california foundation for agriculture in the classroom

literacy for life
annual report 2007
California Foundation for Agriculture in the Classroom

we strive to increase awareness and understanding of agriculture among California’s educators and students, creating an appreciation of agriculture by all.
an inspiration for teaching; a real-life illustration of theories; endless opportunities for students to learn by doing... agriculture is a unique teaching tool that not only supports the academic experience of students, but also provides them with crucial life skills and a basis of knowledge that will carry them into adulthood.

—Doug Mosebar, Chairman of the Board
California Foundation for Agriculture in the Classroom
body. mind. spirit.
The products and process of agriculture are capable of nourishing the body, mind and spirit of each of us. Students, as they begin to explore the world around them and their place in it, are particularly receptive to the great many ways agriculture can enhance the learning process. By understanding how and where their food is grown, children and their parents will be more inclined to make healthier, more nutritious choices at the supermarket, contributing to stronger bodies and sharper minds. Participating in agricultural efforts, big or small, also contributes to a student’s self-confidence. Planting seeds, pulling weeds, getting dirt under their fingernails, and working side by side with their peers to meet a common goal will do wonders to improve the overall well-being and spirit of our children.

Our goal is to enable California students to appreciate and recognize the many ways that farms and fields across our state provide food, clothing and shelter. If one student is able to recognize that carrots grow in the ground, before they’re conveniently chosen from the grocery store produce section, we have done our job.
research concludes that students who are exposed to agriculture education activities and lessons show significantly higher consumption of fruits and vegetables.
planting seeds  Children who have a hand in growing their own food become invested, interested and much more inclined to taste—and enjoy—the fruits of their labor. By planting, caring for, and harvesting food in their own school or backyard, these students will be able to draw from these experiences as they enter adulthood. They will be able to make informed food choices, and better understand agricultural practices throughout the farms and fields of California.

nutrition education  Second grade students in Dianne Swanson’s class have very selective taste. Their favorite snacks come fresh and locally grown from their school garden. “You’d be amazed at what these kids will eat. Turnips, kale, green beans. They eat peas right out of the pod, like candy,” Swanson says. With more than 350 fresh, safe and local commodities at our fingertips, healthy eating should not be an exception in our state. By working with partners such as the Network for a Healthy California, we are helping to strengthen the natural link between agriculture and nutrition education.

Research concludes that students who are exposed to agriculture education activities show significantly higher consumption of fruits and vegetables.
the anatomy of

classrooms & students
The blossoming of our efforts. It is our goal to reach today's students, tomorrow's decision makers, to give them access to the farms, fields, dairies and forests that are no longer part of their everyday experience. Our annual student writing contest, Imagine this..., challenges students to take their agricultural knowledge to creative new heights, and our student activity newspaper, What's Growin' On? continues to introduce and reiterate the importance of food and fiber production to young Californians.

our donors
Our roots and livelihood are firmly planted, and continue to strengthen due to the generous donations of individuals and businesses sharing our commitment to agricultural literacy. Your contributions, in-kind donations, along with grant funding, directly support the development of quality resources and programs for educators. Special thanks to our major donors: California Farm Bureau Federation, Allied and Nationwide Insurance Companies, and The James G. Boswell Foundation.

educational resources

teacher resources: We are pleased to provide a wealth of free resources to teachers and students aimed at increasing agricultural awareness, supporting teaching requirements and encouraging hands-on learning. In 2007, we distributed 25,000 copies of the annually published Teacher Resource Guide, 200+ pages of ag-related programs, services, and materials. Our resources also include 28 Commodity Fact and Activity Sheets, Lesson Plan CDs, and a bi-annual educator newsletter, Cream of the Crop.

web site resources: The fastest and easiest way to access ALL of our most up-to-date resources, news, and links to other helpful sites is via the web. Everything we produce is available free on our web site, www.cfaitc.org, as well as Kid's Corner, an interactive series of games. Over 5,500 subscribers receive our monthly e-newsletter, where updates, events, and fun facts are shared.
our ambassadors
More than 11,000 dedicated educators utilize our resources and spread our message in their communities. Each year we honor a select group of teachers for their outstanding efforts, and host an annual conference where educators learn innovative ways to infuse their lessons with ag-inspired examples. In public, private, charter and home schools, ag awareness is on the rise. To date, CFAITC is represented in 40% of California’s schools! Our Ambassadors truly are the backbone of our organization, sustaining us as we grow, and pushing us to new heights.

our partners
Valuable connections with partner organizations ensure that we all work together to provide the most effective resources possible. Sharing in our commitment to youth education and agriculture include the CA Dept. of Food and Agriculture, CA Dept. of Public Health, CA Dept. of Education, CA Farm Bureau, CA Women for Ag, CA School Garden Network, CA Farm-to-School, Future Farmers of America, and numerous others.
agriculture has natural ties to every core subject that is taught in the classroom.
living, breathing, teaching, feeding. we find that agriculture is everywhere. Numerous studies point to increased academic achievement among students who participate in hands-on agricultural and garden-based learning in conjunction with standard curriculum. Lessons in science, math, social studies, nutrition and language arts can all be enhanced by agriculture.

the outdoor classroom
There are endless ways to teach a child about agriculture. It can be a farm field trip to the local pumpkin patch, watching a seed sprout on a classroom windowsill, making homemade ice cream, or counting cross-sections of citrus fruit. For older students, a lesson in genetics can be illustrated with items found in the nearest produce aisle, and an investigation into the components of ethanol or fertilizer can make an excellent science fair experiment. Regardless of age, grade-point average, or subject matter, the agriculture industry is a never-ending source of real-life teaching tools, unlimited by formulas and textbooks. Agriculture looks different, tastes and smells different, and more often than not, involves practical applications and skills that students will encounter in their daily lives and into adulthood.

has natural ties to every core subject that is taught in the classroom.
our teachers

2007 outstanding teacher of the year
Dianne Swanson, Los Angeles County.
“Our garden and the larger picture of agriculture is important in my classroom, school and in the community. I use it as a springboard to teach others that agriculture is truly the basis of our society.”

Vocational agriculture teacher of the year
Kimberley Ann Miller, Orange County.
“The topic of agriculture is important to my students because it is a part of their lives that they cannot do without. From food to fiber to by-products, not a day goes by that students do not utilize agriculture in some way. Their understanding and appreciation for agriculture is strengthened throughout the entire Agriscience Academy program.”
vocational agriculture teacher of the year

bill loveridge, plumas-sierra county. “Several of my students have gone on for further education in agriculture and to have great careers in the industry. Just as important are the ones who didn’t go on in agriculture but who now have an understanding of the industry and fill roles as good citizens in our communities.”

developer of excellence for special education

christina wilkinson, san luis obispo county. “Some of my students with disabilities may never make it to the top management of the workforce. They will all, however, have the opportunity to be employed in the agriculture industry because they will understand how to transplant annuals, piece together drip irrigation, how to properly use hand tools and how to tell the difference between weeds and produce.”

make a difference.
when children feel connected to the world, they better understand their role in it.
thinking big

Our world is a big, beautiful, intricate and often complicated puzzle. In this landscape, every piece plays a critical role, and each relies on another to make the image complete. Agriculture can help give perspective and meaning to the world around us through everyday examples such as plants and animals demonstrating big-picture issues of water conservation, land use, the environment, and our food supply. Agriculture education also creates unique and interactive opportunities to practice important life skills, such as teamwork and communication. Planting a school garden, tending to a classroom pet, joining recycling efforts and other neighborhood improvement projects are all examples of ways that agriculture can benefit a child’s confidence, attitude, and social skills in addition to making a positive impact in their own community.

full circle

When students become stewards of the earth, they gain an appreciation for living things, big and small. Children will comprehend that their buried tomato seeds will grow into new tomatoes, and later become part of a salsa recipe. They can visually witness how tossing an apple core into a compost bin will help create rich, fertile soil. Such real-world teaching moments will stick with students, and remain with them for life.

When children feel connected to the world, they better understand their role in it.
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Wendell and Lana Houck
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Jim and Nancy McGufflin
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Edward and William Mason
Matsutani & Nakao, Inc.
Richard and Roberta Matties
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Edward and Christina Maurer
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McKellar Agricultural Group
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McFarlane and McFarlane
Milton McFarland
McGlew Living Trust
McKean Brothers Ranch
McKellar Agricultural Group
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# 2007 Financial Summary

## Public Support & Revenue

<table>
<thead>
<tr>
<th>Description</th>
<th>2007</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>$819,560</td>
<td>$880,870</td>
</tr>
<tr>
<td>Special Event Revenue (net of direct benefits)</td>
<td>$227,654</td>
<td>$330,199</td>
</tr>
<tr>
<td>Program Fees</td>
<td>$24,709</td>
<td>$48,675</td>
</tr>
<tr>
<td>Investment &amp; Other Income</td>
<td>$64,624</td>
<td>$52,801</td>
</tr>
<tr>
<td>Net Assets Released from Program Restrictions</td>
<td>$66,014</td>
<td>$110,668</td>
</tr>
<tr>
<td><strong>Total Unrestricted Public Support &amp; Revenue</strong></td>
<td><strong>$1,202,561</strong></td>
<td><strong>$1,423,213</strong></td>
</tr>
</tbody>
</table>

## Expenses (See Fig. 1)

<table>
<thead>
<tr>
<th>Description</th>
<th>2007</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Services</td>
<td>$872,531</td>
<td>$876,336</td>
</tr>
<tr>
<td>Promotion &amp; Fundraising</td>
<td>$204,871</td>
<td>$240,314</td>
</tr>
<tr>
<td>Management &amp; Administration</td>
<td>$62,594</td>
<td>$67,163</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td><strong>$1,139,996</strong></td>
<td><strong>$1,183,813</strong></td>
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</tbody>
</table>

## Statement of Financial Position

<table>
<thead>
<tr>
<th>Description</th>
<th>2007</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Assets</td>
<td>$1,088,882</td>
<td>$1,083,936</td>
</tr>
<tr>
<td>Endowment</td>
<td>$84,463</td>
<td>$84,463</td>
</tr>
<tr>
<td>Investments</td>
<td>$111,666</td>
<td>$68,260</td>
</tr>
<tr>
<td>Property &amp; Equipment, net</td>
<td>—</td>
<td>178</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>$1,285,011</strong></td>
<td><strong>$1,236,837</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>2007</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Liabilities</td>
<td>66,794</td>
<td>58,841</td>
</tr>
<tr>
<td>Net Assets, Start of Year</td>
<td>1,177,996</td>
<td>969,264</td>
</tr>
<tr>
<td>Increase in Unrestricted Net Assets</td>
<td>62,565</td>
<td>239,400</td>
</tr>
<tr>
<td>Increase (Decrease) in Temporarily Restricted Net Assets</td>
<td>(22,344)</td>
<td>(30,668)</td>
</tr>
<tr>
<td>Increase in Permanently Restricted Net Assets</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Net Assets, End of Year</td>
<td>1,218,217</td>
<td>1,177,996</td>
</tr>
<tr>
<td><strong>Total Liabilities &amp; Net Assets</strong></td>
<td><strong>$1,285,011</strong></td>
<td><strong>$1,236,837</strong></td>
</tr>
</tbody>
</table>