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## Adult Education

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Adult education in the local agricultural education program is an essential component of the "total" program. Offering adult education programs helps to keep farmers and agribusiness employees better informed of current trends and provides them with opportunities to learn new skills and improve existing ones.

Teaching adults can be very challenging, but also very rewarding. Most teachers would agree that the benefits derived from a successful adult education program in agriculture far outweigh the costs. In addition to the direct benefits to adult participants, the teacher, the school, the community, and the secondary program also benefit from a quality adult education program in agriculture.

Adults in agriculture use a number of sources to gain new information that can be used to help them solve problems. Persons employed in agriculture utilize newspapers, magazines, newsletters, radio, television, government publications, internet (<http://agebb.missouri.edu/mgt/aae/index.htm>), and meetings to gather information which can be directly utilized in their business activities. In many communities, the agriculture teacher is the primary source of agricultural information.

Successful adult education programs develop and utilize an Agricultural Education Program Advisory Committee to assess the informational needs of adults in the community. Agriculture teachers should utilize the expertise and communications link, which an effective advisory committee provides. Specifically, the advisory committee should be asked to provide advice regarding planning, conducting, and evaluating the adult education program in agriculture.

Adult education programs in agriculture should emphasize practical application of the information presented. Topics and information included in adult programs should be provided which fulfill needs of the local community. Providing information which cannot be applied to solve a local problem or address a local issue will generally be viewed as frivolous and over time will result in decreased interest (i.e. participation) in the adult education program.

The role of the agriculture teacher should be as a facilitator of the learning process. Most adults reject the traditional teacher-student relationship, which is necessary to maintain in secondary programs. Teachers should be encouraged to view themselves as partners with adult participants in the learning process. The democratic philosophy of shared responsibility for planning, conducting, and evaluating adult education programs distinguishes adult education from secondary education.

A local plan for adult education in agriculture should consist of two major components. Namely, a broad statement of philosophy, goals, and objectives of the local adult education program, and an annual calendar of program activities. A sample statement of the philosophy, goals, and objectives of adult education follows:

-- Sample --

### Anytown High School Adult Agricultural Education Philosophy, Goals and Objectives

Adult education in agriculture is important for continued community prosperity, growth, and improvement. The local Agricultural Education program has a responsibility to provide up-to-date information, training, and retraining for all adults interested in agriculture.

The goals of the Adult Education Program are:

1. To assist adults in establishing personal and business goals.
2. To enhance the self-confidence and decision making skills of adults in agriculture.
3. To develop agricultural leaders.
4. To maintain the local agricultural knowledge and technology base.
5. To improve the home, living, and business conditions of persons employed in agriculture.
6. To encourage adults to participate in cooperative efforts.

The objectives for the local Adult Education program are:

1. To increase the net farm income of local agricultural producers.
2. To improve the safety practices of adults employed in agriculture in the local community.
3. To educate the public about the significant role in agriculture in the local economy.
4. To encourage the use of practices that protect and conserve natural resources to maintain a good environment for everyone.
5. To assist local producers in the development of marketing plans that are tailored to their individual needs.
6. To assist local producers in developing strategies to make optimum use of agricultural support agencies (e.g. FSA, MO Department of Agriculture).

A comprehensive program of adult education in agriculture includes three major components: (a) organized instructional classes for adults, (b) a Young Farmers/Young Farm Wives Chapter, and (c) Farm Business Management Analysis (FBMA). State Agricultural Education Program standards implemented in 1992 indicate that a minimum of 20 clock hours of organized adult education classes be provided. Many local agriculture programs will far exceed this minimum standard. Salary reimbursement Procedures for “Full Time” and Short Term adult programs are summarized in Attachment A and Attachment B.

## **Adult Classes**

Many agriculture teachers will plan a series of adult education classes to address problems or issues, which are determined to be a priority in the local community. Such programs usually consist of a sequence of approximately 8-12 class meetings with a common theme. Although a portion of the instructional effort may be devoted to information transfer, the primary focus of most class meetings is to enable participants to identify how the information presented can be applied in their business or farm operation. Common themes would include: commodity marketing, machinery management, estate planning, safety, construction, etc.

Participants may be charged a nominal fee to cover the cost of conducting the class. Since adults are not required by law to attend classes, the agriculture instructor, with the cooperation of the advisory committee should plan the program to encourage a high degree of participation. Resource persons may be utilized to provide a portion of the instruction; however, the local agriculture teacher should also provide a part of the instruction.

## **Young Farmers/Young Farm Wives**

The local school should sponsor a chapter of the Young Farmers/Young Farm Wives organization to enhance the leadership and personal development skills of members. Traditionally, "special topics" classes are conducted in conjunction with monthly business meetings of the local chapter. In addition to local chapter activities, members are encouraged to participate in area, district, state, and national activities.

The local agriculture teacher usually serves as the advisor of the local chapter. Local chapter officers frequently serve in an advisory capacity to assist in planning monthly educational programs, business meetings, and recreational or social activities. Many Young Farmers/Young Farm Wives chapters also conduct service or community service projects in the local community each year.

Most districts will plan a variety of activities for their members each year including tours, banquets, recreational tournaments, social activities, etc. State activities include the State Young Farmers/Young Farm Wives Convention, which is held in February in various locations. In August, the State Young Farmers/Young Farm Wives Tour is held on a rotating basis in one of the six districts within the state. The National Young Farmer Institute is hosted by a different state in December of each year.

## **Farm Business Management Analysis**

The Farm Business Management Analysis program is offered to adults who have an interest in improving their business record keeping and management skills. This program is offered at the local agriculture department in comprehensive high schools, area vocational - technical schools and community colleges. The first year primarily concentrates on the development of a farm business accounting system. Year two emphasizes methods used to analyze records assembled in the first year. The third year introduces concepts related to business adjustments and decision-making strategies resulting from the analysis performed in year two.

Following classroom sessions, the instructor makes planned visits to farms to assist on individual problems. The visits are designed to build on classroom instruction and address current needs of enrollees. Both the local instructor and the university staff that work with the analysis of the farm business records always handle such records with confidentiality. FBMA enrollees are encouraged to participate in the Missouri Young Farmers/Young Farm Wives Organization but membership is not mandatory to be in the program.

The local school receives salary reimbursement for each funded FBMA adult teacher on staff. To qualify for reimbursement, a program is required to maintain a balance of FBMA enrollment, classroom instruction and leadership development through Young Farmers/Young Farm Wives (refer to Attachment B). Participant fees for the FBMA program are set as a matter of policy by the local school board.

## **Individualized Adult Instruction**

On-site visits with adult program participants provide a unique opportunity for agriculture teachers to identify instructional needs, promote the Agricultural Education program, and evaluate the effectiveness of past efforts. Agriculture teachers should place high priority on the individual attention directed toward adults in the community. Providing individual assistance to adults frequently produces numerous unexpected dividends for the Agricultural Education program in the local community.

**Department of Elementary and Secondary Education**  
Division of Vocational and Adult Education

**Salary Reimbursement Procedures**

Effective July 1, 2002

**Full-Time Adult Vocational Education Programs More Than 500 Contact Hours**

Fiscal Year 2003

- \$8,000 minimum for full-time teachers
  - \$19,000 maximum for full-time teachers
- Teachers at reimbursement levels between \$8,000 and \$19,000 will remain the same.*

Fiscal Year 2004

- \$11,000 minimum for full-time teachers
  - \$17,000 maximum for full-time teachers
- Teachers at reimbursement levels between \$11,000 and \$17,000 will remain the same.*

Fiscal Year 2005

- \$15,000 for full-time teachers

**To be reimbursed:**

- The number of full-time teachers reimbursed in Fiscal Year 2001 will be the same number reimbursed for Fiscal Year 2003 and the following years.
- There must be an average of at least ten (10) students enrolled for the school year to receive full reimbursement. If the average enrollment for the school year is less than ten (10) and greater than one (1), the reimbursement will be one-half.
- The program/course must be a Department-approved vocational education program/course.
- The teacher must be properly certificated for the teaching area.
- If a program/course or instructor is dropped, a new or expanded program or instructor may be added.
- If a program/course is not taught for one-year due to the lack of an instructor, the salary reimbursement dollars will be held. However, if after one-year the program/course is not taught, it will be dropped and the salary reimbursement dollars will be eliminated. The salary reimbursement dollars have been lost.
- Funding will be linked to the specific instructor positions during the transition period.

**Short-Term Adult Programs Less Than 500 Contact Hours**

- \$10 per hour for classes with ten (10) or more students.
- No reimbursement for classes with less than ten (10) students.
- No reimbursement for classes with less than one (1) hour of instructor.
- Reimbursement will be based upon the availability of funds per program section

## Requirements in Adult Education Programs

**Full Time Adult Agricultural Education Program is comprised of 500 contact hours of instruction. A “contact hour” is defined as 1 hour with an individual or a class of students.**

	<b>FBMA</b>	<b>Classroom Instruction</b>	<b>Leadership Development</b>	
<i>Minimum</i>	<i>5 business units = 125 contact hours</i>	<i>125 contact hours</i>	<i>75 hours</i>	
<i>Maximum</i>	<i>12 business units = 300 contact hours</i>	<i>300 contact hours</i>	<i>75 hours</i>	
<b>Examples</b>	5 business units = 125 contact hours	300 contact hours	75 hours	= 500 contact hours
	6 business units = 150 contact hours	275 contact hours	75 hours	= 500 contact hours
	7 business units = 175 contact hours	250 contact hours	75 hours	= 500 contact hours
	8 business units = 200 contact hours	225 contact hours	75 hours	= 500 contact hours
	9 business units = 225 contact hours	200 contact hours	75 hours	= 500 contact hours
	10 business units = 250 contact hours	175 contact hours	75 hours	= 500 contact hours
	11 business units = 275 contact hours	150 contact hours	75 hours	= 500 contact hours
	12 business units = 300 contact hours	125 contact hours	75 hours	= 500 contact hours

Combination between FBMA and classroom instruction **must** meet the minimum qualifications of each area.