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What is Team Ag Ed?

have you ever seen the Team Ag Ed logo and wondered, "What in the world does that represent?" Team Ag Ed is the name given to the collaborative effort that represents all the various professional groups within the agricultural education profession.

Think of it this way: a football team needs a number of different players, each with different skills and roles, to be successful. The team needs a leader – a quarterback – to call the plays. It needs linemen to block the oncoming rush of defenders. It needs running backs who are fleet of foot and can sprint down the field to catch passes. The team needs a coach to help the players develop their skills. And, it needs fans to cheer it on in both good times and bad.

The agricultural education profession isn't so different. It needs leaders who examine the big picture and determine what direction to head. The profession needs teachers working with students every day to grow their knowledge base and technical skills. It needs teacher educators to help develop new teachers and keep challenging those who are in the field to constantly build upon their skills.



Agricultural education also needs the equivalent of a fan base – alumni, parents and business representatives who will support it consistently.

Beyond the coach, players and fans, football teams rely on a web of other people to complete a variety of tasks:

- athletic directors and league personnel schedule games and provide officials
- grounds crews care for the fields and the physical plant
- a funding mechanism must be in place to cover salaries, equipment and travel costs

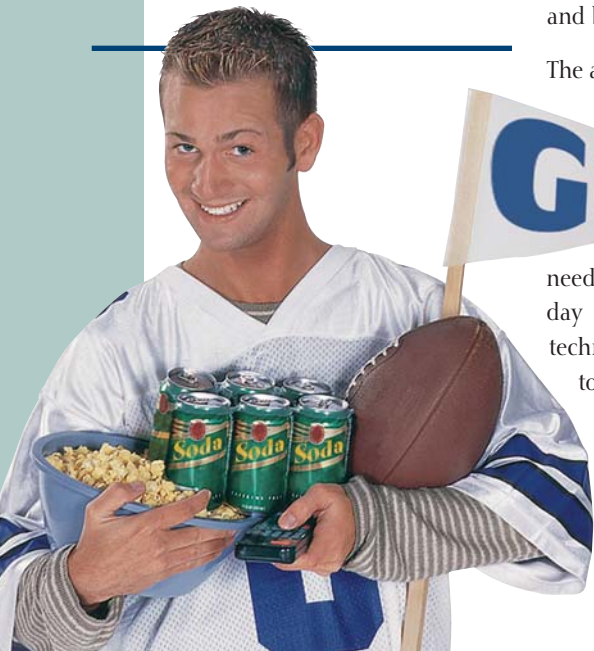
The same is true for agricultural education. The profession needs:

- advocates who can tell the agricultural education story to state and federal legislators
- taskforces to determine what research needs to be done and where to invest limited resources for greatest results
- a means to conduct strategic planning and communicate shared goals and objectives

During the early 1980s, it became apparent that a mechanism was needed through which the various stakeholders could coordinate in developing strategies to guide the agricultural education community into the 21st century. Out of this need, the National Council for Agricultural Education was formed.

The Council provides a place for national agricultural education leaders to meet, plan, develop policy, and initiate action for the continuous improvement of agriculture, food and natural resource systems education.

This issue of *FFA Advisors Making a Difference* focuses on Team Ag Ed and how all the team members work together to provide students and teachers with the support and tools they need to be successful. Turn the page to begin learning more about the big picture of agricultural education.





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The FFA Mission

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

The Agricultural Education Mission

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

Rocky Mountain Marketing Communications, Inc.

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This publication is available online at [www.ffa.org/news/html/ffapubsindex.html].

Watch for the LPS Logo



The logo shows how this issue of FFA Advisors Making a Difference relates to Local Program Success, a national initiative to strengthen agricultural education programs. You'll see this icon on all FFA materials. The shaded apples show which areas the materials address.

Perspectives

The Importance of Team



EAM = Together

Everyone Accomplishes More.

How many times have you said it, written it or read it? It is synonymous with agricultural education and FFA.

The seasoned agriculture teacher knows that teamwork is critical to program success. Some of us learn that lesson earlier than others. We think that unless we do it ourselves, the outcome won't measure up. That mindset leads to stress, frustration and even burnout.

Enter "Team Ag Ed." Team Ag Ed is officially comprised of 13 organizations serving agricultural science education. The resources and power available through these partnerships are limitless. Reaching out on the national, state and local level can and will change your program.

The "Garden State" is the most densely populated state in the country, with urban, suburban and rural programs. New Jersey is unique in that our state offices of agricultural education and FFA are housed in the New Jersey Department of Agriculture. Technology grants have provided my program with computers, printers and distance-learning equipment.

Alumni? Priceless! Our state alumni raises money for scholarships and sponsors state officer training. Locally, members sponsor chapter activities, scholarships, coach teams, chaperone trips, and promote agricultural education simply by their community status. Our alumni officers are former students of mine. Who better to



By Cheryl Lowe,
Agriculture Teacher
Woodstown
High School, N.J.

understand the needs and wants of the program?

Agriculture advisory committees? Indispensable! When changes were needed in my program, they were on the front line developing ideas and involving key players. The result? Three new courses that have doubled my enrollment.

The veterinary technology course is based on the curriculum that was developed through a collaborative effort of The Council, Cornell University and the National FFA Foundation. My leadership and personal development course was an "idea" for years brought to fruition by the advisory board. Support came from our state leader, a national staff member who visited my school to discuss LPS, and the release of LifeKnowledge. A Team Ag Ed product, LifeKnowledge is the basis for my leadership curriculum. If you have not used it, you are missing out!

Another word as important as "team?" Networking! We teach our students the skills they need to develop premier leadership, personal growth and career success. Many will stay connected either through their professions or desires to make a difference. Like a jigsaw puzzle, sometimes frustration wins, and you have to walk away and come back with a fresh perspective. However, when the pieces fit together, the time and effort are all worth it. You can make a difference, but you can't do it alone. It takes a TEAM – Team Ag Ed.

Defining Team Ag Ed

as a classroom teacher, most of your energy and resources are focused on your students and your program. To achieve success in this effort, you need support from other areas of the agricultural education profession. For example, you'll find curriculum materials and textbooks helpful, along with state staff that organize events, manage FFA records and raise funds to support awards and activities.

Agricultural education benefits from a fairly sophisticated web of professional organizations that work together to benefit the overall profession. Here is an overview of the major organizations and how they work together to serve students and teachers. While at first the organizational acronyms might remind you of alphabet soup, each has a specific function and serves its members' needs.

The National Council for Agricultural Education



Also known as The Council, this is the lead organization within the agricultural education profession. It serves as a common meeting ground for agricultural education and includes organizations and entities representing students, teachers, teacher educators, state leaders, alumni, industry and government.

The Council consists of a board of directors, where each member represents a specific organization or entity within agricultural education. For example, the past president, president and president-elect of the National Association of Agricultural Educators all serve on The Council board as part of their NAAE officer duties. The Council does not have a paid staff, and its funding is provided by other agricultural education organizations.

National Association of Agricultural Educators (NAAE)



NAAE is the professional organization for agriculture teachers. NAAE provides benefits to assist members with professional growth, both tangible and intangible, to help members become more effective and efficient as agriculture educators. In addition to leadership and personal development training, NAAE provides technical and pedagogical inservice education, awards and recognition programs, legislative advocacy and other benefits.

NAAE is an organization of 50 state agriculture educator associations. In many states, NAAE membership is bundled with membership in the state association. Each year, NAAE hosts a series of regional conferences and a national convention where members gather to conduct organizational business, hone their teaching skills and benefit from each other's fellowship.

National Association Supervisors of Agricultural Education (NASAE)



NASAE is the organization to which your state staff member(s) belong. NASAE members are professionally engaged in the administration and/or supervision of career education in agriculture on the district, area, state and national levels. The general goals of the organization are to professionally represent and support advancement of school-based agricultural education. This group meets annually at the national FFA convention.

American Association for Agricultural Education (AAAE)



Also known as "Triple-A E," this is the professional organization for agriculture teacher educators. These are the professors working in colleges and universities across the country preparing their students to teach agriculture.

AAAE is dedicated to studying, applying and promoting the teaching and learning processes in agriculture.

National FFA Organization



FFA is probably the entity with which teachers are most familiar. This is the leadership organization for agriculture students.

National FFA Alumni Association



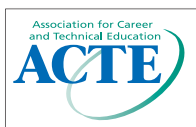
Agriculture teachers rely on FFA alumni members to help ease the outside commitments of teaching, bring more support to agricultural education programs and give teachers more freedom to do what they do best – teach! Individuals do not have to be former FFA members while in high school to join the FFA Alumni.

National FFA Foundation



This is the group that raises money for many of the other entities within agricultural education. In 2005, the Foundation raised \$10,575,785 to support annual projects and programs for FFA and agricultural education—an all-time record. These funds are used for everything from plaques and medals to scholarships and instructional materials. They are generated from corporate, individual and governmental sources.

Association for Career and Technical Education (ACTE)



The Association for Career and Technical Education is the largest national education association dedicated to the advancement of education that prepares youth and adults for careers. Formerly known as the American Vocational Association, ACTE consists of 12 divisions, one of which is agricultural education. ACTE is the lead legislative advocacy group for career and technical education and has played a pivotal role in maintaining the Perkins Act in the legislative process.

National Young Farmer Educational Association (NYFEA)



NYFEA is the official adult student organization for agricultural education as recognized by the U.S. Department of Education. As an association that educates agriculture leaders, NYFEA unites members from the individual farmer to large corporations.

National Postsecondary Agricultural Student Organization (PAS)



PAS is an organization associated with agriculture/agribusiness and natural resources offerings in approved postsecondary institutions offering baccalaureate degrees, associate degrees, diplomas and/or certificates. PAS is one of the 10 career and technical student organizations that has been approved by the U.S. Department of Education as an integral part of career and technical education.

National Farm and Ranch Business Management Education Association (NFRBMEA)



NFRBMEA, Inc., brings the best ideas and techniques in farm and ranch business management education to its members. Its mission is to promote and support farm and ranch management education.

U.S. Department of Education



Unlike most subject areas, agricultural education has a federal presence within the U.S. Department of Education. The two lead staff people for agricultural education at the national level, Larry Case and C. Coleman Harris, are staff members of the U.S. Department of Education, Office of Vocational and Adult Education.

AgrowKnowledge



AgrowKnowledge, the National Center for Agriscience and Technology Education, is a national partnership of community colleges. AgrowKnowledge understands the increasing demand for high-tech careers in areas such as precision agriculture, biotechnology, alternative energy production, natural resource management, and nutritious food production for a hungry world. As a result, AgrowKnowledge partners prepare students for the workforce, ready-to-use emerging technology in agriculture, food and natural resources. Its work is enhanced by the involvement of business and industry, leading universities in agricultural education, secondary schools and professional associations.

Implementing Team Ag Ed Locally

You can develop your own local "Team Ag Ed" to provide the support structure you need to enhance your total program and increase student success. There is no "magic formula" for creating such a team; players will vary from state to state and community to community.

Start with your advisory council. Is it active? Do you have the right mix of members serving on the council? The *Agriculture Teacher's Manual*, available on the *Local Program Resource CD* and online at [www.ffa.org/ageducators/documents/lpsguide/partnership.html], offers step-by-step instructions in Section 18 on how to create and implement an advisory committee.

Next take a look at your alumni affiliate or booster program. This is a group of people who can make a big difference in your program. If you don't have one, now is the time to consider starting one. Visit the National FFA Alumni website for more resources [www.ffa.org/alumni].

Kevin Keith, an LPS specialist with the National FFA Organization, says the biggest drawback he sees to creating local teams is a reluctance to get started. "Perception is the biggest barrier teachers face, I believe," Keith says. "Frequently, teachers think establishing a local team will take more time than it does. When you actually get a team operating, managing the total agricultural education program takes less of the teacher's time because others are helping."

Keith continues, "Lots of people volunteer to help, but if we as educators aren't organized, we can't take advantage of the offers. People can't help if they don't know what you need. Conversely, just think how much more you could accomplish by delegating tasks you don't enjoy—or for which you aren't trained—to others. The important things are good communication and being aware of the resources that are available to you. Take advantage of the resources, and your program will thrive."

For more information on building your local Team Ag Ed, see the article, *Building the Dream Team*, on pp. 10-11.



To learn more about any of these organizations, visit [www.teamaged.org], and click on the appropriate logo. Each of the team members' sites are linked to the Team Ag Ed page.

Career Clusters: Agriculture, Food and Natural Resources

teachers across the country rely on all sorts of information provided by a variety of sources, including the always-important subject of careers. This is another area in which national Team Ag Ed continues to play an important role.

Several years ago, there was a nationwide effort led by the National Association of State Directors of Career Technical Education Consortium to classify all career fields into a series of "clusters" that could be used as a roadmap by students exploring and planning for their careers. The Council and AgrowKnowledge played leading roles in creating and organizing the Agriculture, Food and Natural Resources career cluster.

What are Career Clusters?

A career cluster is a grouping of occupations and broad industries based on commonalities within those industries. The 16 career clusters (see box) provide an organizational tool for schools, small learning communities, academies and magnet schools.

To prepare today's students for tomorrow, schools are working to help students achieve in challenging subjects. One key approach to this goal is to provide students with relevant contexts for learning.

Career clusters identify pathways from secondary school to two- and four-year colleges, graduate school and the work place. Career clusters offer a context by linking school-based learning with the knowledge and skills required for success in their chosen career areas. This connection to future goals motivates students to work harder and enroll in more rigorous courses.

The first phase of the career clusters work – identifying and defining the career clusters – has been completed. The Council strongly supports phase two, which is entitled "Vision 2020 – Building a Seamless Educational System for the Agriculture, Food and Natural Resources Industry."

New Teaching Resource Coming

The Agriculture, Food and Natural Resources career cluster serves as the basis for a new teaching tool being provided to teachers across the country this summer as part of the REV it Up toolkit. This new tool is the *Preparing for Agriculture Career Exploration & Success* (PACES) curriculum. This interactive, CD-based program is a one-of-a-kind career exploration curriculum for teachers with a corresponding CD designed specifically for students and their parents.

The student CD is designed to simulate a computer game. The opening screen depicts a typical high school hallway, with students chatting and a series of seven lockers, each representing one of



the following agriculture career pathways:

- animal systems careers
- plant systems careers
- environmental service systems careers
- food products and processing systems careers
- natural resource systems careers
- power, structural and technical systems careers
- agribusiness systems careers

You can learn more about the Agriculture, Food and Natural Resources career cluster and resources available for your use online at [\[www.agrowknow.org/career-clusters/\]](http://www.agrowknow.org/career-clusters/). Additional information may be found at [\[http://www.careerclusters.org/ClusterDocuments/agdocuments/brochure.pdf\]](http://www.careerclusters.org/ClusterDocuments/agdocuments/brochure.pdf).



States' Career Clusters Initiative, 2006,
[\[www.careerclusters.org\]](http://www.careerclusters.org).

 **Professional Growth**

Career Clusters

Schools, educators, employers, industry groups and other stakeholders are creating curriculum guidelines, academic and technical standards, assessments and professional development materials for the 16 career clusters:

- | | |
|---|--|
| • Agriculture, Food and Natural Resources | • Human Services |
| • Architecture and Construction | • Information Technology |
| • Arts, A/V Technology and Communications | • Law, Public Safety and Security |
| • Business, Management and Administration | • Manufacturing |
| • Education and Training | • Marketing, Sales and Service |
| • Finance | • Science, Technology, Engineering and Mathematics |
| • Government and Public Administration | • Transportation, Distribution and Logistics |
| • Health Science | |
| • Hospitality and Tourism | |

These 16 clusters represent all career possibilities. They are an ideal way to organize instruction to best fit the knowledge and skills students need for success in college and careers.

National Content Standards Being Developed



as local school districts and state education associations strive to meet the requirements of the No Child Left Behind legislation, teachers are being asked to provide more and more details about what they teach and which educational standards they address in their courses. While the legislation has the best intentions for our future workforce and current educational programs, it also translates into more paperwork for you and less time for your students.

This topic was one of many discussed during a recent meeting of The Council's board of directors. True to its mission of providing national leadership for excellence in agricultural education, the board proposed a national content standards project.

agricultural education content standards that are cross-walked to national math, science and communications standards and validated by each academic area. The standards will be based on the National Agriculture, Food and Natural Resources (AFNR) Career Field Knowledge and Skill Statements, which were developed as part of the career clusters project. (See the career clusters article on page 6.)

Industry and Academic Validation

Hall explains, "Once the existing career cluster knowledge and skill statements have been verified by industry, we'll reach out to each of the various academic areas and work with them to create the crosswalks and make sure we're meeting the academic standards. For example, we might work with the National Academy of Science to verify that the agricultural education content standards meet the academic science standards."

Hall continues, "We in agricultural education have created standards before, but we've not included other disciplines. I believe this step will be important in generating credibility for what we teach. Additionally, it will help us identify what we're doing right and what we probably shouldn't be doing. I believe the process will help agricultural education prove its worth to the academic community and will verify that we're doing what we should be doing regarding teaching math, science

and communications. This project really has far-reaching implications."

Process and Timing

In addition to industry and academic discipline review and validation, agriculture teachers and teacher educators will be involved throughout the project to ensure the end product meets their needs.

Here is an overview of this complex project:

- Development planning and management
- Research and revision of knowledge and skill statements
- Agricultural education faculty review of technical knowledge and skills
- Faculty alignment of academic and technical content standards
- Industry and academic community validation and endorsement
- Interactive, web-ready electronic content system for accessing and using AFNR standards

It is intended that this work be completed by fall 2007. "The scope and significance of this effort is a bit mind-boggling when you start to consider how many people we're engaging and how to keep the effort moving forward," Hall says. "However, we're all shooting at the same goal – serving teachers and students."

This effort to create national agricultural education content standards that are validated by industry and the academic content areas is a great example of what can be done when Team Ag Ed comes together. It would be impossible for any lone member of the team, let alone an individual teacher, to accomplish this task that will have such a significant impact on agricultural education.



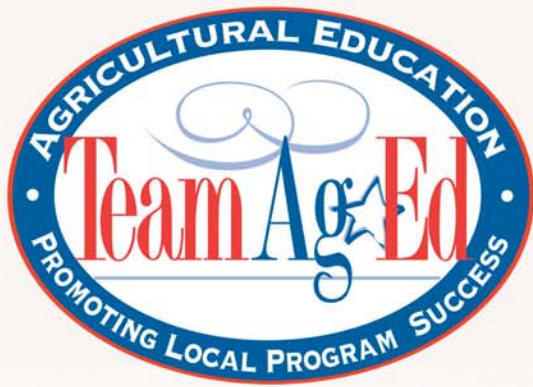
Dr. David Hall

Eliminating Paperwork

Dr. David Hall, the state supervisor of agricultural education in Montana, chairs The Council's Planning and Oversight Committee, which is managing the national content standards effort. "In Montana and many other states, teachers are being asked to verify the standards they are teaching. Right now, most of us don't have very good tools to accomplish that task, and it turns into a big time investment for the teachers," Hall says. "When this project is completed, the resulting tool should eliminate a lot of tedious paperwork for teachers so that they can spend more time with students."

The project's overall objective is to create a web-based national database of

“
When this project is completed, the resulting tool should eliminate a lot of tedious paperwork for teachers so that they can spend more time with students.
”



For more information contact:
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Take a look at the
beginning of an exciting new
resource center coming soon
for Ag Education teachers...

www.agedlearning.org

Creating a Legacy of Caring, Teaching, Leading

dennis Mottl, who has been teaching agriculture in Fullerton, Neb., for 30 years, says he hasn't worked many days in his life. And it's not because he's lazy – far from it, actually. It's because he has a passion for teaching, and he feels teaching young people is more than a job or a career. It is his calling.

"We are all given gifts and talents by our creator," Mottl says. "As human beings, we have an obligation to discover our gifts and talents and then use them to create a better world."

The National Association of Agricultural Educators recognized Mottl as the 2004 Region III Outstanding Teacher. As he contemplates retirement, Mottl shares some of his philosophies on teaching.

Self Evaluation

Mottl reflects, "At the end of every day, I ask myself the questions, 'What have I done to make a positive difference?' and, 'What did I do poorly that I need to correct? Is there someone who needs my attention?' I make it a point to try and use every student's name in a sentence every day. I want them to know that I know who they are and care about them as individuals."

He continues, "Teaching agriculture is about so much more than content. We in agricultural education are a little unique in that we are expected to help our students grow personally, develop leadership skills and hone career skills, so they can be successful. That means we have to get to know each of our students as individuals and treat them as such if we're going to make an impact."

Integrity

"We've all seen the commercials that are running on television, encouraging parents to be parents and not friends. The same is true of teaching," Mottl explains. "This profession is a 24-7 deal; you have to operate your life in a way that exhibits integrity. You have to provide a role model for students to follow in the classroom and beyond."

As a way of teaching his students integrity, Mottl pulled a \$5 bill out of his wallet one day and tacked it to the bulletin board in his classroom. As he did so, he discussed the importance of integrity and that just because a candy bar or a soda or a \$5 bill

something has been done that needs to be corrected in the classroom, but I don't know who did what," Mottl explains. "I tell my students I'm going to call on each of them and ask them if they did it. If they choose to lie, I reinforce to them that they will label themselves as a dishonorable person to their peers, and that is much worse than confessing the truth and receiving whatever punishment I have in mind."

Expectations

"Our expectations tend to be self-fulfilling prophecies," Mottl says. "If you don't expect much, you won't get much. Conversely, if you expect a lot, the students will deliver. My students know that how much effort they put into any given challenge is much more important to me than winning. If you work hard and do your best, the medals and trophies will take care of themselves."



For his outstanding work, Dennis Mottl was named the NAAE Region III Outstanding Teacher in 2004. He is joined by a representative from Syngenta, the award sponsor, and 2004 NAAE President Roger Teeple of North Carolina.

are within your reach, doesn't mean it belongs to you or that it is right to take it. With that, he tacked up the \$5 bill and told his students, "The money isn't there to tempt you to do something wrong. It is there to remind you to do something right." Eight years have passed. The bill is still tacked to the board.

The lesson continues whenever he runs into a challenge in his program. "Say

The community of Fullerton, Neb., is all the richer for Mottl following his calling. This "richness" isn't measured in dollars; rather, it is measured in the profound impact this masterful teacher has had on so many of his students and their families. As we look forward to our summer breaks, let us each ask ourselves what we do each day to make a difference, and what can we do tomorrow to make our world a better place.

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Local Program Success

Drafting the Dream Team

have you ever had visions of what it would be like to draft a team to support your profession and together what you could accomplish to keep your agricultural education program strong and growing for the future? This would be a team that would assist you in guiding your program to higher levels of performance, providing even more for your students without increasing your workload.

By developing a local Team Ag Ed initiative, you will find the support and assistance to accomplish the goals you could not even dream of achieving in the past. If you have experienced challenges with funding, support for growing your program, recruitment and retention of students, finding new SAE opportunities for students and community or school-based partner support, developing a local Team Ag Ed may be the answer to many of your challenges.

Team Efforts

As you may have noticed, the growth and involvement of the national Team Ag Ed has become a huge asset to agricultural education across this country. The initiative, which

began several decades ago, has evolved into a strong team of support from key groups and organizations with a common goal of agricultural education advocacy. The national partners are designated in the Team Ag Ed logo grouping (next page).

Support from all the partners is key to the accomplishments that have recently been completed. Initiatives coming to life as a result of a strong national Team Ag Ed approach are the launch of both national program and curriculum standards for agricultural education and an increased participation by all groups to provide support for agricultural education.

The collective effort of all the groups working together as one will make it possible to reach the new goal of increasing the number of quality

agricultural education programs in the country to 10,000 by the year 2015. Another important part of this goal is to embrace the agricultural education model to make sure all students have a supervised agriculture experience program and are FFA members. This is a goal that can only be accomplished when everyone works together at all levels.



By Tony Small
Division Director,
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National FFA
Organization

State Teams

All states are continuing to develop their Team Ag Ed goals and initiatives by developing strategic plans to increase the capacity for agricultural education within their states. Several states have a plan in place and committees designated to ensure work is being accomplished and goals

are being met. To find out more about your state's plan and how you can assist, contact your state staff.

Another important contribution you can make to support Team Ag Ed at all levels is

to make sure you are a member of NAAE, the agriculture educator's professional organization, and assist in their efforts to support both national and state Team Ag Ed initiatives. It takes everyone working together to accomplish these goals to secure a future for agricultural education.

It starts with a commitment from you, the teachers—the gatekeepers to local programs. To identify what

“If you have experienced challenges with funding, support for growing your program, recruitment and retention of students, finding new SAE opportunities for students and community or school-based partner support, developing a local Team Ag Ed may be the answer to many of your challenges.”

Local Program Success is a national initiative designed to enhance the quality and success of local agricultural education programs. LPS uses the total program concept of Instruction, SAE and FFA and four strategies (Program Planning, Marketing, Partnerships and Professional Growth) to assist local teachers in facilitating successful local programs that meet the needs of students and the communities they serve.



key partner groups are doing or to find out how you can become involved in the Team Ag Ed movement, please visit [www.teamaged.org]. Each of the partner

group's web pages are linked to their logos and provide additional information.

One site to pay close attention to is the National Council for Agricultural

Education. The Council is driving several of the Team Ag Ed initiatives, as it is comprised of representatives from all the Team Ag Ed partners.

Getting Started Locally

It's time to begin drafting your local dream team! There are several ways to get started and several key resources to assist in the process. The resources already available can be found on the FFA website using the Educator's Workroom (designed for you, the teacher) where you can access the materials provided on the *Local Program Resource CD*. It is our hope you have a copy of the CD; if not, please contact your state staff to obtain your free copy.

On the LPR CD, you will find the Partnership section to be quite helpful. Recommended resources found in this section would include the *Get Connected Partner Handbook* and the *Local Program Success Guide* section on Partnerships. Both provide ideas and promising practices on how to structure local Team Ag Ed partner groups to support the local program.

Another key resource is the New Professionals Kit (NPK). NPK can be

ordered through the *CORE* catalog or online at [www.ffaun-limited.org]. NPK will assist you in identifying key resources and developing plans, including goals and timelines for implementation.

Your creative ideas may be the best tool, as you know best who the key players are in your community who support agricultural education. Take the time to include those in the community and surrounding area willing to support agricultural education as they are important to your success and should be members of your all-star team. One thing is for sure – the more you involve your key partners and increase their knowledge of your program, the stronger the local program will be for years to come. It's time to draft your all-star Team Ag Ed to lead your program to even greater success!



management
RISK

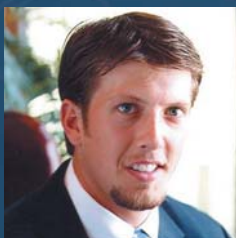


Congratulations

TO THE 2006 RISK MANAGEMENT ESSAY CONTEST WINNERS!

TEN FFA MEMBERS were selected as winners of the National FFA Risk Management Essay Contest. Each member, along with their advisor, traveled to Washington, D.C., May 3-7, where they met with U.S. Department of Agriculture (USDA) officials during a special recognition ceremony. Additionally, each winner met with their congressional representatives to discuss the growing importance of risk management strategies in American agriculture. The Risk Management Essay Contest was sponsored by the USDA Risk Management Agency as a special project of the National FFA Foundation.

**TO READ THEIR ESSAYS AND LEARN HOW TO ENTER THE 2007 CONTEST,
PLEASE VISIT WWW.FFA.ORG/PROGRAMS/RISKMGMT/.**



Caleb Alexander
Garden City FFA;
Garden City, KS



Emily Arkfeld
Lourdes Central Catholic
FFA; Dunbar, NE



Jeffrey Bridges
Grapeland FFA;
Grapeland, TX



Monty Brown
Canton FFA;
Canton, OK



Angie Bushong
Hitchcock-Tulare FFA;
Tulare, SD



Alexandria Henry
Alma FFA;
Elwell, MI



Troy Kimmel
New Raymer FFA;
Stoneham, CO



James Lyons
Scott County FFA;
Georgetown, KY



Sierra Simpson
Timberlake FFA;
Kremlin, OK



Kate Wheeldon
Schuyler FFA;
Schuyler, NE

TeacherResources

Do Your Part to Help Stop the Spread of Avian Flu

FFA and the Animal and Plant Health Inspection Service (APHIS) at USDA have joined in a public service campaign to educate small poultry owners about preventing the spread of avian influenza (AI).



FFA and APHIS are asking your FFA chapter to consider handing out materials about AI at poultry exhibits at your state and county fairs this summer. To find out more, visit [www.AIFairs.org]. For information on other agricultural education partnerships, visit www.agedlearning.org. If you have questions, contact Kent Schescke at 317-802-4330 or 703-838-5883.

Excellent Food Science Website

Discovery Education, the Institute of Food Technologists (IFT) and the IFT Foundation have partnered to develop a unique program designed to introduce high school students, teachers, counselors and parents to the remarkable world of food science and technology and the exciting career opportunities in the field.

Browse this site for downloadable videos, profiles of professional food scientists, lesson materials and experiments, information about colleges and scholarships and more. Explore all of the science resources, or learn more about college programs and careers at [<http://school.discovery.com/foodscience/>].

New POA Development Tool

Putting together a meaningful process where members lead the development of the annual Program of Activities (POA) is a lot like eating five servings of vegetables every

day – you know you should, but can find a dozen excuses for why it doesn't happen.

The POA Tool is a software program that makes it easier, more enjoyable and faster to set up and implement a chapter POA. The tool allows chapters to customize committees, plans and goals while automatically generating a central calendar and budget. The POA Tool produces reports that can be shared with members and partners to increase clarity and expectations about chapter activities. And, the best part of all is that it's designed for use by student members! To learn more about the POA Tool, check out page 9 of the 2006-07 Core catalog. To order your copy, call 1-888-332-2668, visit [www.ffaunlimited.org] or fax your order to 1-800-366-6556.

**PRIORITY
IMPORTANT**

Agriscience Fair Update

To better align the "Non-Human Vertebrate Endorsement Form" with the Agriscience Handbook's information and guidelines on Zoology projects, the following handbook clarification is effective immediately.

The Agriscience Awards Subcommittee will use the same protocol as in previous years to review whether each research project adheres to these guidelines. If you have any questions or concerns, do not hesitate to contact the Agriscience Fair program coordinator at [agriscience@ffa.org] or 317-802-4402.

Chapter Officer Newsletter Coming Soon

Chapter officers serve a vital role in FFA. By taking a major leadership role in their chapter, students grow from the experience and benefit their chapter, school and community. An exciting new resource to further develop these important leaders will soon be released by the National FFA Organization.

The chapter officer newsletter will include insightful articles, helpful hints and promising practices to help chapter officers effectively lead their chapter. This newsletter is scheduled to be published four times each year as an insert in *FFA Advisors Making a Difference*. Look for the first edition in the August/September issue!

APPROPRIATE treatment of non-human vertebrates will be based upon industry-approved practices. This appropriate treatment provision includes live animals receiving momentary pain without anesthesia or being placed in stressful conditions which result in short-term response (i.e., tagging, blood sampling, standard agricultural husbandry practices). Additionally, animal termination must be in accordance with standard agricultural husbandry practices and is allowed only for common food animals.

Prohibited will be studies which include induced toxicity using alcohol, acid rain, insecticide, herbicide and heavy metals; behavioral experiments involving operant conditioning with aversive stimuli, mother/infant separation or induced helplessness; studies of pain; and predator/prey experiments. Research projects which cause more than momentary pain or suffering to vertebrate animals are also prohibited.

Civic Engagement for the 21st Century Conference



A National Youth Conference and Dialogue
Come to Learn — Leave to Serve



Conference Topic Areas

Philanthropy
Hunger Relief
Democracy
Character Education
Asset Development
Peace & Justice
Violence Prevention

Youth Empowerment Through Civic Engagement and Leadership

October 25, 2006
National FFA Convention
Indiana Convention Center
Indianapolis, IN
9:00 – 11:30 a.m.

No Charge. Limited Availability.
Register now at 317-802-4402
or dspight@ffa.org





School Officials Luncheon Returns to Convention

Plans are being made to reinstate the school officials' luncheon at the national convention this fall in Indianapolis. Watch for information in the *Second Edition Advisor's Planning Guide* in August, and on the online registration site at [www.ffa.org]. Don't miss this opportunity to bring your administrator to this gathering of school administrators from across the nation!

Registering for the National FFA Convention

This year's national FFA convention promises an exciting new array of educational and recreational opportunities. To ensure you and members have access to all your favorite activities, FFA is making registering early even easier with an online convention registration option. For those who find the more traditional routes more convenient, FFA has kept the "register by fax" and onsite registration options open as well. Read on to learn more about your options and polish your game plan for the opening of convention registration.



Pre-Registration Option

Pre-registering for the annual national FFA convention is always your best bet to ensure your chapter obtains opening session tickets, concert tickets and entertainment options. And, as an added bonus, you'll receive \$10 off the cost of registration if you pre-register and book your hotel rooms through the National FFA Housing Block! Pre-registration begins mid-August and ends October 24. This year there are two pre-registration options:

Option A: Pre-Register Online

There are many advantages to registering online: 1) You'll be able to see the availability

of parking passes, Career Success Tours, National Day of Service, concert tickets and rodeo tickets in real time. 2) You'll be able to print out a confirmation of your registration online, and, best of all, 3) You'll receive FREE shipping and handling on your convention tickets and registration packet. Check [www.ffa.org] in mid-August to register online.

Option B: Pre-Register by Fax

In August, you'll receive a copy of the *Second Edition Advisor's Planning Guide* in the mail. In it, you'll find a convention registration form and instructions for submitting your registration via fax.

Register Onsite

You may choose to register when you arrive at the national FFA convention at the Indiana Convention Center. Please note that many events will sell out during pre-registration and prior to your arrival at convention. The National FFA Organization cannot guarantee the availability of tickets to any events when you register onsite. Also, if you register onsite, you will not be eligible for the \$10 discount available only to those who pre-register and book their hotel rooms through the National FFA Housing block (see General Convention Registration Fees section in the *Advisor's Planning Guide*); so, if you choose this option, please plan accordingly.

Convention Registration Fees

Convention registration for 2006 will be \$40 per person, except for those who book hotel rooms through the FFA Convention Housing Block. Advisors who use the housing block and pre-register will receive a \$10 discount and pay only \$30 per person for registration. If you have not yet made hotel reservations, you can access the housing block through [http://www.ffa.org/indymove/index.htm].

Registering for Specific Convention Activities

As you're preparing to register your chapter for the convention, please keep in mind that a registration badge or special pass will be required for entry into almost all convention-related activities. If you will be bringing parents, administrators, chaperones or others who may want to visit the FFA Agricultural Career Show/FFA Shopping Mall

or attend a general session, please let them know they will need to purchase either an Entire Convention Pass (for full convention access), a One-Day Combo Pass (for a single day's sessions, the career show and shopping mall), a Career Show/Shopping Mall pass or a One-Session Pass, depending on their needs and interests. Look for more details on these options in your *Second Edition Advisor's Planning Guide* in August.

CDE Registration

If you are an advisor bringing a CDE team to convention, please note that registration fees and deadlines for CDEs are different from general convention registration procedures. In addition to your *Second Edition Advisor's Planning Guide*, watch for your CDE Team Orientation packet to arrive in your mailbox in August.

Leave Your Mark – Buy a Brick!

You have an opportunity to make your mark in the courtyard at the National FFA Center! Honor an individual, an agriculture teacher, chapter, officer team or create a memorial tribute by purchasing your very own brick. For \$250, you can purchase a 4-by-8-inch brick with a two-line inscription. For \$1,000, you can purchase a larger, 8-by-8-inch brick with up to four lines inscribed. With the national FFA convention moving to Indianapolis this year, thousands of FFA members, advisors and friends of the organization will be touring the Center. The bricks in the courtyard serve as a visible reminder of the far-reaching support for FFA and agricultural education. Add your name, chapter name or the name of a loved one to this special place while supporting FFA members through the National FFA Foundation. You'll be in good company! To purchase a brick, visit the National FFA Foundation website at [www.ffa.org] or call 317-802-4234.



Focusing on State and Local Program Success

Success in agricultural education at the state and national levels is built on success in local programs. Nationally, we want to do all we can to assure that local teachers and state staff have the tools and services they need to be successful.

At the national level, we are working together under the banner of "Team Ag Ed." Team Ag Ed was first introduced in 1998 when the Agricultural Education National Headquarters in Alexandria, Va., was established. The vision was that the National Council for Agricultural Education (The Council), The National Association for Agricultural Educators, the National FFA and others would coordinate

 **Professional Growth**

and manage many of the agricultural education initiatives in support of local agricultural education programs.

In the beginning, the challenge was a lack of understanding of the role individual organizations would play in achieving goals in the larger enterprise of agricultural education. In other words, how could we get the work done by several organizations with each doing a part, but all subordinating individual prominence to the efficiency of the whole of agricultural education?

The key was The Council, which is the core group that sets the agenda for Team Ag Ed. By bringing together the national-level student, professional and support organizations, the common agenda becomes the health and prosperity of agriculture, food and natural resources programs (agricul-

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Coordinator, Agricultural
and Rural Education
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of Education,
Washington, D.C.



tural education) at the state and local level. In short, "Local and State Program Success."

Many states have chosen to use the "Team Ag Ed" concept and have realized great success. When local program leaders apply the concept, they are successful as well. The key is bringing together the stakeholders in the total program of agricultural education. The group must focus on the trends and issues facing the local program, identify solutions with resources for improvement, and be a coordinating body for the work.

I hope that you enjoy reading this issue of *FFA Advisors Making a Difference* as you learn more about the "Team Ag Ed" concept and how it can strengthen your program!



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Look for your
next issue of *FFA Advisors*
Making a Difference in late August.
It will feature stories about the national
FFA convention, as well as provide teaching
resources and FFA news.