

Minnesota Agriculture, Food & Natural Resource Sciences (AFNR) Education Overview

- Over 24,000 students enrolled in secondary AFNRE programs
- Over 10,000 Minnesota FFA members
- 190 AFNRE programs (increase of +7 programs)
- 224 AFNR Teachers (increase of +10 teachers)
- 55 Farm Business Management instructors across Minnesota (8 college campuses)

Current Challenges:

Agricultural instructor teacher shortage

- ❖ In 2013 – there were 43 position openings in Minnesota schools with only 9 licensed graduates from the University of Minnesota entering the profession
- ❖ 7 positions filled by teachers on a variance or community expert
- ❖ Barriers and roadblocks for individuals applying for licensure in Agricultural Education
- ❖ Students studying to teach Agricultural Education are in high demand not only as teachers, but as entry level employees in Agri Business. Agri Business provides competitive salary options and most graduates cannot afford to turn down the compensation packages offered.

Continued support of the Farm Business Management program

- ❖ Instructor numbers have decreased from 87 in 2004 down to 55 instructors in 2014
- ❖ Funding challenges at the colleges have put increased financial pressure on the program. Many colleges are looking at changing the educational delivery model, which will significantly increase student cost.
- ❖ Statewide leadership has been eliminated and local leadership is significantly reduced

Extended contracts

- ❖ Extended contracts are a key component of a complete AFNR program. These days are utilized for leadership development activities (FFA), experiential learning activities (Supervised Agricultural Experience (SAE)), farm and school garden programs and community outreach
- ❖ 30% of AFNR programs in Minnesota have no days that extend beyond the regular nine month school year
- ❖ Of the 70% that do have extended days the range varies from as few as five (5) days to full twelve (12) month contracts
- ❖ This variability in days available to work with AFNR students means that nearly one half of these students are not receiving services during three months of the year
- ❖ The summer growing season in Minnesota provides teachers and students the opportunity for individualized instruction, career exploration and development, and real world experiences

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