



School-Based Agricultural Education Funding Opportunities



Minnesota Career and Technical Education (CTE) Levy

The CTE Levy allows for reimbursement from the state of up to 35% of a school district's CTE expenses. Schools submit estimated CTE expenditures for the coming school year to the MDE typically in summer or early fall. **The average reimbursement per CTE-agriculture program was \$25,000.**

- Districts should report ALL eligible expenses, such as teacher salary (including extended contracts, but not benefits), travel, professional development, and operational supplies budget (not capital equipment).
- Districts should report all CTE programs that have completed Program Approval
- Teacher must hold the appropriate CTE license to be eligible for Program Approval and CTE Levy

<http://education.state.mn.us/MDE/dse/cte/pol/levy/index.htm>

Federal Carl D. Perkins CTE Act of 2018 (Perkins V)

Perkins V improves and expands services for students enrolled in CTE programs. It provides an increased focus on the academic achievement of CTE students, strengthening the connections between secondary and postsecondary education, and improving state and local accountability. Minnesota receives about \$18 million; split \$9 million to the secondary level. Each consortium's allocation procedure varies, but **agriculture programs can often access between \$1,000 to several thousands of dollars per year** for innovative equipment, work-based learning opportunities, teacher recruitment efforts, career exploration, and local needs assessment.

<https://education.mn.gov/MDE/dse/cte/pol/perk/>

Minnesota Agricultural Education Summer Grant

The MN legislature appropriated \$250,000.00 in state funding available to MDE for school districts, including charters, intermediates, and education districts with current MDE-approved agriculture programs. Schools may use grant funds to pay for licensed agricultural education teachers for an agriculture program during the summer for high school students in extended programs. **Average program received \$6,500.**

- Schools must provide a one-to-one dollar match.
- Grant funding supports one-half of up to three licensed agriculture teachers' salaries and benefits for up to 40 working days each for one summer program.

Applications are due in December/January each year. Search "Agricultural Education Summer Grant" on the Minnesota Department of Education's grant website or <https://education.mn.gov/MDE/DSE/MDE089140>

MAELC Strategic Initiative Grants

MAELC's Strategic Initiative grants support programming for agriculture, food, and natural resources (AFNR) education at the primary, secondary, and post-secondary levels. Applications due April 15 and November 15.

Over the last five years, awards ranged from \$1,100-\$18,000, with an average award amount of \$7,200.

http://mn.gov/maelc/grants/strategic_initiatives_grants.html

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Compeer Financial

Two programs: 1) Ag. Ed. & Classroom Equipment Grant - provides students with access to modern resources to broaden their perspective of the rapidly changing agriculture industry and 2) General Use Grant - Education, environment, technology, or quality of life for agriculture and rural America. Typically, available in April.

<https://www.compeer.com/Home/Investing-in-Rural-Communities/Giving-Back>

Curriculum for Agricultural Science Education (CASE)

Curriculum for Agricultural Science Education (CASE) curricular materials provide an elevated level of educational experiences to students to enhance the rigor and relevance of AFNR subject matter. CASE provides purposeful enhancement of science, mathematics, and English language understanding. Grants available online.

<http://www.case4learning.org>

National FFA Organization

Grants are available from the National FFA Organization to help support FFA chapters, FFA alumni affiliates, and student supervised agricultural experiences (SAE's). These programs include Living to Serve Grants, Alumni Awards and Grants, and SAE Grants.

<https://www.ffa.org/participate/grants-and-scholarships>

Minnesota Department of Agriculture Farm to School Grants

Grants provide funds to create plans that identify specific equipment, tools, training, or policies needed by school districts and to purchase equipment to allow schools to prepare and serve more Minnesota grown and raised food. Public or private schools or school districts, economic development organizations, non-profit organizations, and educational service cooperatives are all eligible to apply. Typically, due in November.

<https://www.mda.state.mn.us/business-dev-loans-grants/agri-farm-school-grants>

Minnesota Agriculture in the Classroom (MAITC) Ag Literacy Grants

The MAITC Foundation offers Ag Literacy Grants (max of \$500) to K-12 educators to encourage them to bring agriculture and food systems education “to life” by effectively integrating related content into their classroom or school. MAITC aims to fund projects that provide students the opportunity to experience agriculture in a cross-curricular manner. Applications are typically due in November.

<https://minnesota.agclassroom.org/grants/literacy.cfm>

CHS/National Agriculture in the Classroom Grant

CHS offers grants for K-12 teachers implementing an agriculture-related project in their classroom. Several \$500 grants are available for agricultural projects that help instruct students reading, writing, math, science, social studies, and other core subject areas. Applications are typically due in September.

<https://agclassroom.org/teacher/grants/>

Minnesota Department of Agriculture AGRI Urban Agriculture Grant

Encourages urban youth agricultural education and urban agricultural community development within city limits of urban or peri-urban areas. Applications are typically due in January.

<http://www.mda.state.mn.us/grants/grants/urbanaggrant.aspx>

School Garden Grants

Several grant opportunities are available for school gardens. Visit the School Gardening in Minnesota website:

<https://sites.google.com/view/school-based-garden-f2s/funding>

Local Grants

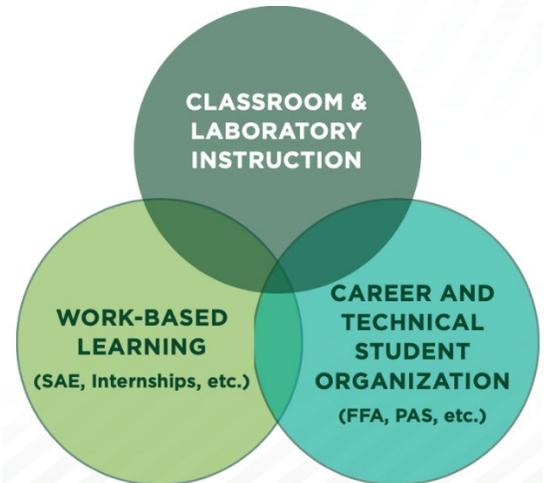
Many local businesses and community agriculture/education organizations offer grants, so be sure to keep an eye out for other funding opportunities.

SBAE Program Quality

National Quality Program Standards (NQPS)

The Council for Agricultural Education established seven criteria for quality SBAE programs.

The NQPS for Secondary (Grades 9-12) School-Based Agricultural Education (SBAE) is a tool designed for local agriculture, food, and natural resource education programs to analyze their program and develop clear goals and objectives for program growth. The local teacher(s) use this tool in cooperation with administrators, community partners, advisory committees, FFA support groups, and state leadership. These standards reflect all components of a quality SBAE program including:



- Rigorous Classroom and Laboratory instruction
- Relevant Work-Based Learning (i.e., experiential, project, and work-based learning through SAE)
- Relationship-skill development through a Career and Technical Student Organization (i.e., leadership and personal development through FFA)

Just as agriculture varies throughout our nation, so will our SBAE programs. Adoption and use of these standards is voluntary; states and local entities are encouraged to adapt the standards to meet local needs. States should use these standards in conjunction with state and local advisory committees to determine the most relevant and appropriate quality standards for their programs.

<https://thecouncil.ffa.org/program-standards-tool/>

MN Department of Education, CTE Program Approval for SBAE/AFNR

Per state statute, Minnesota Department of Education evaluates agriculture programs for minimum criteria during CTE Program Approval every five years, and then provides recommendations for Program Quality/Improvement using NQPS the next four years. MDE recommends each agriculture program have:

- **Student leadership integral to the curriculum** through a chartered CTSO with the Minnesota FFA Association. Students should receive career development and activities in “growing leaders” (student development), “building communities” (service), and “strengthening agriculture” (food literacy).
- The teacher should be **CTE-agriculture licensed** (010100) and work-based learning licensed (160000).
- Courses should align to AFNR pathways and include:
 - **AFNR national standards** (or locally designed standards)
 - **Certifications**, technical skill attainments, dual credit/college preparation, or CASE credit
 - **Safety** policies for laboratory or shop classes
 - Leadership/FFA opportunities assessable for all; ideally graded and without dues (Affiliation)
 - Work-based learning/SAE integrated into all courses, ideally for a grade (AET; SAE for All)
- Use of a **local agriculture advisory committee** (7-11 members; at least 50% AFNR business and industry membership; should include some student and community leadership)

Full NOPS Standards

Standard 1A: Program Design and Instruction – Curriculum & Program Design

Standard Statement: A standards-based curriculum in agriculture, food, and natural resource education is delivered through programs of study that incorporates classroom and laboratory instruction; experiential, project, and work based learning through SAE and leadership and personal development through FFA.

Standard 1B: Program Design and Instruction – Instruction

Standard Statement: Programs promote academic achievement and technical skill attainment of all students.

Standard 1C: Program Design and Instruction – Facilities & Equipment

Standard Statement: The facilities and equipment support implementation of the program and curriculum by providing all students opportunities for the development and application of knowledge and skills.

Standard 1D: Program Design and Instruction – Assessment

Standard Statement: Programs utilize multiple methods to assess student learning that illustrates academic achievement and skill development.

Standard 2: Experiential, Project, and Work-Based Learning Through SAE

Standard Statement: Student learning (or instruction) is enhanced through continuous experiential, project, and work-based learning through SAE.

Standard 3: Leadership and Personal Development Through FFA

Standard Statement: All students participate in intra-curricular leadership and personal development through FFA.

Standard 4: School and Community Partnerships

Standard Statement: School and community partners are engaged in developing and supporting a quality program.

Standard 5: Marketing

Standard Statement: Key stakeholders are continually asked, involved, recognized and informed about all components of the integrated program.

Standard 6: Certified Agriculture Teachers and Professional Growth

Standard Statement: Competent and technically certified agriculture, food and natural resource teachers provide the core of the program.

Standard 7: Program Planning and Evaluation

Standard Statement: A system of needs assessment and evaluation provides information necessary for continual program development and improvement.

QUALITY INDICATOR	Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
	EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #1 Program of Study (POS), reflecting the needs of the community, has been developed in accordance with state requirements.	Indicator Rubric Students and counselors are aware of available POS and utilize it to guide student enrollment decisions.	More than one POS reflecting the needs of the community that prepare career readiness skills are offered, have been developed in accordance with state requirements, and are reviewed and revised annually by stakeholders.	At least one POS, reflecting the needs of the community, has been developed in accordance with state requirements.	POS options have been evaluated based upon the needs of the community.	POS is limited or non-existent.	PROGRAM EVIDENCE
	Suggested Evidence <ul style="list-style-type: none"> Inclusion of POS in student handbook. Documented student interviews validating this awareness and utilization. Documented guidance counselor interviews validating this awareness and utilization. 	<ul style="list-style-type: none"> State CTE Office verification of compliance for more than one POS and documentation of the annual review and revisions to the POS. 	<ul style="list-style-type: none"> State CTE Office verification of compliance for one POS. 	<ul style="list-style-type: none"> Documented discussions with teacher(s) and stakeholders regarding POS options. Documented evaluation of POS options aligned with community needs. 	<ul style="list-style-type: none"> Little to no documentation of POS work. 	