Welcome

The California Foundation for Agriculture in the Classroom (CFAITC) invites you to explore this guide and utilize the materials, ideas and concepts that have proven successful in many counties across the state! Agriculture literacy is a key step in linking production agriculture with the state’s public and private school students across the grade span of K-12 and even beyond! It is imperative that Farm Bureaus take an active roll in promoting agriculture literacy to both students and their teachers in an effort to teach about the importance of the food and fiber industries here in this great state.

California’s vast economy and the future of the farmers and ranchers in this state rely upon consumers making educated decisions about agriculture and all of its related fields. The mission of the California Foundation for Agriculture in the Classroom is to increase the awareness and understanding of agriculture among California’s educators and students.

Through efforts such as those of the Farm Bureau and local Agriculture in the Classroom (AITC) programs, CFAITC’s vision, an appreciation of agriculture by all, will be accomplished.
Credits and Acknowledgments

This guide was made possible through the contributions of many different organizations, including county Farm Bureaus, AITC committees and their dedicated volunteers, and California educators.

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The California Foundation for Agriculture in the Classroom, a non-profit 501(c)(3) educational foundation, provides educators with low cost and free materials, training, and information to promote student understanding of California agriculture.
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The California Foundation for Agriculture in the Classroom (CFAITC) hopes that this guide will serve as a tool to enhance and enrich local program work in every county in California. It is the goal of CFAITC to help support you with guidance, partnerships, materials, and resources for promoting agriculture literacy.

With this binder as a tool, Farm Bureau leaders and managers, volunteer committees, educators, and others interested in supporting agriculture literacy can access information on the following topics:

- Tools and templates for organizing agriculture literacy projects
- Ideas for local program planning
- Information about CFAITC and its programs and resources

Not every project or plan works for every county. Please keep in mind that these planning sheets and ideas are suggestions and recommendations that have worked in other counties and may be useful as you make Agriculture in the Classroom happen in your local area.
Making AITC Happen in your County

In this section:

- Building an AITC Committee
- Getting Started
- County Survey of Activities
- Identifying your Audience
- Assessing your Resources
- Forming Partnerships
- Defining your Mission and Setting Goals
Agriculture in the Classroom is truly a grassroots movement which requires leadership and oversight from individuals interested in helping to establish agriculture literacy efforts within a local area. A committee can take on many shapes and sizes and include many different types of community members, including but not limited to:

- Farm Bureau Members and Spouses
- County Fair Managers
- 4-H and FFA Advisors
- After School Program Coordinators
- School Nutritionists and Nurses
- Cooperative Extension Agents
- Local Agricultural Trade Association Members (i.e. Cattlemens’ and Cattlewomen’s groups, Cotton Wives, etc.)
- Current and Retired Educators
- Local Agri-Business Representatives
- Volunteer Youth Advisors
- Day Care Providers
- County Agricultural Commissioners
- Local School Representatives

This is only a partial listing of the diverse groupings of individuals who may become involved with a local AITC committee. The key is to find individuals who can generate resources and time for the program and are committed to furthering agriculture in their local community. The rest is truly a labor of love!

There are many ways in which to focus the energy of your local committee, for example a specific board member may be asked to chair the efforts for Agriculture in the Classroom. This ensures that the committee is functioning in accordance with the policies and positions of the county Farm Bureau and its members.

In many counties a board member from the Farm Bureau will be chosen to participate in directing the work of an Agriculture in the Classroom committee. This may be beneficial in helping to establish a communication link with the Farm Bureau, but is not necessary depending on how the committee is structured.
## Making Agriculture in the Classroom Happen in your County

### Getting Started

Before getting started in program work it is recommended that you begin with some simple planning and a list of what goals you would like to accomplish.

**Planning** may be as informal or as formal as you choose to make it. Below are some suggested guidelines for helping to focus the energy of your local committee:

- Select leadership roles the committee may choose to assign, such as Chair or Co-Chair, Treasurer, Secretary, etc.
  
  (This step is not always necessary, but as you become more involved it may be important to develop.)

- Discuss what resources are available and what assistance is needed in your local community and schools.

- Identify funds available for program work. Determine if any funding is available from Farm Bureau directly or from other local sources.

**Goal Setting** can be a fantastic way to motivate committee members to become actively involved in implementing agriculture literacy activities. On the following pages are planning ideas for how to organize your committee and how to set goals that will maximize the effectiveness of your committee.

- Conduct a survey of activities currently being implemented or planned for the future

- Identify your target audience

- Assess your Resources

- Form Partnerships

- Using the above info...Set Goals!
## County Survey of Activities

Place a check next to activities you would like to plan or already have in your county. (These ideas are listed in order from simple concepts to more advanced plans and activities.)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Current</th>
<th>Future Plans</th>
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</thead>
<tbody>
<tr>
<td>Build an AITC County Committee</td>
<td></td>
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<tr>
<td>Develop an AITC budget</td>
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<tr>
<td>Participate in a local fair</td>
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<tr>
<td>Host a Farm Day</td>
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<tr>
<td>Offer student field trips</td>
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<tr>
<td>Offer teacher farm tours</td>
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<tr>
<td>Start an Ambassador Program</td>
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<tr>
<td>Sponsor teachers to AITC conference</td>
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</tr>
<tr>
<td>Send a representative to AITC conference</td>
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<tr>
<td>Assign paid staff to AITC Committee</td>
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<tr>
<td>Develop a contact at Office of Education</td>
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<tr>
<td>Host a summer agriculture seminar</td>
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<tr>
<td>Adopt-A-Classroom/Farmer</td>
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<tr>
<td>Print a county newsletter for educators</td>
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<tr>
<td>Host classroom presentations</td>
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<tr>
<td>AITC resource library/center</td>
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<tr>
<td>Develop locally based materials</td>
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<tr>
<td>Print ag magazine for students</td>
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<tr>
<td>Summer agriculture seminar reunion</td>
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<tr>
<td>Ag Institute for government executives</td>
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</tbody>
</table>
As our population grows further away from its agrarian roots, it becomes more important to inform students, teachers and the public about the significant role agriculture plays in our society and our economy.

Individually we cannot teach every person in California. However, we can identify a prioritized list for reaching different school-aged audiences and their teachers.

Using the following grade groupings as a guide, determine what group(s) your committee is interested in better educating about agriculture.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______</td>
<td>Primary Grade Students (K-3)</td>
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<td>_______</td>
<td>Middle Grade Students (4-6)</td>
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<tr>
<td>_______</td>
<td>Junior High School Students (7-8)</td>
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<tr>
<td>_______</td>
<td>High School Students (9-12)</td>
</tr>
<tr>
<td>_______</td>
<td>Elementary Teachers (K-8)</td>
</tr>
<tr>
<td>_______</td>
<td>High School Teachers (9-12)</td>
</tr>
<tr>
<td>_______</td>
<td>General Public/Consumers</td>
</tr>
</tbody>
</table>
## Making Agriculture in the Classroom
### Happen in your County

**Assessing your Resources**

Assessing your human, financial, and educational resources can help your committee work more effectively to reach larger audiences and be more productive in spreading the important message of agriculture literacy.

### Human Resources

1. Does the county Farm Bureau have a paid staff member who can provide some assistance to AITC efforts?

2. Does the county Farm Bureau currently have AITC volunteers?

3. Does the county Farm Bureau partner with other organizations? (i.e. California Women for Agriculture, Cattlewomen, etc.)

### Financial Resources

1. What funds are available for AITC activities?

2. Has your county Farm Bureau utilized the Ag Education Assistance Funds provided by CFAITC? (NOTE: up to $1300 annually is available for each county to enhance local program activities.)
### Assessing your Resources

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>3.</td>
<td>In what types of fundraising events could your AITC committee become involved? (i.e. a raffle at a Farm Bureau meeting)</td>
</tr>
<tr>
<td>4.</td>
<td>Does the local committee have access to a grant writer? Can someone on the local committee solicit grant applications or attend a class on fundraising?</td>
</tr>
</tbody>
</table>

### Educational Resources

1. What types of educational resources can your AITC committee offer to your target audiences? (Note: many lesson plans and other resources are available from CFAITC to assist your local committee efforts.)

2. What other local agencies may have resources available that you can partner with to promote agriculture?

3. What types of events can your committee attend to find out about agriculture resources? (See the appendix section for more information about CFAITC programs and resources.)
Every county has different agriculturally related organizations, different sized schools, and diversity in terms of rural, suburban, and urban populations. Collaborative partnerships are a useful tool in maximizing your education program while utilizing your human, financial, and educational resources more efficiently.

In the space provided, list organizations in your county who are, or could be, partners in educating students, teachers, and the public about agriculture. Be sure to include neighboring counties if resources could be shared to benefit both counties.

**Brainstorming a list of partners:**

(a few have been listed to get you started)

- Local grower organizations and trade associations
- Local California Women for Agriculture chapter
- Local Cattlewomen and Cattlemen organizations
- High School and Community College Agriculture Departments
- Civic organizations (e.g. Rotary, Kiwanis, Lions, Toastmasters)
- County Agriculture Commissioner and Cooperative Extension Agents or Farm Advisors
- Local Businesses (Equipment Dealers, Banks, etc.)
- Local Media

*NOTE: You may want to invite many of these partnering groups to be involved with the AITC committee in order to maximize involvement and pool resources to help promote agriculture throughout your county.*
Making Agriculture in the Classroom Happen in your County

Defining your Mission and Setting Goals

A clear mission statement and concise, achievable goals and objectives can be helpful in developing and sustaining your AITC program. Teachers have goals and objectives for every lesson taught in their classroom. Your AITC Committee should also have goals for both short term and long term planning to ensure that you are utilizing your resources to meet the needs of the audience you are targeting.

What is a Mission Statement?
A mission statement is something to be accomplished; a brief document declaring what a group stands for and what it is dedicated to doing. From the mission statements comes your goals and objectives.

Points to consider in developing a Mission Statement:
• Concise
• Clear and to the point
• Identifies what the organization does
• Says what the organization is
• For whom (the beneficiaries)
• Where (if necessary)
• Focuses on outcome and results rather than methods

Questions to consider:
1) What opportunities or needs exist that our organization should address?
2) How are we uniquely positioned and able to meet these needs?
3) Why do we believe in the need and what will we do to address it?
4) What do we seek to accomplish?

A mission statement should outline what the organization is now. It focuses on today, but guides tomorrow. It should provide one guiding set of ideas that is articulated, understood and supported by the organization’s board, staff, volunteers, donors and collaborators.
**Setting Goals**

Your program goals—the things you hope to accomplish—grow out of your mission statement. They are the outcomes that guide your organization’s program and project plans.

In the space that follows, list two short term and two long term goals; for each goal identify objectives for completing this goal.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objectives to accomplish the Goal</th>
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<tbody>
<tr>
<td>Short Term (1-3 years)</td>
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<td>Short Term (1-3 years)</td>
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<td>Long Term (3-5 years)</td>
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<td>Long Term (3-5 years)</td>
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</tbody>
</table>
In this section:

- Consumer Program Ideas
- Teacher Program Ideas:
  - Planning Summer Agricultural Seminars
  - Make-N-Take Workshops
  - Ag/Farm Days
Consumer Program Ideas

AITC committees may choose to focus on promoting agriculture to the general public and consumers. Ultimately all students will become consumers and will need to make informed decisions about agriculture.

Here are suggestions and ideas for consumer program development:

- **County Fair Displays**
  County fairs have always been considered a way of showcasing home arts and agriculture, harvest seasons, and community events that focus on agriculture. Hosting a booth display at your county fair can be a unique opportunity to reach a large number of consumers/public as well as targeted groups such as children and teachers all in the same venue!

  **Ideas for a booth:**
  - Free brochures/pamphlets/posters/stickers promoting agriculture
  - Educational resources for teachers/parents to take
  - Fun hands-on activities that can be facilitated for students
  - Facts and information about agriculture in your county
  - County Farm Bureau membership information
  - Materials providing links to other resources for agriculture literacy

  If you plan to often leave your booth unstaffed, remember to only provide materials that you want to distribute...you may find that your resources disappear very quickly!

- **Newspapers in Education (NIE)**
  Local newspapers and other publications are often interested in featuring educational information in a special segment or insert piece. Check with your local papers to find out if a Newspapers in Education (NIE) division exists or if it would be possible to include Agriculture in the Classroom information in an insert piece.

  *Contact CFAITC to get copies of What’s Growin’ On in California? This 16-page educational supplement was developed in partnership with the Fresno Bee NIE division.*
Consumer Programs Ideas

• Mall/Community Centers/Library Displays
  Other opportunities to educate the public and provide materials for consumers are plentiful within your local community. Displays can encompass a variety of venues for your AITC committee to interact with many different audiences. The following is a brief list of ideas for displays and promotions:

  • Health and nutrition fairs
  • Science expositions and educational fairs for students
  • Children’s literature displays at the library
  • Permanent displays (i.e. within a glass display case) in the mall

• National Agriculture Week
  Held in March of each year, the Agriculture Council of America provides a wealth of information on promoting agriculture awareness during this week of celebration. The Web site includes information on:

  • Planning an ag day event
  • Creating art, writing, or speech contests
  • Facilitating field trips to local farms and ranches
  • Organizing an animal display
  • Inviting local agriculture representatives into a class
  • Organizing a food drive
Teacher Program Ideas

The Nuts and Bolts...

The rewards of sponsoring a Summer Agriculture Seminar (SAS) event can be very gratifying and can help secure additional exposure and credibility for the county Farm Bureau and your AITC committee.

Many Summer Seminars have taken shape into a 2 or 3 day event with a mixture of field trips, industry panels, lectures, demonstrations, and hands-on activities for the educators. Costs associated with putting on a SAS vary from a few hundred dollars to several thousand dollars depending on size, scale, length of the program, and additional funding that may be secured by other donors.

You can find samples of different Summer Agriculture Seminar agendas and programs in the County Scrapbook section.

Where to Begin...

In preparation for a summer event, plans and committee meetings will start many months earlier.

8-10 months out
- Form your staff committee
- Plan committee meetings to discuss responsibilities and organization for the event
- Determine length of event (1-day or multi-day)
- Set the date for the event (keep in mind school year calendars in your local area)
- Identify a site for the event
- Identify a time line and tentative plan for how the event will be organized
- Identify potential presenters for the event
- Survey educators to find out what presentations they would attend
- Begin to secure funding for event

Questions? Call CFAITC we will help you find answers!
## Teacher Program Ideas

### Planning Summer Agricultural Seminars (cont.)

| 6 months out |  
| --- | --- |
| Send out a request for presenters |  
| Begin to organize resource materials to be shared with the participants |  
| Draft promotional correspondence and flyers to be mailed to schools |  
| Contact a local college/university to arrange for CEU credit information |  
| Begin to plan any off-site tours/panels/discussions to be held |  
| Mail/distribute flyers to schools |  
| If possible, set up a Web site with event information |  

| 3 months out |  
| --- | --- |
| Confirm presenters needed throughout the event |  
| Confirm tours/panels/discussions & lectures to be held during the event |  
| Begin to organize the agenda or program plan for the event |  
| Send reminder notices for the event to presenters and participants |  
| Contact volunteers to make sure everyone is on track |  
| Continue to collect resources to be given to participants |  

| 1 month out |  
| --- | --- |
| Finalize agenda for the event |  
| Print any programs or correspondence for attendees/presenters/volunteers |  
| Confirm attendees and presenters with confirmation letter |  
| Plan food needs based on attendance |  
| Secure donated items and funding for event |  
| Confirm site for the event and all related travel plans for off-site events |
Teacher Program Ideas

1 week out
- Organize volunteer committee to help coordinate free teacher resources
- Confirm and print final event agenda/program
- Organize site. If possible decorate and set-up room(s) prior to the event (including resource library, tables/chairs, audio visual equipment, refreshment station, etc.)
- Meet with the local volunteer committee, assign duties, responsibilities, review agenda for the event

Week of Event
- Organize daily agendas, handouts, evaluations and prizes
- Make any last minute contacts with presenters/tour sites
- Seminar facilitation
  - Be prepared
  - Make agenda for each day clear
  - Be a strong and positive representative for agriculture
  - Make sure to take pictures
  - Remember to have participants evaluate the event
  - Give lots of freebies and door prizes
  - Have fun!

Post-Wrap Up ... (Your work is not quite over!)
- After event, make sure to meet with your volunteer committee
- Properly thank everyone involved in the event for their help
- Review evaluations from the event
- Discuss changes and ideas for future events
- Send thank-you letters to sponsors, volunteers, tour site guides, etc.
Make-N-Take sessions are considered to be an easy format to attract teachers because of their hands-on application. Not only are educators interested in learning ideas that physically engage their students, but they are also sometimes more willing to give up a day of their time versus a longer commitment such as a week-long seminar that may require travel time, etc.

This page has been designed to identify key concepts in developing a Make-N-Take workshop event to be held for one day with a very minimal budget.

**Getting Started**

(*note: Please refer to the section on hosting a SAS beginning on page 20 as many of the planning steps are very similar. The following are specific concepts that are key to hosting a Make-N-Take event.)*

- Set a date, reserve a facility, determine agenda for event and begin planning!
- Determine your budget and, specifically whether you will charge a fee for participation.
- Invite presenters who will offer hands-on information that can be distributed for low-cost and can be offered to a large group of participants.
- Develop correspondence several months before event to invite educators to attend.
- Plan to have backup presenters in case of cancellations.
- Food is a good thing! Plan to have refreshments for the participants.
- Determine if you will offer a Continuing Education Unit for participation. If so, make necessary arrangements with a local university.
- If possible, invite different presenters with new and different
Agriculture in the Classroom
Make-N-Take Workshop for Teachers

What’s it all about: A Make-N-Take workshop for teachers! You will have the opportunity to rotate through multiple presentations and experience sample activities that you can take back to your classroom and integrate using agricultural themes.

When: Date and Time will be announced. (Saturdays are preferable)

Who: K-12 educators; the first 35 applications will be accepted for the workshop.

Cost: $20.00 per person will include cost of materials and a box lunch. Make checks payable to (sponsoring AITC/Farm Bureau program).

Where: County Farm Bureau building

One unit of educational credit will be offered through a 4-year university with a credit/no credit grading option. You may register for the CEU credit at the workshop, cost will be $______. Make checks payable to the University.

If you are interested in attending, please complete the form below and return it to the County Farm Bureau office. You will be mailed additional information with details for the day.

-------------------------Detach and Return------------------------

Please send me additional information about your Make ’n Take Workshop.

Name________________________ Address____________________________
Telephone (       )_________________ City, State, Zip__________________
Home

School___________________________ Telephone (       )______________
School
Address____________________________ City, State, Zip________________
School

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Time Schedule for a Make-N-Take Workshop

8:15 - 8:45 am  Registration/CEU Credits/Breakfast snack
8:45 - 8:55 am  Introduction, Group Assignments, Questions and Answers
9:00 - 9:25 am  First Rotation
9:30 - 9:55 am  Second Rotation
10:00 - 10:25 am  Third Rotation
10:30 - 10:55 am  Fourth Rotation
11:00 - 11:25 am  Fifth Rotation
11:30 - 11:55 am  Sixth Rotation
12:00 - 12:45 pm  Lunch Break
12:55 - 1:20 pm  Seventh Rotation
1:25 - 1:50 pm  Eighth Rotation
2:00 - 2:35 pm  Evaluation, Closing, Thank-you and Good-Bye
2:35 - 3:00 pm  Clean-Up
Make-N-Take Estimated Costs

INCOME

35 participants X $20 each $700
AITC Donations / Reserve Fund $350

TOTAL $1050

EXPENSES

Lunch Meal (51 boxed lunches X $6.00) $306
   *Presenter lunches included
Ice & Beverages $30
Donuts, Juice $35
Presenter Costs 16 x $25 $400
Paper for flyers and workshops $100
Postage $75

TOTAL $946

Helpful Tips:
• County Farm Bureau may be able to help defray paper/postage/duplication costs

• Leftover supplies can be stored for another event

• Funds can be used from the CFAITC Ag Ed Assistance Fund to help defray costs (up to $1000 each year).
Make-N-Take Workshop Outline
Presenter Application Form

Name________________________ Organization_____________________
Address_____________________________________________________________________________________
City, State, Zip_______________________ Phone _____________________
E-Mail_______________________ Fax____________________________
Name of Activity:__________________________________________________

Brief description of your Make-N-Take activity:
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

• Please plan for 35 participants; K-8 grade teachers
• There will be 8 rotations, each session lasting 25 minutes
• There will be a $25 honorarium paid to each presenter to help defray costs
• Refreshments and lunch will be provided
• If you must cancel your presentation, please contact the AITC Chair as soon as possible.

Please return this sheet to________________________by date______________.

If you have any questions, please contact the AITC Committee Chair at the following phone number:______________.
Teacher Program Ideas

Planning an Ag/ Farm Day Event

Why An Ag/Farm Day?

Interactive experiences and hands-on learning are all part of a Farm Day for children of all ages. Not only can the event teach children about agriculture, but even more about the world in which they live. A Farm Day can be small or large and cost a little or a lot! However you choose to structure the event, it will have a huge impact on children in your community.

Farm Days come in all shapes and sizes, say the experts. What works for one school or county may not work for another. Use the following guidelines as a general rule of thumb, keeping in mind that situations vary according to such factors as school size, whether it’s an agricultural or non-agricultural region, or even whether the volunteer group is an active force at that site. Don’t hesitate to eliminate some of the suggestions below, or to add others. Each Farm Day is unique!

Where to Begin...
A detailed guide begins on the next page.

Start Small
Avoid the urge to over do it the first time! Results will be more quantifiable and the sense of accomplishment greater. It also will be easier to plan for specific learning opportunities, types of displays and exhibits, and presenters who can focus on one age group. As the event grows in years to come, its content can expand.

Plan Early
Several months prior to the date, hand pick a committee which can be trusted to work hard and get organized. Don’t fear calling on allies with the greatest network of contacts and resources to subsidize the event.

Establish a Buy-In
It is essential to establish a buy in from those who will be directly involved with in the event. Make sure to include your local Farm Bureau members, school board members, school site administration, teachers who will be involved, and other volunteers you plan to have help with this event.

NOTE:
Testing student participants can be useful for assessing knowledge. After the step-by-step guide pages, a sample test and key for an Ag Day has been provided. This test was used in a demonstration event with 3rd grade students.
Organizing a Farm Day

Several Months Out

Lay the Groundwork for the Event
Announce the idea to administrators and faculty, asking for approval and suggestions. Inform the school board.

Gather a committee (be sure to include a teacher or administrator) and establish a theme and deadlines.

Set a date and schedule it on the school’s master calendar; make sure not to conflict with important school events, testing days, or times of the year known for bad weather.

Brainstorm a list of presenters, exhibitors, and other guests.

Invite the local community to support the event, both with participation as well as monetary or in-kind support.

Program/Scheduling
Besides coordinating the date and times, this requires the most pre-planning.

Involve the faculty. Assure them they can enjoy the day with minimal effort on their part. Consider scheduling and organizing an in-service to prepare staff for what they can do to maximize the day for their own class.

Start planning the tentative program and schedule as responses come in from presenters and guests.

Organize times, rooms, and schedule, making sure to let school officials and faculty know.

Share the schedule with the entire committee for feedback.

Presenters/Exhibits
With your focus being ag-based, ask the committee’s "ag person" to contact producers or processors. (They will have contacts you may not have known even existed!)

Send invitations or make direct contact at least a month in advance. Invite local farmers, producers, processors, organizations, and parents linked to agriculture. (They might help as a back-up presenter for the day.) Approach more than needed to allow for those who decline or cancel.

Look for diversity among presenters, i.e., indoor vs. outdoor displays, interactive vs. lecture presentations. Emphasize those who have experience working with children.

Include livestock or other animals, as students especially remember those interactions. Ask FFA and/or 4-Hers or local producers to bring tame, well-socialized animals.

Plan presentations both indoors and out. Remember that rain or bad weather may affect large displays outdoors. Plan alternatives in the event of poor weather conditions.
Facilities
Find space for the event. Discuss with faculty which rooms might be available.

Visit with the custodian or grounds crew. Determine which areas of the campus would be best for farm equipment, livestock, or exhibits requiring electricity or water. What areas are off limits? Don't overlook safety issues and maintenance concerns.

Meal Planning
Develop an easy lunch menu for the presenters and guests. Ask the PTA or other service club to provide it. Look early for donations - meat, bread, paper products, drinks.

Tour the campus to decide where to feed presenters/guests.

One Month Out
Integrate agricultural literature, videos, and lessons into classroom curriculum and activities.

Assign presenter locations by needs or space requirements. Print up a room-by-room format with times, locations, and presenters' names. Distribute to staff and presenters.

Place first round of confirmation calls to presenters - very important to avoid miscommunication.

Form a guest list and confirm a meal count.

Submit necessary work requests to custodians.

Make sure, through your presenter contacts, that the presenters have the day's schedule, a map to the event, parking passes and/or visitor passes.

Enlist a volunteer photographer and submit a notice to the local newspaper and/or school newsletter (optional).

The Week of & Follow-up
The Week Of
Make reminder/confirmation calls to all presenters; plan accordingly for cancellations and have back-ups ready.

Make sure food, exhibits and facilities are all organized and last-minute requests are addressed.

Prepare students for the event; discuss behavior expectations, ideas and themes to be drawn from the Farm Day.

Follow Up
Thank everyone who participated, including staff, administrators, custodians, donors, community organizations, etc.

Prepare articles and photographs for media and other newsletters (optional).

Utilize the event to present new materials and information about agriculture to your students on an ongoing basis.
Sample Ag/Farm Day Test for Students

Agriculture Awareness Day
Test

1. TRUE or FALSE – From the dairy farm to the grocery store there are many different jobs involved in producing milk products.

2. Circle all of the following foods that are made from milk.
   Butter   Cheese   Apples
   Chicken   Ice Cream   Margarine

3. Cattle ranchers identify their cattle by marking them with a ________________.

4. Circle the following products that are made from a beef or dairy animal.
   Leather   Soap   Nylon
   Medicine   Paper   Salt

5. Horses wear shoes for the following reason (circle the answer)
   a) Protect their hooves
   b) To look cool
   c) To keep their hooves warm
   d) Because it brings the horse good luck

6. TRUE or FALSE – In the past, horses were an important work animal on the farm.
7. Peaches, a fruit grown in several counties in California, grows on: (circle answer)
   a) Trees       b) Vines       c) Bushes       d) Roots

8. Where do peaches fit in the Food Pyramid Guide? (circle answer)
   a) Breads, Cereals, Rice and Pasta
   b) Milk, Yogurt, and Cheese
   c) Meat and Poultry
   d) Fruits and Vegetables

9. Who introduced almonds to California? (circle answer)
   a) Padres
   b) Giants
   c) Dodgers
   d) Vikings

10. California counties rank high in agriculture production because of 3 key factors:
    __________________, ________________ and water.

11. The Border Collie breed first came from which country? (circle answer)
    a) China
    b) Mexico
    c) Germany
    d) Scotland

12. TRUE or FALSE - Sheep produce both clothing and food.

13. ________________ is the #1 agriculture state in the USA.

14. TRUE or FALSE - Plants and animals are important parts of agriculture and provide us
    with food, clothing and shelter.
1. **TRUE** or **FALSE** - From the dairy farm to the grocery store there are many different jobs involved in producing milk products.

2. Circle all of the following foods that are made from milk.
   - Butter
   - Cheese
   - Apples
   - Chicken
   - Ice Cream
   - Margarine

3. Cattle ranchers identify their cattle by marking them with a **BRAND**.

4. Circle the following products that are made from a beef or dairy animal.
   - Leather
   - Soap
   - Nylon
   - Medicine
   - Paper
   - Salt

5. Horses wear shoes for the following reason (circle the answer)
   - a) Protect their hooves
   - b) To look cool
   - c) To keep their hooves warm
   - d) Because it brings the horse good luck

6. **TRUE** or **FALSE** - In the past, horses were an important work animal on the farm.

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   - d) Fruits and Vegetables

9. Who introduced almonds to California? (circle answer)
   - a) Padres
   - b) Giants
   - c) Dodgers
   - d) Vikings

10. California counties rank high in agriculture production because of 3 key factors; **CLIMATE**, **SOIL** and water.
11. The Border Collie breed first came from which country? (circle answer)
   a) China
   b) Mexico
   c) Germany
   d) Scotland

12. TRUE or FALSE – Sheep produce both clothing and food.

13. CALIFORNIA is the #1 agriculture state in the USA.

14. TRUE or FALSE – Plants and Animals are an important part of agriculture and provide us with food, clothing and shelter.
Other Useful County Tips

In this section:

- Agricultural Television Programs
- Fundraising Ideas for Volunteer Committees
- Tips for Working with the Media
**California Country** is Farm Bureau’s award-winning weekly television magazine program. It features stories about California’s farmers and ranchers and people in closely related industries. You’ll learn about the people who make modern agriculture work and also learn about the work they do when you watch California Country.

Each program features interesting and educational stories about farmers, ranchers, food production, produce selection, cooking segments, and gardening tips.

For information about the program, station listings, the latest programs and recipes, go to www.cacountry.com or contact the California Farm Bureau Federation’s Communications/News Division (916) 561-5550 or e-mail jmorris@cfbf.com.

**California Heartland**, a public television series on California agriculture, airs in all California television markets and in Reno, Nevada. Heartland is a 52-week series which looks at the people who make California agriculture the envy of the world. Tape copies are available by contacting the California Foundation for Agriculture in the Classroom at 800-700-AITC.
Fundraising Ideas for Volunteer Committees

There may come a time when your local committee needs to plan a fundraising activity. On the next few pages you will find some helpful hints and tips for planning successful fundraisers. There are many ways to accomplish raising money to fund a project or an organization. The following, though not inclusive by any means, is an attempt to provide some basic ideas.

**Key Commandments to Fundraising:**

1. Knowing who to ask is more important than knowing how to ask. Research your prospective donors.

2. Get acquainted and court the potential donor.

3. Personalize your ask. Every request for money should be tailored whether asking for a small gift or a large gift.

4. Let your potential donor know who currently donates. People want to give to successful organizations.

5. Assume a "yes" contribution in all communication.

6. If you can't scan it, can it. Fundraising letters should be short with ample margins.

7. Make sure your math adds up on budgets and financial statements.

8. Communicate in English. Don't use jargon.

9. Don't take a “NO” personally. Take it as a challenge. Persistence pays; it may be yes next time around.

10. No matter how many times you said thank you, say it again.

**Fundraising Events...**

- allow an organization to raise additional money from people who are already making contributions.

- can generate small or large amounts of income depending on the type of event you choose and the prep time you allow.

**Why Fundraise?**
**Fundraising Ideas for Volunteer Committees**

**Event Planning**

- Widen an organization’s donor pool by attracting people whose interest may be in the event rather than the organization.

- Can generate good public relations and exposure for an organization.

When considering what type of event will work for your organization and your constituency, there are many varieties of fundraising events to consider, and any number of themes can be used for each idea. Provided below are some samples:

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Example</th>
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<tbody>
<tr>
<td>Crab/Spaghetti Feeds</td>
<td>Dinner events</td>
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<tr>
<td>Black Tie Galas</td>
<td>Steak/fish frys</td>
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<tr>
<td>Golf Tournaments</td>
<td>Dances</td>
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<tr>
<td>Walk-a-Thons</td>
<td>Auctions</td>
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<tr>
<td></td>
<td>Food Festivals or</td>
</tr>
<tr>
<td></td>
<td>Garden/home tours</td>
</tr>
</tbody>
</table>

Fundraising “non-events” (guests pay for the privilege of not attending an event).

In planning events, there are certain rules that are important to follow:

- Set a dollar goal early in the planning and stick with it. The secret of success is the NET income, not gross income.

- Plan an event people will enjoy. If it’s not fun, it’s not worth doing.

- Establish a committee to work on the event. Areas such as ticket sales, auction item procurement, publicity, decorations, and so on should be specifically assigned.

- Someone who has a high profile in your community may serve as honorary event chairperson and help you with the success of your event.

- Inflate the number of volunteers who will be needed in order to make the event a success. Give yourself an emergency cushion in case there are any last minute volunteer cancellations.
Fundraising Ideas for Volunteer Committees

- Allow plenty of lead and planning time in setting up your event.
- Build into the event several mechanisms to make money. For example, a golf tournament may include a cash bar, a raffle, an auction and mulligan tickets.
- Involve local merchants and businesspeople by asking them to donate goods or services.

People give for a variety of reasons. There must be a compelling reason for donors to give and you must be able to communicate this reason to them. There needs to be an emotional tug - they need to feel that people are served by a cause. Donors are drawn to success, so be professional and positive in your requests. Often donors will give because they feel it benefits them personally whether it be through recognition, or just the knowledge that they have invested in something important to them.

Key concepts for a letter:

- Grab the reader within the first sentence.
- Describe vividly, using personal stories or examples who will be helped by the contribution. Most people give to people, not abstract causes.
- Write with a positive attitude.
- ASK for contributions. If you don't ask, you won't receive.
- Use letter-writing layouts that are easy to read. Try to keep your letter to one page and use plenty of white space.
- Include a statement that donations may be tax deductible if your organization has tax-exempt status.
- Use a handwritten signature and possibly a personal P.S. to add a personal touch.
- Consider using enclosures such as gift reply cards and a pre-
addressed return envelope. (You want to make the process of them sending a contribution as easy as possible.)

- Ask for feedback about your letters. Before you mail it, show a proposed letter to select staff or someone you trust for their reaction. After the mailing, call some of the people you mailed the letter to and ask why they gave or did not give.

Corporation, foundation, and government agencies are other important sources of larger contributions. Available funding can be researched through sources such as *The Foundation Directory*, Nonprofit Resource Center, sourcebook profiles, state and regional directories, and the *Catalogue of Federal Domestic Assistance*.

Some grants require only a letter of request, however most require formal proposals. Proposals should include:

- Introduction or abstract
- Problem/needs statement
- Goals and objectives of the program to be funded
- Program description
- Evaluation strategy
- Budget

However you choose to tackle funding concerns, these steps will help make the process more enjoyable for your volunteer committee. As noted in the introduction, these steps are to be considered merely pointers for assisting you as you plan, budget and raise funds for your program.

Many non-profits and membership organizations have very small staffs
Fundraising Ideas for Volunteer Committees

Working with Volunteers

and rely on an army of volunteers to become the workforce to help accomplish their goals, especially in fundraising. Making sure your volunteers have a successful outcome in working with your organization is important. Volunteers need to feel ownership to the projects in which they are involved.

- Establish volunteer procedures, responsibilities, restrictions, reporting and recognition.
- Determine where volunteers can be used most effectively.
- Create volunteer job descriptions.
- Interview, select and place volunteers in appropriate jobs.
- Develop orientation and training programs for volunteers.
Tips for Working with the Media

Communication about agriculture is important. The goal of the California Farm Bureau Federation [CFBF] is to tell farmers’ story to the largest audience possible. It is important to disseminate, in every way possible, news of agriculture and Farm Bureau to members of the media and the public to create a greater awareness and better image.

We [CFBF] are confronted with the challenge of communicating agriculture’s messages from 89,000 farmers to 33 million people, including urban residents. Communication focuses on such areas as pesticides, environmental issues, animal welfare, water, farm labor, land use, food prices and others.

CFAITC specifically focuses on teachers and students as a part of society we can educate and help make a difference for California agriculture. In working with the media there are a few key points to consider:

- Identify the information you wish to share with media
- Identify your audience for this information
- Be familiar with the media and terminology
- Develop a good contact list for media in your area

Several benefits of including the media in AITC activities are:

1) Exposure and visibility, which will help promote your programs and events to teachers and agriculturalists

2) Building a positive “on our side” relationship with local media, which also may mean more receptiveness on the part of media to “tell your story”

3) Teachers, students and education in general often have a positive or “feel-good” story to tell which will interest the media

Excerpts from Public & Media Relations Strategy for County Farm Bureaus, by Bob Krauter, California Farm Bureau Federation Communications/News (916) 561-5554.
Tips on getting “Your Story” in the media:

- The media depend on information. Keep reporters supplied with plenty of information.
- Make sure your story is newsworthy.
- Put the most important elements in the first paragraph of a news release.
- Include contact names and, if possible, after hour phone numbers.
- Give the media ample notice of upcoming events.
- Avoid editorializing in news releases.
- If your news release isn’t used, don’t give up.

Personal contact with members of the media can help create better understanding of agriculture and an organization’s viewpoints. Here, briefly are a few basics of publicity, which apply to all news media and which may give you an idea of some of the things that ought to be done from the standpoint of information contacts:

1) Become known as the key contact in your area for the media.
2) Be quick to establish personal relations with the right persons at all news media in your area. Keep names, phone numbers and addresses to develop a good media list.
3) Be prompt in meeting deadlines.
4) Be legible.
5) Be accurate.
6) Be factual and brief.
7) Be honest and impartial. See that all news media receive your news.
8) Be appreciative of the coverage you get.
9) Be professional. Invite the media to local functions as your guests and accommodate their needs for interviews and information. In other words, help them do their job.
In this section:

- Sample Workshop Agendas and Programs
- Sample Evaluations and Assessment Tools
- Sample County Newsletters
- Other Ideas
This section must be requested from CFAITC, please contact us at 800-700-AITC to submit your name and address for a hard copy of the County Scrapbook.
Appendix

In this section:
- History of the National AITC Movement
- California’s AITC History
- CFAITC Board of Directors
- CFAITC Staff Members
- CFAITC Educational Resource Committee
- CFAITC Programs and Resources
- County Support Services
- Evaluation Form
Throughout much of the history of the United States, agriculture and education have been closely related. During the decades when most Americans lived on farms or in small towns, students often did farm chores before and after school. Indeed, the school year was determined by planting, cultivating, and harvesting schedules. Old school books are full of agricultural references and examples because farming and farm animals were a familiar part of nearly every child’s life.

In the 1920s, 30s and 40s, as the farm population shrank and agricultural emphasis decreased in school books and educational materials, educators focused on agriculture as an occupational specialty, rather than an integral part of every student’s life. Agriculture education was mainly offered to those few students wanting to make a career of agriculture.

In 1981, at the invitation of the U.S. Department of Agriculture, representatives of agricultural groups and educators came to a meeting in Washington, D.C. to discuss agricultural literacy. A national task force was selected from this group. Representation came from agriculture, business, education, and government agencies, some of whom were already conducting educational programs in agriculture.

As a result, in 1981 the USDA established Ag in the Classroom, which has the endorsement of all living former Secretaries of Agriculture, the National Association of State Departments of Agriculture, the National Conference of States Legislatures, most of the governors of the states, and major agriculture organizations and commodity groups. Significant progress has been made through these partnerships of agriculture, business, education, government and dedicated volunteers.

The strength of Ag in the Classroom comes from its grassroots organization and the fact that educators are very much a part of the movement. Giant strides have been made since 1981. Ag in the Classroom is regarded as a refreshing and flexible educational program designed to supplement and enhance the teacher's existing curriculum.
The roots of the California Foundation for Agriculture in the Classroom reach back to the 1980s when the program was operated through the California Farm Bureau Federation's Agricultural Education Program. The Farm Bureau's efforts began when San Francisco educators made a request to the Farm Bureau for an agricultural field trip. This simple request eventually led to the development of the San Francisco Farm Day in 1980, when 10 groups of agriculturists from as far away as Fresno traveled with their farm animals to San Francisco to teach 10,000 students about agriculture.

The demand for agriculture literacy grew rapidly and, in October of 1986, the California Farm Bureau established the California Foundation for Agriculture in the Classroom to create an entity solely dedicated to improving the understanding of agriculture. The Foundation is a non-profit, tax-exempt, 501(c)(3) organization whose mission is to increase awareness and understanding of agriculture among California's educators and students. The Foundation's vision is an appreciation of agriculture by all.

The Foundation is funded through voluntary donations from businesses, organizations, and individuals supportive of agricultural education. The Foundation's fundraising efforts include benefit dinner events, an annual golf benefit, renewal and acquisition letter writing campaigns, and grant writing.

A major role of the Foundation is to serve as a liaison between the agriculture industry and education. Through an established network of educators serving as AITC Ambassadors, the Foundation directly provides teachers throughout the state with new and useful resource opportunities. The Foundation's materials are also made available to County Farm Bureau Ag Education Committees and other agricultural education programs for use in local agricultural education projects and activities. The success of Ag in the Classroom comes from its grassroots efforts—local and statewide groups cooperating to benefit education and agriculture.

The Foundation works closely with its Educational Resource Committee (ERC) to ensure that educators receive sound, educational, high-quality and unbiased resources. The 100-member committee, made up of agriculturists and educators, meet one to two times per year. Subcommittees of the ERC review all materials before they are included in our programs.
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CFAITC Programs and Resources

**Teacher Resource Guide**
The *Teacher Resource Guide* is a handy annual 130+ page reference listing materials to help educators infuse agriculturally-related activities and projects into their existing classroom curriculum. Many of the items are available at minimal or no cost. The guide itself is available in quantity for free to all California educators and others interested.

**Commodity & Natural Resource Fact/Activity Sheets**
California fact sheets include information on production, history, nutrition, top producing counties, and economic values. The activity sheets provide specific lesson ideas and fun facts for each topic. Commodities include almonds, artichokes, avocados, beef, citrus fruits, cling peaches, cut flowers, dairy, dried plums, dry beans, eggs, fresh carrots, pistachios, pears, processing tomatoes, rice, table grapes, strawberries, and walnuts. Natural Resource fact sheets are available on agricultural water, nitrogen, phosphorus, potassium and forest resources. Complete sets or individual sheets are free from the Foundation and can be downloaded from the Web.

**Lesson Plans and Units**
CFAITC lessons and units have been written, field-tested and reviewed by educators. Cooperative learning, individual and group problem solving, and critical thinking activities encourage students to “construct” their own knowledge about agricultural concepts while developing skills in science, mathematics, English/language arts, history/social science, health/nutrition and the visual and performing arts. Several recent revisions include correlations with current Content Standards for California Public Schools. Lessons are free for download or available in hard copy at cost.

**Red Imported Fire Ants – Teacher Booklet** *(limited supply)*
This 16-page booklet developed in 2001 provides facts and activities for teaching children about the Red Imported Fire Ant, a potentially dangerous and destructive insect to the people, animals, and plants of California. Developed in partnership with the California Department of Food and Agriculture and available for free from both agencies, this teacher guide includes student activities, safety tips and lesson ideas.
CFAITC Programs and Resources

Cream of the Crop Newsletter
Over 42,500 copies are distributed twice annually to educators, Agriculture in the Classroom volunteers, and others interested in agriculture literacy. This eight-page newsletter is filled with AITC news, features and teacher resources. Contact CFAITC to be added to our mailing list at no cost.

Ambassador Program
An AITC Ambassador is a teacher/representative who has volunteered to act as a liaison between Ag in the Classroom (AITC), their local school(s) or other organizations. The Ambassador helps AITC distribute information about agricultural education programs and resources to others interested in learning more about agriculture literacy. This includes distributing Cream of the Crop newsletters and maintaining a resource file of materials provided by the Foundation and its sponsors.

AITC Conference
The annual statewide conference draws over 400 participants — both educators and volunteers in ag literacy. The goal is to underscore the value of exposing students to agriculture’s worth in a non-agricultural society, and to provide tools for teaching about it at all grade levels. Participants receive bushels of resources and tons of ideas to help young people understand just how agriculture is linked to their lives. A strong emphasis is placed on infusing agriculture into existing curriculum to meet state content standards. Conference is held annually in October - location changes each year.

What’s Growin’ on in California?
This 16-page Newspapers in Education supplement is filled with activities for teachers and students and includes hot links to interactive Web sites, fun facts, and activities using math, science, history and language arts concepts all focusing on agriculture as a theme. A great resource for county Farm Bureaus and volunteer committees to share at county fairs, ag/farm day events, summer seminars and with schools in their county.
CFAITC Programs and Resources

University Student Teacher Program

USTP workshops are offered at no cost to college credential programs and are designed to introduce student teachers to agriculture literacy and its many possibilities in today's classroom.

Workshops provide examples of:

- Lesson plans with agricultural themes for subjects already being taught at elementary and secondary levels
- Classroom applications of ag awareness activities
- Teacher-developed, field-tested materials and lesson plans

A USTP Presenter can meet with a class of student teachers of any size for any length of time and presentations can be tailored to emphasize specific curricular focuses.

Imagine this... Story Writing Contest

Imagine this... a statewide story writing contest for children in grades 3-8, links agriculture and education in a way which supports both language and fine arts. Students write agriculturally-themed stories in one of three grade categories 3-4, 5-6, and 7-8 and submit them for regional selection. At the state level first and second place essays are selected from each regional winning category, but that's not the end of it!

The winning stories are distributed to Sacramento-area high school art departments, where students create illustrations for each story. They learn the art of animation and create the graphics used in the production of an Imagine this... video. High school students involved in dramatic arts personalize the stories by providing voices for the characters. The 40-minute video, when complete, features each winning story plus clips from interviews with the winning authors and their teachers and a behind the scenes look at the making of the video. The video is unveiled each year in March during National Agriculture Week at a celebration honoring the authors, artists, narrators, and their teachers.
County Support Services

The following is a summation of services and support that each county may utilize throughout the year while working on Agriculture in the Classroom projects and activities. Please contact the Foundation any time we can be of assistance.

**Agricultural Education Assistance Funds**
Up to $1,000 per county annually to enhance agricultural education activities, and an additional $300 per county in CFAITC resource materials/inventory items.

**County Agricultural Literacy Program Development**
CFAITC hosts regional meetings and works with individual counties to share and plan education activities, which provide an opportunity for county Farm Bureau members and leaders to be involved with schools and educators in their area.

**Educational Resources**
CFAITC provides educational resources to educators, public and private schools, county Farm Bureaus, local AITC programs, UC Cooperative Extension Offices and County Offices of Education to help ensure that agricultural themes are integrated into every classroom. CFAITC offers educator friendly materials for free or low cost to anyone interested in agricultural literacy.

**California Agriculture in the Classroom Conference**
Counties are encouraged to take an active role in the annual conference by supporting teachers from their county to attend, offering scholarships and travel funds for representatives from their county, and by participating in outreach opportunities during the conference such as educational booths and displays.

**County Summer Agricultural Seminar/Farm Day Support**
In addition to resources, CFAITC provides support for the planning and implementation of Summer Agricultural Seminars and Ag/Farm Days. Foundation staff attend numerous planning meetings and strive to participate in as many of the approximately 22 annual County Summer Agricultural Seminars as possible.
County Support Services

AITC Ambassador Program
The Foundation works with County AITC programs to maintain a current database of AITC Ambassadors. The AITC Ambassador program provides both CFAITC and the county AITC committee with direct links to the classroom and is an important component to state and county activities.

County Visits
CFAITC staff are committed to increasing the communication and personal contacts with county Farm Bureau leaders and members, staff and AITC volunteers. Please do not hesitate to invite a CFAITC staff member out to your county and involve them in your local efforts. We are here to help make your efforts easier and to enhance the work you are doing to promote agriculture literacy.
California Foundation for Agriculture in the Classroom
2002 County Agriculture in the Classroom Guide
Evaluation Form

Once you have had the opportunity to use this binder, please take a few moments to complete this evaluation form. This guide is intended to help you make Agriculture in the Classroom possible in your county. Please let us know if we have met this goal. We value your opinions.

Name _______________________________ County _____________________________ (Optional)

Please answer the following questions: (1-needs improvement, 2-3-satisfactory, 4-excellent)

1. Includes information I can use. 1 2 3 4
2. Information is easy to locate within the Guide. 1 2 3 4
3. Information was current and correct. 1 2 3 4
4. Templates and samples were useful. 1 2 3 4

Additional Comments:
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Please mail this completed evaluation to:
CFAITC
Attn: Tricia Stever
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