most are three or more generations) from the farm, the need for a coordinated county agricultural literacy program is essential to the conducting of agricultural literacy activities and to the future of the agriculture industry.

Quality Indicators

1. Every county has a coordinated agricultural literacy program.
2. A professional coordinator is employed by a coalition of various entities in each county to serve as a communication link between agribusinesses, commodity organizations, Farm Bureau, University of Illinois Extension Service, Soil and Water Conservation Districts, school districts, and others interested in increasing agricultural awareness.
3. Each county coordinator serves as a clearinghouse of agricultural literacy resources which are available to county coordinators, teachers, and others.
4. Coordinators work with all school districts within their county.
5. Coordinators participate in professional development activities each year.
6. A local advisory committee with a variety of members provides direction, leadership, and evaluation to the county program.
7. Coordinators provide training opportunities for teachers, administrators, and counselors.

B. CURRICULUM INTEGRATION

Goal

Agricultural concepts are integrated into all academic areas of the preK-College curriculum.

Rationale

Most students are not exposed to the importance of agriculture and the relationship of agriculture to the political, economic, and social structures and processes shaping Americans' lives. To impact all students effectively, the curriculum of the school must provide instruction on agriculture in all subject areas such as social studies, math, language arts, and science. Agriculture integration into the curriculum helps to increase student understanding of real world concepts and principles.

Quality Indicators

1. The Pre-K-College instructional program shows evidence of the planned integration of agricultural applications in basic subject areas, such as math, science, social studies, language arts, fine arts, physical health and development, and foreign language.
2. Instructional materials and community resources are identified to enhance the quality of the instructional program.
3. The agricultural content is appropriate to the grade level and learning standard being taught.
4. The county agricultural literacy coordinator works cooperatively with teachers to integrate agriculture into the curriculum.
5. Students' understanding of basic concepts and principles and students' attitudes about learning improve by making learning relevant.

C. TEACHER TRAINING

Goal

Teachers are trained to provide instruction about agriculture in basic academic areas of the preK-College curriculum to increase student awareness.

Rationale

Most teachers do not have sufficient background in agriculture to provide instruction and advisement in basic subject areas. These key individuals need training preparation in basic agricultural concepts and themes, how to correlate existing curricula to agriculture, and an awareness of existing instructional materials.

Quality Indicators

1. Teachers in basic academic areas show evidence through in-service preparation or other means, of their ability to implement agricultural concepts and themes in their assigned subject area(s).
2. All teachers participate in agricultural literacy training activities.
3. Activities on agricultural topics are implemented in the classroom and show evidence of coordination, preK-12, in such basic subject areas as math, social studies, science, language arts, fine arts, physical health and development, and foreign language.
4. Teachers are able to relate their subject to real world skills and principles.

D. ADMINISTRATOR AND CAREER COUNSELOR TRAINING

Goal

Administrators and career counselors are trained and have access to adequate and appropriate information to provide advisement in agriculture in basic academic areas of the preK-College curriculum to increase student awareness.

Rationale

Many administrators and career counselors do not have sufficient background in agriculture to provide instruction and advisement in basic subject areas. These key individuals need training preparation in basic agricultural concepts and themes, ways to correlate existing curricula to agriculture, and an awareness of existing instructional materials.

Quality Indicators

1. All administrators and career counselors are encouraged to understand the importance of and the opportunities available in the agricultural industry. Copies of the 1998 Employment Study titled, "The Illinois Agriculture, Food, Fiber and Natural Resource System"³ are provided for their use with students and parents.
2. All administrators and career counselors provide and advise students with accurate and up-to-date information such as the Facilitating Coordination in Agricultural Education (FCAE) notebook titled, "Career Opportunities in the Agricultural Industry" on the www.agriculturaleducation.org website.
3. County agricultural literacy coordinators encourage career counselors and administrators to participate in in-service activities such as bus tours, summer agricultural institutes, etc.
4. All administrators and career counselors encourage teachers to participate in in-service activities such as bus tours, summer agricultural institutes, etc.
5. Cross-curricular opportunities are promoted and implemented.
6. Time is allocated for teachers to develop, coordinate, and implement cross-curricular activities using agriculture.

E. AGRICULTURAL CAREERS INFORMATION PROGRAM

Goal

An organized sequence of career development learning experiences is provided at all levels which encompass self-awareness, career awareness, and career exploration activities.

Rationale

Planning a career should be a developmental process involving many choices and many decisions over an extended period of time. It should not be based on a single event at a particular time. A person should literally grow into an occupation. The elementary years should be the formal beginning of this process.

³ The Illinois Agriculture, Food, Fiber and Natural Resource System: 1998 Employment Study by Penny S. Haase Wittler

Quality Indicators

1. Local support for an agricultural career information program is in evidence from a number of sources: administrators, guidance counselors, staff members, parents, and advisory committees.
2. A preK-College agricultural career coordinator is assigned program responsibilities.
3. Staff orientation to the program occurs through in-service education.
4. Teachers have formalized linkages with local 4-H clubs and other youth organizations to integrate appropriate club activities into the elementary curriculum.
5. Occupational information is integrated into the regular curriculum to supplement and increase relevancy.
6. Goals to be accomplished are documented by grade level.

F. QUALIFIED COUNTY AGRICULTURAL LITERACY COORDINATORS

Goal

County Agricultural Literacy Coordinators are qualified to teach and organize the agricultural literacy programs assigned.

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. Encourage county agricultural literacy coordinators to meet minimum requirements for certification according to the Illinois State Board of Education's rules.
2. Coordinators possess employment experiences in the agricultural industry.
3. The coordinator is actively involved with the professional teacher organizations affiliated with agricultural education and other subject areas and actively participates in professional development programs.
4. Coordinators are employed to maintain year-round programs to provide for continuous education of students which may include summer experiences unique to the agricultural industry.

5. Each coordinator, through a written, formal, individualized professional development plan, identifies his/her in-service needs and participates at least twice per year in structured in-service activities addressing the identified needs; including the Agricultural Teachers' Annual Conference.
6. New and returning coordinators enroll in a Beginning Agricultural Literacy Coordinator course workshop.
7. The coordinator reviews texts and resource materials and provides teachers with recommendations.
8. Coordinators have experience in using the teaching methods commonly used in schools such as (1) problem-solving, (2) demonstration, (3) question-answer discussion, (4) individualized instruction, (5) field trip, (6) lecture presentation, (7) independent study, and (8) visitation.
9. Coordinators are able to write lesson plans useful to them in organizing and conducting an effective instructional program.
10. Coordinators are able to practice a variety of techniques to maintain class control and implement appropriate disciplinary action.
11. Coordinators have experience using the teaching aids commonly available in schools such as (1) overhead projector; (2) slide projector; (3) TV/VCR; (4) the chalkboard; (5) duplicating equipment; (6) camera; (7) computer, liquid crystal display, and other technical teaching aids; (8) distance learning, and (9) presentation software.
12. Coordinators are able to select and practice appropriate methods of stimulating student interest in what is to be learned.
13. Coordinators are able to manage time and set priorities in carrying out an effective instructional program.
14. Coordinators are able to prepare individualized educational programs and are able to teach students with special needs.
15. Coordinators know the basic principles of assessing community and student needs; and on the basis of this information, are able to develop a basic plan of study including objectives.
16. Coordinators understand the state structure for agricultural education and the roles and responsibilities of the various entities related to securing needed information and resources. (ILCAE, ICAE, ISBE, FCAE)
17. Coordinators are knowledgeable of the ISBE regional system.

G. INSTRUCTIONAL PROGRAM

Goal

The program of instruction in agricultural literacy is competency based and includes skills, knowledge, and attitudes required for gainful employment in the occupations served by the program and is sequentially structured.

Rationale

The goal of agricultural literacy is for students to have a basic understanding of the total agricultural industry. Therefore, the program of instruction must be kept current and be realistic in meeting present and future job requirements. A sequential program structure allows for a logical progression from basic to skill level training.

Quality Indicators

1. The instructional program includes a balance of class time, laboratory work, and field trips to adequately prepare students for employment or advanced educational programs.
2. Relevant and current instructional materials and textbooks are utilized in the instructional program.
3. The instructional program is articulated with local secondary, postsecondary, and four-year programs of agriculture education.
4. The instructional program is articulated with the district's other fundamental learning areas.
5. Community resources, facilities, and industries are identified and utilized to enhance the quality of the instructional program; including formalized involvement between local youth organizations.
6. The instructional program is reviewed and modified with regard to local, state, and national labor market information.
7. Validated competencies needed by students for entry and advancement in employment objectives (Illinois Learning and Skill Standards) are utilized in developing objectives for the instructional program.
8. Written courses of study are based on validated competencies and are evaluated and revised annually.
9. Instructional programs include information on regulations addressing Occupational Safety and Health Administration (OSHA), the Environmental Protection Agency (EPA), Worker Protection Standards, and other government standards and regulations.
10. Lesson plans are developed that clearly state instructional activities and resources to be utilized.
11. The Illinois Core Curriculum for Agricultural Education is used for program planning and improvement.

12. Technology instruction is incorporated into the agricultural curriculum, i.e., application of software programs, precision agriculture, etc.
13. The coordinator annually reviews and updates the agricultural literacy curriculum with assistance from an advisory committee and submits the recommendations to the administration and the school board for inclusion in the local plan for career and technical education.
14. The coordinator annually submits a report of pertinent program information to appropriate state official personnel.
15. Provision is made to accommodate students with physical disabilities or other special needs through input of the agricultural teacher into the career and technical education component of the Individualized Education Plan (IEP) prepared for each special education student.
16. Coordinators attend at least one Illinois Association of Vocational Agriculture Teachers (IAVAT) sectional meeting during the year.

H. STUDENT ORGANIZATIONS

Goal

A student organization is utilized as an integral part of the instructional program in agriculture.

Rationale

A student organization provides a vehicle for expanding and enriching the opportunities for students to develop personal qualities, leadership abilities, career and technical skills, citizenship, and other capabilities which will enhance their employability.

Quality Indicators

1. The student organization component is an integral part of the curriculum through a written course of study.
2. A written Program of Activities (POA) is developed cooperatively by the coordinator, advisory committee, students, and others.
3. Leadership and citizenship development instruction is provided to students.
4. Systematic activities are planned to insure coordination between local chapters and other youth organizations to ensure mutual support of each organization.

I. AGRICULTURAL LITERACY ADVISORY COMMITTEE

Goal

The agricultural literacy program is advised by a committee which is representative of all agricultural interests of the community.

Rationale

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

Quality Indicators

1. Each county agricultural literacy program has an operational Agricultural Literacy Advisory Committee.
2. The Agricultural Literacy Advisory Committee consists of lay individuals representing the agriculture industry of the community and is approved by the local school board.
3. The Agricultural Literacy Advisory Committee makes recommendations including, but not limited to, the following:
 - a. curriculum
 - b. program completion standards
 - c. program management
 - d. priorities
 - f. evaluation
 - h. overall program planning
4. The Agricultural Literacy Advisory Committee meets a minimum of four times each year.
5. A member of the school's Agricultural Literacy Advisory Committee serves on the general school District Advisory Council.
6. A joint meeting is held annually between the Agricultural Literacy Advisory Committee and local high school and college agricultural advisory committees.

J. PRE-SERVICE TEACHERS**Goal**

Students preparing to teach possess basic knowledge of the agriculture industry and demonstrate understanding of agriculture's relationships in their specialty teaching area.

Rationale

Teachers must have knowledge and experience in agriculture so they may teach with accuracy, competence, and confidence.

Quality Indicators

1. All pre-service teachers successfully complete at least one course or demonstrate competency in agriculture.
2. Pre-service teachers successfully complete at least one course or demonstrate competency in science.

3. County agricultural literacy coordinators work cooperatively with the College(s) of Education in their area to ensure that pre-service teachers show evidence of understanding in the agriculture industry.

K. PUBLIC RELATIONS/MEDIA

Goal

Public relations and media personnel possess a basic understanding of the total agriculture industry.

Rationale

Public relations and media personnel have the opportunity to inform and influence society. The agriculture industry must ensure that these key individuals have a basic understanding of the total industry in order to present accurate facts to the public.

Quality Indicators

1. Public relations and media personnel possess a basic understanding of the total agriculture industry.
2. Public relations and media persons utilize agriculture experts to confirm facts.
3. Public relations and media persons understand what a current production agriculture operation looks like and how technology is changing the agriculture industry.

II. AGRICULTURAL CAREERS EXPLORATION

A. MIDDLE SCHOOL AGRICULTURAL CAREERS EXPLORATION PROGRAM

Goal

Students are given the opportunity for additional concentrated exploration in the area of agricultural careers.

Rationale

Students at all grade levels are beginning to consider the course of study they will follow. A concentrated exploratory agricultural careers program at the middle school level allows the student to make educational choices based on knowledge of the broad industry of agriculture.

Quality Indicators

1. The program is developed with the assistance of a qualified agricultural education teacher with the possible assistance of other agricultural literacy providers, i.e., University of Illinois Extension Service, Ag-In-The-Classroom, Soil and Water Conservation Districts, Partners for Ag Literacy, etc.

2. The program content includes exploratory units of instruction in the following broad career areas of the agricultural industry:

- Animal Science
- Business and Management
- Communications, Leadership, and Education
- Food Science
- Horticulture
- Marketing
- Mechanics and Technology
- Natural Resources, Conservation, and the Environment
- Plant Science
- Sales and Service
- International Agriculture

3. The agriculture course work includes “hands-on” experiences as well as classroom instruction.
4. Utilization of agricultural business/industry representatives and field trips is included in the course with input from the agriculture advisory committee and other agricultural literacy partners.
5. All fundamental learning areas conduct exploratory activities in agricultural careers.
6. Educate administrators and career counselors.

III. SECONDARY AGRICULTURAL EDUCATION PROGRAMS

A. QUALIFIED TEACHERS

Goal

Teachers are qualified and certified by the Illinois State Board of Education to teach the programs and/or courses assigned.

Rationale

Agriculture is an extremely complex, highly technological, and rapidly changing industry requiring a wide variety of multifaceted occupations. 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. Teachers of agricultural education meet minimum requirements for certification according to the Illinois State Board of Education’s rules and regulations and possess a valid state standard secondary certificate.

2. Teachers of agriculture possess a minimum of 2000 hours of employment experiences in the agricultural industry including 250 hours in each sequence being taught. Documentation will be on file in the administrator's office.
3. The agriculture teacher is actively involved in professional teacher organizations affiliated with agricultural education and actively participates in professional development programs.
4. Agriculture teachers are employed to maintain year-round instructional programs to provide for continuous education and supervision of students; especially to include summer experiences unique to the agricultural industry.
5. Each agricultural teacher, through a written, formal, individualized professional development plan, identifies his/her in-service needs and participates at least twice per year in structured in-service activities addressing the identified needs; including the Agricultural Teachers' Annual Conference.
6. New and returning agriculture teachers enroll in a Beginning Agricultural Teachers Course that includes a workshop on agricultural student organizations.
7. Agriculture teachers are aware of state and federal legislation that impact education.
8. A teacher's professional development shall include a three year institute of excellence credit Program with opportunity to learn from experienced secondary teachers and industry representatives.
 - a. Career Pathways
 - b. SAE opportunities for all career pathways
 - c. Integration of FFA opportunities for career leadership development
 - d. Dual Certification
 - e. Masters potential

B. STUDENT SERVICES

Goal

Support services are available to all students in agricultural programs.

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. Each agricultural student develops a tentative individualized career plan which:
 - a. is done no later than the end of the first semester of instruction;
 - b. includes the planned sequence of courses, a description of the planned Supervised Agricultural Experience (SAE) program, tentative plan for involvement in FFA activities; and
 - c. is made a part of the student's permanent agriculture record.
2. Every agricultural student shall be a member of FFA , as indicated in the USDE P.L. 110-225 that FFA is an integral component of Agricultural Education, and engage in a Supervised Agricultural Experience (SAE) program as part if the instructional program in agriculture.
3. The agricultural teacher, in cooperation with the school counselor, assists in the placement and follow-up of students.
4. The agriculture teacher maintains a file for each student which is updated each semester with individualized career plans and a student portfolio.
5. Provisions are made to accommodate students with physical disabilities or other special needs through input of the agricultural teacher into the career and technical education component of the Individualized Education Plan (IEP) prepared for each special education student.
6. The agricultural teacher advises each student on a regular basis and assists those with special needs to obtain additional assistance from qualified school personnel.

C. INSTRUCTIONAL PROGRAMS

Goal

The instructional programs in agriculture are competency based and include skills, knowledge, and attitudes required for gainful employment in the occupations identified in the career pathways and is sequentially structured.

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 instructional program includes a balance of class time, laboratory work, field trips, FFA, and supervised agricultural experience to adequately prepare students for employment or advanced educational programs.

2. The Illinois Core Curriculum for Agricultural Education is used for program planning and instruction and is based on the content standards. Relevant and current instructional materials and textbooks are utilized in the instructional program.
3. The instructional program is articulated with other local secondary, postsecondary, and four-year programs of agriculture education.
4. The instructional program is articulated with the district's other fundamental learning areas.
5. Community resources, facilities, and industries are identified and utilized to enhance the quality of the instructional program; including formalized involvement between local FFA chapters and other youth organizations.
6. The instructional program is reviewed and modified with regard to local, state, and national labor market information and aligned to career pathways.
7. Validated competencies needed by students for entry and advancement in employment (Illinois Learning and Skill Standards) are utilized in developing objectives for the instructional program.
8. Instructional programs include information on regulations addressing OSHA, EPA, Worker Protection Standards, and other government standards and regulations.
9. Lesson plans are developed that clearly state instructional, activities, and relevant resources which include the agricultural academic assessments to be utilized during instruction.
10. Technology instruction is incorporated into the agricultural curriculum, i.e., application of software programs, precision agriculture, etc.
11. The agricultural teacher(s) annually review(s) and update(s) the departmental curriculum with assistance from an advisory committee and submits the results to the administration and the school board for inclusion in the local plan for career and technical education.
12. The agricultural teacher annually submits a report of pertinent program information to appropriate state official personnel.
13. In those courses with hands-on laboratory experiences, class size is limited to a maximum of 16 students.

D. SUPERVISED AGRICULTURAL EXPERIENCE PROGRAMS

Goal

Each agricultural teacher utilizes an ongoing Supervised Agricultural Experience (SAE) program as a part of the instructional program.

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. The agricultural education teacher provides effective coordination, supervision, and guidance to students engaged in agricultural experience programs.
2. By the end of the student's first semester in the agricultural education program, he/she is engaged in a supervised agricultural experience program as outlined in his/her individualized career plan.
3. The agricultural education teacher has at least one period for supervision of agricultural experience programs in addition to a preparation period.
4. Each agricultural education teacher responsible for supervision of agricultural experience programs maintains adequate records to determine student progress and to assist in placement.
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. In those instances where the agricultural education teacher is not the cooperative education coordinator, supervision of agricultural students engaged in cooperative agricultural experiences is accomplished by the coordinator with assistance from the agricultural teacher.
8. An ongoing supervised agricultural experience program is conducted by each student during each of the years the student is enrolled in agriculture.
9. The agricultural education teacher makes a minimum of two supervisory visits per student per year to assist the student with their SAE program and to evaluate their progress.

E. AGRICULTURAL STUDENT ORGANIZATIONS**Goal**

The FFA organization is utilized as an integral part of the instructional program in agriculture.

Rationale

The FFA organization provides a vehicle 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. The FFA component is an integral part of the curriculum through a written course of study.
2. A written FFA Program of Activities is developed cooperatively by the teacher and students.
3. Leadership and citizenship development instruction is provided to all students in all agricultural courses through planned FFA activities which are integral parts of each course.
4. Each student is a member and participates in the activities of the FFA.
5. The advisor of the local FFA chapter is currently employed as a teacher of agricultural education in the school.
6. The agricultural education program is supported by an active FFA alumni affiliate.
7. Systematic activities are planned to insure coordination between local FFA chapters and other youth organizations to ensure mutual support of each organization.

F. FACILITIES, EQUIPMENT, AND SUPPLIES**Goal**

Each school conducting an agricultural education program provides adequate facilities, equipment, and supplies for effective operation of the program.

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. The classroom size is at least 600 square feet in size and is adjacent to the laboratory facilities.
2. The agricultural mechanics laboratory is 2,400 square feet or larger.
3. The greenhouse/headhouse structure is 1,800 square feet or larger.

4. A school laboratory on or near campus is available for the following use(s):
 - a. demonstration plots
 - b. individual student SAE
 - c. mechanics
 - d. plant nursery
 - e. livestock facility
 - f. animal labs
 - g. aquaculture labs
 - h. landscape
 - i. computer
 - j. garden
 - k. agriscience
5. Adequate office space is provided for the teacher(s) which is adjacent to the classroom and laboratory facilities.
6. Adequate space is provided for the storage of instructional equipment, supplies and materials, as well as student classroom and laboratory materials.
7. Student lockers, restrooms, and clean-up facilities are provided in the department.
8. Tools and equipment are modern and comparable to those used in the agricultural industry. Utilization of community resources such as extended campus, equipment loans, and joint ownership with other agencies is practiced.
9. The number of tools and equipment maintained are based on the largest number of students utilizing the facility in a given class period.
10. All tools and equipment are managed through the use of a written inventory which is on file in the department.
11. Current textbooks, reference materials, audio-visual aids, and internet access are provided for conducting an effective instructional program.
12. A departmental budget is prepared by the teacher which reflects equipment and supply needs, is submitted to the administration for approval, and is submitted to the local school board for funding.
13. All laboratory facilities, tools and equipment are maintained at, or above, current government safety/ environmental rules and regulations and are correlated to instructional programs.

G. AGRICULTURAL ADVISORY COMMITTEE

Goal

The program of instruction in agricultural education is advised by a committee which is representative of all agricultural interests of the community.

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. Each agriculture department has an operational Agricultural Advisory Committee.
2. The Agricultural Advisory Committee consists of individuals representing the agriculture industry of the community and is approved by the school board.
3. The Agricultural Advisory Committee makes recommendations including, but not limited to, the following:
 1. curriculum
 - b. career pathways
 - c. program management
 - d. priorities
 - e. placement of students
 - f. evaluation
 - g. follow-up of students
 - h. overall program planning
 - i. adult
 - j. preK-8 awareness/exploration
4. The Agricultural Advisory Committee meets a minimum of four times each year.
5. A member of the school's Agricultural Advisory Committee serves on the general school District Advisory Council.
6. A joint meeting is held annually between the Agricultural Advisory Committee and other agricultural advisory committees, such as 4-H.

H. ADULT AGRICULTURAL EDUCATION PROGRAMS**Goal**

The secondary agricultural education teacher is involved in assessing the community needs for adult education in agriculture and assists in providing programs to meet the identified needs in collaboration with the University of Illinois Extension, community college(s), agribusinesses, agricultural commodity associations, and various agricultural partners.

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

(See segment VII. ADULT EDUCATION IN AGRICULTURE)

IV. COMMUNITY COLLEGE AGRICULTURAL EDUCATION PROGRAMS

A. 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. Universities and or community colleges should conduct comprehensive programs in agriculture that provide the practical and theoretical instruction needed by postsecondary instructors in training. The goal is to have all instructors earn credentials through approved university programming and occupational experience.

Quality Indicators

1. The instructor possesses occupational experience in the related field and a master's degree in an agriculture/horticulture or agribusiness discipline or offsetting experience and education.
2. Ideally, the instructor has completed the program of teacher preparation at one of the universities approved by the Illinois Board of Higher Education in addition to their major agriculture related degree; however, this is not required. At a minimum, instructors should participate in continuing education courses on teaching methods.
3. Instructors without a master's degree must have a minimum of five years of occupational experience in their teaching area and are taking a minimum of three hours of university level education courses per year for continuing professional development.
4. Instructors participate in in-service seminars at least twice per year and occupational sabbaticals when appropriate; including the Illinois Association of Community College Agricultural Instructors (IACCAI) annual meeting.

B. PROGRAM SUPERVISION

Goal

The program is supervised by an agricultural instructor appointed to that task by the program site administration.

Rationale

If a program is to accomplish its planned outcomes, its operation and direction must be planned and managed. The development and adherence to written plans, policies, and procedures contribute to a successful program. Placing the responsibility of the program under an assigned manager who understands the requirements of the program will contribute to its quality and success.

Quality Indicators

1. The program site administration has designated an agricultural instructor to serve as manager of the program. Time or other compensation is allocated to this person for program management activities.
2. The program manager has the managerial skills or demonstrates the potential for such skills necessary for maintenance and development of high quality agricultural programs.

C. RESOURCES FOR PROGRAM DELIVERY**Goal**

Quality instruction requires the support of the administration in providing adequate resources in the area of budget, release time for instructor in-service, as well as facilities and equipment.

Rationale

Effective agricultural instruction is dependent upon the students' hands-on experience in an up-to-date, realistic situation. The facilities, equipment, and supplies must be current and similar to those found in the occupations for which training is provided.

Quality Indicators

1. The maximum enrollment per class is in accordance with the established program facility constraints.
2. Funds are provided to support regular participation in professional development seminars at least twice per year and periodic occupational sabbaticals. Substitute teachers are provided when regular staff is absent for in-service activities.
3. Adequate classrooms, laboratory, and office facilities are provided at the instruction site.
4. Adequate budgeting is provided to allow for the unique nature of nontraditional education experiences such as intercollegiate program competitions, outside of class experiences, and student group activities.
5. Facilities, equipment, and supplies are provided.

D. FULL-TIME STAFF**Goal**

Agricultural programs are staffed by full-time, qualified instructors to carry out the duties and responsibilities essential in providing quality programs.

Rationale

The basic component of instruction occurs as group instruction in the classroom and laboratories during regularly scheduled classes throughout the school year. Effective instruction in agriculture extends beyond the regular class period, school day, school year, and school environment. The additional components of staff responsibilities include: participation in educational activities of student and professional organizations, program planning, course updating and revision, counseling and advising, as well as recruitment and program promotion.

Quality Indicators

1. Each instructor adheres to the goals of relevant instruction as outlined in this document. (Component E – Relevant Instruction)
2. Each instructor is committed to the development and maintenance of agricultural programs.
3. Each instructor exhibits commitment to development of students in instructional activities, student organizations, occupational experiences, and related outside activities.
4. Each instructor is an advocate and promoter of agricultural programs at all opportunities through local, state, and national events and publications.
5. Each instructor advises students on education and career plans.

E. RELEVANT INSTRUCTION

Goal

Programs of instruction in agriculture are based upon skills, knowledge, and attitudes required for gainful employment in the occupations served by the program.

Rationale

The goal of education in agriculture is for participants to develop and possess the skills and attitudes necessary to become gainfully employed in an occupation. The program of instruction must be kept up-to-date and be realistic in meeting present day job requirements and be taught by a qualified instructor using modern techniques that most effectively prepare the student for current and future career opportunities.

Quality Indicators

1. Instructional programs in agriculture are conducted if the need for such programs has been established through consultation with, and annual review by, a lay agricultural advisory committee. The committee should take into account available surveys of career opportunities and specifications, student interest and needs, and follow-up review of graduates.
2. The instructional program of each program site is conducted in accordance with stated objectives outlined in the local plan for Career and Technical Education (CTE) and utilizes a written course of study, teaching outlines, and supervised occupational experience.

3. Agricultural instructor(s) annually submit(s) a report of pertinent program information to appropriate state office personnel.

F. PROFESSIONAL ORGANIZATIONS

Goal

The instructor is a professional who includes maintaining active membership in appropriate local, state, and national professional organizations and trade organizations and/or societies.

Rationale

Agricultural education is multifaceted, complex and rapidly changing. Agricultural education can be realistic and effective only if instructors remain completely current in their knowledge of technical skills, aware of professional trends, and part of the mainstream of agricultural development. Agricultural educators must be active members of professional organizations to stay in the mainstream of agricultural trends, modernization, and to provide individual and collective impact.

Quality Indicators

1. Instructors are active members of the local teachers' organization or committees.
2. Instructors are active members of Illinois Association of Community College Agricultural Instructors.
3. Instructors are members of Illinois Association of 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.

G. PROGRAM DEGREE OPTIONS

Goal

Each agricultural program offers agricultural and related courses that culminate in students being eligible to receive Associate/Applied Science (A.A.S.) degree, Associate Science (A.S.) degree, Associate of Arts (A.A.), or a certificate.

Rationale

To be effective and efficient workers, the technology of modern agriculture requires that employees have education and training beyond high school.

Associate degrees are degrees which meet North Central Accrediting Association Standards and are tailored to meet the needs of individuals, the community and industry.

Certificates are designed to meet the specific needs of individuals, the community and industry. The length of the certificate program will vary to accomplish the goals of the individual, the community and industry.

Quality Indicators

1. A certificate fills the need of an individual whose career goals require less than an associate degree.
2. A minimum of 62 semester credit hours is required for A.A, A.A.S. and A.S. degrees.
3. 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 A.A.S. degree is provided in certain areas where a two-year program is insufficient as determined by industry.
5. Technical programs should not be limited to four semesters (two years) where industry and technology mandate a higher level of entry skills. In some areas of industry, competency-based education is a more effective and realistic method of achieving goals of individuals and meeting the requirements of industry than an arbitrary two-year program.

H. SUPERVISED OCCUPATIONAL EXPERIENCES

Goal

A Supervised Occupational Experience Program (SOEP) more commonly referred to as internship, is an integral part of all A.A.S. degree programs. Agricultural staff are responsible for the placement and supervision of students in internships.

Rationale

Quality education programs in agriculture must include opportunities for students to learn in realistic occupational activities. An occupational internship places the student in an educational work setting (learn-by-doing process). Through it, agriculture students reinforce learning by applying skills and knowledge acquired in class and laboratory and which are related to their choice of agricultural careers.

An internship program should be a required component of agricultural education and must be supervised by qualified agricultural instructors.

The purpose of an internship is to provide a meaningful educational experience that is individualized to accomplish the goals of the students and the instructional program.

Quality Indicators

1. Students are to be given appropriate credit for internship program training.
2. The internship program training is directly related to the program and career goals of the student and accompanied by a written training agreement. A written record of job experiences is kept by the student.
3. An annual review and evaluation of the internship program training sites is conducted to improve the training provided at the site.

4. Adequate visitation is provided at the internship program site by a qualified agricultural instructor to maintain the integrity of the training plan and to assure learning by the student.
5. Agricultural instruction is provided with appropriate released time for all placement and supervision of students in the internship.

I. AGRICULTURAL ADVISORY COMMITTEES

Goal

Each program uses an active, broad-based, and representative advisory committee.

Rationale

Agricultural education must keep relevant to the changing nature of modern agriculture and agribusiness. The instructional program must be based on currently accepted practices used in agriculture and its related industries in order for agricultural students to succeed in the agricultural job market. This can happen more readily when instructors regularly consult with up-to-date, successful agriculturalists.

Quality Indicators

1. Each program site conducting instruction in agriculture has an operational agricultural advisory committee.
2. The agricultural advisory committee consists of lay individuals representing the agricultural industry of the area and shall be approved by the school board of trustees.
3. The agricultural advisory committee makes recommendations including, but not limited to, the following:
 - Curriculum
 - Program completion standards
 - Program management
 - Priorities
 - Placement of students
 - Evaluation
 - Follow-up of students
 - overall program planning
 - Facilities and equipment
 - Student competencies
 - Recruitment of students
 - Faculty in-service activities
4. The agricultural advisory committee meets a minimum of three times each year. Additional meetings, as needed, are recommended.

J. AGRICULTURAL STUDENT ORGANIZATIONS

Goal

An active local student organization is affiliated with the state and national student organizations and is available for all students enrolled in an agricultural program.

Rationale

The development of leaders in all facets of agriculture is a goal of agricultural education. More specifically, imparting knowledge, broadening abilities, and instilling attitudes that contribute to the development of leaders are activities recognized as appropriate and essential in agricultural instruction programs.

The Illinois Postsecondary Agricultural Student organization and the National Postsecondary Agricultural Student (PAS) organization are the primary vehicles for this instruction. They provide practical, action-oriented opportunities for students to engage in leadership development activities. In addition to the leadership development roles, these organizations encourage agricultural students to develop attitudes conducive to good citizenship, good management, and living in harmony with others.

Quality Indicators

1. The agricultural student organization component, i. e. PAS, is incorporated into the curriculum through a written program of activities developed cooperatively by the instructor(s) and students.
2. All faculty members regularly participate in the advisement and/or coordination of agricultural student organizations.
3. Student participation in agricultural student organization leadership activities is utilized as an integral part of the agricultural programs.
4. Each school or local education agency initiating career and technical education in agriculture provides opportunities for participation in student organizations within the first year of the program.
5. The advisor of the local student organization is currently employed as an instructor of agriculture at the college.
6. All students enrolled in agriculture receive instruction about the various agricultural student organizations and their activities, purposes, and opportunities. Students are encouraged to participate in activities of the agricultural student organization and are encouraged to become active members.

K. ARTICULATED PROGRAMS**Goal**

The community college articulates with local high schools and universities.

Rationale

Program alignment and continuity will provide a smooth transition of the student from high school to community college and/or university without unnecessary delay or duplication of effort.

Quality Indicators

1. Written agreements are maintained to articulate program content to assure transfer credit between community colleges and high schools and between community colleges and universities.
2. Students may earn college credit for work experiences in their field of study.
3. The school staff attends annual articulation meetings to plan goals and resolve problems and implements articulation agreements.
4. Articulation agreements are communicated to faculty and students.

L. ADULT AGRICULTURAL EDUCATION PROGRAMS

Goal

The postsecondary agricultural instructor is involved in assessing the area needs for adult agricultural education and provides and/or assists in providing programs to meet the identified needs.

Rationale

The adult education needs of the agricultural community should be met by a cooperative effort between the local postsecondary school, the local secondary schools, and other agricultural partners in adult education.

Quality Indicators

1. The instructors have acceptable qualifications in conducting quality adult agricultural education programs.
2. The adult agricultural education program is based upon an adult education needs assessment for the area served by the community college.
3. Facilities and equipment used in the adult agricultural education program are the equivalent of that presently being used in the workplace.
4. The adult agricultural education program is articulated with secondary agricultural programs in the area served by the community college.

V. UNIVERSITY EDUCATION IN AGRICULTURE

A. UNIVERSITY EDUCATION IN AGRICULTURE

Goal

Undergraduate students with high academic ability and prior agricultural experiences will complete baccalaureate degrees in diverse areas of agriculture.

Rationale

State and national data show a continuing deficit in the number of agricultural leaders and scientists being prepared. Far too few talented young people are being prepared in Illinois, and nationally, to meet known agricultural leadership needs in the 21st Century. Human resource development deficiencies in all types and levels of agricultural education programs seriously jeopardize the future strength of the agricultural sector of our society. The exodus of talented youth with agricultural interests to other professional pursuits must be reversed.

Quality Indicators

1. Growing proportions of students entering baccalaureate programs in agriculture have prior educational and occupational experiences in agriculture.
2. The average academic credentials of students in baccalaureate programs in agriculture equal or exceed those of students in other areas of study on university campuses in which agriculture is offered.
3. Merit scholarship programs are available to attract the academically talented with prior agricultural experience and interests.
4. Baccalaureate-level curricula in agriculture are consistent with the employment needs in agricultural industry, science, and technology.
5. A public information program adequately informs prospective students, parents, teachers, guidance counselors, school administrators, and policy makers regarding higher educational needs and opportunities in agriculture.
6. Coordination activities are conducted with agricultural partners to assure that agricultural education programs at elementary, secondary, and community college levels serve as a talent identification system for higher education in agriculture.

B. GRADUATE EDUCATION IN AGRICULTURE

Goal

Practicing professionals and outstanding undergraduate students in agriculture will be identified, selected, and supported to develop their leadership potential through master's and, when appropriate, doctoral study in numerous areas of need in agriculture.

Rationale

Human resource development at the graduate level in agriculture must be strengthened if leadership needs in agricultural teaching, science, technology, and sales and service are to be met in the coming decade and beyond. The continuing decline in the number of people pursuing advanced degrees in agriculture, coupled with the increasing large proportion of agricultural leaders approaching retirement, could further weaken the agricultural sector.

Quality Indicators

1. Resources are available to support greatly expanded agricultural graduate scholarships and fellowships in priority areas.

2. Graduate students in agriculture have academic credentials comparable, or superior, to the average ability of graduate students in other colleges on university campuses that offer agriculture.
3. The number of talented students pursuing graduate degrees in agriculture is increasing annually.

VI. TEACHER EDUCATION PROGRAMS IN AGRICULTURE

A. 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. Incentive programs, such as scholarship or award programs, are available to encourage more students to pursue a teaching career in agriculture.
2. 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.
3. 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.
4. One agricultural education faculty member is responsible for coordinating recruitment activities.
5. The agricultural education program has a current, eye-catching brochure and or website highlighting advantages of a career in agricultural education.
6. Students enrolled in technical agriculture curricula are encouraged to simultaneously complete the requirements for teacher certification.
7. Special efforts are made to recruit, prepare, and place women and minorities in agricultural education positions.

B. STUDENT ADVISEMENT

Goal

The agricultural education faculty has regular contact with students majoring in agricultural education to insure that they are progressing satisfactorily in their degree program and toward teacher certification. This will enable them to be able to answer questions and to help them solve any problems that arise; and to be available to counsel prospective students about pursuing a degree program in agricultural education.

Rationale

Advisors need to keep in touch with students to insure that their professional preparation for teaching is a positive and rewarding one.

Quality Indicators

1. All students enrolled in agricultural education are advised by agricultural education staff members.
2. Students enrolled in agricultural education are advised of the occupational experience requirements and appropriate steps are taken to assist students in obtaining these experiences, as well as to record and document all relevant occupational experiences.
3. Students who plan to major in agricultural education are identified as soon as possible for advisement and counseling purposes.
4. Teacher educators schedule and keep regular office hours for the purpose of advising and counseling students.
5. Teacher educators have no more than 25 regular undergraduate students as advisees.
6. Students are encouraged to attain certification in areas in addition to agricultural education and are advised by faculty from those curricula.
7. Prior to student teaching, students are interviewed by a panel of cooperating teachers and teacher educators 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.
8. Students shall be advised on state certification requirements.

C. STUDENT PLACEMENT

Goal

The agricultural education staff provides a clearinghouse and counseling service for graduating seniors and other newly qualified agricultural teachers to insure that the highest proportion of newly trained teachers 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 activities for the department.
3. Current information on new job openings and on students seeking agricultural teaching positions is regularly shared within the profession.
4. Schools seeking to hire a new agricultural education teacher are provided with a list of forthcoming or recent graduates and other information as may be requested by the schools.
5. Letters of recommendation for student teachers are written by cooperating teachers and university supervisors and placed in the students' credentials, unless they reject this procedure.
6. Complete placement records of graduates are kept on file in the agricultural education office.
7. Students are encouraged to put their credentials on the www.agriculturaleducation.org website.

D. TECHNICAL PREPARATION IN AGRICULTURE**Goal**

Students preparing to teach agriculture are technically competent in their specialty teaching area.

Rationale

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

Quality Indicators

1. All agricultural education graduates successfully complete at least one course or demonstrate competency in each of the following areas: agronomy, animal science, horticulture, agricultural economics, environmental science, and agricultural mechanics.
2. All agricultural education graduates successfully complete at least 40 semester hours of technical agricultural courses.
3. The University provides a credit course to enable students to obtain structured occupational internships in agriculture.

4. Institutions qualifying students in specialty areas, such as agricultural production, agricultural mechanization, agricultural supply and service, ornamental horticulture, or agricultural resources have an approved program of study for each option offered.
5. Teachers of agriculture possess a minimum of 2000 hours of employment experiences in the agriculture industry including 250 hours in each sequence being taught, and appropriately documented.
6. Institutions offering technical specialty options with the agricultural education curriculum have a sufficient number of qualified faculty to regularly teach the technical agricultural course requirements for those options offered.

E. PEDAGOGICAL PREPARATION

Goal

Students preparing to teach agriculture are knowledgeable about 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. Student teachers have laboratory experiences which provide practice in using the teaching methods commonly used in secondary schools such as (1) problem-solving, (2) demonstration, (3) question-answer discussion, (4) individualized instruction, (5) field trip, (6) lecture presentation, (7) independent study, and (8) visitation.
2. Student teachers are able to write lesson plans useful to them in organizing and conducting an effective instructional program.
3. Student teachers are able to utilize FFA programs and activities as an integral part of the instructional program.
4. Student teachers are able to practice a variety of techniques to maintain class control and implement appropriate disciplinary action.
5. Student teachers have experience using the teaching aids commonly available in secondary schools such as (1) overhead projector; (2) smart boards; (3) TV/VCR; (4) the chalkboard; (5) duplicating equipment; (6) digital camera; (7) computer and other technical teaching aids; (8) distance learning, (9) presentation software (10) L.C. D.'s (11) power points
6. Student teachers are able to write appropriate examination questions and utilize other evaluation techniques to measure and grade student progress in the classroom, in the school shop, greenhouse, land laboratory, and in the student's SAEP or cooperative education program.
7. Student teachers are able to select and practice appropriate methods of stimulating student interest in what is to be learned.

8. Student teachers are able to manage time and set priorities in carrying out an effective instructional program.
9. Student teachers are able to prepare individualized educational programs and are able to teach students with special needs.
10. Student teachers are able to utilize resources of professional organizations.

F. FIELD EXPERIENCE AND STUDENT TEACHING

Goal

All students certified to teach agriculture in Illinois have sufficient time observing and working with a competent agriculture teacher(s) to gain experience carrying out all of the major responsibilities of an agricultural teacher.

Rationale

Observation of agriculture education programs is essential in the early stages of college study to serve as a basis for career decision-making. Student teaching has been cited as the most important course in teacher preparation, since it provides a setting where students can experiment with techniques, teaching styles, and many other teacher behaviors and strategies in a real setting linked with constructive criticism and evaluation.

Quality Indicators

1. Each student spends a minimum of 100 clock hours, (supervised pre-clinical experience) observing and assisting a competent professional agriculture education teacher.
2. A minimum of two weeks of supervised summer experience is spent with a cooperating teacher learning how a quality summer program is conducted.
3. Prior to a school receiving a student teacher the university must meet with the cooperating teacher to discuss expectations, roles, and responsibilities of all that are involved in the student teaching experience.
4. A minimum of 12 weeks is spent actually student teaching under the guidance of an experienced certified cooperating teacher.
5. Student teachers are visited and supervised a minimum of three times (one-half day visit per student teacher) during the student teaching period by a qualified supervisor who is a member of the university agricultural education staff.
6. Written and verbal feedback is given to each student teacher after each classroom observation visit to assess progress and identify areas for improvement by their supervisor.
7. Cooperating teachers observe student teachers a minimum of one class 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.
8. Student teachers attend all local, section, and state meetings attended by the cooperating teachers.

9. Student evaluation of student teachers is used whenever possible.
10. Student observes teachers in other academic areas during the student teaching experience.
11. Student participates in a mock-interview with the building administration.

G. PROFESSIONAL DEVELOPMENT ACTIVITIES

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 acquainted 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. Students attend at least one IAVAT sectional meeting during their student teaching experience.
5. The agricultural education student organization is integrated into the instructional program.
6. Agricultural education students are expected to participate in at least one student IAVAT conference during their junior or senior year.

H. LOCAL PROGRAM PLANNING

Goal

Students in agricultural education learn how to organize and implement an agricultural program that is appropriate to the local community and agricultural industry.

Rationale

Local programs in agriculture should be based upon community, student needs, and the agricultural industry. Teacher education graduates must have a working knowledge of the program planning processes that will allow them to respond to changes within the student body and community.

Quality Indicators

1. Students know the basic principles of assessing community and student needs; and, on the basis of this information, are able to develop a basic course of study including objectives for the local department.
2. Students know that FFA is to be included as an integral part of the program.
3. Students know the basic procedures of determining, securing, and maintaining instructional materials, facilities, and equipment.
4. Students know how to prepare annual reports and are able to develop long-range program plans.
5. Students know the purposes of articulation and the need for coordinating the local agricultural program with other agricultural education programs that serve the community.
6. Students understand the structural make-up of the district and the roles and responsibilities of all key partners.
7. Students understand the state structure for agricultural education and the roles and responsibilities of the various entities related to securing needed information and resources (ILCAE, ICAE, ISBE, FCAE).
8. Students are knowledgeable of the ISBE regional system structure for career and technical education and are informed as to the required program approval process to secure funding for agricultural education courses.
9. Students understand the purposes of a preK-8 agricultural and career awareness program in agriculture and their role in working with elementary school teachers.
10. Students know how to organize and effectively use an agricultural advisory committee for program planning.

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. Student teachers gain experience making supervisory visits to students' SAE programs.
2. Students are able to complete all SAE record books; during student teaching they will gain experience in helping students correctly complete their record books.
3. Students are aware of state certification requirements for cooperative education and are strongly advised to become qualified coordinators.

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 are knowledgeable about the different individual and chapter award programs, FFA degrees, community service programs, and career development events; and they are able to assist students in competing for and attaining these awards and distinctions.
2. Agricultural education students participate in at least two section, district, and/or statewide FFA events prior to student teaching.
3. Students are able to develop a chapter program of activities.
4. During the student teaching experience, students have experience completing applications for FFA awards.
5. Student teachers attend (with cooperating school, if possible) the National and/or State FFA Convention.
6. 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. Students are able to organize and effectively use an advisory committee for the agricultural program.
2. Student teachers have the opportunity to observe and to participate in at least one advisory committee meeting.

L. ADULT AGRICULTURAL EDUCATION**Goal**

Students in agricultural education understand and gain experience in organizing and conducting adult agricultural education programs in agriculture.

Rationale

The potential for adult education in agriculture is tremendous. Graduates should know how to plan and provide adult agricultural education programs to help realize this potential. Involvement in adult agricultural education activities should be a part of the student teaching experience.

Quality Indicators

1. Students understand how teaching adults differs from teaching high school students and are able to use appropriate techniques in teaching adults.
2. Student teachers are encouraged to coordinate or teach at least one adult class or workshop.

VII. ADULT AGRICULTURAL EDUCATION**A. VALIDATED PROGRAM CONTENT****Goal**

After surveying the community to identify the adult agricultural education needs, program content is determined jointly and developed in cooperation with the agricultural partners in the area.

Rationale

The program content in the adult agricultural education program must be relevant, timely, and flexible to meet the needs of the adults to be served. Through the use of a needs assessment, agricultural partners can organize and conduct a course(s) which will meet the identified needs of the adults. Cooperation and coordination with agricultural partners will result in stronger programs.

Quality Indicators

1. The choice of adult agricultural education programs is a result of an analysis of data based on community needs in agricultural education and validated by use of the statewide adult agricultural education calendar system on the Internet.
2. The program of activities, lesson plans, etc., use clearly stated competency-based objectives and learning activities.
3. A memorandum of agreement between the Agricultural Advisory Committee and all agricultural partners in the area is made to ensure complimentary relationships between all agricultural education entities.

B. ON-GOING PROGRAM

Goal

Adult agricultural education is an on-going program providing continuing education.

Rationale

Adult agricultural education is a continuous process. In order for adult learners to keep current in their field, obtain in-service education and/or to obtain retraining, the adult agricultural education program must be offered on a continuous basis and be available locally.

Quality Indicators

1. Systematic and/or sequential instruction is provided on a year-round basis.
2. Instruction is scheduled during a time that is acceptable to potential adult students.

C. QUALIFIED INSTRUCTIONAL PERSONNEL

Goal

Adult agricultural education teachers should provide all or part of the instruction, as well as coordinate the use of agricultural business and industry representatives who could also provide instruction in specialty areas.

Rationale

Adult agricultural education teachers should teach in their areas of expertise. As advisor to the adult program, the teacher can provide names of qualified postsecondary teachers and business/industry partners who could also provide quality instruction in the areas of their expertise.

Quality Indicators

1. The adult agricultural education teacher has acceptable qualifications and educational background which enable him/her to conduct a quality adult education program in agriculture.

2. The teacher suggests names of agricultural businesses and company representatives who offer quality education programs on the designed topic(s) and assists in securing their services.
3. The teacher annually acquires additional training in how to effectively conduct an adult education program.
4. The teacher is current in the area being taught through graduate classes, workshops, seminars, etc.

D. COMMUNITY BASED PROGRAMS

Goal

Adult agricultural education is community based with classes provided in the high school agricultural department, county extension facilities, community colleges, agribusinesses, or other approved local facilities.

Rationale

The systematic instruction in adult agricultural education programs has traditionally been an important part of the total adult agricultural education program. The systematic identification of community adult education needs provides the basis for the organization of the adult agricultural education program.

Quality Indicators

1. The teacher provides quality instruction in locally approved facilities, depending on the topic.
2. The adult agricultural education program is coordinated with other providers through the statewide adult agricultural education calendar system on the Internet.

E. STATE-OF-THE-ART EQUIPMENT

Goal

Equipment is provided in laboratory facilities which is equivalent to, or surpasses, that found at the workplace.

Rationale

The equipment and facilities used for training must reflect what is currently used in the workplace to ensure that the adult agricultural education student receives valuable and relevant training which will result in satisfactory and gainful employment and/or job advancement.

Quality Indicators

1. Facilities and equipment used in adult agricultural education programs are equivalent to that presently being used in the workplace.
2. Plans for updating facilities and equipment are based on advisory committee recommendations.

F. AGRICULTURAL ADVISORY COMMITTEES

Goal

An agricultural advisory committee is utilized in assessing adult agricultural education needs, determining program content, and program evaluation.

Rationale

For the adult agricultural education program to be effective and relevant, the community based representatives of agribusiness, industry, and production should be involved in the assessing of adult educational needs, development of the program content, and evaluation of the program.

Quality Indicators

1. The advisory committee represents the agricultural segments of the community and meets on a regular basis.
2. The advisory committee addresses the education needs of the community, is active in determining program content, and participates in program evaluation and the interpretation of the results.

H. PROGRAM EVALUATION

Goal

The adult agricultural education program is evaluated annually by the teacher, students, administrators, and advisory committee members.

Rationale

In order to maintain and improve the quality of adult agricultural programs, an annual local evaluation by those being served and by those administering the program assures that needed and effective instruction is being provided.

Quality Indicators

1. Standards for quality agricultural education programs are used by the school administration and/or advisory committee in assessing the effectiveness of the adult agricultural education programs.
2. The annual program of activities and related reports are submitted to and evaluated by the school administration, board of education, and appropriate state agency personnel.
3. "Teachers are provided listings on state-wide or local adult programs in order to assist them in updating local adults about programs that are being offered.

VIII. STATE LEADERSHIP TEAM FOR AGRICULTURAL EDUCATION

A. STATE LEADERSHIP TEAM

1. ILLINOIS LEADERSHIP COUNCIL FOR AGRICULTURAL EDUCATION

ILCAE – The Illinois Leadership Council for Agricultural Education is a voluntary grassroots agricultural industry group focused on the expansion and improvement of Agricultural Education programs at all levels. Primarily an advocacy group focused on legislation, funding, and promotion. They were responsible for legislation that established the Illinois Committee for Agricultural Education (ICAE) and the Agricultural Education line item within the Illinois State Board of Education (ISBE) budget.

Goal

To maintain a statewide leadership council for agricultural education to provide a board of 30 agricultural business/education partners composed of all segments of agriculture in the state of Illinois, to support continuation of quality education programs in and about agriculture, and to promote expansion of initiatives to better serve the agricultural industry.

Rationale

The board provides an opportunity to coordinate the involvement and support of agricultural businesses, associations, organizations and governmental agencies directly, and continuously in expanding agricultural education to meet the needs of the Illinois agricultural industry.

Quality Indicators

1. Futuristic planning for Illinois agricultural education is facilitated.
2. A state structure to search for and secure resources necessary for expanding and strengthening agricultural education at all levels is established.
3. Serve as an advisory council to all entities involved in agricultural education preK-Adult in an advisory capacity.
4. Provide a forum to identify and address state issues and concerns relative to all aspects of agricultural education.
5. Develop cooperative professional relationships within local school districts. (Administration, classroom teachers, counselors, school boards.)
6. Facilitate and participate in state advisory councils for career pathways.

2. ILLINOIS COMMITTEE FOR AGRICULTURAL EDUCATION

ICAE – The Illinois Committee for Agricultural Education 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. Six members must be appointed from the ILCAE.

Goal

To maintain a 13 member committee representative of the various and diverse areas of the agricultural industry in Illinois as established by PA 84-1452⁴ with a continuing charge to develop curriculum, overview implementation of "The Plan," and advise the Illinois State Board of Education on agricultural education issues.

Rationale

The existence of a Governor-appointed committee that advises the Illinois State Board of Education on agricultural education issues assures that the position and intent of the legislature related to the role and importance of agriculture and agricultural education to the State of Illinois will be recognized and carried forward. PA 84-1452 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." (This statement is also included in Chapter 122, Section 2-3.80 of the Illinois School Code)

Quality Indicators

1. Conduct regular meetings, at least one each quarter, with a full compliment of 13 members, to include: (6) agriculturalists representing ILCAE, (2) secondary agricultural teachers, (1) Ag In The Classroom teacher, (1) community college agricultural instructor, (1) adult agricultural education teacher, (1) university teacher educator, and (1) FFA representative.
2. Advise ISBE on the planning, development, implementation and evaluation of the Illinois State Plan for Agricultural Education.
3. Develop strategies and make recommendations regarding funding levels for annual ISBE supplemental funding appropriations and subsequent budget allocations for agricultural education.
4. Review, evaluate, and make recommendations for improvement of curriculum, program standards, in-service strategies, articulation initiatives, consumer education outreach proposals, teacher qualifications, and other program components.
5. Annually review progress of agricultural education in meeting state plan goals and report to the state superintendent of education, the Governor of Illinois, and the Illinois Legislature; along with recommendations for improvement.
6. Facilitate and participate in state advisory councils for career pathways.

⁴ Public Act 84-1452, Passed by the Illinois Legislature and Signed into Law September 19, 1986

3. ILLINOIS STATE BOARD OF EDUCATION

ISBE – The Illinois State Board of Education is the state agency responsible for K-12 education, including career and technical education. Three professional Agricultural Education consultants serve in a supervisory administrative capacity related to program approval, funding, and regulatory requirements.

Goal

To maintain state staff within the Illinois State Board of Education to coordinate quality education programs in and about agricultural education accessible to all students, preK-Adult.

Rationale

To administer State Board of Education funds for agricultural education and coordinate 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.

Quality Indicators

1. Certified agricultural education staff coordinate statewide educational programs in and about agriculture as prescribed in PA 84-1452. The agricultural education staff includes a director who serves as the unit head to supervise and coordinate the state staff activities.
2. ISBE Agricultural Education staff coordinates the development of a statewide plan for education in and about agriculture, preK-Adult.
3. Responsible for establishing program standards and procedures for the development, approval, operation, evaluation, and expansion of education in agriculture, pre/k-adult.
4. Responsible for the state level advising and monitoring of the FFA at the secondary level, the Post-secondary Agricultural Students at the post-secondary level, and the Illinois Leaders in Agriculture at the adult education level.
5. Serves as liaison to the state agricultural education advisory committee-the Illinois Committee for Agricultural Education (ICAE), as well as the Illinois Leadership Council for Agricultural Education (ILCAE) to receive advisement for program planning, development, implementation, and evaluation.
6. Coordinates a minimum of six meetings of the Illinois Team Ag Ed for affiliate representatives having statewide leadership responsibilities in agricultural education.
7. Administer programs and allocate funds within the ISBE budget line item for Agricultural Education; including, the Incentive Funding Grants, the Facilitating Coordination in Agricultural Education (FCAE) project, and other initiatives for education in and about agriculture.

4. FACILITATING COORDINATION IN AGRICULTURAL EDUCATION

FCAE – The Facilitating Coordination in Agricultural Education project is supported with funds from an identified Agricultural Education line item within the ISBE budget. Project professional staff includes a coordinator and five district field advisors charged with improving education in and about agriculture, pre-Kindergarten through Adult.

Goal

To facilitate coordination of agricultural education statewide initiatives, in concert with ISBE and with advisement of the Illinois Committee for Agricultural Education, by maintaining a cadre of professionals.

Rationale

To facilitate the coordination of expanded statewide educational initiatives in and about Agricultural Education, Pre K - Adult, as identified in PA 84-1452.

Quality Indicators

1. The FCAE agricultural education staff includes at least one field advisor based within each of the five IAVAT districts to coordinate services for Local Educational Agencies (LEA's) and one director to supervise and coordinate FCAE staff activities.
2. Coordinates initiatives to maintain a state-of-the-art articulated core curriculum integrating the Illinois learning and occupational skills standards for agricultural education, preK-Adult.
3. Coordinates statewide consumer education outreach (literacy) initiatives about agriculture.
4. Coordinates a statewide system of support for professional development education activities in and about agriculture for teachers preK-Adult.
5. Develop cooperative professional relationships relating within local school districts. (Administration, classroom teachers, counselors, school boards)
6. To further develop instructional materials, i.e. CD disks with lesson plans, Power Point presentations, and help teachers make use of the new technology.
7. Maintain the www.agriculturaleducation.org website and database.

5. PARTNERS FOR AGRICULTURAL LITERACY

PARTNERS - Statewide Agricultural Literacy Programs – Several statewide initiatives, both formal and informal, are being conducted throughout Illinois to increase agricultural awareness. Various entities such as Farm Bureau, Soil and Water Districts, Extension, Commodity organizations, agribusiness, agricultural associations, and others are conducting literacy activities. Partners serves as the coordination point between these initiatives and the rest of Agricultural Education.

Goal

Partners strives to unite the agriculture industry and educate society about the importance of agriculture, the world's most vital industry.

Rationale

Americans' understanding of the total agriculture industry has drastically decreased since most are two or three generations removed from the farm. For this reason, too many people today have no idea how their food gets on the table, even though all of us still depend on the land for survival. Thus, Partners for Agricultural Literacy was created to increase agricultural literacy throughout society, preK-Adult.

Quality Indicators

1. Responsible for organizing and coordinating statewide agricultural literacy programs.
2. Assists in the initiation and support the development of local coordinated agricultural literacy programs through partnerships with other organizations, businesses, and industries.
3. Supports and partners with teacher training and services to ensure that our children learn the true value of the total agriculture industry.
4. Initiates and expands upon special projects related to agricultural literacy including the development of a unified agriculture message.

6. ILLINOIS TEAM AG ED

ITAE - The Illinois Team Ag Ed is made up of the professional staffs of the ISBE, FCAE, Illinois FFA Center, and the members of the University Council for Agricultural Education (teacher educators).

Goal

To maintain a coordinating committee of agricultural education entities responsible for providing statewide leadership activities in and about agricultural education in Illinois.

Rationale

To facilitate the coordination of activities among entities with state leadership responsibilities for education in and about agriculture, to eliminate duplication of efforts, and reduce expenditure of limited resources.

Quality Indicators

1. The committee meets at least three times annually. The meetings are facilitated by Illinois State Board of Education (ISBE) and include, but are not limited to the following entities: Facilitating Coordination in Agricultural Education (FCAE); FFA; Illinois Association of Vocational Agriculture Teachers (IAVAT); University Teacher Education Departments - Illinois State University (ISU), Southern Illinois University Carbondale (SIUC), University of Illinois Urbana Campus (UIUC), and Western Illinois University (WIU); Partners For Agricultural Literacy (Partners); and Information Technology and Communication Services (ITCS)
2. Provides a forum to identify and coordinate research and development activities that support agricultural education.
3. Conducts activities to support teamwork and articulation among agricultural education entities.
4. Provides a forum to identify and address major issues and concerns in agricultural education.
5. Serves to communicate, coordinate, and articulate agricultural education program efforts for education in and about agriculture.

7. ILLINOIS DEPARTMENT OF AGRICULTURE

IDOA – The Illinois Department of Agriculture 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 agri-business in Illinois and throughout the world.

Goal

To enable and encourage access for the people of Illinois to avenues of fact-based information that will result in a knowledgeable population making educated decisions involving their lives, their communities, their environment and their world.

Rationale

The Department has numerous resources with which to promote and protect the state's agriculture and natural resources through services that benefit consumers, farmers and agribusinesses. It acts as the voice for Illinois' agriculture industry to the Governor's Office, state agencies and other governmental entities. As part of its day-to-day business, it maintains continuous contact with associations and organizations that represent food, fiber and natural resources.

Quality Indicators:

1. Advocate for agricultural education and its importance to Illinois' economic well-being.
2. Develop and enhance relationships between agriculture and other related entities.
3. Evaluate and endorse educational programs that support the mission of the Department.
4. Acknowledge superior efforts in the promotion of agricultural education.
5. Ensure the resources of the Department are available for coordinated agricultural education activities.

8. OTHER GROUPS

a. Illinois FFA Center – The Illinois FFA Center is a non-governmental, state-level administrative office with two full-time professional staff managing the following groups:

- Illinois Foundation FFA – The Illinois Foundation FFA is a foundation established to receive and disburse funds to support quality FFA programs in Illinois.
- Illinois FFA Alumni Association – The 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.
- FFA – The Illinois Association FFA is a career and technical student organization for students enrolled in Agricultural Education programs at the junior high and senior high school and collegiate levels.
- IAVAT – The Illinois Association of Vocational Agriculture Teachers is a professional organization for agricultural education teachers at all levels.

b. IACCAI – The Illinois Association of Community College Agriculture Instructors is a professional organization for postsecondary agricultural education teachers.

c. PAS – The Illinois Postsecondary Agricultural Student organization is a career and technical student organization for students enrolled in Agricultural Education programs at the postsecondary level.

d. Teacher Educators for Agricultural Education - The (University Council) teacher educator for Agricultural Education consists of the Agricultural Education Teacher Educators from the four state universities offering teacher education programs in agriculture along with the Agricultural Education Consultant staff of the Illinois State Board of Education. The primary focus of this group is to maintain consistent, high quality pre-service, programs and to identify research priorities.

B. AGRICULTURAL EDUCATION RESEARCH AND DEVELOPMENT

Goal

The state provides a source of funding to finance 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 state staff, teacher education staffs, and representatives of teacher organizations.
2. Grants are awarded through a competitive grant writing/proposal process.
3. All segments of agricultural education are represented in the grants program.
4. Collaborative research and non-research projects are conducted.

Illinois Agricultural Education Team

Note:

An attempt has been made to provide a graphical depiction of the Illinois Agricultural Education Team. While all the listed groups or institutions work together throughout the year, for the purpose of simplicity, only those connections resulting from legislation, regulation, or policy are delineated. This should in no way be taken to imply that every entity does not work with all of the others on an ongoing basis.

BUDGETS

	FY2007	FY 2015
I. Agricultural Awareness in Education	\$ 250,000.00	\$1,000,000.00
II. Agricultural Careers Exploration	32,500.00	500,000.00
III. Secondary Agricultural Programs	1,867,700.00	6,000,000.00
IV. Postsecondary Agricultural Programs	20,000.00	500,000.00
V. Baccalaureate and Graduate Education in Agriculture	30,000.00	240,000.00
VI. Teacher Education Programs in Agriculture	85,000.00	2,000,000.00
VII. Adult Agricultural Education	1,000.00	50,000.00
VIII. State Leadership	<u>595,000.00</u>	<u>1,500,000.00</u>
TOTAL	\$2,881,200.00	\$11,800,000.00

I. Agricultural Awareness in Education

Goal: Integration of agricultural concepts into education.
Level: pre-K–Adult
Financing: \$1,000,000.00
Purpose: Curriculum Development Experiential Activities
Teacher In-service Education Coordination Activities
Instructional Materials FCAE Program Services

II. Agricultural Careers Exploration

Goal: To increase agricultural and career awareness at the middle school level.
Level: Middle School
Financing: \$500,000.00
Purpose: Agricultural Careers Exploration
FCAE Program Services

III. Secondary Agricultural Education Programs

Goal: Provide systematic instructional programs to prepare students for entry-level employment or preparation for advanced education for technical/professional careers in agriculture.
Level: Grades 9 – 12
Financing: \$6,000,000.00

Dollars Allocated As Indicated Below:

A. Basic Grants	
750 programs @ \$5,000.00	\$3,750,000.00
B. Start Up Programs 5 @ \$10,000.00	\$ 50,000.00
C. Professional Development	\$ 60,000.00
D. Curriculum Development	\$ 300,000.00
E. Business/Education Partnerships	\$ 100,000.00
F. FCAE Program Services	\$1,740,000.00

Purpose: Curriculum Development Student Supervision
Equipment Teacher In-service
Facilities Business/Education Partnerships
Year Round Instructor Salaries FCAE Program Services

IV. Community College Agricultural Education Programs

Goal: Provide systematic instruction in technology to prepare students for entry into advanced agricultural careers.

Level: Grades 13-14

Financing: Agricultural Education Development Grants
Community Colleges @ \$34,000.00 \$ 500,000.00

Purpose: Equipment Curriculum Development
Facilities FCAE Program Services
Teacher In-service Education

V. University Education in Agriculture

Goal: Provide advanced systematic instruction to prepare students for professional careers in agriculture.

Level: Grades 13-16, plus post-graduate

Financing: \$240,000.00

Purpose: Student Recruitment Equipment
Curriculum Development Student Placement
Teacher In-service Education

VI. Teacher Education Programs in Agriculture

Goal: Provide modern teacher preparation and in-service training.

Level: Grades 13-16, plus post-graduate

Financing: \$2,000,000.00

Dollars Allocated As Indicated Below:
4 Universities @ \$500,000.00

Purpose: Student Recruitment Equipment
Student Placement Professional Development
Teacher In-service Education Student/Beginning Teacher Supervision
FCAE Program Services Research

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