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:
2017 – 49 reports: 7,328,745
2018 – 47 reports: 8,206,067
2019 – 47 reports: 8,189,178
Estimate the number of volunteers who conducted or assisted with AITC programs.

- 2017 (49 Reports): 44,446
- 2018 (47 Reports): 45,226
- 2019 (47 Reports): 44,898
Total number of elementary and secondary preservice teachers contacted or trained with AITC.

Total number of pre-service teachers reached:

2017 – 49 reports (27 reported preservice programs): 8,722

2018 – 47 reports (27 reported preservice programs): 9,090

2019 – 47 reports (27 reported preservice programs): 10,497

Range elementary preservice: 0 - 1,591
Range secondary preservice: 0 - 525
Range Ag Ed preservice: 0 - 358

About half of the AITC programs participate in preservice programming
Total number of elementary preservice teachers contacted or trained with AITC.

<table>
<thead>
<tr>
<th>Year</th>
<th>0-0.5 hours</th>
<th>1-2 hours</th>
<th>3-5 hours</th>
<th>6-10 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>1,078</td>
<td>405</td>
<td>1,834</td>
<td>112</td>
</tr>
<tr>
<td>2018</td>
<td>1,086</td>
<td>1,785</td>
<td>3,867</td>
<td>45</td>
</tr>
<tr>
<td>2019</td>
<td>1,188</td>
<td>1,751</td>
<td>3,970</td>
<td>63</td>
</tr>
</tbody>
</table>
Total number of secondary preservice teachers contacted or trained with AITC.

- **2017 Secondary:**
  - 0.5 hours: 224
  - 1-2 hours: 462
  - 3-5 hours: 833
  - 6-10 hours: 0

- **2018 Secondary:**
  - 0.5 hours: 181
  - 1-2 hours: 751
  - 3-5 hours: 778
  - 6-10 hours: 456

- **2019 Secondary:**
  - 0.5 hours: 125
  - 1-2 hours: 981
  - 3-5 hours: 675
  - 6-10 hours: 0
Total number of School-Based Ag Ed preservice teachers contacted or trained with AITC.
Budgets

- **2017**: Budget Range $0 - $2,410,000, Grant Range $0 - $240,000
- **2018**: Budget Range $0 - $2,564,000, Grant Range $0 - $130,000
- **2019**: Budget Range $0 - $2,410,000, Grant Range $0 - $500,000
Funding sources for state AITC budgets - 2019

No state receives direct federal on-going funds.

- 19 (45%) reported 100% private funding
- 26 (55%) 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 2019?

- 90-100%: 23 (2019)

1 program contact reported zero FTEs (volunteer)
A Look at Virginia Agriculture

Climate & Soil
• The average high temperature in Virginia is 60.5°F, while the average low is 48°F. The average annual rainfall is 43.3".
• Virginia is organized into 5 different regions, which vary widely by climate, soil, and topography. From east to west the regions are: Coastal Plain, Piedmont, Blue Ridge Mountain, Valley and Ridge, and Appalachian Plateau.
• Winters in the western part of the state can be bitterly cold while other parts of the state have longer growing seasons and temperatures that rarely drop below 0°F.
• Similarly, annual rainfall totals can vary from 33" in the Shenandoah Valley to more than 60" in the mountains of southwestern Virginia.
• Pamunkey soil is the state soil of Virginia. Pamunkey soils were first identified on a farm near Jamestown, Virginia which is known as the oldest settled farm in the United States.
• The soil in Coastal Plain region has the highest concentration of sand. West of Virginia fall line the soils are clay based, with the Valley and Ridge and Appalachian Plateau regions having clays with higher mineral content.

Crops & Livestock
• Virginia’s agricultural production is one of the most diverse in the nation due to its varying geography and climate.
• The top agricultural commodities in Virginia include broilers, cattle, dairy, soybeans and turkeys.
• Many Virginia commodities and products rank in the top 15 nationally. These commodities include: leaf tobacco, fresh market tomatoes, apples, grapes, peanuts, cotton, turkeys, and broilers.
• Virginia’s horse industry has an annual impact of over $1 billion dollars. Famed Triple Crown winner Secretariat was born in Doswell, VA.
• The cultivation of tobacco as a cash crop was a major contributing factor to the success of Jamestown, the first permanent English settlement in the new world.

General
• Agriculture is Virginia’s largest industry by far. The industry has an economic impact of over $70 billion annually and provides nearly 334,000 jobs in the Commonwealth. The industries of agriculture and forestry together have a total economic impact of $91 billion. Every job in agriculture and forestry supports 1.7 jobs elsewhere in the Virginia economy.
• The top export market for Virginia agriculture is China.
• Nearly 90 percent of Virginia farms are owned and operated by individuals or families.
• Virginia has nearly 44,000 farms, the average size of which is 181 acres. Farms cover 32 percent of Virginia’s total land area.
Do you think legislation to add agricultural literacy to state standards is necessary to increase agricultural literacy?

<table>
<thead>
<tr>
<th>Comments</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do believe it raises awareness of the importance of the agriculture industry. However, it does cause concern of information being delivered to students when staff is not trained on current agriculture topics and issues.</td>
<td>72%</td>
</tr>
<tr>
<td>It would be nice. Mandate agricultural literacy would certainly increase our profile and could benefit school systems.</td>
<td>22%</td>
</tr>
<tr>
<td>Not necessary but useful.</td>
<td>7%</td>
</tr>
<tr>
<td>I believe legislation could be extremely helpful, but it is not necessary. We can increase agricultural literacy without legislation.</td>
<td></td>
</tr>
<tr>
<td>I think it would be beneficial, but it's not a necessity!</td>
<td></td>
</tr>
<tr>
<td>Unless this is mandated, it is not likely to happen.</td>
<td></td>
</tr>
<tr>
<td>I believe agricultural literacy can increase without legislation... but legislation would provide a great incentive for schools to move quicker in adopting AITC.</td>
<td></td>
</tr>
<tr>
<td>I think it will give us some additional support when approaching schools and teachers who haven't used our programs.</td>
<td></td>
</tr>
<tr>
<td>We believe that agricultural literacy standards would be highly valuable, however with our experience in standards work, believe that developing a set of agricultural literacy standards would be a highly complex task.</td>
<td></td>
</tr>
</tbody>
</table>

Yes  No  Neither yes/no
Do you have legislation in your state requiring agricultural education/literacy standards be taught in public schools?

- Arkansas
- Georgia (Yes but part of School-based Ag Ed)
- Montana (in process)
- North Dakota (Ag in ND studies)
Does your state AITC staff train volunteers to conduct teacher professional development programs?

“We conduct teacher professional development assisted by volunteers. The volunteers aren't qualified to conduct teacher PD which is why we have this partnership”
Does your state AITC staff train volunteers to conduct student classroom presentations?

- Yes: 57%
- No: 37%
- Done by another entity: 5%
If an online agricultural literacy educator certification program was made available would you encourage volunteers to complete the course?

83% Yes

Yes  No  Maybe
If an online agricultural literacy educator certification program was available would you encourage PreK-12 educators to complete the course?

- Yes: 57%
- No*: 43%
- Maybe: 0%

*Note: 1 state said “No,” .02% of the sample
Do you evaluate your teacher professional development programs?

- Yes: 76%
- No: 24%
Do you collect follow-up surveys with teachers that attend your teacher professional development programs?

- Yes: 37%
- No, I would like to by don't have time: 43%
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)
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.