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A Message from our Chairman

It’s amazing how quickly things change in our world, our society and in our own lives. Only a few generations ago, families grew their own vegetables in a backyard garden plot, gathered eggs from a chicken coop only steps away from their homes, and made their own clothing from home-spun fiber. Children grew up knowing about agriculture because it was a part of their everyday lives.

Although times have changed, the agriculture industry is still as essential as ever. Our challenge is to create a connectivity between students and the many ways that food and fiber production affects their daily lives. These students are the next generation of consumers, employers, policy-makers, parents, voters, and yes, the next generation of farmers we will count on to feed our growing population.

California Foundation for Agriculture in the Classroom teaches children that agriculture is the backbone of our society, and that food production is more than overalls, tractors and digging in the dirt. We have identified the many creative ways that agriculture and food education can enhance subjects taught in our K-12 classrooms, and we are dedicated to sharing this knowledge with educators across the state through interactive lesson plans, standards-based curriculum, and a wide variety of resources and training opportunities.

As Californians and citizens of the largest contributor to the nation’s food system, it is our duty to ensure the stability of our society, the survival of our economy, and the preservation of our agricultural legacy. With your help, we are doing just that.

Thank you for your support of California Foundation for Agriculture in the Classroom.

Sincerely,

Doug Mosebar
Chairman of the Board
The distribution of our student newspaper, *What’s Growin’ On?* (6th edition) began in January, and demand continued solidly throughout the year. In total, 500,000 copies of the newspaper were distributed to classrooms, communities and events statewide in partnership with the CA Newspapers in Education program. Sponsored by the CA Fertilizer Foundation, this 16-page publication featured a number of fascinating agricultural themes such as honeybees, the modern and historical significance of olives, agriculture economics, plant health, alternative gardening methods, and the many uses of corn and corn byproducts. Through fun facts, activities and mini-lessons, 3-8 grade students gained an understanding of the benefits of California agriculture in engaging and rewarding ways using *What’s Growin’ On?*

In March 2008, CFAITC went to press with the first ever printed edition of *Imagine this… Stories Inspired by Agriculture.* The stories of six 3-8 grade students were selected to be illustrated and professionally published in book format. The transition from an animated video project to a published soft-back book allows teachers to use these agriculturally-themed stories to meet more teaching standards and improve reading and comprehension skills. Several of the student winners participated in a book signing with professional authors at the CA State Fair, and also presented an autographed copy of their book to Governor Schwarzenegger during Capitol Ag Day. Books have been sold at various events throughout the year for $10 each, and have served as an outstanding promotional opportunity for the contest and the Foundation. Nearly 10,500 stories were written by 3-8 graders in 2008.

CFAITC was honored to host the National Agriculture in the Classroom Conference from June 25-28 in Orange County. More than 550 educators and AITC representatives traveled to beautiful Costa Mesa to participate in make & takes, workshops and networking opportunities. Especially popular were the field trips to local agricultural sites throughout Southern California (including a pre-conference agricultural tour of Disney’s California Adventure® Park) and the interactive California Grown Zone, which gave educators from across the U.S. a chance to learn about our state’s diverse and bountiful agriculture industry. CA farmers, ranchers and grocery

**Accomplishments of 2008**
stores donated more than $4,000 worth of commodities for participants to enjoy. Feedback from participants was overwhelmingly positive, thanks to a valuable team of hard-working volunteers.

Among the many new classroom resources developed in 2008 was *Gardens for Learning: Linking State Standards to Your School Garden*, published in August. This 26-page supplement will encourage educators to use school gardens not only as a recreational opportunity, but as a teaching tool where mandated teaching standards can be satisfied. The CA Association of Nurseries and Garden Centers awarded the Foundation a grant to develop, print and distribute a teacher’s supplement to the California School Garden Network book, *Gardens for Learning*, a how-to guide to building and sustaining school gardens. The grant allowed us to align and publish the content standards adopted by the CA State Board of Education as they relate to the garden-based learning activities.

**October** was an exciting month for a few aspiring young California photographers! For the first time, CFAITC partnered with the CA Farm Bureau Federation to offer a youth category in their annual photo contest. The new Budding Artists category awarded cash prizes to two children of Farm Bureau members under the age of 13 for their delightful photographs of agriculture.

On **November** first, a comprehensive electronic survey was e-mailed to our list of Ambassadors in hopes of gaining feedback on the effectiveness of our programs and resources. The survey was received by more than 3,000 individuals, with a 5% response rate. Of those who participated in the survey, 85% of respondents reported to have used CFAITC programs and/or materials in their classrooms. Of this total, 94% of teachers agree that their students have developed an appreciation for agriculture as a result.

In **December** 2008, CFAITC completed a brand new five-lesson teaching unit, *Milk Matters! Discovering Dairy*. Funded by the CA Milk Advisory Board, this curriculum invites 4-6 grade students to investigate many aspects of the dairy industry while satisfying requirements in science, physical education, English-language arts, history-social science, mathematics and visual arts. From investigating the historical significance of dairy breeds to conquering mathematical business challenges, this new resource will help students understand why milk matters.

**ts of 2008**
It’s been a long time since my fifth grade agriculture program, but I still have fond memories of my experience tending chickens with my classmates at Valley Center Elementary Upper School.

A few times each week, Mrs. Anderson’s class would help take care of the plants and animals that were kept on our school’s small farm. Our biggest responsibility involved tending the chickens and harvesting their eggs. We fed the chickens and cleaned the coops. We collected, cleaned, sorted, and packaged their eggs into cartons that we sold after school for a small profit. I look back on these experiences with a sense of pride and I have a great appreciation for farmers. I buy Valley Center eggs whenever I have the chance.

During this past election season, I was able to draw upon the knowledge and lessons I learned as they related to the recent Proposition 2 ballot measure. Initially the proposition seemed to be a straightforward call to protect farm animals. However, the measure made it seem that the majority of egglaying hens are mistreated, kept in cages that restrict all movement, or live in conditions that could be deemed inhumane. The bill ignored the fact that the large majority of animals are kept in conditions that already meet the bill’s standard—that they can lie down, stand, and flap their wings within the cage.

Having had a hand in raising chickens, I was skeptical of the proponents’ arguments. I found it counter-intuitive that farmers would willfully risk the health of their animals, especially when their livelihood depends on keeping the animals happy and healthy.

In fact, I think my fifth grade class could prove to anyone that healthy and happy chickens produce more eggs. I think you would be hard-pressed to find any professional egg farmer that treated their animals any differently, and I couldn’t in good conscience put so many farmers at risk by requiring such an unnecessary and wasteful measure.
CALIFORNIA FOUNDATION FOR AGRICULTURE IN THE CLASSROOM
AN ACCOUNTING OF MONIES FROM 2008

PUBLIC SUPPORT AND REVENUE:

<table>
<thead>
<tr>
<th>Description</th>
<th>2008</th>
<th>2007</th>
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</thead>
<tbody>
<tr>
<td>CONTRIBUTIONS</td>
<td>$859,415</td>
<td>$819,560</td>
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<tr>
<td>SPECIAL EVENT REVENUE</td>
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<td></td>
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<tr>
<td>(NET OF DIRECT BENEFITS)</td>
<td>125,229</td>
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<tr>
<td>PROGRAM FEES</td>
<td>205,235</td>
<td>24,709</td>
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<tr>
<td>INVESTMENT &amp; OTHER INCOME</td>
<td>(23,614)</td>
<td>64,624</td>
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<tr>
<td>NET ASSETS RELEASED FROM PROGRAM RESTRICTIONS</td>
<td>46,831</td>
<td>66,014</td>
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<td>TOTAL UNRESTRICTED PUBLIC SUPPORT AND REVENUE</td>
<td>$1,213,096</td>
<td>$1,202,561</td>
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EXPENSES:

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<th>Description</th>
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<tr>
<td>PROGRAM SERVICES</td>
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<td>PROMOTION AND FUNDRAISING</td>
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<td>MANAGEMENT AND ADMINISTRATION</td>
<td>59,215</td>
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<td>TOTAL EXPENSES</td>
<td>$1,345,548</td>
<td>$1,139,996</td>
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STATEMENT OF FINANCIAL POSITION

ASSETS:

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<th>Description</th>
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<tr>
<td>CURRENT ASSETS</td>
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<td>INVESTMENTS</td>
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<td>PROPERTY AND EQUIPMENT, NET</td>
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<td>TOTAL ASSETS</td>
<td>$1,171,448</td>
<td>$1,285,011</td>
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LIABILITIES AND NET ASSETS:

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<tr>
<th>Description</th>
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<th>2007</th>
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<tr>
<td>CURRENT LIABILITIES</td>
<td>65,414</td>
<td>66,794</td>
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<td>NET ASSETS, START OF YEAR</td>
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<td>1,177,996</td>
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<td>INCREASE (DECREASE) IN UNRESTRICTED NET ASSETS</td>
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<td>INCREASE (DECREASE) IN TEMPORARILY RESTRICTED NET ASSETS</td>
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<td>(22,344)</td>
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<td>INCREASE IN PERMANENTLY RESTRICTED NET ASSETS</td>
<td>-</td>
<td>-</td>
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<tr>
<td>NET ASSETS, END OF YEAR</td>
<td>1,106,034</td>
<td>1,218,217</td>
</tr>
<tr>
<td>TOTAL LIABILITIES AND NET ASSETS</td>
<td>$1,171,448</td>
<td>$1,285,011</td>
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California Foundation for Agriculture in the Classroom is a gateway to future generations of informed, engaged and educated Californians.

– A.G. Kawamura, Secretary of the California Department of Food and Agriculture

$75,000+
California Farm Bureau Federation

$50,000+
The James G. Roswell Foundation United States Department of Food and Agriculture Wal-Mart Stores, Inc.

$10,000+
Bank of America Foundation Oreggia Family Foundation

$10,000+
California Asparagus Commission California Teachers Association Farm Credit American AgCredit Farm Credit West Fresno-Madera Farm Credit Northern California Farm Credit Health Net of California Jim Hicks and Company Bob Johnson Syngenta Crop Protection, Inc. Wells Fargo Edwin and Jeanne Woods Family Foundation Zehnbach Insurance Company

$7,500+
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$5,000+
California Beef Council California Department of Food and Agriculture CAPCA Don Diego Fund Olive Hill Greenhouses Olson Foundation Paramount Farms Western Growers

$2,500+

$1,500

$1,000+


$500
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CALIFORNIA FOUNDATION FOR AGRICULTURE IN THE CLASSROOM IS A GATEWAY TO FUTURE GENERATIONS OF INFORMED, ENGAGED AND EDUCATED CALIFORNIANS.

– A.G. Kawamura, Secretary of the California Department of Food and Agriculture

$275,000+
$50,000+
$10,000+
$10,000+
$50,000+
$20,000+
$10,000+
$7,500+
$5,000+
$2,500+
$1,500+
$1,000+
$1,000+
$7,500+
$5,000+
$2,500+
$1,500+
$1,000+
$1,000+
$750+
$500+
“WE NEED TO TEACH STUDENTS EARLY ON WHAT AGRICULTURE IS ALL ABOUT. YOU DON’T HEAR KIDS SAY THEY WANT TO GROW UP AND BE A FARMER, AND YOU DON’T SEE VIDEO GAMES OR TOO MANY MOVIES ABOUT FARMING OR RANCHING – IT’S NOT A PROFESSION WITH THE GLITZ AND GLAMOUR AND INSTANT GRATIFICATION THAT SO MANY IN THIS SOCIETY HAVE COME TO EXPECT. AG IN THE CLASSROOM IS WORKING TO MAKE AGRICULTURE FUN, CAPTIVATING AND RELEVANT. THANK GOODNESS FOR THAT!”

— Terri Cook, Village Nurseries and mother of 5th grade student
“AGRICULTURE is the basis behind our necessities to survive. I enjoy exposing my students to areas in agriculture that are unfamiliar to them. Why is it important to teach agriculture? We eat it, live it, breathe it and are a part of it.”

– Suzanne Squires, 7th-8th grade teacher, Santa Barbara County
The most exciting part is watching the children trying cauliflower cut from the field and see the protective leaves stripped away, they just become immersed in eating things that they normally would not eat at home. When

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Clayton and Paulnette Haynes
Betsy Hayward
Heenan Ranch
Laurie and Robert Hurt
Lawrence and Delores Hartwig
Robert and Joyce Hayes
Clayton and Paulnette Haynes
Betsy Hayward
Heenan Ranch
"The most exciting part is watching the children trying cauliflower cut from the field and see the protective leaves stripped away, they just become immersed in eating something right off from the field."

— Glenn Tanaka, Tanaka Farms and Student Farm Tours (Irvine, CA)
"We’ve laid a solid foundation for the study of agriculture to thrive in our classrooms...our students must be keenly aware of this industry’s impact on our state and how it affects their health, fitness, and, in a word, their lives."

— Jack O’Connell, State Superintendent of Public Instruction
thank you from the bottom of our hearts

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