

## **APPENDIX B**

### **Multistate Research Coordinating Committee Information Exchange Group For Agricultural Literacy Proposal**

**Project or Activity Number:** WCC-207

**Requested Duration:** From **October 1, 2001** to **September 30, 2006**

**Title:** **Agricultural Literacy**

**Statement of Issue and Justification:** Nunnery (1996) noted that Agricultural Literacy efforts must build a framework for understanding agriculture from a variety of perspectives and viewpoints. He believed it should inspire and empower independent thinking, a positive activism toward food and agricultural issues, and support of education initiatives. Currently no general (universal) system to assess programmatic effectiveness and ultimately learner outcomes exists in order to evaluate success and impact of agricultural literacy programs across the country. The purpose of this committee is to improve the understanding of the critical significance agriculture plays in our quality of life and the quality of our environment; locally and globally. Specifically, agricultural literacy will be addressed in the following areas: Food and Fiber Systems: Understanding Agriculture; Historical, Cultural, and Geographic Significance of Agriculture; Science: Agricultural-Environmental Independence; Business and Economics; and Food, Nutrition, and Health. A more agriculturally literate society means a better-educated populace, which can make better decisions as citizenry and as consumers. In addition, more people will be exposed to agricultural opportunities, as agricultural literacy improves, and will be more likely to enter agricultural science careers.

Stakeholders of this committee are College of Agriculture Faculty, USDA's Ag in the Classroom (AIRC) Program under the auspices of the USDA CSREES and public school teachers who can integrate agricultural knowledge and concepts into their curriculum.

#### **Objectives:**

1. Identify and describe the organizational structure of AIRC state programs;
2. Identify and describe those components and practices, which correlate with AIRC program success;
3. Determine the relationship of AIRC programs on learner outcomes.

### **Expected Outcomes and Impacts:**

1. Development of a process to obtain categories and organize AITC baseline knowledge and data. The information would be assembled in a research report and be used as a benchmark for the remainder of the committee's existence and for further research;
2. Identify those specific components and practices, which correlate with AITC measurable program successes. These would specifically include:
  - Quality and Comprehensive program indicators that delineate program success, and
  - Data collected which supports analysis of successful components and correlates significant impacts with organizational structure, funding practices, and learner outcomes;
3. Determine the significant impacts of AITC measurable program successes, which include:

Research outcomes that will serve as a mechanism to develop a model, which results in AITC changes for success measured by increases in efficiency and program effectiveness.

Demonstrated increase in students' knowledge and appreciation of agriculture (agriculture literacy) as it relates to science, technology, society, economics and global issues; resulting in a better informed citizenry, consumers, and a future agriculture workforce (i.e., business leaders, scientists, educators).

**Internal and External Linkages:** Include a complete table of resources utilizing the format in Appendix E. **See next page.**

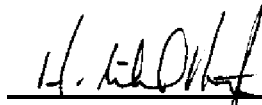
## Internal and External Linkages

Name & Email	RPA	CRIS Codes		Personnel	Agency/Institution	Objective # and Description
		SOI	FOS			
Thompson, G, <a href="mailto:greg.thompson@orst.edu">greg.thompson@orst.edu</a>	903	610 650	320	SY .10	Oregon State University	# 1 Baseline Know and Data
Elliot. J. <a href="mailto:elliott@ag.arizona.edu">elliott@ag.arizona.edu</a>	903	610 650	320	SY .10	University of Arizona	# 3 Measurement of Learner Outcomes
Frick, M.J. <a href="mailto:uadmf@montana.edu">uadmf@montana.edu</a>	903	610 650	320	SY .10	Montana State University	#2 AITC Components & Practices
Spielmaker, D. <a href="mailto:debras@cc.usu.edu">debras@cc.usu.edu</a>	903	610 650	320	SY .10	Utah State University	#2 AITC Components & Practices
Pals, D. <a href="mailto:aeepals@uidaho.edu">aeepals@uidaho.edu</a>	903	610 650	320	SY .10	University of Idaho	# 3 Measurement of Learner Outcomes
Swan, M. <a href="mailto:mswan@wsu.edu">mswan@wsu.edu</a>	903	610 650	320	SY .10	Washington State Univ	# 1 Baseline Know and Data



**Educational Plan:**

The committee will develop a series of research reports that focus on the expected outcomes listed above. The committee members will be included on an email listserv and will meet once a year to address the objectives and expected outcomes listed above. The objectives and expected outcomes will form the organizing framework around which the committee will focus their cooperative and collaborative exchange of ideas, concepts, strategies, and research results.

**Governance:** Standard**Budget:** Committee members request travel funds in order to meet and coordinate annual activities.**Authorization:** Electronic Signature of the Administrative Advisor with the date of submission.

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Executive Director, WAAESD