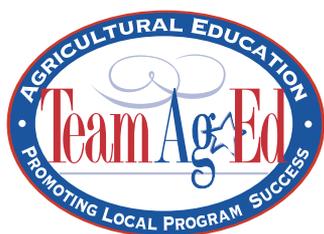


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## Looking to the Future

**a**s summer fades and autumn arrives, take a moment to consider life's rhythms and cycles. In nature, much is driven by the seasons. Spring brings birth and renewal. Summer is a time of high productivity. Fall is filled with harvesting. And winter provides a period of rest in preparation for starting the cycle all over again.

Beyond the natural world, many industries and professions are also cyclical. And, much like in nature, areas that are carefully nurtured and challenged to produce can be wildly productive and successful, while those that aren't tend to fade away and eventually fail.

Now, apply this thinking to the agricultural education profession. While the number of students served has been growing slowly but steadily, we have been restricted by a shortage of teachers for years, challenges from increased graduation requirements and an intense focus on high-stakes testing in selected academic areas. The industry we serve is enjoying an economic rebirth as it provides not only food and fiber, but now also begins to provide fuel for an energy-thirsty world. To sustain itself, the industry is aggressively seeking new workers.

Feeding and clothing America and the rest of the world requires much more than production agriculture. It is our job in agricultural education to prepare young people to work in and lead this enormous industry. Baby boomers are retiring at a rate of one every six seconds; we need to prepare our students to fill the pipeline.

Today, agricultural education reaches only about four percent of American high school students. It is clear that we must reach more students to sustain the industry of agriculture, which encompasses 17 percent of the U.S. workforce, and to ensure our country continues to enjoy the safest, most abundant food supply in the world. To face this challenge, within the past two years, all of the agricultural education-related organizations

(known collectively as Team Ag Ed) have affirmed a long-range strategic goal for agricultural education.

### **Known as 10 X 15, the goal states:**

By 2015 there will be in operation 10,000 quality agricultural science education programs serving students through an integrated model of classroom/laboratory instruction, experiential learning, and leadership and personal skill development. Further, all students will be members of FFA and have a supervised agricultural experience that supports classroom and laboratory instruction.

To meet this goal, all segments of the agricultural education profession must work together. Teachers will play a critical role, not only in educating the students in today's classrooms, but also in encouraging these students to consider becoming teachers themselves.

This issue of *FFA Advisors Making a Difference* focuses on the 10 X 15 initiative, how various groups are working step by step toward the overall objective, and how teachers can effect positive change in their spheres of influence. Just as the profession is undergoing change, so too is this publication. In this issue, you'll learn how this publication is being transformed from a printed piece to electronic delivery to more efficiently and effectively meet your information needs. Make sure you make the time in your busy schedule to make yourself aware of the changes coming in our profession.

# Coming Soon to Your Computer!

Time to turn on your imagination!

## What if...

- there was a one-stop online gateway for the information you needed to effectively teach agriculture?
- this site included the latest information about agricultural education in addition to a rich archive of previously published stories and data?
- you could watch and listen to speakers from recent (and not-so-recent) conferences at any time?
- you could instantly link to additional, in-depth information about topics that interest you?
- this site was a portal to all sorts of teaching resources such as lesson plans, PowerPoint presentations, instructional videos and more?

This resource won't be a dream much longer. Starting in November, *FFA Advisors Making a Difference* will transition from its current printed form to an electronic-only format. This means that instead of arriving as a paper document in your physical mailbox, a notice will be delivered to your e-mail inbox with a link to the publication's new online home

(<http://makingadifference.ffa.org>). Instead of searching through a stack of mail, you'll always be just a click away from the latest information and links to all sorts of resources.

The goal is to create a site designed exclusively for agriculture teachers that will minimize the time you spend searching for information and maximize your effectiveness as a teacher and advisor. We envision creating an online environment rich with resources where agriculture teachers can share thoughts, ideas, challenges and philosophies.

Consider how the brain works and how people learn. Removing the physical constraints of a printed document vastly expands the amount and type of information that can be delivered (think more images, plus audio and video). In addition to the news and articles you've come to expect from *FFA Advisors Making a Difference*, this improved "publication" will feature:

- Podcasts – audio (and video) files you can listen/watch online or download to your computer to enjoy on your iPod (or other mp3 player) at your convenience. Think in terms of iTunes and YouTube for agricultural education.

- Photo galleries — instead of having to choose only a few images to illustrate a concept, we'll be able to provide a series of photos and captions to help you more fully understand the material.
- A link to NAAE forums for agricultural education leaders, where you can tap into the current thinking on any number of agricultural education topics.
- An RSS (Rich Site Summary or Really Simple Syndication) feed to collect specific content that is of interest to you and feed it to your inbox.
- Resource library with links to lesson plans, PowerPoint presentations and supplemental information for teachers, including topics like online safety and promising practices.
- All the latest news from agricultural education and FFA.

These features are only the beginning. As you know, the online world has few constraints. As this publication transitions to its electronic form, the editors will be seeking your input on everything from content to format. Please send your thoughts and ideas to the editor at [mwomochil@ffa.org](mailto:mwomochil@ffa.org) or call 317-802-4319 to discuss.



FFA Advisors Making a Difference is published eight times a year to assist FFA advisors in making a positive difference in the lives of students.

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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.  
 Editorial Consultant  
 Published by Larry D. Case, Coordinator, Agricultural and Rural Education, U.S. Department of Education  
 This publication is available online at [http://www.ffa.org/media/html/med\\_pub\\_index.htm](http://www.ffa.org/media/html/med_pub_index.htm).

## 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

## Moving Forward



By Bill Fleet,  
 Business Consultant  
 10 X 15 Initiative

**t**his is an exciting time to be in agricultural education, and I'm glad to be back! I began my career working with adult students and the Young Farmer organization, then I moved on to working with high school students and FFA. After spending five rewarding years in a Pennsylvania classroom, I accepted an offer to join the Pioneer Hi-Bred organization as an agronomist.

During my time with Pioneer, I was fortunate to work in many different aspects of the business and wear a number of hats. I was privileged to serve as vice president of North American operations and lead not only Pioneer's seed business in Canada, Mexico and the United States, but also DuPont's crop protection business related to corn and soybeans in that region.

I reconnected with my agricultural education roots when I accepted the challenge of serving on the National FFA Foundation Sponsors' Board in 2004. Now, I have come full circle, retiring early from Pioneer to devote my time, energy and experience to leadership development and agricultural education through the **10 x 15** initiative.

As I work with teachers, state and national agricultural education leaders, I see loads of enthusiasm and opportunity. I've watched eyes light up and people becoming passionately

engaged as they discuss how we can collectively better serve our students and our industry by strengthening the quality of our programs and creating new programs in communities not yet served by agricultural education.

There is a tremendous need for young people with the skills they develop in your programs. As the agriculture industry begins providing fuel in addition to food and fiber, the opportunities and the needs are expanding. The industry needs not only the technical content you teach, but also the soft skills that are developed through participation in FFA activities.

The **10 x 15** effort cannot work if change only happens at the national level. Meeting the lofty **10 x 15** goal will require many people working together to effect change in their local communities. We need your input, your energy and your effort to make things happen in your community.

There is much fertile ground just waiting to be tilled; and that can only happen at the local level, student by student, classroom by classroom, day by day. You are the key. The **10 x 15** Task Force is moving forward. I invite you to add your energy to the team effort as we strive to make positive differences in the lives of our students and, collectively, for the greater good of our country and our world.

# 10 x 15

# Rising to Meet the 10 X 15 Challenge

**m**ore than 100 agricultural education leaders gathered this summer for the first 10 X 15 national conference to discuss how best to achieve the profession's strategic goal of having 10,000 quality agricultural education programs in operation by 2015.

At first glance, this appears to be such an enormous goal that it defies approach. After all, where does one begin? Just like any other considerable goal, this one must be broken down into smaller, more manageable pieces. Plans must be created that include timelines, assignment of responsibilities and the available resources. And that's exactly what the 100+ leaders who attended this summer's conference began doing.

Under the direction of the National Council for Agricultural Education, the 10 X 15 management team has identified eight strategic themes and eight high-priority initiatives for focus. Key people have been recruited to serve on the eight initiative task forces.

Right about now you might be thinking, "This really isn't for me. This topic is way above my head. I'll leave it for others who have more experience to figure this out."

The opposite couldn't be truer! **Teachers are the key** to making the whole effort come alive and move forward. Just as those attending the 10 X 15 conference were challenged to consider how to create the preferred future for agricultural education, so too should today's teachers challenge their thinking regarding how they can best serve their students and their communities, thus feeding into and providing momentum for the overall effort.

## Food for Thought

Dr. L.H. Newcomb, senior associate dean of the College of Food, Agricultural and Environmental Science at The Ohio State University, and one of agricultural education's key thought leaders, launched

the conference with a thought-provoking reflection on agricultural education's past and his thinking about where it needs to go in the future.

"This is a propitious moment," Newcomb boldly started. "Such a convergence of talent, need, inspiration and challenge are rare occurrences. It happened in 1917 (passage of the Smith-Hughes Act) and again in 1963 (passage of the Vocational Education Act). This moment, this opportunity is starkly different than the earlier moments in our history. The others were driven by federal legislative mandates and funding. This one has neither."

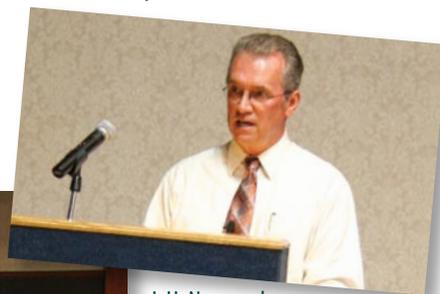


10 X 15 Conference participants were challenged to think deeply as they considered how to work collectively toward the overall objective.

Newcomb continued, "Hence, the task before us is noble, stimulating and sobering. If we falter—if we are timid—if we tinker rather than transform, I suggest this may well be the last great opportunity. No journey, no expedition, no great transformation can be successful if it is not grounded in deep knowledge and the wisdom of prior experience which must guide and inform choice making. The great confounding factor is that prior knowledge, wisdom and experience are often limiting. They tend to blind our field of vision, keeping us from seeing the full range of possibilities."

He encouraged his listeners to remember the core group that developed agricultural education. "Newman, McGill, Saunders and Groseclose sat down and focused on helping farm boys increase their sense of self worth, and with nothing but good judgment and past experiences to guide them, they did it. This group held no positional sway, they had no money and even less power. Yet, the power of their idea, which met a real and urgent need of their day, was sufficient."

Newcomb concluded his remarks with this summary. **"This is a propitious moment. Now is the time. You are all we have. Think deeply. Let creativity flourish. Be bold. Create the support pieces you must have to get this rocket into orbit. I think you can, but that doesn't really matter. What really matters is whether YOU think you can."**



L.H. Newcomb

## Meshing Vision With Reality

Following Newcomb's presentation, Dr. Ed Osborne, professor and chair of the Department of Agricultural

Education and Communication at the University of Florida, took the stage. Osborne likened the 10 X 15 challenge to King Kong, noting that while we may not have encountered anything this big in the jungle before, it's certainly not our first venture into the jungle, and we do have some experience and resources that can help us be successful.

To that end, Osborne focused on the programmatic challenges and putting the 10 X 15 goal in perspective. "We have about 7,200 FFA chapters in the United States today which, for the sake of simplicity,

we'll assume represents the number of middle and high school agriculture programs," Osborne said. "To reach our goal of 10,000 programs by 2015, we'll need a nearly 40 percent increase in the number of programs nationwide in the next eight-and-a-half years, which translates to an average annual growth rate of 4.5 percent or 325 new programs annually."

Is this achievable? Think about what that would mean in your state. For example, in 2006, Colorado had 95 chapters. To achieve a 4.5 percent growth rate, Colorado would need to add 4.28 chapters in 2007. Here's the good news – Colorado added five new programs at the beginning of the 2007–08 school year.

Another key statistic Osborne spoke about was the supply of teachers. "Based upon today's 11,000 teachers in 7,200 programs, we'll need 15,278 teachers for 10,000 programs, or an additional 4,278 agriscience teachers employed in 2015." This will require the entire profession to focus on identifying future teachers, and assisting them through the induction process to successful classroom careers.

Translate that to what you do every day. Are there students in your classroom right now who would make great teachers? Study after study demonstrates that some of the most influential people in helping agriculture students choose careers are their agriculture teachers. One of the things you can do to help meet the 10 X 15 goal is to encourage your students to consider careers in the agriculture classroom and connect them with the teacher training professionals in your area.

On the teacher supply topic, Osborne concluded, **"Even though the jungle out there seems scary, agricultural education is better positioned today than at any other time in its history to significantly expand its programs."**



Ed Osborne



## Adding a Customer Focus

Rounding out the opening session was a powerful presentation by business speaker and best-selling author Scott McKain. A former national FFA officer, McKain helped the group focus on serving students from a customer perspective.

McKain started by passionately paying homage to his roots. "Everything that is good and true in my life is a direct result of my opportunities and participation in FFA and agricultural education. I stand before you not as an expert in agricultural education, but as a customer," McKain said.

Continuing, he likened agricultural education to many of the businesses with which he works. "The fundamental problem with most businesses today is that they don't know who their customers are, and they fail to listen to what their customers are saying about what they want and responding to that input."

McKain challenged agriculture educators to truly examine their programs and compare what they are offering to what today's students really want and need. "Today's students expect to be entertained as they are educated," McKain empha-

During the conference, each of the eight initiatives was addressed by its own task force.

sized. "How appealing is our 'show' to our audience? Without a doubt, the show is appealing to a particular part of the audience. We're knocking it out of the park with some kids from rural America. My question is what are we doing to appeal to the rest of today's students? I hope with all my heart that other students – other prospective customers of this program – will have the opportunity to be excited, inspired and moved in the same way that I've been."

McKain emphasized that, as times change, people change. If we expect to grow, we must innovate instead of depending on the status quo. He provided several examples to consider, including comparing the Sony Walkman to the iPod. At one time, Sony owned the portable music market, but they rested on their laurels, didn't innovate and lost their market to the iPod.

"Agricultural education is at a crossroads," McKain said emphatically. "Are we going to be the Walkman or the iPod?"

Apply that thinking to your program. What are you doing to appeal to today's students – the iPod generation? How can you change your program to more fully meet today's students' needs and expectations? Answering these questions will lead to innovation in our programs, thus moving agricultural education toward the 10 X 15 goal.

## High-Priority Initiatives

The following eight initiatives were selected for initial work. They represent a manageable body of work that can yield great results in successfully moving agricultural education into the future.

- |                                  |                             |
|----------------------------------|-----------------------------|
| <b>1) Program Standards</b>      | <b>4) Ag Ed Recruitment</b> |
| <b>2) Content Standards</b>      | <b>6) Ag Ed Advocacy</b>    |
| <b>3) Multiple Ag Ed Designs</b> | <b>7) Ag Ed Branding</b>    |
| <b>4) Program Data Reporting</b> | <b>8) Program Funding</b>   |

While these eight provide a place to start, there is a much longer list of important initiatives relating to each strategic theme. For more information on these eight and the overall 10 X 15 effort, including the keynote presentations, visit [www.ffa.org/teamaged/10x15/index.html](http://www.ffa.org/teamaged/10x15/index.html).

# The State of Agricultural Education

**e**ach January, the president of the United States delivers a “state of the union” address to Congress, the objective of which is to report on the status of the country. As the agricultural education profession embarks on the 10 X 15 initiative, it is fitting to report on the state of the profession, particularly as it relates to each of the eight high-priority initiatives. Here is a brief overview, current status summary and preferred future for each initiative. For the full initiative reports, visit [www.ffa.org/teamaged/10x15/index.html](http://www.ffa.org/teamaged/10x15/index.html).

## 1. PROGRAM STANDARDS

### OVERVIEW

Times have changed significantly since the three-circle (classroom/laboratory, SAE and FFA) model of agricultural education was developed. Today, teachers are working with more students and are expected to be just as effective as they were when the design was created. A decreasing percentage of agriculture students is receiving adequate experiential learning (SAE) and leadership development (FFA). It is estimated that only about half of today’s agriculture students receive all three components.

### CURRENT STATUS

The National Quality Program Standards for Secondary Agricultural Education Programs has been developed to provide teachers, school officials, advisory councils and state leaders with a resource for quality program development and improvement. This tool has been presented to state staff to determine how to use within their respective states.

### PREFERRED FUTURE

The National Quality Program Standards will be implemented in every secondary agricultural education program so that all agriculture students receive all three program components.

## 2. CONTENT STANDARDS

### OVERVIEW

For agricultural education to remain a viable and relevant component of public education, it must demonstrate how the curriculum it delivers addresses the academic standards set by many state departments of education. To remain viable and relevant to the industry, it must demonstrate how it prepares students for successful careers in agriculture.

### CURRENT STATUS

Nearly every state has developed some type of agricultural education content standards, competency profiles or course objectives that are used by the teachers in each respective state. However, each state uses a different process to develop its standards. Some states use a validation process that includes agricultural educators; others employ an industry validation process, while still others use a combination of the two.

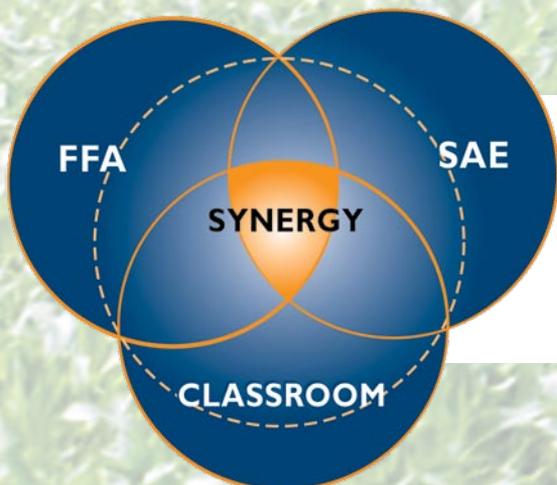
In addition, national academic content standards have been developed and are, for the most part, recognized by state and local teachers and administrators. These standards are used in most state and national assessment models. In many cases, the food, agricultural and natural resource content standards have not been linked to the national academic standards or have been inconsistently applied.

This lack of consistency at the national level leaves agricultural education unable to develop a national position as it relates to how agriculture, food and natural resources (AFNR) content standards link to national academic content standards. The lack of uniform national agricultural education standards reduces students’ ability to transfer credit they have earned. Additionally, the level of mastery students obtain is not uniform, making portability to post-secondary education more difficult.

### PREFERRED FUTURE

The National Curriculum Content Standards Committee is creating a nationwide electronic database of AFNR content standards cross-walked with recognized national math, science and communications content standards. The AFNR content standards will be available for states and local programs to adapt to their respective needs. The final report will be presented in February 2008 at the National Agricultural Education In-Service meeting and will be available at the Team Ag Ed Learning Center ([www.agedlearning.org](http://www.agedlearning.org)) at that time.

Beyond 2008, the AFNR content standards are recognized and adopted by all states. Agriculture educators use achievement- and performance-based authentic assessments to validate agricultural and academic competencies. Finally, agriculture students are highly sought by post-secondary institutions and businesses because they are prepared for further education and the workforce.



**TEAM AG ED**  
**LEARNING CENTER**

### 3. INNOVATIVE DELIVERY

#### OVERVIEW

The U.S. Department of Agriculture reports 17 percent of the domestic workforce is engaged in more than 300 agriculture career areas. Agricultural education is not serving 17 percent of the student population, but rather about six percent, with only three percent receiving all three components of the agricultural education model. A compelling case can be made that a strong U.S. agriculture industry is vital to the health, safety and prosperity of this country. To meet the needs of students and of the agriculture industry, agricultural education must develop new, innovative program delivery models that will attract and serve a greater pool of students.

#### CURRENT STATUS

The profession is committed to the agricultural education model of rigorous and relevant instruction that capitalizes on the inherent benefits of experiential learning in and outside the classroom, coupled with a student organization that provides leadership development, personal growth and the foundation for career success.

#### PREFERRED FUTURE

Design, offer and evaluate high quality agricultural education program models that meet the varied needs of business and industry, education, society and local communities.

To that end, the National Council for Agricultural Education is working to develop a Curriculum for Agricultural Science Education (CASE) based on the Project Lead The Way (PLTW) model that provides a rigorous and relevant curriculum, SAE and FFA.

The objectives are as follows:

- Will be attractive to new and existing programs
- Will contain rigorous and relevant content that provides students with required academic background to be successful at the post-secondary level
- Academic alignment with science, technology, engineering and mathematics (STEM)
- Meet national agricultural education program and curriculum standards
- Include rigorous professional development sequence for instructors
- Will use assessment tools to measure student learning and program effectiveness
- Be based on the Career Clusters' Agriculture, Food and Natural Resources (AFNR) Pathways
- FFA LifeKnowledge content and teaching techniques will be embedded
- Will earn PLTW endorsement

Beyond the CASE model, additional delivery models will need to be developed.

### 4. PROGRAM DATA REPORT

#### OVERVIEW, CURRENT STATUS

Local, state or national program data reporting systems that help agricultural educators to continuously improve their programs are rare. Many teachers have experiences or have seen prospective measurement systems that negatively impact their ability to teach students or improve their programs. Additionally, teachers often view "accountability" measures as a penalty imposed upon them by others who do not understand education or who have other political agendas.

However, without formal measures, standards and reporting formats, teachers face an uphill battle to demonstrate the value created by their programs to administrators, students, parents, legislators and others. Teachers are thus required to invest significant time in communicating results and value to skeptics using other evidence, such as competitive event results. This lack of timely and accurate data is an even greater problem at state and national levels where policy questions are often decided based upon the evidence available.

#### PREFERRED FUTURE

Agriculture educators actively operate an integrated measurement and improvement system that allows them to directly serve students and to indirectly accumulate the data required to meet other objectives, such as obtaining resources. The overall reporting system is designed to allow local agriculture teachers to customize measures, goals and reports to meet their particular needs, while using standard definitions to provide for state and national reporting.



## 5. TEACHER RECRUITMENT

### OVERVIEW

Shortages of agriculture teachers have been measured, researched and analyzed for decades. However, the current production of about 1,000 qualified university graduates annually falls far short of the 2,500 graduates needed to support growth to 10,000 quality programs.

### CURRENT STATUS

The current recruiting system is inadequate. Few universities, states and agricultural educators make recruiting a priority. Compared with the efforts in engineering, science, sports, social and international programs, agricultural education is a weak competitor.

### PREFERRED FUTURE

Agricultural education is a career of choice for highly-skilled and motivated students whose talents match those required for lifetime success. Agriculture teachers have created an attractive profession and take pride in saying, "I am an agriculture educator by choice, not by chance." Programs at the local, state and national levels are targeted to attract students from both genders and multiple ethnicities into the agricultural education profession. Agriculture educators are compensated for their market value. National professional standards, certification and market studies establish proper compensation. Extended contracts and supplements compensate professionals for the quantity of work required.



## 6. ADVOCACY

### OVERVIEW

Much has changed since the formal program of agricultural education was implemented in 1917. Agriculture has changed, moving from 31 percent of the population living and working on farms to less than two percent. Education has also changed, with more and more jobs requiring not only a high school diploma, but also some form of post-secondary education. Agricultural education has changed, too. Its technical content has evolved to provide students with exposure to and involvement with many of the industry's technological innovations.

### CURRENT STATUS

As most of our society has become farther removed from agriculture (even though they are well served by it), people have little awareness of agricultural education or the role it plays in our economy. Thus, agricultural education needs to develop and implement a strategy to better communicate to decision makers and to the public at large at the local, state and national levels.

An effective advocacy strategy — particularly at the local level — is critically important for the following reasons:

- More than 90 percent of the resources needed to provide a quality agricultural education program in a local community must come from local resources.
- There is increasing competition for elective space in public education. This space is even more coveted as the bar for graduation requirements and student academic performance is raised.
- State and federal resources make up a smaller and decreasing percentage of the total amount of educational spending. These dollars are often designated for special populations and programs that do not serve all students.

### PREFERRED FUTURE

The teaching of agricultural sciences in the public schools continues to grow and flourish. Agricultural education activities, such as FFA banquets, are "must attend" events in every local community, especially for elected officials. State and federal legislators make it a priority to attend these events because the community leadership is involved. This awareness of agricultural education is the result of a continuous effort by all levels of the profession to educate stakeholders and the general public through advocacy efforts.

## 7. BRAND MANAGEMENT

### OVERVIEW

Agricultural education is inextricably linked with perceptions of agriculture. While there are many positive associations with the term, there are also many descriptors with less appeal (dirty, simple, common, isolated, declining, low pay, change averse, out of date, etc.). It is logical to assume that the public's perception of agriculture's "brand" will color its perception (and valuation) of the agricultural education brand.

### CURRENT STATUS

In today's education environment, perception is reality. Agricultural education needs to articulate publicly the value of its work in the context of prevailing beliefs and attitudes. It must measure results against accepted standards. It must be visible and actively self-promoting. And it must demonstrate benefits and value to many stakeholders: students, parents, administrators, legislators, and business and community leaders.

### PREFERRED FUTURE

A world in which the agricultural education brand has been effectively defined, managed and communicated will send out the following messages:

- Agricultural education remains connected to agriculture. The public recognizes the industry's many contributions to the economy, the environment, medicine, food and the quality of life.
- Agriculture is seen to encompass science, technology, engineering, math, entrepreneurship and innovation. It is perceived as proactive, creative, value added, productive and global.
- Agricultural education is recognized as a leading force in education, solidly delivering the four pillars of needs-based education: problem solving, decision making, applied learning and self esteem-building student activities.



**Pull Out This Poster!** Teach your middle school students where food comes from, about exciting careers, and about FFA in a fun, online environment created just for them! This poster, provided courtesy of a USDA CSREES Rural Youth Development grant, is designed for use in your classroom to announce the arrival of this exciting new site ([www.ffa.org/students/ms](http://www.ffa.org/students/ms)). Check out Garfield's Middle School Discovery website today!

## 8. PROGRAM FUNDING

### OVERVIEW

Funding for agricultural education programs is an on-going concern at the national, state and local levels. From threats regarding the future of Perkins funding to shifting local tax bases, the concern is valid.

### CURRENT STATUS

Local agricultural education programs are funded by a variety of local, state and federal public and private sources. The bulk of public federal funds is delivered through the Perkins allocation, which is

the largest federal investment in high schools, yet represents a declining portion of federal education budgets. State legislatures allocate additional funding that varies widely.

The biggest portion of funding for all programs comes from the local level (both public and private). While this funding stream also varies widely, teachers can have an impact on this funding stream through their actions to create and maintain local advisory councils and/or active alumni affiliates comprised of business, industry and community leaders.

### PREFERRED FUTURE

For agricultural education to achieve its goal of growth and quality, it will require funding and resources beyond the status quo. Agricultural education must diversify and grow its funding base at the local, state and national levels. Before additional investments occur, agricultural education must be able to demonstrate its return on investment from federal policy makers to local business, industry and community leaders. As agricultural education continues to prove its impact and pursue quality, more and more funding opportunities will become available.



# The Changing Face of Agricultural Education

**a**s the United States continues to become a more diverse nation, the agricultural education profession must follow suit if it is to attract students and remain relevant.

In the early part of the 20th century, agriculture teachers were a fairly homogenous group of white men. Over time, the profession opened to African-American and Hispanic men. In the 1970s, a trickle of women joined the club. Strikingly, no formal data was gathered on the gender and ethnicity of agriculture teachers until 1998.

## Gender

Of those actively teaching in 2006, men outnumbered women three to one (73 percent to 27 percent). However, the tide appears to be turning rapidly, at least on the gender measure. The majority of newly qualified teachers in 2006 were women (52 percent compared to 48 percent men).

## Ethnicity

The news isn't nearly as encouraging when it comes to ethnicity. In 2006, 88

percent of the active teaching corps was Caucasian, with only 2.5 percent African-American and 1.6 percent Hispanic. The class of 2006 included only 18 African-Americans (two percent) and 15 Hispanics (1.7 percent).

To meet the 10 X 15 goal, agricultural education must find ways to attract a more diverse group of students and teachers to the extent that each local program mirrors the school's population in terms of cultural and gender representation. Increasingly, the small rural communities where agricultural education programs are often found are experiencing rapid demographic shifts due in large part to agricultural processing facilities. Recent statistics show that Latinos, East Africans and other immigrant groups are

increasingly attracted to non-metro areas and to states and cities that, a couple decades ago, had little ethnic diversity.

As the percentage of Hispanics and other minority groups in the classroom rises and the percentage of Caucasians falls, failing to embrace and include other cultural groups will result in failing overall. So when you look over your classes of students searching for the next generation of teachers, make sure you're seeing ALL the students in your class. The future of our profession depends on it!

### Sources:

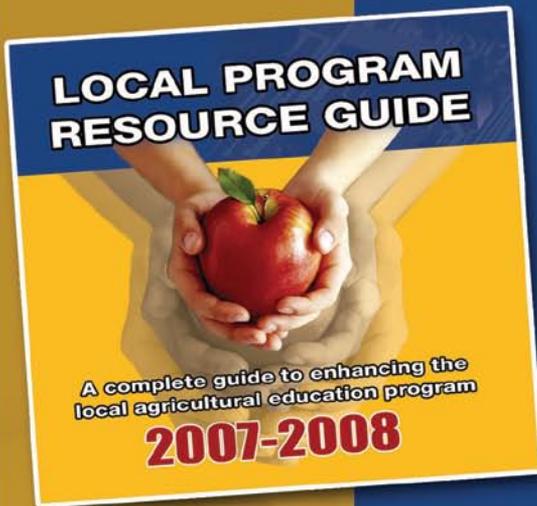
- *A National Study of the Supply and Demand for Teachers of Agricultural Education From 2005-2006, released May 2007*
- *U.S. Census Bureau, Census 2000*



The Alpha Tau Alpha members at Colorado State University are predominantly women.

# LOCAL PROGRAM RESOURCE GUIDE

**Vital Program Information at Your Fingertips**



Need to access the CDE Handbook, find information on proficiency categories, locate the latest scholarship application, get information on revising your chapter constitution or check out the forms your students will need to fill out before attending convention?

This easy-to-navigate CD-ROM makes managing your program simpler with updates, status reports, handbooks, applications and more.

**Everything is just a click away!**

**Get Your Local Program Resource Guide Today!**

**Be sure to visit [ffa.org](http://ffa.org) for updates to the *STIHL*® Resources and Lesson plans.**

Local Program Resource Guides have been sent to your state staff for distribution. Contact your state staff if you have not received your copy.

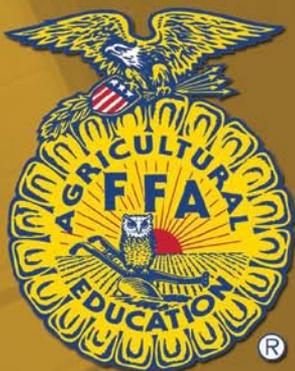
**Additional copies can be purchased through  
The Core  
and online at [ffaunlimited.org](http://ffaunlimited.org)**

The Local Program Resource Guide  
is sponsored by STIHL  
as a special project of the National FFA Foundation.

**STIHL**®

Minimum Requirements for 2007-2008 LPR CD-ROM

PC - Windows 2000 with 128MB of available RAM. Internet Explorer 6.1 or greater and a CD-ROM drive.  
MAC - OS 8.5 or later. Power PC MAC OS compatible 64MB of RAM or higher. Internet Explorer 6.1 or higher.



# Tomorrow's Visionaries are in Today's Classrooms

**a**s we look to the future, it is important to also revisit the past to see how far we've come and the methods employed that have moved us forward. In terms of agricultural education, we often take for granted the important contribution our profession makes to the overall well-being of our planet.

Consider the topic of world hunger. Just a few decades ago, the news was filled with gloom and doom reports about widespread hunger and starvation. In the late 1960s, most experts were speaking of imminent global famines in which billions would perish.

Thankfully, the experts were wrong, largely due to the vision and leadership of one man: Dr. Norman Borlaug. Known as the father of the "Green Revolution," Borlaug is widely credited with saving the lives of one billion human beings worldwide, more than one in every seven people on the planet.

This summer, Dr. Borlaug's contributions were recognized in a Congressional Gold Medal ceremony presided over by President Bush and the leadership of the House and Senate. In presenting the honor, Bush said, **"Dr. Borlaug's work has pushed back the shadow of hunger on this planet and given us precious time to force its final retreat.**" That final retreat will come only as long as we hold in our hearts the revolutionary spirit of men like Norman Borlaug, whose Green Revolution brought hope to troubled corners of the world where grateful villagers still praise his name. The most fitting tribute we can offer this good man is to renew ourselves to his life's work, and lead a second Green Revolution that feeds the world."

This statement begs the question, "Where is the next Norman Borlaug? Who will

provide the vision and leadership to force hunger's final retreat?" **As agricultural educators, our job is to make sure those people are in our classrooms today and that we are providing the best preparation possible for them.**

In 1960, about 60 percent of the world's people experienced some hunger every year. By 2000, that number was 14 percent, a remarkable achievement by any standard. However, as Borlaug cautioned at the ceremony in his honor, that still leaves 850 million hungry men, women and children.

"When I was born, the world population was 1.6 billion people," Borlaug said. "Today, we're at 6.5 billion people with 74 million being born every year. We need more and better technology to solve this challenge. Hunger, poverty and misery are very fertile soils into which seeds of rebellion, terrorism and anarchy can be planted."

At age 93, Dr. Borlaug continues his battle against starvation in Africa through work with the Sasakawa Africa Foundation. To learn more about this remarkable gentleman who has also received the Nobel Peace Prize (awarded in 1970), the Honorary American Farmer Degree (1971), and the Presidential Medal of Freedom (from President Gerald Ford in 1977), visit the Norman Borlaug Heritage Foundation website at [www.normanborlaug.org](http://www.normanborlaug.org).

## Additional Resources

- President Bush presents the Congressional Gold Medal to Dr. Norman Borlaug (includes text of presentation plus photos, audio and video recordings of the presentation) [www.whitehouse.gov/news/releases/2007/07](http://www.whitehouse.gov/news/releases/2007/07)
- Borlaug Nobel Peace Prize biography: [http://nobelprize.org/cgi-bin/print?from=/nobel\\_prizes/peace/laureates/1970/borlaug-bio.html](http://nobelprize.org/cgi-bin/print?from=/nobel_prizes/peace/laureates/1970/borlaug-bio.html)
- Newsweek article, [www.msnbc.msn.com/id/19886675/site/newsweek/](http://www.msnbc.msn.com/id/19886675/site/newsweek/)

## Norman Who?

If you're not familiar with the name Norman Borlaug, you're not alone. One explanation is that his work was so successful, few news organizations bothered to cover Borlaug's Congressional Gold Medal ceremony.

Consider giving your students an assignment to study Norman Borlaug. Assignments could range from defining the "Green Revolution," researching Borlaug's biography, or writing a report on how hunger and famine have impacted history (think about the Irish potato famine and its impact on America). Help your students understand that they aren't that dissimilar to Dr. Borlaug. Challenge them to use their talents to make a difference.



President George W. Bush congratulates Dr. Norman Borlaug during the Congressional Gold Medal Ceremony honoring the doctor's efforts to combat hunger Tuesday, July 17, 2007, at the U.S. Capitol. Also pictured is House Majority Leader Steny Hoyer, left, and Speaker of the House Nancy Pelosi. White House photo by Chris Greenberg

# Invite Your School Officials to the 80<sup>th</sup> National FFA Convention!

Want to help your school's superintendent, principal, guidance counselor or other administrator better understand agricultural education and FFA? Ask them to attend the 80th National FFA Convention! Take them to special sessions exclusively for school officials Wednesday, Oct. 24, or Friday, Oct. 26, where they will receive materials essential for creating support for agricultural education and FFA. Best of all, it's all provided at no charge, thanks to funding from National Starch Food Innovation.

## School officials will be able to:



### Learn

- learn how agricultural education and FFA can impact the success of students



### Discover

- discover more than 300 diverse career opportunities available in the agriculture industry, service-learning activities, student-based leadership and LifeKnowledge leadership



### See

- see educational technologies, instructional strategies, and cognitive research in real-world applications



### Visit

- visit science-based agriculture classrooms, the agriscience fair, career development events and dynamic leadership sessions

*The Wednesday session will be from 1:00 - 2:00 p.m. in the interactive classrooms in the Career Show. The Friday session will be from 10:00 a.m. - 2:00 p.m. in ICC, Sagamore 6.*

**Register your school officials for free now at [www.ffa.org](http://www.ffa.org).**

The special programming for school officials is being made possible by funding from National Starch Food Innovation as a special project of the National FFA Foundation.





## Online Safety Videos

Looking for something that will help you convince your students to wear safety glasses in the shop? Washington State has an excellent online source to help you convey the importance of safety at <http://lni.wa.gov/Safety/TrainTools/Videos/Online/default.asp>. This site has a long list of online safety videos that can be used with your lessons on shop and lab safety. The safety glasses video is a great resource to illustrate to students the protective power that Z87-rated glasses provide. This video has great dramatic effects that leave a lasting impression! There are also numerous videos on other safety-related topics, including forklift safety and construction safety.



## Guide to Livestock and Disease Prevention

A colorful illustrated booklet promoting the development of a life-long "mind set" among farm youth concerning the core principles of livestock and poultry disease prevention and risk reduction is now available. In PDF format, it can be accessed and copied for classroom use at <http://www.vet.ohio-state.edu/1985.htm>. The title is, "PREVENTION—A Young Person's Guide to Keeping Animals Safe and Healthy."

Produced by veterinary and youth extension specialists between 2005 and 2006, the booklet distills more than 50 years of experience in animal disease prevention and biosecurity. It strives to do so in a youth-friendly way, blending science-based content with lively group projects and activities

## Physical and Engineering Principles Video Site

Take your agricultural mechanics lessons into the video age with the plentiful list of video and animated files provided by Dr. Dave Alciatore from Colorado State University at [http://video\\_demos.colostate.edu/](http://video_demos.colostate.edu/). His listing of online videos illustrates engineering and physical principles that can engage, educate and amaze students. Check out the list for engines found under the "Energy, Thermal, Fluid Systems" link. They have excellent animations of nearly every type of engine designed. While you're at this site, you'll also want to spend some time viewing the other



areas as well. There is even a video on how to use a slide rule for those of us who have forgotten that wonderful tool. Also, be sure and check out the hurricane balls video, not necessarily for a classroom lesson, but this video is one you don't want to miss!

## Free Online Magazines

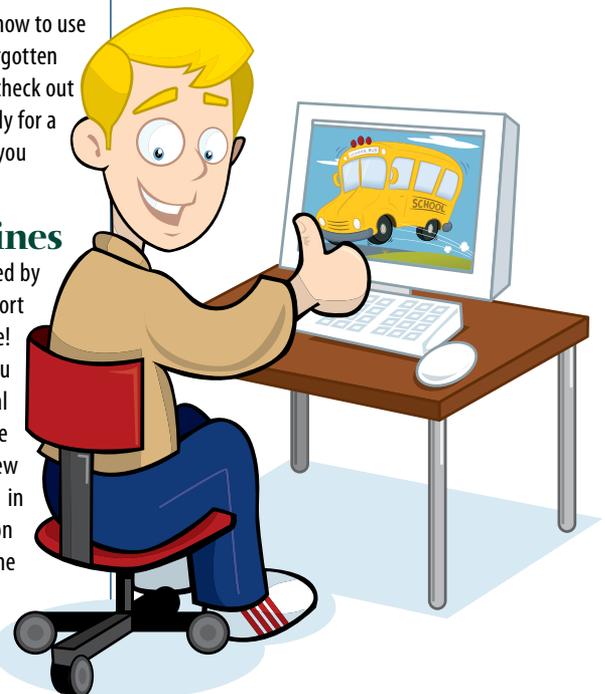
*American Cattleman* Magazine, published by Heartland Ag-Business Group from Fort Dodge, Iowa, is available free online! In addition to this publication, you can subscribe to all their agricultural publications. The focus of these periodicals is to highlight and review many of the new products available in the beef, dairy and crop production industries. Take a look at the magazine at [www.americancattlemen.com/digital\\_intro.cfm](http://www.americancattlemen.com/digital_intro.cfm). Click on the cowbell to subscribe.

## Ag Activities Book—For Ag Educators, by Ag Educators

Created through the genius of Ellen Thompson, Saulk Centre, Minn., this site (<http://www.isd743.k12.mn.us/AgTableofContents.htm>) contains more than 475 pages of agriculture lesson activities, labs and other classroom-ready materials. Compiled by Ellen from teachers across the nation, this site is a testimony to the ingenuity and creativity of agriculture teachers. You can select individual items, or if you like, download the entire "Agivity" book as a PDF file. Make sure you have a little time to spare when you go here. Once you begin looking at the tremendous materials gathered on this site, you won't want to leave! Way to go, Ellen!

## Fieldtrips from the Comfort of your Classroom

Approval from the administration, parent permission slips, transportation requests, notification of other teachers, student management... All the steps required to take your class on a field trip can become a daunting task! Now you can take that field trip right in the classroom through online "e-fieldtrips." This site provides study guides, flash video of the field trips, and even the opportunity to ask questions to the experts about the field trip. The available field trips include alternative energy, numerous wildlife topics and many others. Take a closer look at [www.efieldtrips.org/](http://www.efieldtrips.org/).



# 2007 SAE Grants

**AVAILABLE!**

Are your students looking for funding for their SAE programs? The National FFA Organization will be awarding 48 grants worth \$500 each based on career path opportunities.

- Agribusiness Systems
- Animal Systems
- Plant Systems
- Environmental Service/Natural Resources Systems
- Food Products and Processing Systems
- Power, Structural and Technical Systems

To determine in which career cluster each of your students' applications fit, use the SAE descriptions used in the proficiency award area definitions.

For more information or to download the application, go to [www.ffa.org/index.cfm?method=c\\_programs.SAE](http://www.ffa.org/index.cfm?method=c_programs.SAE). Application must be typewritten and postmarked by November 10, 2007.



## More \$\$ Available!

Another great way for students to secure money for their SAEs is the Agri-Entrepreneurship Award Program. Students can receive cash awards at all three levels of FFA competition:

- Up to \$150 at the chapter level,
- \$100 at the state level, and
- each of the 10 national winners receives \$1,000 and is recognized on stage at the national FFA convention.

Go to [www.ffa.org/index.cfm?method=c\\_programs.AgEntrepreneurship](http://www.ffa.org/index.cfm?method=c_programs.AgEntrepreneurship) for details!



# 48 Grants @ \$500 each

## FFA Membership Breaks 500,000

For the first time since the 1970s, FFA membership has broken the half-million mark, now totaling 500,823! FFA membership peaked in 1978 at 507,108, then declined during the mid-1980s farm crisis. Membership dipped to 382,000, before it began growing again in 1992.

## Scholarships for Your Students – Easier than ever!

FFA's scholarship program has a new name – the Agricultural Achievement Center.

With the increased need for scholarships, the Agricultural Achievement Center offers a new, user-friendly online application. It's never been so easy! (Please note: for the Ford dealer scholarships, students will still have to obtain signatures.)

Applications and scholarship descriptions can be accessed at [www.agachieve.org](http://www.agachieve.org) and at [www.ffa.org](http://www.ffa.org) beginning in November. Online applications will be accepted Nov. 15, 2007, through Feb. 15, 2008. For more information, please contact Jan Ferris at [jferris@ffa.org](mailto:jferris@ffa.org).

## Online Benefit Auction Bidding

Are you unable to attend the national FFA convention but still want to participate in the live benefit auction? No problem! The National FFA Alumni Live Benefit Auction will be broadcast over the Internet! Enjoy the excitement of the national FFA convention and the live auction while supporting FFA members with your winning bids.



Register to bid online at [www.proxibid.com](http://www.proxibid.com) by Friday, Oct. 26, at 6 p.m. (EST) to participate in the live auction as it takes place at the national FFA Alumni convention in Indianapolis. Registered bidders will be set to bid on whatever auction item catches their interest. Participants will be bidding against auction attendees at the convention and others logged on via the Internet. For more information, please contact Amber Smyer at [asmeyer@ffa.org](mailto:asmeyer@ffa.org).



## FFA Alumni's Can Hunger Campaign

The National FFA Alumni Association, in partnership with Toyota, announces the "Can Hunger—Million-Can Challenge!" campaign. This special project will provide service-learning opportunities for FFA members and alumni to connect with their communities through regional canned food drives.

The National FFA Alumni Association will select one state in each of the 12 Toyota sales regions to host a Can Hunger—Million-Can Challenge! event. These states will be provided Washington Leadership Conference and National FFA Alumni State Leaders Conference scholarships valued at a total of \$3,000 to be used as incentives and awards at the event. The hours FFA members spend on the project can also be submitted to the Million Hour Challenge initiative for service learning. Keep your eyes and ears open because it may be happening in your state in 2007. For more information on the Can Hunger—Million-Can Challenge!, visit [www.ffa.org](http://www.ffa.org) and click on the alumni tab.

## LPR CD-ROM Input Needed

Teachers, FFA needs your feedback! By now, you have probably begun using your LPR CD-ROM and are hopefully loving it! Please take a few minutes to provide your input by completing a brief survey on this product. FFA's long-range plans are to move this to a web-delivered product; however, we need input regarding your ability to access and download large files through your local servers, your comfort level with accessing information from the FFA website and which formats are most useable for you. You can access the survey at [www.ffa.org/surveys/lpr/index.htm](http://www.ffa.org/surveys/lpr/index.htm). Thank you in advance for your participation!

## The Future is Full of Possibilities at FFA!

Engage your values and enjoy meaningful, satisfying work at FFA. For a current listing of our career opportunities, please check out our website at [http://www.ffa.org/jobs/ffa\\_jobs.cfm](http://www.ffa.org/jobs/ffa_jobs.cfm).

## C. Coleman Harris Retires

After 30 years of service, National FFA Executive Secretary C. Coleman Harris retired from his position at the U.S. Department of Education in Washington, D.C., effective Sept. 3. Harris planned and arranged meetings of the National FFA Organization Board of Directors and the National FFA Foundation Board of Trustees. He assisted Dr. Larry Case, national FFA advisor and chief executive officer, in overseeing, developing, maintaining and implementing policy for the National FFA Organization and the National FFA Foundation. Harris also served as secretary to the National Council for Agricultural Education.

## Collegiate Career Expo

Do you know a college student who is unsure about his/her future? Their direction might be made clearer by attending the Collegiate Career Expo at the national FFA convention. Companies from across the country will be on hand to discuss opportunities in their industry. The Career Expo, which is open to collegiate-age students, will be held Sat., Oct. 27, from 9 a.m.-1 p.m. in conference rooms 101 and 106 at the Indiana Convention Center.



## Teacher Travel Opportunities

Want to learn more about global issues through traveling abroad? Toyota offers several teacher travel programs. You can learn more about the Toyota International Teacher Program at [www.iie.org/Template.cfm?Template=programs/toyota/default.htm](http://www.iie.org/Template.cfm?Template=programs/toyota/default.htm). Applications for the June 2008 Japan program will be available in October with a deadline of early January 2008. In addition to the Japan study program, the Toyota International Teacher Program will be conducting a program in the Galapagos Islands in 2008. Applications will be available in February, with an April 2008 deadline.

## SAE Grant Program

This year there are 48 \$500 grants based on Career Path Opportunities. It's a great way to get money for your students' SAE projects. The deadline is November 10. For more information visit [http://www.ffa.org/index.cfm?method=c\\_programs.SAE](http://www.ffa.org/index.cfm?method=c_programs.SAE)



# Technology in the Classroom

**W**hen you see the phrase, “technology in the classroom,” what bounces through your brain? Using technology to enhance learning? Battling students who would rather be sending text messages, playing electronic games or surfing MySpace instead of participating in class? All of the above?

No question, technology in the classroom can be a double-edged sword. To help you sort through the issues and learn how your colleagues are harnessing these powerful tools while safeguarding their students from the negative impacts, the editors of *FFA Advisors Making a Difference* will be launching a column based on this topic.

Our goal is to provide you with an easy-to-access source of information and inspiration. We'll try to demystify a host of technical terms and tactics. For example, we'll define podcasts and show you how to produce them and use them in your classroom. We'll provide links to several surveys so you can assess where your students fall on the “digital native” continuum.

Have a question or concern you'd like addressed? Have an interesting way you've implemented technology in your program that you'd like to share? Either way, send an e-mail message to the editor at [mwomochil@ffa.org](mailto:mwomochil@ffa.org). We'll collect your questions and your solutions for inclusion in future issues.



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