

Oregon Agriculture in the Classroom Logic Model

Inputs	Outputs		Outcomes		
	Activities	Audience	Initial	Intermediate	Long-Term
<p><i>Resources deployed to address situation</i></p> <p>Agriculture in the Classroom Foundation and Board</p> <p>Financial contributions from commodity groups and individuals</p> <p>In-kind support from Department of 4-H Youth Development and Kuenzi & Company</p> <p>AITC staff</p> <p>Local resource persons</p>	<p><i>Activities supported by resources invested</i></p> <p>In-service education for teachers</p> <p>Resource materials and program supplies</p> <p>On-demand consultation and technical support</p> <p>Web site</p> <p>In-classroom activities</p> <p>Field trips and out-of-classroom learning opportunities</p>	<p><i>Individuals or groups who participate in the activities</i></p> <p>Public and private school teachers</p> <p>K-12 students in public and private schools</p> <p>Home schools</p> <p>Parents</p>	<p><i>Learning that results from participation</i></p> <p>Teachers have greater comfort in teaching agriculture-related content</p> <p>Youth develop awareness of scope and importance of agriculture in daily living</p> <p>Youth acquire science-based knowledge of agriculture</p> <p>Youth develop informed opinions about food and agriculture</p>	<p><i>Actions that results from learning</i></p> <p>Adults make informed decisions regarding agricultural policy questions</p> <p>Youth establish a trajectory for careers in agriculture</p> <p>Youth implement natural resource conservation practices</p> <p>Youth exhibit helping behaviors through service learning</p> <p>Youth plant and maintain gardens</p> <p>Families make shopping choices which benefit Oregon agriculture</p>	<p><i>Conditions which change as a result of action</i></p> <p>Environmentally, economically, and socially sustainable agricultural economy</p> <p>Agricultural policies are based on informed decisions</p> <p>A healthy, well nourished population</p>