

Job Requirements and Time Compensation of Indiana Agricultural Educators

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This report is the 3rd in a longitudinal series.
Previous reports are Dice (2012) and Pearson and Paine (2016).

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Abstract

This paper explores Indiana Agriculture Teachers' time dedicated to classroom and FFA activities, and the compensation of that time. The survey was sent to all Indiana Agriculture Teachers in Indiana through Qualtrics® three times to the teachers' school email addresses. A total of 167 individuals responded and completed the survey. The survey included questions regarding the following topics: number of extended contract days, summer SAE (Supervised Agricultural Experience), and extra time spent working each week. The results were downloaded from Qualtrics® as an Excel file. Descriptive analyses were conducted using SPSS® Statistics Version 26. Data tables and charts were used to report the results.

Findings include 54 (32.3%) teachers did a lot more of their school work at home because of COVID-19 and 26.6% were at schools with 100% face to face instruction. There were 39% that did not teach Summer SAE, which is about 10% fewer than found in the 2016 report. Of those who taught Summer SAE about half were paid for 4 or less weeks and 20% for 8 weeks. The mean extended contract days was 20.8 with 73% of Indiana Agriculture Teachers receiving some extended days. The mean FFA stipend was \$1,456 with two-thirds of Indiana Agriculture Teachers receiving some stipend amount. Almost half, 46%, of Indiana Agriculture Teachers receive both an FFA stipend and extended contract days.

Methodology

To accomplish the task of finding the pertinent information regarding agriculture educator's time and compensation, we developed a survey on Qualtrics® using questions and suggestions from the Pearson and Paine (2016) survey. The Purdue University Institutional Review Board identified the project, protocol number IRB-2021-229, as Exempt from IRB review. The survey was voluntary, and had the question of school as optional. This was to allow privacy and confidentiality of the teachers who preferred to not have their identity attached to the results or their responses. Many came back without this information.

The survey was a basic questionnaire to gather information, with the intent on gathering the number of contract days educators across the state are using, as well as the extra time that was being spent by these agricultural educators. This information allows the ability to analyze the factors that impact the extended contract and time compensation. The beginning demographic questions focused on teaching experience, size of school, size of FFA chapter, district, and number of agricultural educators at their schools. The latter questions focused on extended contract days, summer SAE programs, SAE days paid, extra hours worked, FFA stipend, and more. These questions allowed for the information to be analyzed based on the differences among schools and extended pay. This information was gathered to allow teachers and administrators to make more informed decisions when deciding extended contract days, and for a resource for Agriculture Teachers to use when negotiating their contracts. The survey instrument is on pages (6-9) of this paper.

The survey was sent to all Indiana Agriculture Teachers' school emails as obtained from the 2020-2021 Indiana Agriculture Teachers Directory, with an initial email and followed up with

two reminder emails using a modified Dillman et al. (2014) method. On March 1, 2021 Dr. Talbert sent a pre-notice to the Indiana Agricultural Education email listserv alerting teachers they would receive a Qualtrics® email and asking them to complete the survey. The first survey request went out on March 2, 2021 and was sent out via Qualtrics®. The first reminder was sent out on March 9, 2021 and was also sent out via Qualtrics®. The second reminder was sent out on March 16, 2021 via Qualtrics®. The data collection then ended after we went a full day without seeing any more responses being submitted. The majority of responses (125) came in before the second email was sent out. The data were analyzed using SPSS® Statistics Version 26. Data tables and charts are used to report the results.

The 320 Indiana Agriculture Teachers in the 2020-2021 school year with school email addresses were sent the survey. Two emails failed, 1 was a duplicate, and 6 bounced resulting in a population of 311. There were 167 responses for a 53.7% response rate.

Data Collection Survey Instrument

1. School (optional) _____
2. FFA District _____
3. How many years of teaching experience do you have?
 - a. Years - (If 2020-2021 is your first year, enter 0) _____
4. How many agriculture teachers at your school teach at the high school level (grades 9-12)?
 - a. _____
5. How many agriculture teachers at the high school or feeder schools teach middle school agriculture (grades 5-8)?
 - a. One of the high school teachers teaches one or more middle school agriculture courses.
 - b. Two or more high school teachers teach one or more middle school agriculture courses.
 - c. 0.5 (there is one half-time middle school teacher)
 - d. 1 (there is one full-time middle school teacher)
 - e. 1.5 (there is one full-time and one half-time middle school teacher)
 - f. 2 (there are two full-time middle school teachers)
 - g. There are more than 2 middle school teachers
6. What is your gender?
 - a. Male
 - b. Female
 - c. Non-binary
 - d. Prefer not to answer
7. How many members are in your FFA chapter (grades 9-12 only)?
 - a. 1-25
 - b. 26-50
 - c. 51-75
 - d. 76-100
 - e. 101-150
 - f. 151 +
8. Does your school have a middle school FFA chapter separate from the high school FFA chapter?
 - a. Not applicable, no middle school agriculture courses taught
 - b. No.
 - c. No, middle school agriculture students are in the high school FFA chapter.
 - d. Yes, there is a separate middle school FFA chapter.

9. What is the amount of your FFA stipend? (Does not include extended contract days.)
- a. _____
10. How many extended contract days do you have (extra days in addition to the regular teacher contract)?
- a. _____
11. How many of the extra days are for Summer SAE?
- a. _____
- b. Mark this selection if all days are Summer SAE
12. On average, how many students do you have in Summer SAE?
- a. None
- b. 1- 15
- c. 16-30
- d. 31-45
- e. 46 +
13. How many weeks are you paid for Summer SAE?
- a. I do not teach Summer SAE
- b. 4 or less
- c. 5 weeks
- d. 6 weeks
- e. 7 weeks
- f. 8 weeks
- g. 9+
14. Please estimate the hours spent per week outside of M-F 7:30-3:30 **for your busiest week** in these activities: FFA practices, FFA competitions, other FFA activities. Excluding Convention week and National FFA Week.
- a. _____
15. Please estimate the hours spent per week outside of M-F 7:30-3:30 **for your least busiest week** in these activities: FFA practices, FFA competitions, other FFA activities.
- a. _____
16. Please estimate the hours spent per week outside of M-F 7:30-3:30 **for your busiest week** in these activities: preparing for classes, curriculum development, grading papers.
- a. _____

17. Please estimate the hours spent per week outside of M-F 7:30-3:30 **for your least busiest week** in these activities: preparing for classes, curriculum development, grading papers.
- a. _____
18. Which high school agriculture courses are you teaching during the 2020-2021 academic year? Check all that applies.
- a. Adv. Life Science- Animals
 - b. Adv. Life Science- Foods
 - c. Adv. Life Science- Plants and Soils
 - d. Agribusiness Management
 - e. Agriculture Power, Structure and Technology
 - f. Animal Science
 - g. Food Science
 - h. Horticulture Science
 - i. Intro to Agriculture, Food, and Natural Resources
 - j. Landscape Management
 - k. Natural Resources
 - l. Plant and Soil Science
19. What middle school agriculture courses are you teaching during the 2020-2021 academic year?
- a. None
 - b. 8th grade Intro to Agriculture, Food, and Natural Resources
 - c. Exploratory Agriculture 5th Grade
 - d. Exploratory Agriculture 6th Grade
 - e. Exploratory Agriculture 7th Grade
 - f. Exploratory Agriculture 8th Grade
20. Do you have, or are working toward, an advanced degree above your BS degree?
- a. I already have a Masters degree
 - b. I am working toward a Masters degree
 - c. I am thinking about getting my Masters degree within the next few years
 - d. I do not have a Masters degree nor am I working toward one

21. What CASE Training do you teach in your classroom? Check all that applies.
- a. None
 - b. Introduction to Agriculture, Food and Natural Resources (AFNR)
 - c. Principles of Agriculture Science- Animal (ASA)
 - d. Principles of Agriculture Science- Plant (ASP)
 - e. Agriculture Power and Technology (APT)
 - f. Natural Resources and Ecology (NRE)
 - g. Food Science and Safety (FSS)
 - h. Mechanical Systems in Agriculture (MSA)
 - i. Environmental Science Issues (ESI)
 - j. Agricultural Research and Development (ARD)
 - k. Agricultural Business Foundations (ABF)
22. How has your school instruction in 2020-2021 been due to COVID-19? (check all that apply)
- a. All face-to-face
 - b. Hybrid - some students virtual, some students at school different days of the week
 - c. Some students 100% virtual, other students face-to-face
 - d. All virtual
 - e. Other _____
23. How has COVID-19 impacted the amount of **school work** you do at home?
- a. This is my first year of teaching, I have no comparison
 - b. I do less at home than I did prior to COVID-19
 - c. I do about the same as I did prior to COVID-19
 - d. I do some more than I did prior to COVID-19
 - e. I do a lot more than I did prior to COVID-19

Data

The survey was sent to all 320 Indiana Agriculture Teachers in the 2020-2021 school year with school email addresses. Two emails failed, 1 was a duplicate, and 6 bounced resulting in a population of 311.

Respondents had a minimum of 0 years teaching experience and a maximum of 41 years with a mean of 13.2 years. The largest number of respondents had 1-5 years of experience with the next highest of 21+ years.

How many years of teaching experience do you have? (If 2020-2021 is your first year, move slider to 0)

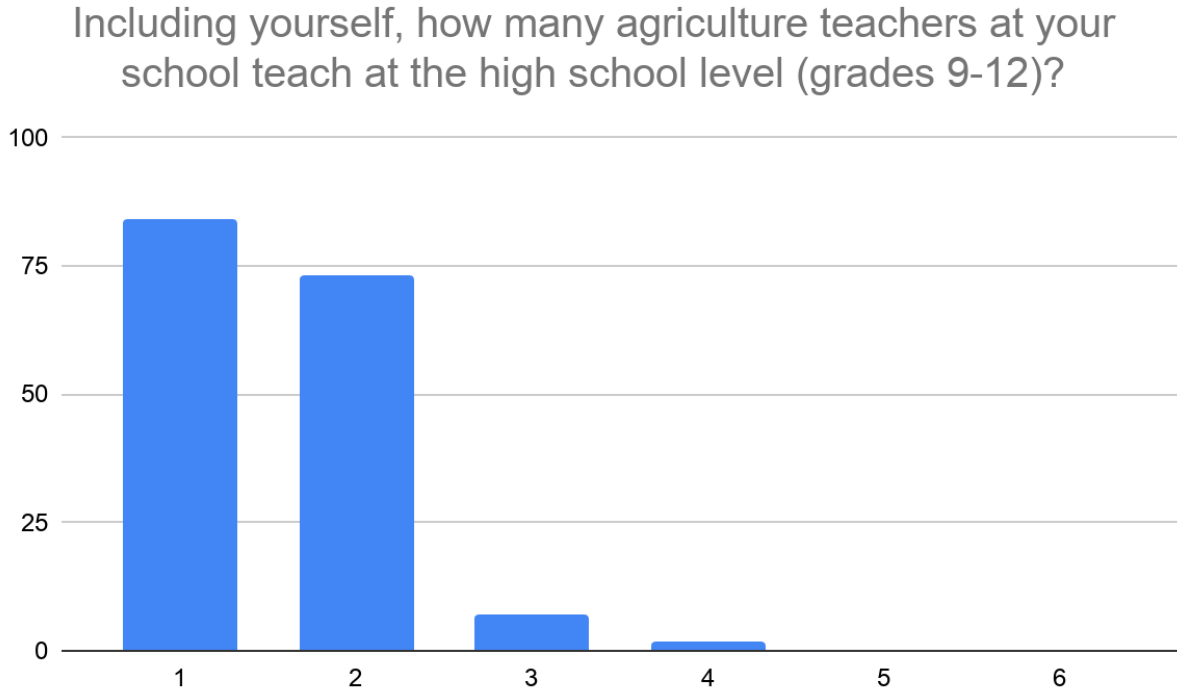
Minimum	Maximum	Mean	Std Deviation	Variance	Count
0	41	13.19	11.25	126.50	167

Years of Teaching Experience in Ranges

0 Years	1-5 Years	6-10 Years	11-15 Years	16-20 Years	21+ Years
13	45	29	16	23	40

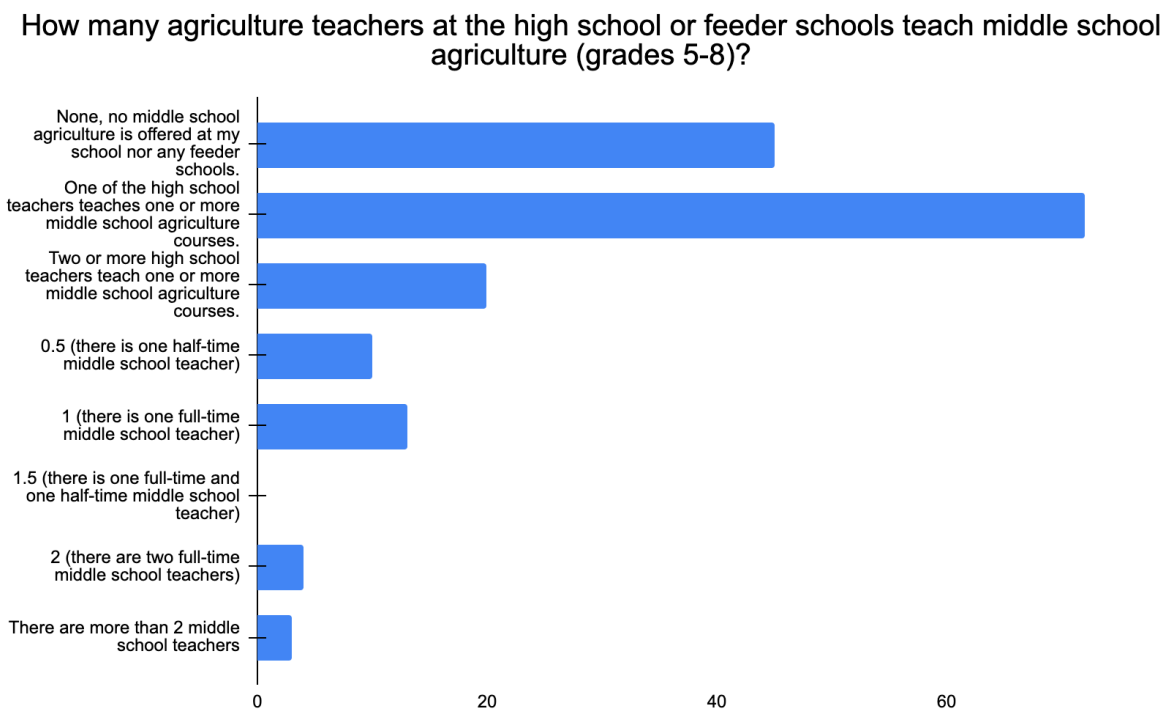
Most of the respondents, 50.6%, were the only high school agriculture teacher. Another 44% were in a two-teacher agriculture program.

Including yourself, how many agriculture teachers at your school teach at the high school level (grades 9-12)?



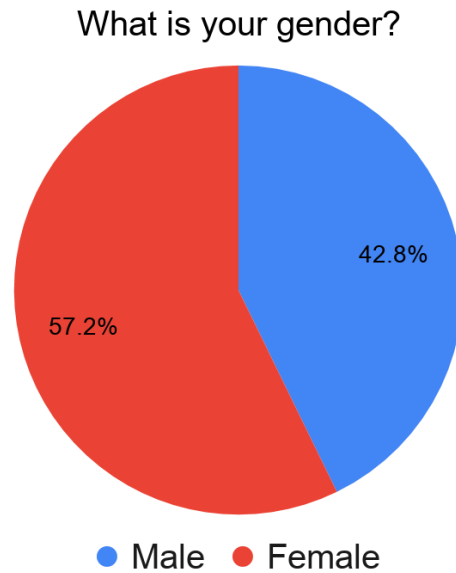
Twenty-seven percent (27%) of respondents reported no middle school program. A majority, 55%, of respondents reported one or more of the high school agriculture teachers teaches one or more middle school agriculture courses. The remaining 18% of respondents reported half-time to two or more full-time middle school agriculture teachers.

How many agriculture teachers at the high school or feeder schools teach middle school agriculture (grades 5-8)?



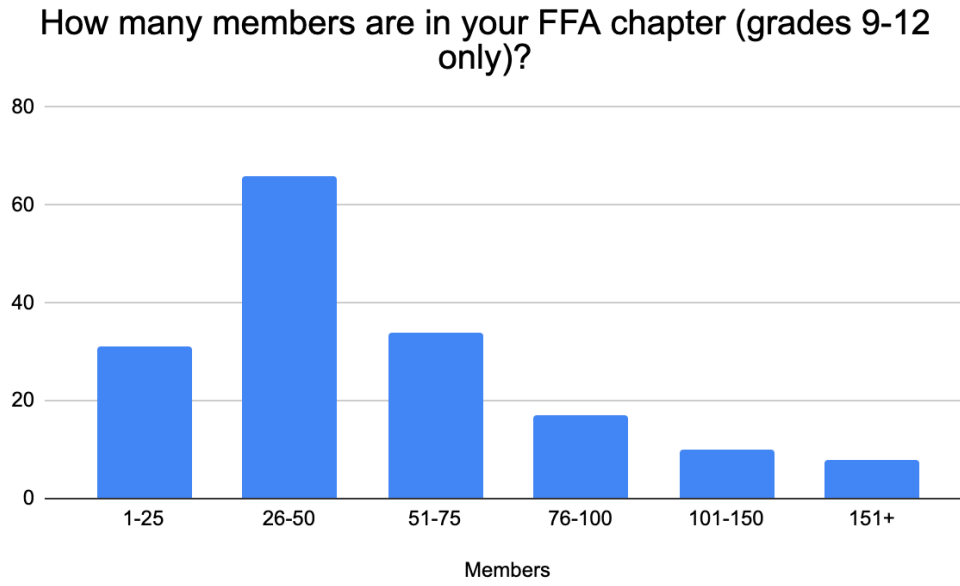
The majority of respondents were female (57.2%). The remaining 42.8% of respondents identified as male.

What is your gender?



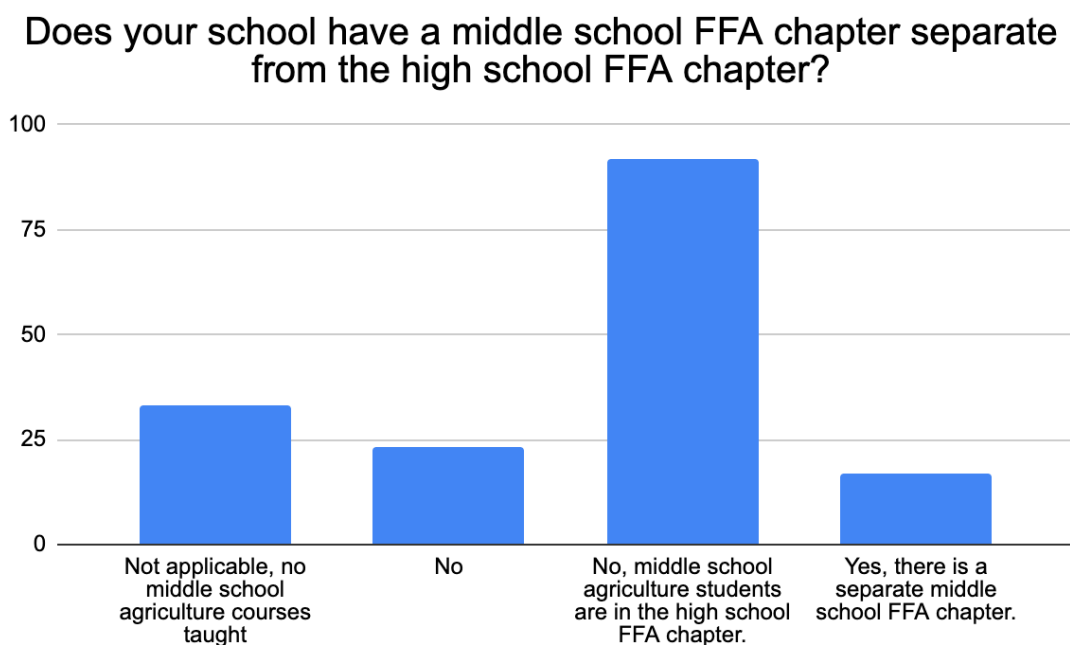
Most respondents, 39.8%, had an FFA chapter membership of 26-50 members. The next highest range was 51-75 at 20.5% of respondents.

How many members are in your FFA chapter (grades 9-12 only)?



Of the respondents who reported their middle school teaching agriculture courses, the majority reported the middle school students were in the high school FFA chapter. Only 12.9% of respondents with middle school agriculture courses reported a separate middle school FFA chapter.

Does your school have a middle school FFA chapter separate from the high school FFA chapter?

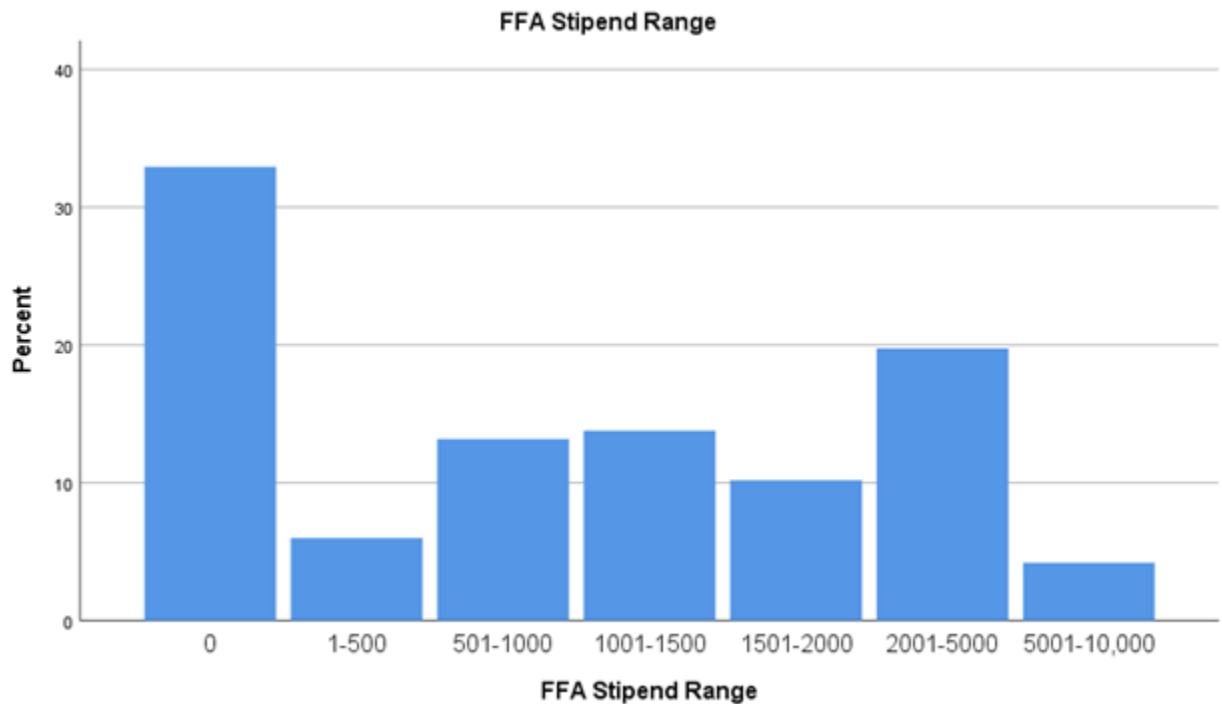


Respondents reported the numerical value of their FFA stipend. One-third of respondents reported \$0 or no FFA stipend. The maximum FFA stipend reported was \$10,000 and the mean was \$1,456. When the researchers grouped the reported stipends into ranges, 20% were in the \$2,001 - \$5,000 range.

What is the dollar amount of your FFA stipend? (Does not include extended contract days)

Minimum	Maximum	Mean	Std. Deviation	Count
0	10,000	1,456	1,801	167

FFA Stipend Amounts in Ranges



Respondents reported the numerical value of their extended contract days. Less than 8%, 13 respondents, reported no extended contract days. The maximum number of extended contract days reported was 60 and the mean was 20.8. When the researchers grouped the reported days into ranges, 44.3% were in the 1-10 days range and 24% were in the 11-20 days range. Most of the days were for teaching Summer SAE, mean of 11.2; however, almost 10 days (mean of 20.8 – mean of 11.2) were for other Agricultural Education duties. Almost half, 46%, of Indiana Agriculture Teachers receive both an FFA stipend and extended contract days.

How many extended contract days, do you have? (extra days in addition to the regular teacher contract)

Minimum	Maximum	Mean	Std. Deviation	Count
0	60	20.82	18.59	165

Extended Contract Days in Ranges

0	1-10	11-20	21-30	31-40	41+
13	74	40	22	16	2

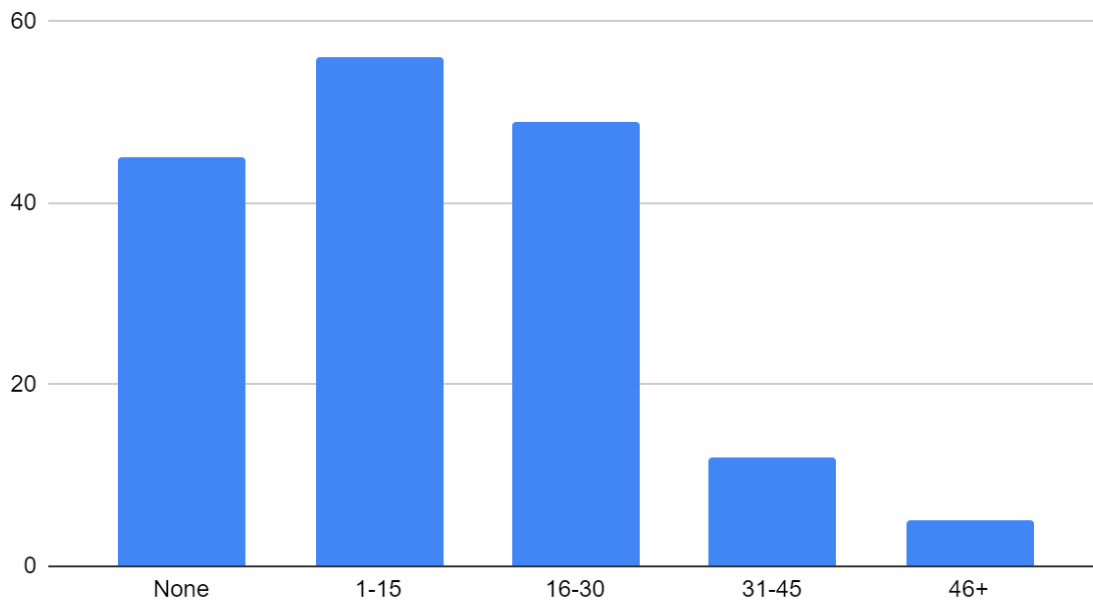
How many of the extra days are for teaching Summer SAE?

Minimum	Maximum	Mean	Std. Deviation	Variance	Count
0	60	11.16	15.48	239.58	162

Of those respondents reporting teaching Summer SAE, almost two-thirds taught 1-15 or 16-30 students. Five respondents reported teaching 46 or more Summer SAE students.

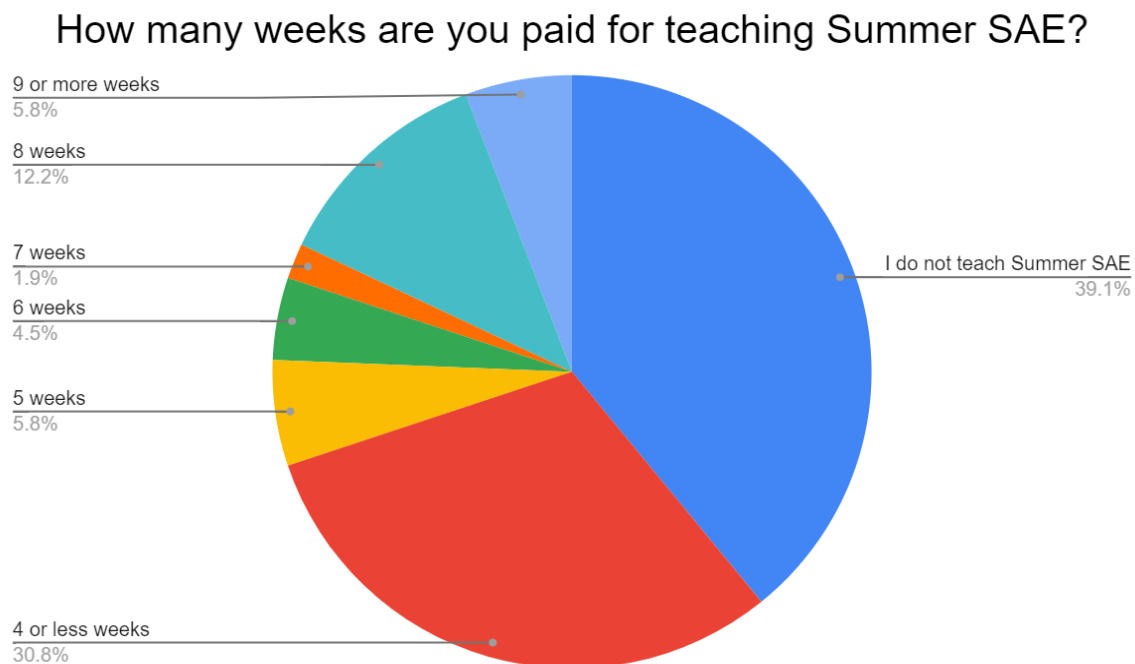
On average, how many students do you have in Summer SAE?

On average, how many students do you have in Summer SAE?



Approximately two-fifths of respondents reported not teaching Summer SAE. Thirty percent reported being paid for 1-4 weeks and 12.2% reported being paid for 8 weeks. Nine respondents reported being paid for nine or more weeks for teaching Summer SAE.

How many weeks are you paid for teaching Summer SAE?



Respondents were asked to report their time spent outside of the regular Monday-Friday school day in FFA activities, practices, and competitions. Respondents were asked to exclude National FFA Convention and National FFA Week. In reporting the hours spent in their **busiest** week, respondents had a minimum of 0 and maximum of 80 with a mean of 22.2 hours outside of normal school days. In reporting the hours spent in their **least** busy week, respondents had a minimum of 0 and maximum of 50 with a mean of 6.3 hours outside of normal school days.

Please estimate the hours spent per week outside of M-F 7:30-3:30 for your busiest week in these activities: FFA practices, FFA competitions, other FFA activities. Exclude National FFA Convention week and National FFA Week.

Minimum	Maximum	Mean	Std. Deviation	Variance	Count
0	80	22.23	14.05	197.43	166

Please estimate the hours spent per week outside of M-F 7:30-3:30 for your least busy week in these activities: FFA practices, FFA competitions, other FFA activities.

Minimum	Maximum	Mean	Std. Deviation	Variance	Count
0	50	6.32	6.59	43.47	164

Respondents were asked to report their time spent outside of the regular Monday-Friday school day in preparing for classes, curriculum development, and grading papers. In reporting the hours spent in their **busiest** week, respondents had a minimum of 2 and maximum of 60 with a mean of 15.3 hours outside of normal school days. In reporting the hours spent in their **least** busy week, respondents had a minimum of 0 and maximum of 61 with a mean of 6.0 hours outside of normal school days.

Please estimate the hours spent per week outside of M-F 7:30-3:30 for your busiest week in these activities: preparing for classes, curriculum development, grading papers.

Minimum	Maximum	Mean	Std. Deviation	Variance	Count
2	60	15.26	9.65	93.16	167

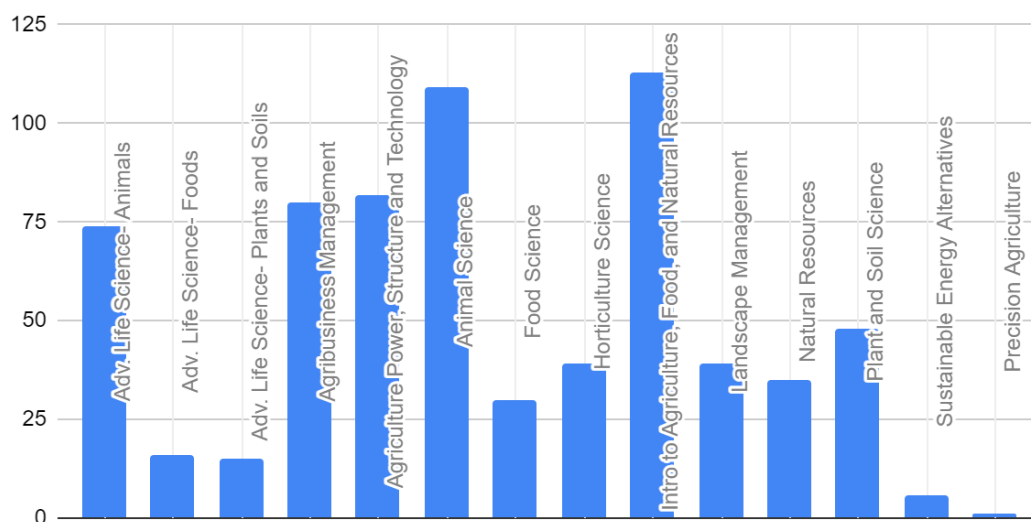
Please estimate the hours spent per week outside of M-F 7:30-3:30 for your least busiest week in these activities: preparing for classes, curriculum development, grading papers.

Minimum	Maximum	Mean	Std. Deviation	Variance	Count
0	61	5.99	7.40	54.84	165

Respondents were asked to report high school agriculture courses taught during the 2020-2021 school year. Respondents were asked to select all that apply. Every course listed was taught by at least one agriculture teacher. The two courses taught the most were Introduction to AFNR and Animal Science. Precision Agriculture was taught by the least number of respondents.

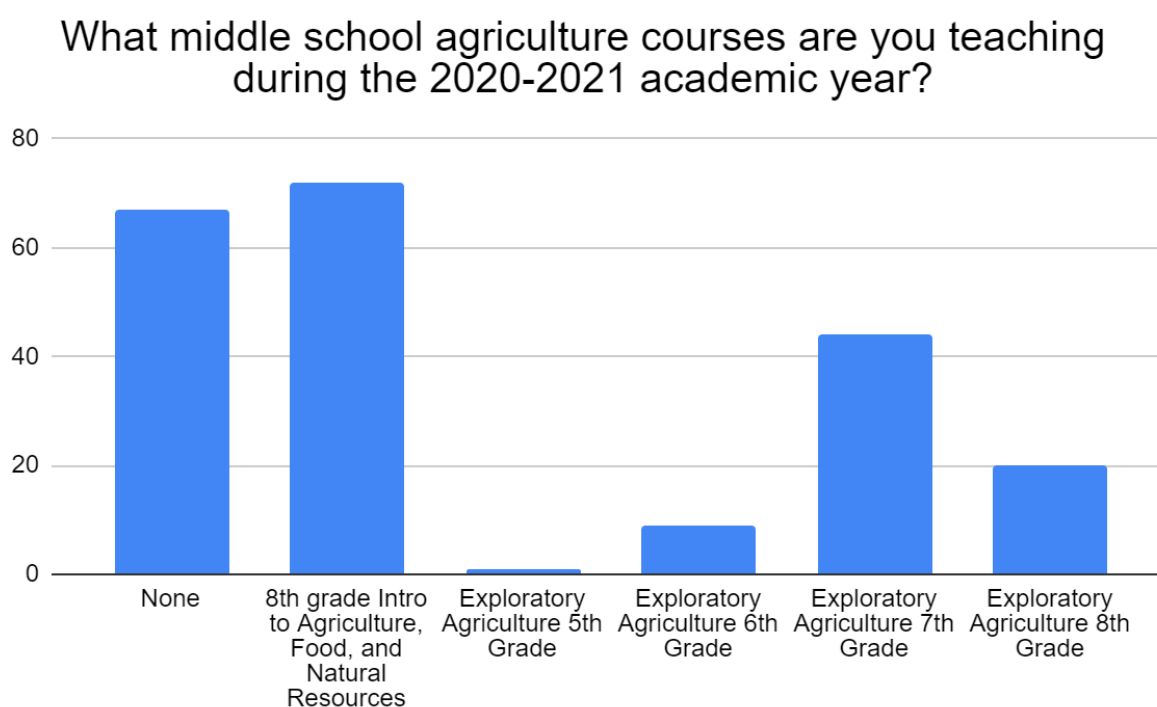
Which high school agriculture courses are you teaching during 2020-2021 academic year?

Which high school agriculture courses, are you teaching during 2020-2021 academic year?



Respondents were asked to report middle school agriculture courses taught during the 2020-2021 school year. Respondents were asked to select all that apply. Every course listed was taught by at least one agriculture teacher. Almost one-third of respondents reported teaching no middle school courses. Introduction to AFNR taught in the 8th grade had the highest number of responses. Exploratory Agriculture for 7th grade had the next highest number of responses.

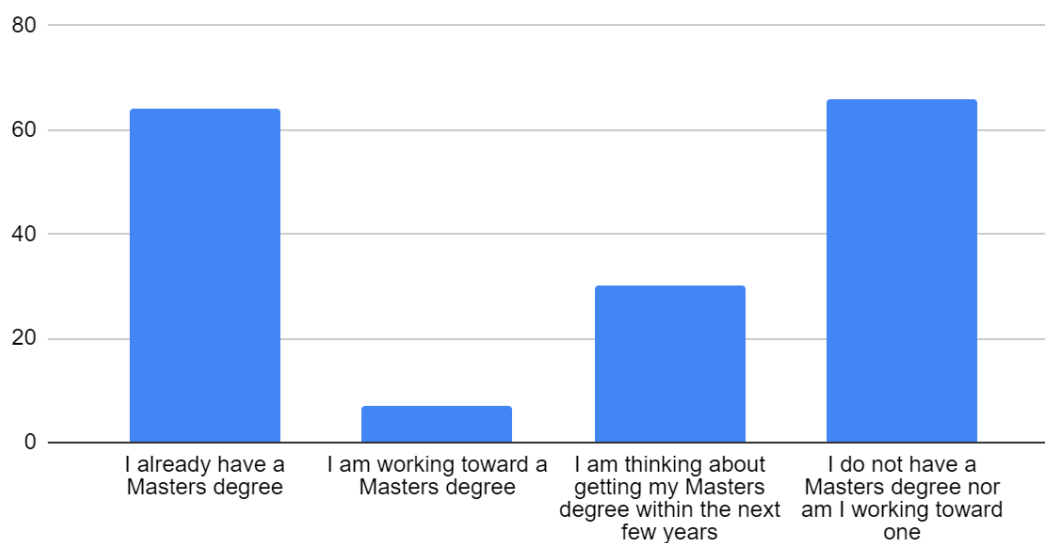
What middle school agriculture courses are you teaching during the 2020-2021 academic year?



Respondents were asked to report their advanced degree status. About two-fifths of respondents reported holding a masters degree. An equal number reported they did not have a masters degree nor were they working towards one. Less than one-fourth of respondents reported either working towards a masters degree or thinking about getting their masters degree within the next few years.

Do you have or are working toward an advanced degree above your BS degree?

Do you have or are working toward an advanced degree above your BS degree?



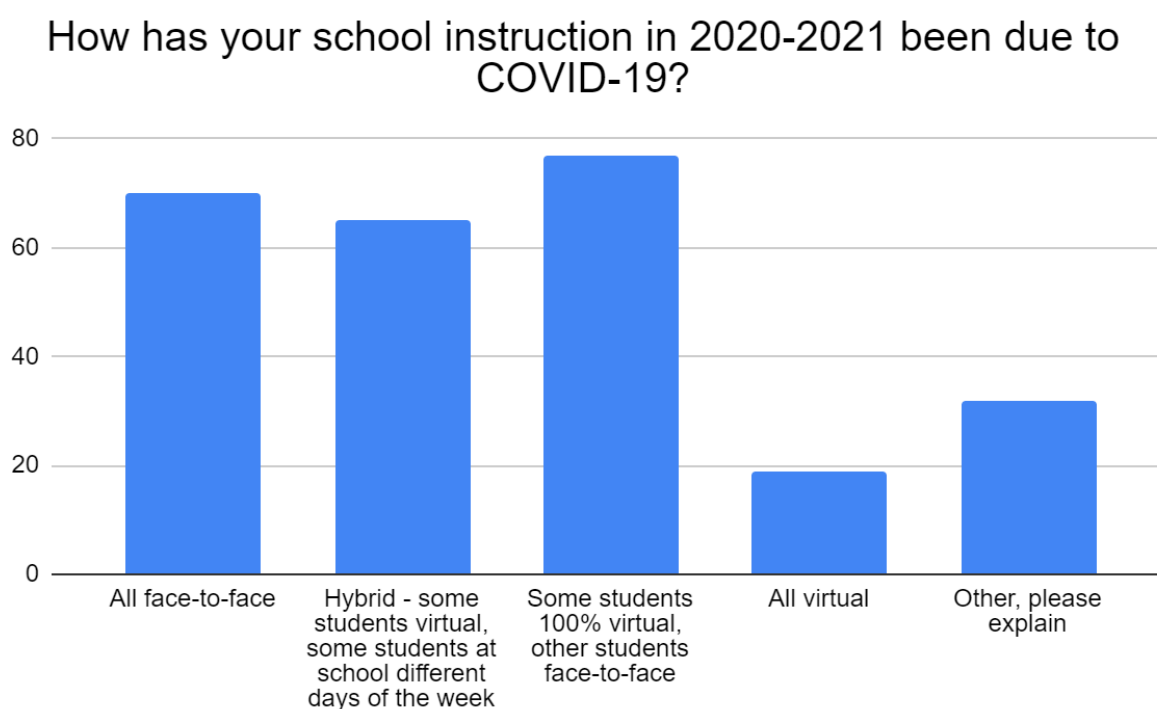
Respondents were asked to report the Curriculum for Agricultural Science Education (CASE) trainings they held. Respondents were asked to check all that apply. About two-fifths reported not having any CASE trainings. The CASE trainings with the highest number of respondents were Principles of Agricultural Science – Animal (ASA) and Introduction to AFNR.

What CASE trainings do you have?



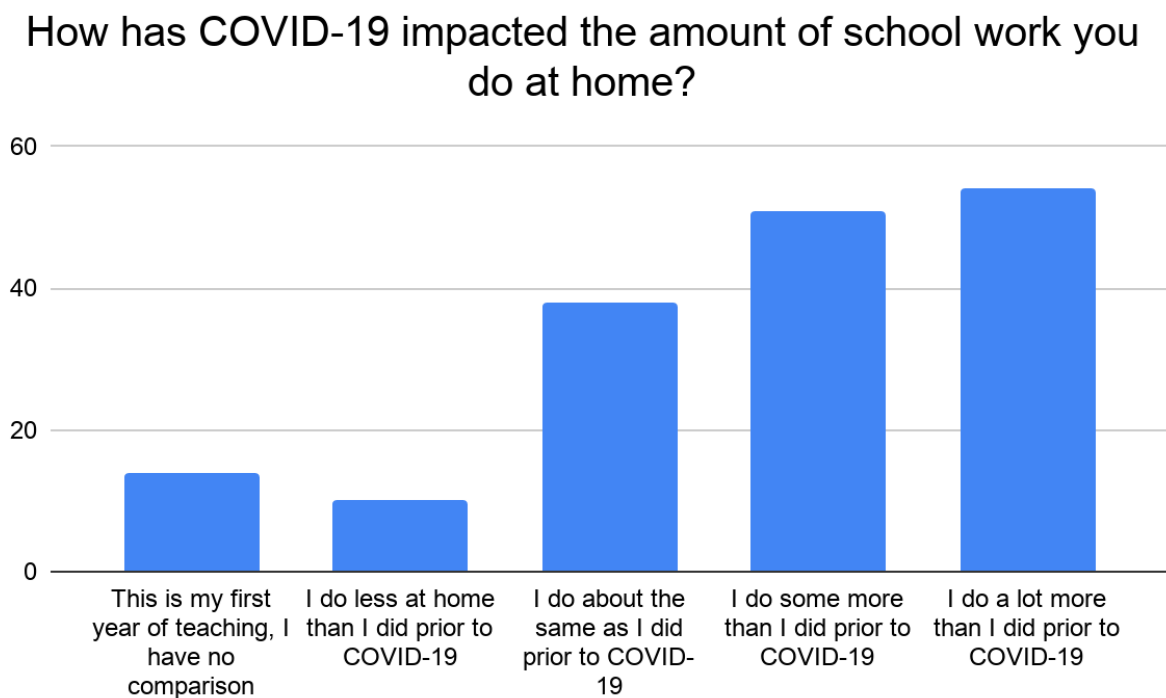
Because the entire 2020-2021 school year had been impacted by COVID-19, respondents were asked how their instruction at school was affected and their school workload at home affected. Respondents were asked to check all that apply for the school instruction question and were given an open-ended response option to provide further information. Text response are in Appendix A. All response categories received multiple responses.

How has your school instruction in 2020-2021 been due to COVID-19?



One-third of respondents reported doing a lot more school work at home than they did prior to COVID-19. Less than 30% of respondents reported doing less or about the same amount of at home school work.

How has COVID-19 impacted the amount of school work you do at home?



Conclusions

The survey was sent to all 320 Indiana Agriculture Teachers in the 2020-2021 school year with school email addresses. Two emails failed, 1 was a duplicate, and 6 bounced resulting in a population of 311. There were 167 responses for a 54 percent response rate. The response rate for this survey was 7 percent higher than the Pearson and Paine (2016) study which had a response rate less than 50%. From our results, we found 61 teachers responded they do not teach Summer SAE. Only a few (6%) teachers are paid nine or more weeks for teaching summer SAE. The two most common responses were 4 or less weeks and 8 weeks. Of those teaching Summer SAE, most had 1-15 or 16-30 students enrolled. The number of teachers with 16-30 or more Summer SAE students has increased since the 2016 study. The number of teachers who do not teach Summer SAE has gone down by 9.6 percent which means more teachers, and therefore more students, are getting involved in Summer SAE.

Schools that do not teach Introductions to Agriculture, Food, and Natural Resources to 8th grade students have decreased by 22.2 percent since the 2016 study. Therefore, more schools have added 8th grade Introduction to AFNR instruction. Compared to the 2016 study, more agriculture teachers are teaching one or more middle school agriculture courses or are a half-time or full-time middle school agriculture teacher. The amount of schools with two or more agriculture teachers has almost doubled in the last four and half years.

Comparing the extended contract data from the Pearson and Paine study to ours shows some similarities, but also some differences. Our study showed that of the 167 responses 27.4% do not receive any extended contract days, while 57.3% receive between 1 and 40 days of extended contract. The remaining 15.3% of teachers are receiving over 40 days of extended

contract days. Comparing our data with that of the Pearson and Paine study who found less than 25% of respondents were receiving 0 extended contract days. Teachers receiving between 1 and 40 came out to 67.5%, and teachers receiving over 40 days of extended contract days came out to be 10%. During our study we can see an increase in extended contract days above 40 days, while the amount received between 1 and 40 went down. Almost half, 46%, of Indiana Agriculture Teachers receive both an FFA stipend and extended contract days.

Agriculture teachers spend time outside the school day with FFA and instructional activities. During their busiest week the average Indiana agriculture teacher spends 22 extra hours for FFA activities, which if added to a 40-hour work week equals 62 hours. During their busiest week the average Indiana agriculture teacher spends 15 extra hours for instructional activities, which if added to a 40-hour work week equals 55 hours. During their least busy week the average Indiana agriculture teacher spends 6 extra hours for FFA activities, which if added to a 40-hour work week equals 46 hours. During their busiest week the average Indiana agriculture teacher spends 6 extra hours for instructional activities, which if added to a 40-hour work week equals 46 hours.

The 2020-2021 school year has been interesting and we wanted to see how COVID-19 has affected agriculture teachers and their school year. We found 70 of the teachers are going all face-to-face instruction. Some of the teachers gave further explanations on what their school is doing. These can be found in Appendix A. With COVID-19, school instruction and ways to do school work has changed which means more work for teachers. Of the respondents, 32.3 percent do a lot more of their school work at home now than prior to COVID-19.

We recommend some changes that need to be addressed when the survey is next conducted. These are:

1. COVID-19 questions should be removed or updated to match the situation at that time.
2. Limiting the ability for respondents to answer using text responses will make the data easier to compile.
3. Consider whether March is the best time to obtain responses and consider providing two weeks between reminders and/or adding a third reminder.

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Appendix A

Comments about Instruction During COVID-19 Restrictions for 2020-2021 School Year

We were virtual from Thanksgiving to the end of the fall semester. The rest of the time we have been face to face.

Four days in person one day virtual, some students all virtual

face to face with option to be virtual; we did all go virtual for 2 weeks

A mix of all of these throughout the year

Face to face except for times of high exposure when we went to eLearning.

a week of all virtual

Intermittent periods of 100% virtual, hybrid, and 100% face-to-face, Zooming all periods where students are home due to close contact tracing

We have occasional e-learning, but primarily we are in-person.

Started Hybrid, went all face to face. This ended up causing us all to be virtual. Then back to hybrid to start 2nd semester and now back to all face to face.

face to face except when required to shut down for a week. During that time we were virtual.

Went on Hybrid for a month, face-to face rest of year

Students/families could choose to do virtual if they wanted to. So, we are face to face with virtual students as well.

first semester 8th grade had option of virtual agriculture

All face to face except before fall break and the 3 weeks after Thanksgiving and in between Christmas

Face to face, with 2 virtual stretches

We are mostly back to all face to face.

We started the year face-to-face with a select few students hybrid. Then for 5 months we had a hybrid. Now we are back to face-to-face with some virtual.

We had about 4 weeks in a hybrid where 1/2 the kids came each day. But the rest has been 100% in person recipes for students in quarantine who attend virtually during that time.

occasional Virtual weeks because of staff shortages

If the school chooses to close for a couple weeks due to COVID then we are all virtual.

90% Face to Face 10% Virtual

And Online only

Combination of everything above

Few weeks were hybrid

Quarantine students virtual

We were on hybrid until the week of Feb. 8, we have been all face-to-face since