2018 State Reports
46 States and the District of Columbia Reporting

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National Center for Agricultural Literacy
June 18, 2019
Estimate the number of teachers trained face-to-face statewide with AITC programs, curriculum, or other resources.
The estimation of the number of students reached statewide through their teachers, directly through AITC staff and volunteers with AITC programs, curriculum, or other resources.

Total number of students reached in:
- 2016 – 44 reports: 6,876,332
- 2017 – 49 reports: 7,328,745
- 2018 – 47 reports: 8,206,067

Bar chart showing:
- K-6 Teacher: 4,012,862
- 7-12 Teacher: 1,121,909
- K-6 Direct AITC: 1,364,811
- 7-12 Direct AITC: 262,491
- Volunteer: 1,443,994

Legend:
- Blue: 2016 (44 states & DC reporting)
- Red: 2017 (49 States & DC reporting)
- Green: 2018 (46 States & DC reporting)
Estimate the number of volunteers who conducted or assisted with AITC programs.

- 2016 (44 Reports): 42,624
- 2017 (49 Reports): 44,446
- 2018 (47 Reports): 45,226
Total number of elementary and secondary pre-service teachers contacted or trained with AITC.

Total number of pre-service teachers reached:

- 2016 – 44 reports (24 reported preservice programs): 9,248
- 2017 – 49 reports (27 reported preservice programs): 8,722
- 2018 – 47 reports (27 reported preservice programs): 9,090

Range: 5 - 2,108 pre-service teachers

21 states meet with 59+ preservice teachers
Total number of elementary, secondary, Ag Ed pre-service teachers contacted or trained with AITC.
Budgets

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Range</th>
<th>Grant Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>$0 - $2,599,942</td>
<td>$0 - $170,000</td>
</tr>
<tr>
<td>2016</td>
<td>$0 - $2,432,000</td>
<td>$0 - $200,000</td>
</tr>
<tr>
<td>2017</td>
<td>$0 - $2,410,000</td>
<td>$0 - $240,000</td>
</tr>
</tbody>
</table>

2015 (46 Reports, 27 Grants)
2016 (44 Reports, 24 Grants)
2017 (49 Reports)
Funding sources for state AITC budgets.

No state receives direct federal on-going funds.

- 23 (49%) reported 100% private funding
- 22 (41%) reported state and private funding
- 2 states reported 100% state funding (OK, NY)
A full-time equivalent (FTE) is 40 hours per week. What percentage of an FTE did you (the state contact) dedicate to Agricultural Literacy/AITC in 2018?

- 9 (2017), 6 (2016) of State Contacts work less than 15% on AITC programming
- 2 reported zero FTEs (volunteers)
State Agricultural Facts

A Look at Oregon Agriculture

Climate & Soil
- Oregon’s climate is ideal for the production of numerous crops.
- Oregon has seven distinct growing regions: the Oregon Coast, Willamette Valley, Southwest Oregon, High Desert, Columbia Basin, Northeast Oregon and Southeast Oregon.
- Oregon averages 31” of rainfall, however areas on the Oregon coast average over 90” per year while Eastern and Southern Oregon are much drier. Fourteen of the 30 counties average 15” of rainfall or less.
- Oregon summers are very dry. The state relies heavily on irrigation. Nearly 78% of water usage in Oregon goes for farm irrigation, compared to 40% nationally.
- Oregon has approximately 2,000 different types of soil.
- The depth of Oregon’s topsoil averages about 10”. This varies greatly from the coastal areas, forests, valleys, and Southern and Eastern regions of the state.

Crops & Livestock
- Crops account for 60% of the state’s total sales.
- Cattle and calves, greenhouse and nursery, hay, milk, grass seed, wheat, potatoes, hazelnuts, pears, onions and wine grapes are the leading crops in Oregon.
- Oregon leads the nation in the production of blackberries, hazelnuts, loganberries, black raspberries, rye grass seed, orchardgrass seed, cowpeas cleaver, forage seed, Boysen and Youngberries, sugar beets for seed, red clover seed, potted forest trees, Christmas trees, and storage onions.
- Oregon ranks #2 in the nation for the production of peppermint, sweet cherries and hops.
- Beef cattle and dairy products are the most important livestock commodities to Oregon and rank as first and fourth on the top commodity list.
- Groundfish, crab, shrimp, tuna, salmon, and oysters are important to the commercial fishing industry in Oregon.
- Livestock and poultry account for 34% of the state’s total sales.
- Specialty livestock such as goats and llamas have increased significantly. One fourth of the llamas in the United States live in Oregon – making it the state with the most llamas overall.

General
- More than 225 different commodities can be found throughout Oregon.
- Oregon exports about 90% of its agricultural products, with nearly 40% leaving the country.

www.agclassroom.org/or
Accomplishment (output): achieving the completion or fulfillment of something

Impact (outcome): to have an immediate and strong (measurable) effect on something or somebody related to program goals or objectives

To see state accomplishments and impacts, review the state summaries website: [http://agclassroom.org/affiliates/state_programs.cfm](http://agclassroom.org/affiliates/state_programs.cfm)
Do you work with your state’s Farm to School Network?

- Yes: 68%
- No: 32%
In what ways do you work with your state’s Farm to School Network (FtS)? (Select all that apply)

- Advisory
- Develop instruction for FtS
- Conduct trainings/workshops with educators on FtS
- Make classroom presentations for FtS
- Work with farmer and school partnerships
- Other

Other - Text

- Board member, Conference Committee chair
- coordinate on occasion
- Exhibit at their conference
- The AITC staff in Oklahoma are also in charge of the Oklahoma Farm to School program.
- We are not an official partner but we work closely with FDACS who conducts the Farm to School Network. We present at workshops together and share news for each other.
Does your AITC program use “virtual reality” as a technique for engaging students in agricultural literacy programming?

- **Yes**: 27%
- **No**: 73%
Does your AITC program plan to use “virtual reality” as a technique for engaging students in agricultural literacy programming in the future?

- Yes: 53%
- No: 47%
Does your AITC program use “augmented reality” as a technique for engaging students in agricultural literacy programming?

- Yes: 21%
- No: 79%

(Chart showing the percentage distribution of responses)
Does your AITC program use “augmented reality” as a technique for engaging students in agricultural literacy programming?

- Yes: 32%
- No: 68%
Does your program offer funding opportunities/grants to teachers?

- Yes: 70%
- No: 30%
Does your AITC program offer teacher recognition award programs?

Yes 73%
No 27%
Is PreK education part of formal education in your state school districts?

- Yes: 85%
- No: 15%
Do Pre-K teachers participate in your AITC programs?

- Yes: 81%
- No: 19%
Of the total teachers reached with your program what percentage would you estimate are PreK?
(out of 38 states that said yes about PreK participation)

<table>
<thead>
<tr>
<th>States</th>
<th>Percentage Range</th>
</tr>
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<tbody>
<tr>
<td>23 States</td>
<td>1% - 5%</td>
</tr>
<tr>
<td>10 States</td>
<td>6% - 10%</td>
</tr>
<tr>
<td>2 States</td>
<td>11% - 15%</td>
</tr>
<tr>
<td>1 State</td>
<td>16% - 20%</td>
</tr>
<tr>
<td>2 States</td>
<td>21% - 25%</td>
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</tbody>
</table>
Are PreK teachers eligible to apply for your teacher recognition awards programs?
(out of 38 states that said yes about PreK participation)
How do PreK teachers engage with your program?
(out of 38 states that said yes about PreK participation)
Are PreK teachers eligible to apply for funding opportunities/grants?

(out of 38 states that said yes about PreK participation)

Yes 76%
No 24%
Have you developed specific PreK resources? (out of 38 states that said yes about PreK participation)

- Yes: 76%
- No: 24%

### On what topics have you developed PreK resources

<table>
<thead>
<tr>
<th>Topic</th>
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<tbody>
<tr>
<td>The 5 F's of Agriculture: Food, Fiber, Flowers, Forests, Fuel</td>
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<tr>
<td>Wild Blueberries,</td>
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<tr>
<td>Setting the Garden, Nutrition</td>
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<tr>
<td>We have lessons with PreK standards for all livestock, fruits and vegetables, and crops such as wheat.</td>
</tr>
<tr>
<td>Fruits and Vegetables, farm animals, beef and dairy, horses, wheat, pigs, poultry</td>
</tr>
<tr>
<td>Health and Nutrition, Gardening, Farm Life Experiences, Nature and Natural Resources</td>
</tr>
<tr>
<td>Garden activities</td>
</tr>
<tr>
<td>many</td>
</tr>
<tr>
<td>general farm, seasons on the farm</td>
</tr>
</tbody>
</table>
Do you find engagement with PreK teachers valuable to your program?
(out of 38 states that said yes about PreK participation)

Yes 79%
No 21%
Do you think working with PreK teachers increases agricultural literacy among PreK children? (out of 38 states that said yes about PreK participation)

- Yes: 87%
- No: 13%
Vision
Agriculture is valued by all.

Mission
Increasing agricultural literacy through K-12 Education.

Agricultural Literacy
An agriculturally literate person understands and can communicate the source and value of agriculture as it affects our quality of life.