

Cream *of the* Crop

A Harvest of Ideas for Educators

Vol. 16, No. 2

Spring, 2003

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California Foundation for
Agriculture in the Classroom

Spring event explores ag

Curricular ideas will flow and resources will be well worth poring over at this spring's *Ag in the Classroom Symposium*, which will focus on "Connecting Students with their Roots."

The second annual Symposium, May 15-17 in Redding, will appeal to educators of all grade levels. Its emphasis is the history-social science aspect of agriculture and natural resources; the content, however, can be made applicable to all curricular areas.

Turtle Bay Exploration Park, hosting the first day's activities, provides an ideal location to enhance hands-on workshops, presentations and tours demonstrating the use of ag themes in teach-

ing content standards. The relatively new facility tells the story of California's north state region and its people through gardens, trails, wildlife exhibits, and an impressive 34,000 square-foot museum. It's a field trip in itself!

Farmers and ranchers will address the group during tours on the second day, providing a personal perspective on production ag. Their insight helps educators to share with students how much producers and non-agricultural people depend upon each other.

Registration of \$70 is due

May 1, but it's possible to save \$20 by submitting all registration materials by April 1. One Continuing Education Unit is available through CSU, Chico for \$45 for those who attend the entire event.

Registration information is available from the Foundation at 800/700-AITC or on the Web at www.cfaitc.org/Symposium.

The *Symposium* is coordinated by the Foundation with cooperation from Turtle Bay Exploration Park, Shasta County Farm Bureau and California State University, Chico.

Extra, extra, read all about it – ag, that is!

The premier issue of of the Newspapers in Education (NIE) agricultural supplement "What's Growin' on in California?" made such a splash last year that a second, all-new edition is slated for late-March delivery.

This year's edition focuses on how California produces food that winds up around the world. It is written and formatted to appeal specifically to the middle school crowd.

A bonus this year is the addition of a 20-page teacher's guide, which will be distributed to

See Extra, page 3



Workshops, like the one led at Symposium 2002 by Jeff Centoni, help teachers gain useful ideas for teaching about ag in their classrooms.

Curricular
ideas will
flow and
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poring over.

Annual school garden conference set for April 5 in Los Angeles

Southern California educators – take note! The fifth annual *A Garden in Every School Conference* is coming up fast. “On Your Mark... Get Set... Grow!” is the theme for this year’s event, to be held April 5 at Dorsey High School in Los Angeles.



Educators learn the ins and outs of gardening and link gardens to classroom instruction.

The conference is organized specifically for educators of the Los Angeles Unified School District (LAUSD), but all teachers are welcome. This year’s planners anticipate participation of about 400.

Workshop themes and exhibitor stations will feature topics like:

- ◆ Starting and maintaining a garden;
- ◆ Funding a school garden;
- ◆ Connecting the garden with healthy eating choices;
- ◆ Ideas and resources from LAUSD Nutrition Network;
- ◆ Links to ag literacy organizations offering free or low-cost teaching resources about agriculture, life science and, specifically, school gardening; and
- ◆ Meeting state content standards while teaching in school gardens.

The one-day conference is coordinated by PASE (Partnership for Agriculture and Science Education), which is dedicated to providing ag- and science-based information to LAUSD students, teachers, parents and administrators. PASE is made up of over 30 statewide organizations.

Registration materials are available by calling the Nutrition Network Office at 818/761-3967 (in North Hollywood) or by downloading them from the Web at www.lausdnutritionnetwork.org.

Take on a professional challenge!

Workshops at the annual Ag in the Classroom Conference, Oct. 23-26, are a cornerstone of the Foundation’s effort to spread ag literacy ideas. To ensure a variety of quality topics, the Foundation is soliciting proposals for workshop presentations from educators who have winning classroom ideas to share.

Take the challenge! If you have a classroom style that *really works*, let us know. Workshop presenters receive complimentary registration to the Conference (valued at \$225) or a \$150 cash stipend. The experience adds nicely to a personal vita; recognition of professional growth by one’s own district doesn’t hurt, either!

Call Tricia Stever at 800/700-AITC for more information, or download a proposal form from the Web at www.cfaitc.org under Conference. We’re interested in hearing from you!



Workshops are popular at the Conference. Participants get hands-on experience they can take straight back to their classrooms.

Agricultural Facts

Did you know...

One bushel of **wheat** will produce 73 one-pound loaves of bread. The average American eats up 53 of those loaves each year. (CA Farm Bureau’s “Farm Trivia,” Summer 2002)



We all know that a **tomato**, though thought of as a vegetable, is really a fruit. Well... it’s way past time to think again! In 1893, the U.S. Supreme Court ruled the tomato a vegetable for purposes of import taxes. The justices declared that tomatoes – cooked and served as vegetables, not fruit – should be taxed as a vegetable. Anyone want to argue with the Supreme Court? (CA Farm Bureau’s “Farm Trivia,” Summer 2002)



What does **corn** have to do with soft drinks? Every major non-diet soft drink is sweetened with high-fructose corn syrup. One bushel of corn produces enough corn sweetener to sweeten 413 cans of soda! (Illinois Ag Mag, Issue 11)



Packaging can make all the difference in the world! Since 1996, **cabbage** harvest has increased nearly 30 percent. This meteoric rise is due largely to packaged cole slaw and fresh-cut salads, which account for roughly half of all the cabbage consumed in the nation. (Ag Alert, Jan. 22, 2003)



California produces enough **cotton** each year to make 2.1 billion men’s dress shirts, 560 million bed sheets, or 2.2 billion bath towels. (CA Farm Bureau’s “Amazing Water Facts”)



Celebrate agriculture in a number of ways! Start with **Youth Art Month** in March and encourage some creativity. March 1 is **National Pig Day**; March 8 is **Genealogy Day** (dig up that family tree for ag roots!). April is **National Poetry Month and Straw Hat Month**, not to mention **Explore Your Career Options Week** April 14-18. May offers national status to hamburgers, salsa and eggs. For a list of other special dates, check the on-line calendar at www.cfaitc.org.

Tips on developing a strong grant proposal

By Caryl Henderson
CFAITC Director of Development

Talk is all around about budget deficits and program cuts. Government funding for schools and education is on the chopping block, and teachers are wondering how they'll provide quality learning experiences with fewer resources. *Alternative funding sources is one answer.*

Grants are no magic bullet to solving funding needs, but they are successful elements in supporting educational programs. Local service organizations such as Kiwanis, Rotary or garden clubs shouldn't be overlooked and may require only a well thought out letter describing the project to be funded. Corporations, businesses and foundations, however, usually require much more.

Such granting organizations often provide guidelines for submitting a proposal. *Follow these guidelines precisely.*

A solid proposal includes the following basic components.

- ◆ Proposal Summary
- ◆ Introduction of Your Organization
- ◆ The Problem Statement
- ◆ Project Objectives
- ◆ Project Methods and Design
- ◆ Project Evaluation
- ◆ Future Funding
- ◆ Project Budget

This is the general order in which a proposal will be packaged. Yet, *thinking about* and developing the grant may make more sense if tackled in the following order.

Make the case for funding. This is the basis for your entire proposal. Describe the problem or the reason for your need

for money. Information should be factual and directly related to that problem. Describe who will benefit and how; include barriers or challenges you will face.

Define the objectives. What results are anticipated? Directly connect them to the case for funding. *Describe specific, measurable resolutions...* i.e., what the children will learn in math, science, observation writing, real life experiences, etc.

Describe the project methods and design. This is the plan of action for *creating* the project you propose. *Provide details!* Highlight innovative features and use references to back up your reasons for why this plan will work. Remember the relationship between this and the budget.

How will you evaluate the project results? You eventually will need to verify results relative to the outcomes you proposed earlier. Determine now how to accountably measure the results, both related to the project and the process.

Introduce your organization. Help the grantor understand who you are and the quality/credibility of your organization. Describe goals, philosophy and success stories. Don't take this step for granted!

Where will future funding come from? What other funding sources will enhance the project? Funders want to see collaborative efforts. List both cash and in-kind commitments. Discuss continuation of a funding need. Is this a one-time-only request, or will ongoing funds be needed?

Develop a budget. Create dollar values for activities described in the plan of action *and* evaluation sections. Include in-kind donations and other funding sources.

Summarize. Though developed last, the summary is packaged at the front of the proposal as a cover letter or separate page. Be brief, only a few paragraphs, but encompass the key points you've thoughtfully developed in the above seven steps. 🐦

Resources to Explore

www.grantstech.com – Guide to Winning Grants

Gives writing guidance and links to funding sources and grant writing tools.

www.schoolgrants.org – School Grants
Offers how-to's and sample proposals.

League of CA Community Foundations
Helps grant seeker to locate a community foundation in their region.

www.cdfa.gov/public/cat-writing.htm – The Catalog of Federal and Domestic Assistance

Provides how-to's and links to resources.

Nonprofit Resource Centers

Central locations aid in researching grant availability. This is a partial list. Find the complete list at www.cfaitec.org; type "Non-profit" in the Search Box.

Center for Nonprofit Resources
Shasta Regional Community Foundation
2280 Benton Dr., Building C, Suite A
Redding, CA 96003 530/244-1219

Resource Center for Nonprofits
The Volunteer Center of Sonoma County
153 Stony Circle, Suite 100
Santa Rosa, CA 95401 707/573-3399

Nonprofit Resource Center
Sacramento Public Library
828 I Street, Second Floor
Sacramento, CA 95814 916/264-2772

The Management Center
870 Market Street, Suite 800
San Francisco, CA 94102 415/362-9735

Nonprofit Advancement Center
Fresno Regional Foundation
3425 No. First Street, Suite 101
Fresno, CA 93726 559/226-0216

Nonprofit Support Ctr. of Santa Barbara Co.
2950 State Street, Suite A
Santa Barbara, CA 93105 805/687-8560

Center for Nonprofit Management
606 South Olive Street, Suite 2450
Los Angeles, CA 90014 213/623-7080

Funding Information Center
San Diego Community Foundation
1420 Kettner Blvd., Suite 500
San Diego, CA 92101 858/239-8815

Extra, extra...

Continued from page 1

participating educators in advance.

Newspapers distributing the supplement are the Sacramento Bee, Fresno Bee, Modesto Bee and Monterey County Herald. **Educators in these circulation areas must make contact by March 12 directly with their newspaper to receive a class set of *What's Growin' On*.** Contact the newspaper using only the means listed below:

- ◆ **Sacramento Bee:** www.sacbee.com/nie;
- ◆ **Fresno Bee:** nie@fresnobee.com or call 559/441-6429;
- ◆ **Modesto Bee:** jpollard@modbee.com or call Janet Pollard at 209/578-2126; and
- ◆ **Monterey County Herald:** jfindlen@montereyherald.com.

A planned overrun will provide a classroom set to teachers outside of the area served by these papers. However, supplies will be limited, so requests should be made promptly by contacting the Foundation at 800/700-AITC or at cfaitec@cfbf.com. 🐦

Explore earth's water supply during May

Advances in technology prove ag careers aren't just about food and fiber production

Careers in agriculture aren't only about farming and food/fiber production. Scientists, engineers and others have helped make a huge difference in the world of ag by funneling their efforts into research and development of an agricultural nature.

Water is a good example. As recently as 60 years ago, irrigation was a relatively primitive task. It occurred primarily by flooding fields or by transferring water in furrows. This got, and in some operations today still gets, the job done. But a significant amount of water evaporates or seeps away before intended plants benefit.

In the last 60 years, advancements in irrigation technology have developed in response to such flaws. Flaws are a great catalyst for change!

The chart, below, compares data from 1960 to 1995. Technological advancements – irrigation pipe and sprinklers, drip irrigation, laser leveling, microsprinklers and misters are a few – have helped to increase total crop production by 83 percent while using only seven percent more water. Crop production per acre increased by an amazing 61 percent!

This couldn't have occurred without the many great minds in careers that support agriculture. Remind your students that agriculture isn't just about production!

	1960	1980	1990	1995
Amount of Water Applied by Irrigation	28.5 mil. acre feet	35.6 mil. acre feet	31.1 mil. acre feet	30.4 mil. acre feet
Amount of Acreage Irrigated	8.4 mil. acres	9.9 mil. acres	9.5 mil. acres	9.5 mil. acres
Tonnage of All Crops Produced	32.7 mil tons	51.3 mil tons	57.3 mil tons	59.7 mil tons
Total Farm Value	\$3.2 billion	\$13.7 billion	\$18.3 billion	\$22.1 billion

Sources: CA Department of Water Resources, California Water Plan; CA Department of Food and Agriculture, Annual Statistical Reviews.

May is Water Awareness Month – a time to encourage students to become absorbed in the world of water. Help them get their feet wet by encouraging classroom discussion of this valuable and limited resource.

California receives an incredible 193 million acre-feet of water each year from precipitation – rain, snow, sleet and hail.

It's reasonable to believe that today's students will be faced with monumental decisions regarding limited water availability.

An acre-foot is the amount of water it takes to cover an acre of land one foot deep. An acre is roughly the size of a football field. That amounts to about 326,000 gallons in one acre-foot.

Well over 100 million acre-feet are lost annually to evaporation and seepage into groundwater. What remains – about 71

million acre-feet – is, according to the Water Education Foundation, roughly divided up into *environmental wetlands and river flow* (64 percent), *agricultural use* (28), *municipal/industrial use* (seven), and *miscellaneous* (one).

On the surface, 71 million acre-feet seems like a lot of water. But, as earth's population rises, so will its water consumption. It's reasonable to believe that today's students will be faced with monumental decisions regarding limited water availability. In fact, officials feel that major shortages of water could occur as early as 2020.

So how does one encourage students to recognize that all the talk about water and its conservation is serious business? The activity, below, may help them gain a deeper appreciation of how actions today can affect today's – and tomorrow's – water supply. Who knows? Maybe they'll be moved to cut their hot showers to five minutes, a typical savings of 15 gallons, or to use a bucket when washing cars instead of running the hose, an average savings of 85 gallons!

Activity to Determine
Earth's Water Supply

This simple activity clearly demonstrates how much of the earth's water is fresh and available for human consumption.

Materials Needed

- ◆ One gallon container (i.e. an ice cream bucket)
- ◆ Half cup measuring cup
- ◆ Clear medium-sized bowl
- ◆ Eyedropper
- ◆ Small non-porous plate

Procedure

1. Fill a one-gallon container with water.
2. Pour a half-cup of water out of the one-gallon container and into the clear bowl. The water in the bowl represents all of the *fresh* water on earth, which is less than three percent of the total. Fresh water is found in lakes, rivers, groundwater, ice and living things. The 15 1/2 cups that remain in the one-gallon container represent salt water. We cannot use salt water.
3. With an eyedropper, drop one drop of water from the half-cup onto a small plate. This one drop represents the freshwater that is available for our use. This water is found in rivers and lakes. The rest of the water in the half-cup is deep groundwater, bound up as soil moisture, biomass water, or water in the atmosphere.

Where in the world is the water?

Oceans	97.3%
Ice	2.19%
Groundwater	0.5%
Soil Moisture	0.005%
Atmosphere	0.001%
Inland Lakes	0.018%
Rivers	0.000096%

Information provided by the Illinois Ag Mag, Issue #22

Resources inspire explorations into agriculture



■ **Buried Treasures: Roots and Tubers** (Grades 4-8) Fun-filled look at the history of white and sweet potatoes, cassava, carrots, turnips, beets and radishes – important edible roots and tubers. Examines their discovery and migration, as well as roles in cooking, technology, and culture. Part of the *Plants We Eat* series. \$26.60 hardbound. *Meredith Sayles Hughes, Lerner Publications Co., 1998.*

■ **A Farm Through Time: The History of a Farm from Medieval Times to the Present Day** (Grades K-8) Follow a farm as it develops from a small piece of land rented from the local lord of the manor in the 9th century into a large, mechanized farm of the 21st century. Brief text bolsters detailed illustrations. \$17.95 hardbound. *Angela Wilkes, Eric Thomas, DK Publishing, Inc., 2001. www.dk.com*



■ **Farmer's Market** (Grades 3-5) Colorful, behind-the-scenes look at families with stalls at midwestern farmers' markets. Shows how families work together to grow food and flowers from spring to fall. \$23.93 hardbound. *Marcie R. Rendon and Cheryl Walsh Bellville, Carolrhoda Books, 2001. www.lernerbooks.com or 800/328-4929.*

■ **Becoming Felix** (Grades 3-6) A young boy, whose loves include his family's dairy and a clarinet he inherited from his grandpa, finds himself having to make some tough choices. Through it all, he finds unexpected strength. \$16 paperback. *Nancy Hope Wilson, Farrar Straus Giroux, 1996.*

■ **Growing Colors** (Grades K-2) Crisp photography links a rainbow of children's favorite colors to beautifully photographed fruits and vegetables. \$5.95 paperback. *Bruce McMillan, HarperCollins Publishers, 1988. www.harperchildrens.com*

■ **Out of the Dust** (Grades 3-7) Sparsely-written verses comprise entries in a fictional journal of the brutal reality of life on a farm during the Dust Bowl. Newbery Award Winner. \$4.99 *Karen Hesse, Scholastic, 1997.*

■ **Kids Cook Farm-Fresh Food** (Grades 2-7) Take learning beyond the classroom. Garden-based activity guide develops a deeper understanding of where food comes from, the roles of land and weather, and how farmers get produce to the public. Each chapter features a fruit or veggie. Includes recipes, gardening activities, and profiles of real farms. Matrix displays specific content standards in math, English-language arts, science and history-social science. 247 pages. \$15. *CDE Press, P.O. Box 271, Sacramento, CA 95812 800/995-4099 FAX 916/323-0823 www.cde.ca.gov/cdepress*

■ **Posters** (Grades 3-12) Three 20" x 27" posters are free to educators. "Common Trees in California," "Forest Management Practices," and "The Forest Cycle." Free. *The Forest Foundation, 853 Lincoln Way, Suite 208, Auburn, CA 95603 877/737-5268 www.calforests.org/foundation*

■ **Sunkist: Growing the Future** (Grades 5-12) 10-minute video tells the story of Sunkist, its cooperative history and its current marketing operation. Viewers will learn about the picking and packing of citrus fruit, its nutritional values and uses, and information on the "business" of marketing through a grower-owned cooperative. Free. *Video Placement Worldwide, 25 Second St. North, Suite 120, St. Petersburg, FL 33701-9862 Fax: 800/358-5218 www.vpw.com*

■ **Photo Bingo - Fresh Produce** (Grades K-8) Designed to help students build their vocabulary and expressive communication skills. Set features 40 fresh fruits and vegetables with 20 full-color Bingo Boards, 40 calling cards, Bingo matching mat, 180 Bingo chips, and instruction guide. Item # PCI1163SAA \$31.95 + t/s/h *PCI Educational Publ., P.O. Box 34270, San Antonio, TX 78265 888/259-8284 www.SpecialEd.net*



■ **California Agricultural Resource Directory, 2002** (Grades K-12) New! Invaluable data about California agriculture based upon the most recent figures and statistics from the CA Dept. of Food & Ag. \$15 (check made payable to CASS/CDFA) or downloadable from the Web. *California Ag Statistics Service, P.O. Box 1258, Sacramento, CA 95812-1258 www.cdca.ca.gov under "Publications."*



■ **Web sites worth exploring!** (Grades K-12) The following sites are just a handful of the many that have pages made for students and/or teachers. Check them out if you're looking for information on:

Artichokes: www.artichokes.org
Asparagus: www.calasparagus.com
California fruit: eatcaliforniafruit.com
Carrots: www.grimmway.com
Colleges: www.californiacolleges.edu
Eggs: www.aeb.org
Honey: www.honey.com
Science & Ag: www.naturalinquirer.usda.gov

New! From the Foundation

■ **Teacher Resource Guide 2003** The newly printed edition of this favorite teacher resource will be available in early April. It's free & loaded with new and favorite resources!

■ **Agricultural Awareness Through Poetry** (Grades 9-10) In this updated lesson, students see how poets have used agriculture as a theme in their works. As part of the lesson, students write a poem about how and why agriculture is important to people today. Aligned to the Content Standards for CA Public Schools. \$2 plus tax, or download for free.

■ **Fresh Fruits and Vegetables for Health** (Grades 4-6) This comprehensive unit contains five lessons designed to teach about the production, distribution and nutritional value of California's fresh produce. Students gain knowledge in geography, language arts, science and math as they learn the processes fruits and vegetables undergo as they travel from farm to table. Aligned to the Content Standards for CA Public Schools. \$10 plus tax, or download for free.

■ **Ag in the Classroom E-newsletter** For educators of all grade levels, this electronic monthly newsletter provides brief updates on news, activities and resources of interest to AITC educators and others. Free subscription requires submitting an e-mail address, with request to subscribe, to cfaitc@cxfb.com.

To order above resources, contact:
CFAITC, 2300 River Plaza Drive,
Sacramento, CA 95833-3293 800/700-AITC
FAX: 916/561-5697 e-mail: cfaitc@cxfb.com
www.cfaitc.org

National Ag Week: March 16-22

Friday, March 21 doesn't need to be just another end to just another week. Make it special – it's **National Agriculture Day (NAD)**! This special day has roots. It's been celebrated on the first day of spring for over 30 years. But, often it gets overlooked. This year, give a nod to NAD and help boost the awareness of how agriculture is importance to us all in many, many ways.

Large events like Farm Days and art contests draw schoolwide attention to ag. But full schedules can prevent large events from being possible. Remember that small efforts can explore the nooks and crannies of day-to-day life that agriculture supports. Try the ideas below.



Incorporate short discussions throughout the week about your own county's agricultural contribution – what's growin' locally?

Poll students on their "fresh food favorites." Graph their answers, calculate percentages, draw individual responses artistically, compare nutritional values... many curricular offshoots can utilize this data. Dig into the local angle. Which of the favorites are grown in your county? What is their economic contribution to the county's gross value of production and sales? What local

jobs are related to the field-to-table journey of these foods? Consider such jobs as mechanic, trucker, clerical assistant, fuel supplier – agriculture supports more than just the farmer! Get county-specific information from County Agricultural Commissioners or from the CA Department of Food and Agriculture's *2002 Agricultural Resource Directory* (see Resources, page 5).

Emphasize that agriculture isn't just food.

Explore how production agriculture contributes in non-food ways. Take flowers, for instance. Flowers are a traditional element linked to many of our cultural celebrations – weddings, funerals, get well and congratulatory wishes. Flowers are big! In 2001, they ranked *seventh* in California's top 20 commodities. In just the wholesale market, cut flowers and foliage are valued at more than *\$330 million annually*. Take it to the retail level and California florists bolster employment figures by approximately

11,000. Stress that agriculture is commonly a "hidden" support in the structure of our daily lives. For example, wrist corsages for the prom wouldn't be so easy to come by without agriculture! Help students correlate agriculture's link to our culture by guessing what four months are tops for flower sales and why: February (Valentine's Day), April (Easter), May (Mother's Day) and December (Christmas). In what other ways do we depend upon farmers to produce an ample supply of flowers? 🌱

Calendar

National Ag Week ; National Ag Day
March 16-22; 21: See story, left.

Farm Water Poster Contest

April 1 Deadline: California 4th graders can compete with posters depicting water's value to agriculture. \$100, \$50, \$25 savings bonds for top three winners. Contact CA Farm Water Coalition, 717 K St, Suite 510, Sacramento, CA 95814 916/441-7723 www.cfwc.com.

Kids Growing w/ Dutch Bulbs Awards

April 1 Deadline: Apply for one of 500 school awards to win 200 premium Dutch flower bulbs. Applications available at www.kidsgardening.com/grants/Dutchbulbs1.asp.

"A Garden in Every School" Conference

April 5: Harvest gardening tips and resources! See story, page 2. Call the Nutrition Network Office at 818/761-3967 or explore www.lausdnutritionnetwork.org.

California Way to Grow! Youth Garden Recognition Program

April 15 Deadline: Statewide program recognizes youth garden projects promoting ag literacy, healthy lifestyles, community service. Open to youth groups and schools. Very special awards! Call Susan Gloeckler, 805/662-6943 or explore www.jmgkids.org.

AITC Symposium: Connecting Students with their Roots

May 15-17: Resources galore; one CEU available! See story, page 1. Check www.cfaitc.org under Symposium, or call the Foundation at 800/700-AITC.

National AITC Conference

June 24-28: "Cows, Crops and Country Music," Nashville, TN. Three days of professional exchange, education in ag, and country entertainment! www.agclassroom.org.

California AITC Conference

Oct. 23-26: San Mateo Marriott. Friday - Sunday conference for K-12 educators and ag lit volunteers. Load up on resources and ideas. For information, contact the Foundation at 800/700-AITC.


Cream of the Crop

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