

AGRICULTURE AND EDUCATION COMMITTEES  
October 05, 2012

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[LR511]

The Committee on Education and the Committee on Agriculture met at 1:30 p.m. on Friday, October 5, 2012, in Room 1113 of the State Capitol, Lincoln, Nebraska, for the purpose of conducting a public hearing on LR511. Education Committee senators present: Greg Adams, Chairperson; Brenda Council; and Kate Sullivan. Senators absent: Gwen Howard, Vice Chairperson; Bill Avery; Abbie Cornett; Ken Haar; and Les Seiler. Agriculture Committee senators present: Tom Carlson, Chairperson; Norm Wallman, Vice Chairperson; Dave Bloomfield; Lydia Brasch. Senators absent: Burke Harr; Russ Karpisek; Tyson Larson; and Steve Lathrop. Also present: Ken Schilz.

SENATOR ADAMS: Welcome to this joint interim hearing of the Ag Committee and of the Education Committee. We are going to be looking at LR511 today. And I assume that I don't have to remind any of you that this is not a piece of legislation; it is a study that could, of course, potentially lead to legislation. That's yet to be determined. But this is fact-finding today; and certainly, we're holding a public hearing so that we can hear testimony on this, and the committees can determine what direction they want to go. I'm going to begin by introducing members of my committee and then I'm going to turn it over to Senator Carlson and let him introduce members of the Ag Committee. Have we got everybody here? Clear down there to the left is the introducer of this interim study, Kate Sullivan from Cedar Rapids. I'm going to come this way, Senator Bloomfield, I'm skipping you, all right? (Laughter) And I'm going to come over here to Senator Council, a member of the Education Committee. And then next to her we will eventually have Tammy Barry, legal counsel for the committee. Next to her, Becki Collins, the clerk for the committee. And I'm going to stop right there for just a second and tell you that if you choose to testify, I would ask that you come up, make sure that you have registered to testify and put your registration sheet right there in the box. And as you prepare to testify, the first thing Becki needs to hear from you is your name and address, and please spell your last name so that we get it clear into the record for transcription. All right? And then we'll hear your testimony and if the committee members have questions

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of you, we'll do that. Next to her is Kris Valentin, the research analyst for the committee. And I'm Greg Adams representing the 24th District. Senator Carlson. [LR511]

SENATOR CARLSON: Okay, thank you, Senator Adams. I am Tom Carlson, District 38 from Holdrege. To my right is Rick Leonard who is the research analyst for the Ag Committee. And then Senator Lydia Brasch, who is from Bancroft, I have to get that in my head straight. Norm Wallman, Senator Wallman from Cortland; Senator Ken Schilz from Ogallala, and Senator Dave Bloomfield from Bancroft. And we're glad to see all of you here today. (Laughter) [LR511]

SENATOR COUNCIL: Both of you can't be from Bancroft. [LR511]

SENATOR CARLSON: Or Hoskins, I mean. Hoskins. (Laughter) See, you got a little more notoriety that way. But we're glad to be here and glad to see you here, and interested in what you have to say and what Senator Sullivan has. Thank you. [LR511]

SENATOR ADAMS: All right, we'll begin testimony. And I think at this point it may be fair that we won't put a specific time restriction on testimony. Obviously, we've got a lot of folks, and depending on how much testimony there is, we'd ask that you be respectful of that, and if you get too long-winded, I'm going to tell you to be quiet. But otherwise, we'll just take the testimony as it comes. And committee, you know that you can ask questions. If you haven't shut those cell phones off, do so right now, or anything else that's going to cause us not to be able to hear what the testifiers have to say. With that, Senator Sullivan, you introduced this LR, so we'll start with you. [LR511]

SENATOR SULLIVAN: Thank you. Thank you, Senator Adams and fellow members of the Education Committee, Senator Carlson, members of the Ag Committee. I'm Senator Kate Sullivan of Cedar Rapids representing the 41st Legislative District; that's K-a-t-e S-u-l-l-i-v-a-n. LR511 addresses an issue that's close to my heart: the issue of agricultural literacy in our K-12 schools. Ag literacy by definition is a term used to

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describe programs that promote the understanding and knowledge necessary to communicate basic information about agriculture to students, producers, consumers, and the public. These programs focus on assisting educators to effectively incorporate information about agriculture into subjects already being taught in K-12 schools so that students have a better understanding about the impact of agriculture on society. And quite frankly, Nebraska's children need to understand the impact and value of agriculture in their daily lives. Beginning in kindergarten and continuing through 12th grade, I believe students should be taught about Nebraska's agricultural heritage; its role in the founding of our state; its place as the number one industry in our state; its place in Nebraska's stable economy; and its contributions to their daily lives. Agriculture is much too important to be taught only to a small percentage of students considering careers in agriculture and pursuing vocational agricultural studies. I believe well-educated kids should leave our public schools having a working knowledge about agriculture and agriculture's role in Nebraska. So earlier this year, at the request of the Nebraska Farm Bureau and other agriculture advocacy groups, I introduced legislation that started this discussion. LB884 would have created a task force charged with evaluating K-12 educational standards to determine if they provided Nebraska students with a meaningful understanding of agriculture and its contribution to Nebraska's economy, way of life, and overall well-being. Well, as I said at the outset, this is an issue that is near and dear to my heart, but perhaps it needs a bit more explanation. First, I know that you share my belief that education truly is the key to preparing our young people to deal with tomorrow's problems regardless of whether they live in Omaha or Wilber or Hay Springs. And I also know you share my concern for Nebraska's future, and you also understand, as I mentioned earlier, how integral agriculture is not only to our state's heritage and our history, but also its future. And we can't deny the fact that agriculture is certainly part of our present. It's a \$15 billion-plus industry representing 98 percent of the state's cash receipts in 2009. And our booming ag economy has helped Nebraska stay relatively stable the past four years while the rest of the country has been mired in high unemployment and a devastating recession. Well, I also believe that agriculture is part of Nebraska's future in a vibrant and productive way and that's why I

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put the two together, agriculture and education, because I think they each have a role in Nebraska's future. But I also realize that agriculture is a far cry from that of when I grew up on the farm in Valley County and the way my father was involved in agriculture, and certainly the way my grandfather was involved in it. And admittedly, today many people are totally removed from farming and agriculture even though the agricultural industry in some way, shape, or form touches every single person's life. So why is that a problem? Why should we be concerned about that? Well, at the very basic level, I believe it's important that students understand how agriculture is intertwined with their lives, particularly in Nebraska where the economic backbone of the state is agriculture. Long ago, the conservationist Aldo Leopold said in his book, A Sand County Almanac, "There are two spiritual dangers in not owning a farm. One is the danger of supposing that breakfast comes from the grocery store and that heat comes from the furnace." We are an agricultural state, we cannot dispute that. But we also know that agriculture on many levels is misunderstood. And so consequently it's often put on the defensive or overlooked and undervalued with respect to its importance in society. You may hear testimony today that says placing an emphasis on ag literacy in the classroom isn't necessary; it's not an educational function or a priority. But I've talked to educators and administrators who say it is. I will also say it has never been my intent with this effort to create yet another mandate or a burden for our educators. However, I firmly believe that there's room for incorporating agricultural literacy into the entire K-12 public school curriculum. What's the harm in that? More importantly, wouldn't it benefit the total educational process? What responsibility does public education have to this state and its future? Well, I'd say quite a lot. How can a state's public education truly provide a complete education if it doesn't make a direct connection with the very industry that makes this state what it is. There are opportunities to incorporate agriculture into everyday curricula in the classroom. And I suspect you're going to hear some of those examples today whether it's in marketing or chemistry or family consumer science, or math, or modern problems, or computer science. This conversation is important to our state and its future and our young people. It's about communication, collaboration, and coordination. Agriculture is important; our young people and their education are

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important. Let's bring the two together. There are educators and administrators here today to talk about their methods of incorporating agriculture in their lesson plans, the classrooms, and schools. I hope you'll listen to them and ask them questions about how they do this and the effect on their students. And I'd like to close with a quote from our good old Nebraska native son, William Jennings Bryan. He says, I quote: Burn down your cities and leave your farms, and your cities will spring up again as if by magic; but destroy our farms and the grass will grow in the streets of every city in the country. Thank you. [LR511]

SENATOR ADAMS: Thank you, Senator Sullivan. Are there questions for the senator at this point from anyone on the committees? Go ahead, Senator. [LR511]

SENATOR CARLSON: Yes, Senator Sullivan, thank you for that introduction. And just...this is an opportunity for me to just add a little bit to it, because we take for granted that we have the safest, most plentiful, most economical food supply in the world; our citizens take that for granted. And I think it's so important to remind ourselves that agriculture has a noble mission and that is to feed the world. We raise enough in Nebraska that we can feed ourselves and many times over. So when we say feed the world, that's not a big stretch. But the only mission, as far as I'm concerned, that's more important than that is the mission of the church. That's how important agriculture is. And so our students need to understand that better than they do now, and I really appreciate what you brought to us. [LR511]

SENATOR SULLIVAN: Thank you. [LR511]

SENATOR ADAMS: Senator Council. [LR511]

SENATOR COUNCIL: Thank you. And thank you, Senator Sullivan. And I think I need to make the point that the agricultural literacy is essential statewide and you did mention Omaha to Wisner to Hay Springs. One of the things I found is how little youngsters in

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Omaha know about agriculture and the economic opportunities associated with the entire agricultural chain, the economic chain from production to processing to distribution to recycling. And for those on the Ag Committee, Senators Adams and Sullivan had an opportunity to visit one of the Omaha Public Schools where there has been an infusion of agriculture into the curriculum through the science program where the young people are...built and are operating their whole aquaponics, and they're growing lettuce and donating that to the food bank and they're raising fish. And so they're gaining exposure. And now we're discovering all of the postsecondary educational opportunities associated with directing and encouraging young people to pursue careers in agriculture. We just celebrated the 150th anniversary of the Morrill Act. Well, under the Morrill Act are provisions for scholarship opportunities for youngsters from untraditional areas to pursue agriculture. But I go around talking to young people in my district, they don't have a clue about agriculture and how it relates to them and how it could provide them with not only postsecondary educational opportunities but careers. So I think it's vitally important that we figure out a way; and with the emphasis being placed on increasing STEM skills--science, technology, engineering, and math--we have a prime opportunity to use agriculture as a means of doing that. And I can't help but boast that our effort to encourage understanding and raising the consciousness of urban youth about agriculture, we chartered a Grange chapter in my district in 2011. And we are the first Grange chapter chartered in Nebraska in the last 100 years. And those young people who are in our Grange program are getting that exposure. It's outside of the regular classroom setting, but I think that there's an opportunity to bring those programs together too. [LR511]

SENATOR SULLIVAN: Well I appreciate that, Senator Council. And if you...when I said earlier if nothing else comes out of this, if we can heighten the communication, the coordination, and collaboration all around this effort of ag literacy, then I think some very good things will come out of it. [LR511]

SENATOR ADAMS: Are there other questions from committee members? Anyone?

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Well, thank you, Senator Sullivan. And we will begin our testimony. First testifier please. Whenever you're ready. [LR511]

DEANNA KARMAZIN: All right. [LR511]

SENATOR ADAMS: Do you have your registration form? [LR511]

DEANNA KARMAZIN: I sure do. [LR511]

SENATOR ADAMS: You can just put it right there in the box. [LR511]

DEANNA KARMAZIN: Yep. [LR511]

SENATOR ADAMS: Then we're sure to have them in order. Go ahead. [LR511]

DEANNA KARMAZIN: And for the record I'm Deanna Karmazin, D-e-a-n-n-a, Karmazin, K-a-r-m-a-z-i-n, from 7747 Karl, K-a-r-l Drive, in Lincoln, Nebraska. [LR511]

SENATOR ADAMS: Go right ahead. [LR511]

DEANNA KARMAZIN: (Exhibit 1) All right. I'm here today in support of LR511. I am the state coordinator of the Nebraska Agriculture in the Classroom program. And a little bit about the Agriculture in the Classroom program: In 1981, people were identifying there was already a need of people...people were already getting disconnected from farms. Students were unaware of where their food, fiber, and fuel systems came from. And this was 30 years ago. And with that, the United States Department of Agriculture put a charge out to each state in the nation saying what can we do to address this problem. And with that, they created the Nebraska...excuse me, the Agriculture in the Classroom program. We adopted that also here in Nebraska. And the main emphasis of the program is pretty much just to develop awareness and understanding that agriculture is

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our source of food, shelter, and clothing, and all the essentials of life. Here in Nebraska we provide resources and training to kindergarten through 12th grade teachers giving them the resources and knowledge and tools available that we have and have designed to help them use agriculture as a vehicle to teach to state standards. All the things that we teach, that we present to them in resources, are tied directly to state standards already. As I travel through the state with my job, I have the honor to teach children and teachers about agriculture. And I'm just amazed every year of how more and more disconnected people seem from agriculture. I could write a book about all the misconceptions and the things I've heard over this past 16 years that I've worked in the ag literacy arena. I just decided to share just a few examples from Wednesday alone of this week. Just Wednesday, did you get that? (Laugh) I was able to work with the University of Nebraska on an ag awareness days and I went to teach a dairy unit to students. I had a milk cow in front of me, a baby calf, and we talked about where our milk came from and how it made it from the farm to their glass. I started out my presentation saying: what are some dairy products that we know of? We get the normal milk, cheese, yogurt, but consistently hear the word eggs. These kids truly believe eggs come from a cow. And I'm perplexed by this, thinking why is this? Because they are so disconnected of where their food comes from, they think it comes directly from a store. What department do we go to, to buy eggs? It's in the dairy section. I was talking about the milk coming from a cow. A little boy is like, you've got to be kidding me. He goes milk comes from a cow? I drink from a cow? He goes, I swear this was made in a factory here in Omaha, Nebraska, with milk and powder. As we do these ag festivals for the past 10, 15 years, we get evaluations on them. And all of those kids thanked us for bringing animals to those days, their first time to really touch, to feel, to smell farm animals. Because the animals that they see are the exotic animals that are in a zoo. I start out every presentation I give, whether I'm teaching in a college, teaching in an elementary, or at a day care, I say, could you imagine life without farmers and ranchers?--to really get people to think. And just Wednesday, when I asked these Omaha kids, I said, could you imagine life without a farmer and a rancher? Tell me, what would it be like? And here are the answers I got that really stuck in my mind: For



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one, we'd have less erosion; oh we could live without farmers, we could just use the farm animals as pets; that would be great if farmers went out of business, we'd have more land to build houses and stores so we aren't so crowded, not even realizing this is the land that we use to produce the food that they eat to survive. Although children may be taught bits and pieces about agriculture, the materials I have noticed and see that they're being taught in the classroom is often fragmented, outdated, usually only farm oriented, and often have a negative or condescending tone. Not only are students disconnected, so is our public. A survey done by the U.S. Farmers and Ranchers Alliance says 72 percent of our consumers reported knowing nothing or very little about farming and ranching. That scares me. These are just a few of the reasons why ag literacy education is so important. Without noticing, the industry plays a huge role in all of our lives every day. We all get our basic needs from and including our food, our clothing, our fuel, our shelter, just to name a basic few. Everyone needs it to survive. Agriculture is also important to our country, bringing in \$547 billion in food products alone. Agricultural literacy can be defined as processing knowledge and understanding our food, fiber, and fuel systems. Students may define this differently as they have the stereotypes of a farmer with a cow and a plow. Students should come to appreciate the species providing our food and fiber are part of a vast web of life that functions as an integrated whole. Every species of plant and animal depends not only on its physical environment, but on the biological component of the environment as well. All living creatures are part of the same cycles of matter and energy, thus education will be incomplete unless students learn what is essential for life, for the lives of our crops, our animals, and our plants. And of course everyone eats. Students and teachers owe it to themselves and their livelihood to know and understand how food gets to their plate. They need to understand and recognize the science, engineering, economics, principles, and intensive labor that go into the production of that food. With that we hugely influence people's attitudes, appreciation, and understanding of agriculture. Understanding your food source can also lead into making better and more nutritious choices as we chose our foods. In the long run, could this help with our obesity problems? We all want to educate students and prepare them to be the citizens of

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tomorrow. We give them the tools and knowledge to be the decision makers, the voters of the public. And I look around this room and I know there's term limits; this room is going to rotate several-fold before these students get into your spots. And if they don't have an inkling of what agriculture is, and agriculture is the backbone of Nebraska's economy and they're making the decisions that affect our economy, it scares me when they have no agricultural literacy or knowledge at all. As we look at agriculture, it plays a crucial role in the life of this economy. It's the backbone of this economic system. It not only provides us food and raw materials, but also employment opportunities to a very large proportion of our population. If we look at revenue, a study of the economic impact of agriculture released from the University of Nebraska in July, said in 2010 total farm cash receipts exceeded \$20 billion here in Nebraska. It was reported that agriculture paid roughly \$430 million of property taxes to schools in 2011. We all know that 93 percent of our land is in agricultural use here in Nebraska; and one in three jobs is directly tied to agriculture not even saying that one in three is indirectly related. And this leads me to my example of...I have twins that were in fourth grade elementary here in Lincoln. And they got done with their Nebraska studies unit. I said, what did you learn about agriculture? Tell me what you learned. They barely knew what agriculture was. So of course being the passionate person I am about agriculture, requested a copy of their textbook. There's bits and pieces of agriculture in here. And it's kind of that old phrase: don't judge a book by the cover. Beautiful soybean field on the front. I almost had to go to page 265 for my first paragraph on modern agriculture. It's sad. Reading through it, only about four references of pages directly tied to agriculture, yet 93 percent of our land in Nebraska is in agricultural use and this is not a priority that we're teaching. How do we incorporate agriculture into the classroom? We all know teachers are busy. They have demands with their state and district curriculum requirements, standardized testings, leaving not much time for flexibility; and we understand that. And what we're here asking is not for teachers to stop everything that they're teaching and teach just a unit on agriculture; we don't want an entire curriculum reform. All we want them to do is use agriculture as that vehicle to teach geography, history, economics, science, and math, to name a few. Use agricultural examples as they teach those core standards.

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We're about integration and using agriculture as a vehicle to teach real-life learning. This can be easily done. For example, I know...I'm just...I'm very familiar with LPS was using a monarch butterfly to teach the life cycle which each student learns. Through a University of Nebraska program this summer, a soybean institute, they are now working with LPS to give each of those students, to learn the life cycle, a soybean. They are now planting a soybean in their classroom to learn life cycles. What a better way to realize what is being grown in our state and what we reap from that crop. We had the opportunity to sit down with the Department of Education as they redid the curriculum standards for social studies. And went to the public forums and sat down with Donlynn and we were able to come up with curriculum indicators for each of those standards that tie directly as examples to agriculture. And it's absolutely easy to do in every single subject area. I think, in first grade, students will need to identify the natural resources, identify forests, soil, water, air, and animals. Why not take that one step further and identify that people use those resources for things, such as the soil to plant seeds? Or economics, in sixth grade, as we explain interdependence, why not talk about corn production, talk about the producer, the distributor, the transporter, the marketer, and the consumer. Or even go into supply and demand. Why do we sell more meat in the summer? Because we grill. More ice cream in the summer or turkey at Thanksgiving. As Agriculture in the Classroom, we have already partnered with many agencies. A big portion of my job is to go out to the state colleges, we're in ten right now, working with teachers before they get into teaching grade school and middle school. It's about 700 teachers a year that we work with to give them the tools and the knowledge to teach agriculture within their classrooms. We're willing to do more. We're willing to look at the curriculums and help come up with those indicators and work with others to get agriculture infused in the classroom. One thing I wanted to touch on is how we are different than career-based agricultural education programs and FFA chapters and that type of thing. They really focus in on the middle school to high school students who have an interest already in the ag industry. We focus on kindergarten through fifth-grade students providing them with just basic ag literacy, exposing them to agriculture. And I like the way Senator Sullivan said it, agriculture is just too broadly defined and too

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important of a topic to only be touched by just a small percentage of the students here in Nebraska. In closing, we need to remember these youth are our future decision makers, business people, consumers, homemakers, and bread winners. They will need to be literate about the very things that will ensure their future. We cannot afford to slip to the point these people do not even have a grasp what makes up our food, fiber, and fuel systems, where it comes from and how it is produced. Ignorance leads to apathy and apathy leads to weakness. Weakness leads to the decline of our society. Agricultural literacy is definitely the key to our children's and our country's future. Also for the record I have two letters from some teachers from the Lincoln Public Schools that do incorporate agriculture into their classrooms. Greg Tebo and Sandy Dorn, both teachers here, do a wonderful job of incorporating that and talk about how easy that is to do in all curriculum areas. Thank you. [LR511]

SENATOR ADAMS: Thank you. Okay, are there questions from committee members? Yes, Senator Brasch. [LR511]

SENATOR BRASCH: Thank you. And thank you, Ms. Karmazin, is that correct? [LR511]

DEANNA KARMAZIN: Yes. [LR511]

SENATOR BRASCH: You're to be commended for the work you are doing. I do believe it is essential that young people and all people, you know, have an understanding of food from field to table, and your program has much merit. As you are speaking, what I'm thinking also, you know, before...you know, we need to interest them to get into FFA, you know, to make that transition; but our ag communities, you know, the neighborhoods, we desperately and wholeheartedly welcome young professionals, welders, teachers, entrepreneurs, to join us. The farms are phenomenal and you can be on a farm and still use technology, and speak and work globally. But our neighborhoods, people are leaving and migrating to concrete where there is such an

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intrinsic value to being able to be in a community where everybody knows your name, it's very friendly, we have room, we have opportunities. A farm is not a mystical, faraway country. It is right here. They're your neighbors. And as you're speaking too, I'm thinking, you know what, maybe, perhaps, you know, with our super heroes, we need to have, you know, beside the soldier, the policeman, the fireman, we add a farmer in that picture. [LR511]

DEANNA KARMAZIN: Love it. [LR511]

SENATOR BRASCH: Hunger is a terrible thing and we do have hungry children in the city, and so our farmers are our heroes. And I would hope that if they have a passion for helping others, you know, our communities, Bancroft, you know, Wisner, all over Nebraska there's opportunities there. So, if you're waiting for a door to open, they're open and within everybody's reality. And so if you can think of anything to add, because, you know, 4-H is a good program, FFA is a good program. But to get the tiniest person engaged and aware is essential. So thank you very much. [LR511]

DEANNA KARMAZIN: Thank you. [LR511]

SENATOR ADAMS: Yes, Senator Schilz. [LR511]

SENATOR SCHILZ: Thank you, Senator Adams. Thanks for coming in today. I'd like to pick up where Senator Brasch left off. You know, having worked on economic development throughout the state and in the local areas, I think it's extremely important that agriculture be taught to bring those students up to speed so that they know what the opportunities are out there. Because, like you said, a lot of the comments that you see are disparaging about farmers, ranchers, and general agricultural workers and producers. And it seems to me that that's exactly what we've done as a state in all of our stuff as we talk about small communities. Because everybody that I know, and this is kind of how kids are, want to get out of there. And when you ask them why, they don't

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really know except for that it's not home. You know, it's someplace other than home. But I know where they've done this and where they've started to show what opportunities are within their communities, within their counties, within their regions, if they get to those students soon enough, you know, we don't necessarily need them all to come back, but we're going to need quite a few of them to come back here soon because our farmer population is aging rapidly and it's going to take people to continue to raise the crops. So I commend what you're doing. I hope that that's part of the thought as we go forward is how do we transition some of these things, just like Senator Brasch said, to bring some of these students to become producers or technicians or whatever the future is going to need in agriculture. [LR511]

DEANNA KARMAZIN: A lot of jobs. [LR511]

SENATOR SCHILZ: Yeah, it's huge. Thank you. [LR511]

SENATOR ADAMS: Senator Sullivan. [LR511]

SENATOR SULLIVAN: Thank you, Senator Adams. And thank you, Deanna, for your good comments. How is Ag in the Classroom funded? [LR511]

DEANNA KARMAZIN: How are we funded? We are on...we're funded through the Nebraska Foundation of Agricultural Awareness which is private donations. We also get supplemental incomes from the commodity boards of Nebraska to help them to teach about the different commodities here in Nebraska. [LR511]

SENATOR SULLIVAN: And your audience is teachers K through fifth grade? [LR511]

DEANNA KARMAZIN: We are K-12, but we are trying to narrow that focus. As you know, as educators it's so hard writing that curriculum, those resources through all grade levels. So this year we decided to focus primarily on kindergarten through fifth

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grade because we do have ag education programs, etcetera, doing the middle school to high school areas. [LR511]

SENATOR SULLIVAN: And you said in your testimony you reached out to about 700 teachers. What is the mechanism for doing that? [LR511]

DEANNA KARMAZIN: What I do is go in and teach a teaching methods course in each of the state colleges. If it's a science methods course, we talk about how to infuse agriculture into their science using that as examples. If it's a math, using math...agricultural concepts for math. Right now we're in ten of the state colleges. [LR511]

SENATOR SULLIVAN: And do you do any follow-up evaluation in terms of knowing how these teachers, when they're actually in the field, use the information? [LR511]

DEANNA KARMAZIN: It's really hard to follow those teachers, especially when we're hitting 700 of them. But what we can do, we do throughout the year with our donations, we create resources, handouts, worksheets, we have Nebraska product maps, talk about our commodities; and we can really tell by how many people are using that by our sales or those orders. I know it's not a scientific way to see that, but it kind of helps us know how many different teachers are utilizing our resources. [LR511]

SENATOR SULLIVAN: I haven't had a chance to look at those two educator letters you passed out, but what grades do they teach? [LR511]

DEANNA KARMAZIN: Both are fourth grade. Well, one is fourth grade and the other is a technology teacher at Maxey Elementary, so he's infused in all grades. [LR511]

SENATOR SULLIVAN: And then how did it come about that soybeans became the focus of following the life cycle? [LR511]

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DEANNA KARMAZIN: Through the University of Nebraska. They have that summer soybean institute that has infused teachers in that. It has just been a wonderful program connecting teachers to science and looking at the whole process. [LR511]

SENATOR SULLIVAN: Okay. Thank you very much. [LR511]

DEANNA KARMAZIN: Thank you. [LR511]

SENATOR ADAMS: Senator Council. [LR511]

SENATOR COUNCIL: Yes, and thank you, Deanna, for your testimony. Just to follow-up on a question Senator Sullivan asked about funding. Is the program, Agriculture in the Classroom, eligible for any USDA grants? I know that the USDA has a program focus area on agriculture in the classroom. Are you eligible for... [LR511]

DEANNA KARMAZIN: Yes, we are 501(c)(3), so we're eligible for those. [LR511]

SENATOR COUNCIL: Okay. And what kind of funding opportunities have you experienced in your tenure? [LR511]

DEANNA KARMAZIN: To be honest, I've been in this position a year and a half. So we're treading water right now. [LR511]

SENATOR COUNCIL: With the intent of pursuing those funds, I'm sure. [LR511]

DEANNA KARMAZIN: You betcha. We're on there all the time looking, and there are opportunities. Especially, like you said, with the STEM areas there's a lot of things that we fit into. [LR511]



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SENATOR COUNCIL: With the STEM. Okay. [LR511]

SENATOR ADAMS: Other questions? Seeing none, thank you for your testimony.  
[LR511]

DEANNA KARMAZIN: Thank you. [LR511]

SENATOR ADAMS: Next testifier, please. [LR511]

KERRY HOFFSCHNEIDER: (Exhibit 2) Hello. I am here in support of LR511. My name is Kerry Hoffschneider; Kerry, K-e-r-r-y, Hoffschneider, H-o-f-f-s-c-h-n-e-i-d-e-r, that's it. My address is 2303 Road U-650 in Waco, Nebraska. So I am here actually on behalf of DuPont Pioneer, and also as a...in production agriculture myself with my husband. We are supporters, DuPont Pioneer, of the Nebraska Ag in the Classroom program and educational opportunities like this. And so today I wanted to start with a historical basis and connect it to today because we're all about modern agriculture education. Many of you may have never heard of Dr. Stan Jensen. Around DuPont Pioneer he is fondly known as the father of drought corn. Fifty years ago Jensen started the drought research program at Pioneer, drought research that has led to drought hybrids that are making a real difference on not only Nebraska fields, but fields across the nation and the world. Jensen said...and it was timely because we're in a drought, right? He was inspired to focus his career on drought research because of his experiences growing up during the Dirty Thirties in South Dakota. The stress on families was serious; many of them lost their farms and their sanity. It was the topic of conversation everywhere. My presentation today begins in the drought, but the point of my presentation is to remind the state there is not a drought when it comes to the opportunities in agriculture. Our students need to be reminded of this, inspired by this, and recognize that opportunities exist. And that brings me to something Stan Jensen said to a group of Pioneer employees during a presentation at the York, Nebraska, research station. And I truly think it applies to today's hearing. Stan said: You are very fortunate not to just have a

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job at Pioneer, but to be a part of a creative process that is important to society. We don't often hear production agriculture and agribusiness referred to as a creative process that is important to society. But that is precisely what it is. And this creative process holds a lot of promise and opportunity for a lot of young minds who are growing up through our educational system. My role in the agricultural field is both personal and professional. My husband and I farm in York County with our family and also operate a feedlot operation. But my primary focus in the agricultural realm is around its true stories and the real people behind those stories. That's why I'm here today to share with all of you. As a communications manager for Pioneer, my work is around capturing the stories behind the seeds we produce. And I'm here to tell you this is not just about Pioneer, but also a story about the future of our state, our nation, and our world. I quoted Dr. Jensen above. Jensen points out something critical that we need to remind students of: the farms of the future are not the farms of the past. Not everyone will be sitting in a tractor seat. In fact, most won't. However, what the youth of today can be excited about is being a part of that creative process, that creative process of how best we provide the food, fuel, and fiber needed for not only this nation's citizens but the world's today. And that is a tribute to our success in agriculture in this state and nation. It's the world now. We have 100,000-plus people joining us on the planet each day. How we feed those people will not be the same as we fed the planet 50 years ago. Pioneer alone is a company of nearly 12,000 employees. These are a diverse group of researchers, agronomists, financial people, communications people, and others who are needed to grow crops on nearly every crop-producing continent on the planet. And Pioneer, as much as we'd like to say it, we cannot do that alone. If you don't think there are opportunities in the agriculture field today, ask just the nearly 700 employees and sales reps working with Pioneer in Nebraska alone. They're in a diverse number of roles: researchers, scientists, production personnel, account managers, area managers. But not only them. Ask our seed growers, farmer customers, ask the end users, ask the livestock industry, the renewable fuels industry, and a host of others, in fact, all of us, dependent upon those precious seeds. But on a more personal level, ask people like Neway Mengistu. Neway is a young man, much like any other young person in the

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world, but he happens to be from Ethiopia. He has a deep place in his heart for Nebraska though, because he achieved his Ph.D. from the University of Nebraska-Lincoln. Today Neway and others are carrying on the work that Dr. Stan Jensen began in York County, Nebraska, 50 years ago. Neway is researching drought corn hybrids in Plainview, Texas. He was from Ethiopia, now in Texas; was in Nebraska. It's a different world. Young people are mobile. The dream is everywhere. But I bring Neway up because he said something very poignant and has a very good vision of how valuable Nebraska agriculture is and had a very deep desire to be here because he knew what he didn't have at home. He said: I've seen people not getting anything to feed their family. Those were extremely difficult situations to witness, he said. In Ethiopia we depend on foreign aid for feeding our population of 84 million people. Ethiopia is about twice the size of Texas. It's a tough place to be. That's what keeps me going, he said, considering that every day there are many more people coming into the world. I see the real meaning of what I and so many others are doing in the field. One way or another we're all making a difference all over the country and all over the world if we are in agriculture. To be a part of that bigger picture is a big deal. At the beginning of this presentation, I mentioned Dr. Stan Jensen saying that during the Dirty Thirties the topic of conversation at the churches and nearly everywhere was the lack of rain. Yes, some things change and some things don't. We are still talking about the rain and the lack thereof. What has changed for the better is agriculture. We are all beneficiaries of the system, this creative process that is vastly important to society. Today, there are young people like Neway Mengistu who are the Dr. Stan Jensens of this time. No, they are not working in an agricultural industry that is the same as it was 50 years ago, but they are working in a pivotal, exciting time rich with opportunity. My husband and I farm a fifth-generation farm. I have no idea whether my children will return to that farm, but what I do know is their education about that farm and the understanding they develop around how that farm is linked to the global system will be the underpinning factor in their success in whatever field of endeavor they pursue. A deep understanding of that local to global system is not information I want only my children to benefit from. I want each of their classmates to feel like they can be a part of

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the solution to feeding, fueling, and providing fiber to this great big world we share. There is a seat for everyone at the modern agricultural table. We need young minds to be educated in science, engineering, math, communications, and a host of fields to contribute to feeding the world. There are thousands of people working at Pioneer who would love to share their passion with students, and I know a host of other people working for other companies and rural entrepreneurs as well who want to share their knowledge with the next generation. However, the classroom is where it starts. And it must embrace this idea and start with a concerted, focused effort to bring the modern farm and food production system to the imaginations of the children in our midst. If we miss this opportunity, shame on us, because one never knows the next father or mother of the next greatest scientific discovery to solve local and global issues, such as drought, may be in our midst. No, God's drought we cannot control. However, if we choose to miss this opportunity, we will be the ones to blame for the drought of human potential we didn't inspire because we didn't come together and recognize the value of sharing the vast possibilities in agriculture with the next generation of our nation and the world's pioneers. Thank you. [LR511]

SENATOR ADAMS: Thank you, Kerry. Are there questions for this testifier? Senator Sullivan. [LR511]

SENATOR SULLIVAN: Thank you, Senator Adams. Thank you very much, Kerry. Your comments were wonderful. You said Pioneer contributes to Ag in the Classroom? [LR511]

KERRY HOFFSCHNEIDER: Um-hum. [LR511]

SENATOR SULLIVAN: I assume that's monetarily, but do you do it in other ways as well? I mean, are there Pioneer staff that help prepare materials or go to classrooms, or what? [LR511]

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KERRY HOFFSCHNEIDER: Well, I've been with DuPont Pioneer for a year and a half now. And right now, in our Western Business Unit office--Pioneer has seven business unit headquarters in North America, and one is in Lincoln--and so the Western Business Unit has distributed grants to the Nebraska Ag in the Classroom program. They're heavily involved on a national level with ag awareness programs. And I think there is an increased opportunity to get more information sharing. You know, I think, you know, Deanna has called me up about GMOs and different things, but I think that's the point of this is to not only fund efforts but figure out how industry can collaborate with educational institutions and all that to bring this better together. So I'd say there's volunteers existing and happening and interaction, but not in maybe that organized fashion, but definitely financial support. Because we need work force. We need these young people to know what they're getting into. [LR511]

SENATOR SULLIVAN: Right. Thank you. [LR511]

SENATOR ADAMS: Senator Brasch. [LR511]

SENATOR BRASCH: Thank you, Chairman. And thank you also for your testimony, Ms. Hoffschneider. And the thing that came to my mind as you're explaining many very valuable details is I attended a meeting earlier this summer that was with the Department of Education; and one of the things they were stressing was vo-tech technical college, the two-year degree, the jobs. And one of the barriers that they felt was the fact that there was some stigma between having your four-year degree versus the two-year, whether it was coming from the institution or the parents or peers. And I'm curious, do you think perhaps the field of agriculture is not held in the right proportion to its value, perhaps, compared to medicine and other areas? Do you think that that can be a barrier? [LR511]

KERRY HOFFSCHNEIDER: I think it depends on what circles you're talking about it in, and that's why we're here today is all your level of understanding and exposure. There

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are folks, of course, at Pioneer who are researchers and other...the whole spectrum that places a lot of value on the perception of ag. But I want to get back to...we just...being in the classroom, back 50 years ago, you know, when Dr. Stan was starting, he was surrounded by farmers, far more farmers, right? Even the flip has happened since I graduated. So 96 percent of the kids in my class, their parents farmed. And so there was...your dad is the hero of your life, right? So we knew farmers. So now, because of the innovation and the technological advances we made, people aren't as exposed as much. But what we need to recognize and understand, that while we want rural entrepreneurship and that is absolutely imperative to healthy communities and everything, that the U.S. agricultural system is never going to go back and look like the 50-years-ago picture. And so the competitive positions, the jobs of the future, the ag jobs in the future, the exciting things, may mean you are a financial person at Pioneer. It may mean you are in robotics and figuring out tractors that are even more precise in the applications of fertilizers. And that is exciting stuff. And the best forum to communicate that is at school. And the industry is not going to get into a school and do that; the schools can do that. And it's to connect the modern reality, the modern world, with what teachers perceive the modern world to do. And yes, I would say there's a huge disconnect and a huge misunderstanding and a huge lack of knowing that there's opportunities even in that agricultural world. [LR511]

SENATOR BRASCH: And when you had mentioned the 50-year...I went to a learning institute this summer, and one of the...this subject did come up. And one of the facts: They said when our country was founded by farmers, the population then was 80 percent farmers to 20 percent other trades. And now in today's world, it is the opposite. The farmers are not the 80 percent, but we're the dwindling 20 percent and less. And that, back to if we cannot work on repopulating our communities where the farmers produce, you know, keep the fields going, and the interest of the urban children and families for opportunities beyond the tractor, but to the essentials that...you know, that...we need mechanics too and we need grocers, and we, you know, that...but, again, I think it's the mystery and mystical, you know, that once upon a time there was a farmer

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is not the fact today; we have farmers. But you know, thank you to Pioneer and any of the other companies out there that support opportunities and livelihoods. So thank you so much. [LR511]

KERRY HOFFSCHNEIDER: Um-hum. [LR511]

SENATOR ADAMS: Are there other questions? Yes, Senator Carlson. [LR511]

SENATOR CARLSON: Thank you, Senator Adams. Just taking off a little bit more on something that you said, it would be interesting to take a high, top-level CEO off of some big company in the United States and ask him to run a farm for a day. [LR511]

KERRY HOFFSCHNEIDER: Um-hum. [LR511]

SENATOR CARLSON: Because I just jotted down some things that I think in today's agricultural climate somebody that's on the farm had better be pretty up-to-date on technology. It sure helps if you know something about mechanics. You mentioned robotics. And I'm afraid...I hope I live long enough to see the day that the farmer stays in the house and runs a tractor from the computer, and that's not far off. [LR511]

KERRY HOFFSCHNEIDER: Um-hum. It's happening, actually. [LR511]

SENATOR CARLSON: Economics, economics; it's big business. Management. So maybe the top CEO knows a little bit about management, but that's only part of being on the farm. And marketing. That's six different areas. And they'd better be proficient in each one or they won't make it. And so there is a lot of opportunity for youngsters that are interested and want to apply themselves and become a part of agriculture. So thanks for helping us be more aware. [LR511]

KERRY HOFFSCHNEIDER: Thank you. [LR511]

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SENATOR ADAMS: The other side of that, I wonder, may be that the opportunities are there in these peripheral kinds of support industries, but at the same time that we do all the very things we're talking about, we're reducing the number of people that it takes to grow the food and adding to that problem of declining populations in the rural areas. It's the good and the bad of it. [LR511]

KERRY HOFFSCHNEIDER: Yeah. But we're...and we're also allowing people to do...and that is a great discussion to have and we discuss that a lot. But it's so much better, the innovation and the technology is getting things to be so much better and healthier for the people doing it that they can go on and pursue other things. And I can't remember the quote...oh, it's by John Adams, you know, and he was talking about a nation that's strong and I will be free because...and then we can pursue the arts and the music and other things. And, you know, and I use Neway from Ethiopia to make a point of they want so desperately to innovate forward and that every country is different, and where Pioneer is at in Ethiopia is not going to look like what Pioneer is like in the United States; it's not going to look like what we're doing in China; they're not going to have the same equipment. But it's all a matter of education and moving forward. And those physical laborers, you know, my grandpa who was on the open-air tractor sucking in dirt, I'm so glad that my husband now is in a cabin, a tractor that doesn't have to have, you know, those environmental conditions. And so I think there's discussions to occur about technology and eliminating jobs, but I think it's more about making people entrepreneurial and pioneering in the modern world to start their own modern dreams in this world and not to get in the way with regulations and all those things. And it's the new pioneering spirit and it's the new rural community, and that does exist with technology and everything. How do I work as a global company from my farmhouse in Waco, Nebraska? It's possible. And it's possible for not only me, because I'm not very smart, I mean, there are way smarter younger people than me that can do it. And so I see that world; we just can't get in the way of that new pioneer. [LR511]



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SENATOR ADAMS: Senator Schilz has a question. [LR511]

SENATOR SCHILZ: Thank you, Senator Adams. Thanks for coming in. I kept waiting for the music to start, banners to wave and everything. Great. You know, as we talk about the declining populations and even the people moving out of the rural areas and just fewer producers that it takes, what seems to be exciting to me is that with the advent of technology and with the advent of all the things that are coming on-board now, yes, it's definitely true that there's less producers, but the support staff to make that producer yield just as much as he can, the opportunities are just exploding out there. And so that is what we have to get to with young people is that, you know, you're right, agriculture is not the same as it was. In fact, now that we have GPS, my family, my brother and my dad actually let me get back in the tractor. You can tell I'm a Homer Simpson because I can hit the button and it does what it's supposed to do. It's amazing stuff. And so I just think that it does need to get out there as to what the real opportunities in agriculture are today. And it's not really planting the seed and farming, it's the ancillary industries that are surrounding that that are going to give Nebraskans huge opportunities. Thank you. [LR511]

KERRY HOFFSCHNEIDER: Thank you. [LR511]

SENATOR ADAMS: Anyone else have a question? Yes, Senator Sullivan. [LR511]

SENATOR SULLIVAN: Thank you. One quick one. Thank you, Kerry. I drive by the Pioneer facility when I go from Cedar Rapids to come here. How many people are employed there, do you have any idea? [LR511]

KERRY HOFFSCHNEIDER: The production plant? [LR511]

SENATOR SULLIVAN: Well, the whole area. I mean, you've got the big production facility, you've got another smaller building, and there's... [LR511]

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KERRY HOFFSCHNEIDER: In Nebraska there's around 700 total of all...now our production facilities, and don't quote me on this if there's a reporter in the room, because there's like 133. And then seasonalwise that changes too. And technology is going to change, the need for seasonal workers, you know, way down the line too. And that's good, just like it's going to eliminate people in Africa from having to weed, weed their fields, and go and do other things, take care of family. So, I think we just always need to remember to connect the technology story with the real human heart and the reasons we're moving forward in the future and get young people excited about it because I certainly am. [LR511]

SENATOR SULLIVAN: Thank you very much. [LR511]

SENATOR ADAMS: Kerry, the next time I see your boss I'm going to tell him what a great job you did testifying, but you didn't know how many employees there were, so. (Laughter) We'll let that one go. [LR511]

KERRY HOFFSCHNEIDER: And I will be in huge trouble. [LR511]

SENATOR ADAMS: Thank you. I'm just kidding you, of course. [LR511]

KERRY HOFFSCHNEIDER: Thank you. [LR511]

SENATOR ADAMS: Next testifier please. Folks, we have heard very good testimony and I'm reluctant to say this because I don't want to stifle testimony, but we're nearly an hour into it and we've really only heard from two testifiers besides the introducer. So do what you can to...you know what I'm talking about. [LR511]

ROBERT ARANDA: And that's what I prepared for. [LR511]

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SENATOR ADAMS: Go right ahead. [LR511]

ROBERT ARANDA: My name is Robert Aranda, R-o-b-e-r-t, Aranda is A-r-a-n-d-a, and I am coming from Omaha Public Schools on behalf of Bryan High School where I am the principal of Bryan High School. And I'm here to talk about the impact that agriculture has initiated and started the conversation at our school. This past year we implemented an urban agricultural academy, a career academy in our school. And it has just brought a breath of sunshine to our students, our staff, and our community. I'm also talking personally because I'm originally from Las Cruces, New Mexico, about 220 miles south of Albuquerque. I graduated from New Mexico State University which is a land grant university. And my grandfather was a foreman in the farm, both sides of my grandparents were. And my brother runs the agricultural farm at New Mexico University where they cross all the stuff and they grow all this other stuff in there. So, for me it's...when we had an opportunity to start this urban ag, I jumped on it. I see the benefits on it. I see the most important one is just the leadership with the FFA program that's bringing to our young kids. I can just tell by the little twinkle in their eyes when talking to them. We brought two of our students out here to just kind of get the impact and see what it can do. I want to thank Kerry for her passion because I just want to let her know that we're starting to do our part in Omaha Public Schools at Bryan High School, just trying to get you those jobs, start getting kids interested. Our kids are starting to see the broad picture. And that's what it's all about. Do we want them to go be farmers? That's the key. But if not, maybe they can go into those industries that's going to impact farming. What's unique about our program, because I can talk about our school from here to...probably until 9:00 tonight, but I want to keep it very brief. What we are doing that's very, very unique is we're taking a cohort of students which is 57 students, and these students are taking the same three classes, and it's an urban ag class that kind of is divided into four aspects and they're touching base on agriculture. And then they're taking an English class, and these are all sophomore students and they're taking an English class and then they're also taking a geography class right now. After January, they'll be taking...after December, they'll be taking an economics class. What's unique

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about this is everything that these teachers are doing is...the theme is agriculture. Everything...the English is fulfilling their requirements for the state from national and everything else. The only thing that they're doing is when they're writing about a persuasive speech, they're talking about agriculture. And our teachers have a common plan so they're meeting every single day at the same time and they're talking about what they're going to do. Something else that's interesting, that's very unique is that we wanted to make this mirror our school population demographically. We're 72 percent free and reduced lunch. We wanted our special education students in there as well. We have a special education teacher that goes and co-teaches with all the three teachers in their core subject area. And our students are learning quite a bit regarding agriculture and the agricultural component of it. What are, in fact, the commodities of every 50 states. They're taking a book that they're reading and they're impacting with geography about what they're going to do. It was The Hunger Games. And anybody who's read The Hunger Games, they're using The Hunger Games based on how they would run the central part of the United States and what commodity they would use to grow agriculture, how they would do it, how are they going sell it, how they're going to market it, all that good stuff. So I'm going to keep that very, very brief. If you guys have questions. [LR511]

SENATOR ADAMS: Good job. Are there questions? Yes, Senator Sullivan. [LR511]

SENATOR SULLIVAN: How did this come about? [LR511]

ROBERT ARANDA: This came about...we hadn't had an agricultural curriculum in about 20 years, I'd say, in OPS. And people we had been talking to, people from our career department at Tech, and Howard Buffett Jr. came on-board and asked if anybody would be interested. They talked to a couple of schools, but I jumped on it right away before anybody because I think it's just a great idea. It's just...we need to save this earth and we need to save the agricultural part of it. I'm a true believer of that. And not only that, but just the broad where it can take us. Where it can take us is crucial. And our kids that

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we bring...when we were driving down to Lincoln today, talking to them about what you want to do: I want to be a chef or I want to be a businessman. But they're connecting it already to ag. So while Mr. Buffett gave us...Howard Buffett Jr. gave us a donation, and this is how we had an opportunity to hire an urban ag teacher from the University of Nebraska-Lincoln, and we brought her here today to, you know, as well, to...for our students to see. [LR511]

SENATOR SULLIVAN: So is that teacher helping the others to incorporate agricultural information into, say, the English curriculum and those? [LR511]

ROBERT ARANDA: Yes. And then this past summer they went for a 15-day intense training; it's called the CASE curriculum. It's the curriculum about culture and science education. And they went to Kentucky and it was intense. And our teachers that teach geography in special ed and English, they took the agricultural curriculum part of it to start seeing what agriculture was about. So when they come back to Omaha to our schools, then they have that plan time to talk about specifically what they want to target for that week, whether it's an article, whether it's...whatever. [LR511]

SENATOR ADAMS: Senator Brasch [LR511]

SENATOR BRASCH: Thank you. And thank you for testimony, Mr. Aranda. [LR511]

ROBERT ARANDA: Thank you. [LR511]

SENATOR BRASCH: I'm curious, this...do you call the class urban ag, did I hear you say? [LR511]

ROBERT ARANDA: It's urban ag, yes. [LR511]

SENATOR BRASCH: Is it an elective or is it a requirement? [LR511]

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ROBERT ARANDA: It's a science elective. [LR511]

SENATOR BRASCH: A science elective, so...and how many students choose...is there a...? [LR511]

ROBERT ARANDA: Well, the background was we didn't realize we were going to get a big hit, so when we asked, like, how are we going to get students to participate? So we went to classes about two weeks, a freshman class, we presented to kids. And then we had about over 130 kids who wanted to partake in this program. From that we narrowed it down and we talked to them individually and we kind of asked them, this is some serious stuff; if you want to be a part of it, this is your expectations and you're going to have to be part of FFA; we're going to ask you to be an ambassador of the school; this is a...do you want it? Then we lost a couple and then from there then we had to choose; it was difficult for us. When we initially started we were just going to have one class of 30. But we had such a great response that we wanted to start small and then, you know, expand as we go, but we ended up doing 60 kids. Two of them moved out of our school and then one of them, unfortunately, we have high expectations at our school and if they're not going to cut the mustard we're going to ask them to bow out of this program. So along those lines we called the mother, we brought the student in and we said this program is not for your student. And they agreed. So that student was asked out. We're not bringing anybody in. We have 57 strong and we're going to keep it at 57, and if we have to adjust we'll adjust, but we were holding them accountable. [LR511]

SENATOR BRASCH: And that sounds wonderful. And Bryan High School, is that part of Omaha Public Schools? [LR511]

ROBERT ARANDA: This is part of Omaha Public Schools. We're the best hidden secret of OPS. We're on Giles, 48th and Giles. [LR511]

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SENATOR BRASCH: Good. And then is there a student...I'm just thinking of a student exchange program, networking, where I know, you know, the kids that are growing up on the farm, you know, they look bewildered at the people who, you know, are in the city and maybe some sort of a... [LR511]

ROBERT ARANDA: We have a lot of, I guess, field trips and conferences that we're going to be attending. The city of Omaha and everybody that we (inaudible) have been very, very welcoming. So anybody that wants to bring us up to their farm, or anything like that, to get some on-hands experience we'd be more than welcome to come out here or to their business. We're looking for in-kind services. We have big plans for where we want to take it, so hopefully we get support from it. [LR511]

SENATOR BRASCH: Wonderful. Thank you very much. [LR511]

ROBERT ARANDA: But...and again, my thing is that...I have just noticed...these 57 kids, because of the urban ag part of it, they're becoming very open-minded, I guess, for the global society. But the leadership component, I'm going to keep stressing that, the leadership component that this urban ag career academy is doing for us is just...it speaks volumes. I cannot speak...and it's just in volumes of it. It is just outstanding that we're doing. Again, we had to pick the right person which...we got the right person for it, so she's taking it to the next level for us. [LR511]

SENATOR ADAMS: Other questions for this testifier? Anyone? Thank you, sir. [LR511]

ROBERT ARANDA: Thank you. [LR511]

SENATOR ADAMS: Next testifier. [LR511]

CORY EPLER: (Exhibit 3) Good afternoon, I'm Cory, C-o-r-y, Epler, E-p-l-e-r. I'm representing the Nebraska Department of Education. My role within the department is

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the deputy director for career and technical education within the curriculum, instruction and innovation team. I do want to note that I am a former agricultural education instructor and was born and raised on a diversified crop farm in Kansas; so I just wanted to throw that out there as well. We've been asked to share the department's perspective in relationship to standards development, the alignment or incorporation of agriculture within the academic standards, as well as agricultural education programs here in Nebraska. And I will reference pages within the packet as we go throughout the information. In 2007, the Nebraska State Legislature passed LB1157 which required the revision of the academic content standards. At this point all content standards have been revised with the exception of the social studies standards which are on target to be completed by the deadline of July 1, 2013. Copies of the statute and the revision schedule are provided within the packet. Prior to the development of all of the content core academic standards, a standards advisory committee established criteria for the development of the standards. And the criteria for the development of the standards included: (1) a focus on students rather than content; (2) be broad, deep, and few, representing the most essential and enduring concepts; (3) reflect ongoing research and best practice; and (4) reflect knowledge and skills relevant to the citizens of the twenty-first century. The process used to develop the standards was followed throughout...they were similar for across the content areas. It is important to note that the academic content standards are written by those required to implement them, Nebraska educators. The writing and editing team included educators from K-16 from all geographical regions, size of school districts, regional service units, and professional education groups. And there was also an opportunity to gather public input. As part of the writing and editing process, the Nebraska Department of Education used an electronic input window to gather general comments from the public. This same process was followed throughout with the exception of the social studies standards. There was quite a bit of interest generated in the development of those standards. So in addition to the electronic window for public input, there were three hearings scheduled throughout different locations in Nebraska to gather public input. Furthermore, at the request of the Nebraska Farm Bureau, the Nebraska Department of Education met with



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representatives of Ag in the Classroom for recommendations on what to include within the new social studies standards. And those recommendations were included when appropriate and it will be evident when that next draft is released in November. So that is when the next draft of the standards will be released. What we did to determine where we're at currently with the standards that are being used, is we reviewed the Nebraska science and Nebraska social studies standards to determine the degree to which agriculture was reflected throughout the standards. The way that we reviewed them, we identified three levels of alignment. And it's listed in the handout on the second page...or excuse me, the third page as far as the alignment. It includes (1) a match: so what we said with that was that core academic standard can be taught explicitly through an agricultural context; (2) a support: that this core standard can be taught indirectly through a agricultural context; and (3) no match: that this standard could be taught through a agricultural context. That match system was done in cooperation with our academic specialists, as well as our agriculture, food, and natural resource career specialist as well. It's important to emphasize at this point, however, that in Nebraska curriculum is determined at the local level. So therefore, the local curriculum, lesson plans, and instructional strategies are determined by local school districts and classroom teachers. While we believe that the standards for core subjects may reflect an opportunity to teach agricultural knowledge and skill, the decision to explicitly teach those standards within the context of agriculture ultimately rests with the local schools and the local teacher. If you...and specifically in reference to the Nebraska social studies standards, we're looking at the version that was adopted in 2001, so the current standards; they include 98 standards. Based on our review, approximately half of the social studies standards either match or support agricultural knowledge or skills. The Nebraska science standards were adopted in 2010 and include 229 curricular indicators. Two-thirds, or 150, of the Nebraska science standards either match or support agricultural knowledge and skills. The more detailed report on the alignment, as well as some examples in terms of what we identified as a match or support or no match are included within the packet as well. So from our perspective, the nature of the Nebraska science standards and Nebraska social studies standards do lend themselves

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for agriculture to be taught within core academic subject areas. In addition, 148 Nebraska schools offer systematic, career-based instruction surrounding agriculture, food, and natural resources at the secondary level. Agriculture education provides an integrated model for direct instruction within the classroom; leadership instruction through involvement in the national FFA organization; and experiential learning and work-based learning through a student's supervised agricultural experience. We have developed state standards for all courses within the agriculture, food, and natural resource career field, and all courses are aligned within the Nebraska academic standards. Currently in Nebraska, agricultural education programs provide opportunities to over 14,000 students. While these programs exist in 55 percent of Nebraska high schools, a large portion of these schools are in rural communities with smaller school populations. And there on the back of the agricultural education handout is a chart that indicates and illustrates that 14 percent of students in Nebraska high schools were enrolled in an agricultural education class in the 2009-2010 school year. It's encouraging that in the past three years, 14 schools have added agricultural education programs ranging from Class A to Class D-sized schools. In addition, our staff has been in communication with school administrators that continue to seek ways to fund an agricultural education program in their local district. Knowing that one in three Nebraskans' careers are influenced by agriculture and that the world population will increase by over 2.5 billion people within their lifetime, we've seen that students are becoming increasingly motivated by this particular career field. The Nebraska Department of Education and Nebraska career education continue to support the interdisciplinary nature of core academic courses and career education courses. And we're continuing to seek ways and to be able to provide resources and professional development to help teachers integrate agriculture, like we had just heard, a great example from the urban agriculture career academy at Omaha Bryan really be the value of those integrated courses. Thank you. [LR511]

SENATOR CARLSON: Okay, thank you, Cory. Any questions? Yes, Senator Sullivan.  
[LR511]

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SENATOR SULLIVAN: Thank you, Senator Carlson. Thank you, Cory. On the page that you referred to, the alignment... [LR511]

CORY EPLER: Um-hum. [LR511]

SENATOR SULLIVAN: If I understand it correctly, okay, under 12th grade, government/economics, there was a 10 rating for no match. I mean that... [LR511]

CORY EPLER: An example, I'm trying to think, for...we don't...it didn't pull one from government or economics. But for example, there was a...well, the two that are listed under civics and economics: explain the meaning of patriotic slogans and excerpts from notable speeches and documents; I remember specifically there was also one about explaining the differences between world religions. So from our perspective and the social studies perspective that it would probably not lend itself to being taught within an agricultural context. I think we could probably make an argument that most of them could be, but again, that decision rests at the local level with the school district and the teacher. We're a proponent to continue to provide opportunities to integrate agriculture within to core academics because there's real power contextual learning, so we support that. But again, it rests with the local teacher. [LR511]

SENATOR CARLSON: Okay, any other questions or comments? Yes, Senator Brasch. [LR511]

SENATOR BRASCH: Thank you, Chairman. As I'm listening and looking at, you know, it's an option, it's up to the local, you know, I don't know if the Nebraska Association of School Boards or School Administrators, but when you look at the facts that for success and survival of humanity we need food, we need water, you know, there are things that moving forward we need to, you know, encourage more young people to take a greater interest. And when it looks like from the statistics you're showing that there's 14 percent,

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mostly in rural schools, that are taking an interest in the food, where it comes from, you know, what the future are, what the opportunities are, and as institutions or leaders and, you know, do we have a responsibility to point them in the right direction that, you know, food is the right direction, agriculture, you know, other than you could take this class or...you know, I don't know, how...this is not my field, you know, of expertise. [LR511]

CORY EPLER: Sure. Well, and I guess just seeking some clarification, are you talking about the career-based agricultural education courses or more of the integrated academics into a core academic class or both? [LR511]

SENATOR BRASCH: It's both I think, because I think one is you need, you know, a young person needs to understand the essential. You know, eating is not an option. It's a part of our biology that this is a key piece of survival moving forward. It's also an economy. It's a...you know, that there should be somehow into the vocation part, I guess; that would be a natural spin-off I would think, but. And again, perhaps these are federal guidelines that we're following, you know, for curriculum. I don't know how much leeway we have and how much leeway we do give our local people that, you know, is food science just an option? [LR511]

CORY EPLER: Well, in regards to curriculum as stated, the Nebraska Department of Education does not mandate curriculum because of the local control. So we develop the standards and we can provide resources and professional development for teachers, but ultimately...I mean, we heard the principal at Omaha Bryan; that was their decision within their local school. Also speaking from the fact that I was born and raised on a farm, so I understand and see and believe in the importance of educating students about agriculture. And so we're continuing to really work together with our core academic specialists along with our career field specialists to really identify the power in teaching whether it's agriculture or another career education or career-based course within...and integrating that within those core courses so. But we also know that in Nebraska that agriculture is an economic driver and we're very aware of that, and so we

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continue to share that information with school districts. I think the career academy that is at Omaha Bryan is a great example of a school seeing the interest, then also recognizing the economic power behind the industry. And from our perspective we're just going to continue to provide them the support that they need in order to do that.

[LR511]

SENATOR BRASCH: Very good. Thank you so much. [LR511]

CORY EPLER: Thank you. [LR511]

SENATOR CARLSON: Thank you. Any other questions or comments? Now, Cory, I did a little figuring here. And if I'm not right, Rick Leonard will check me out on it and I'll know pretty soon whether I'm off base, but I think this is important for the educational system. We have somewhere between 60,000 and 65,000 farms and ranches in Nebraska. I think that's fairly close. And agriculture provides one in three jobs which means there would be about 400,000 jobs attributable to agriculture; 60,000 or 65,000 are on-the-farm people. That means for every farm, every ranch, there's five other jobs created. That has a pretty significant impact. And it would seem to me like the school systems that try and capitalize on that would have a real advantage for their students. And then you look at it, so if we lose a farm, we may lose five jobs not one. On the other hand, I think, as time goes along, each farm is going to create more than five jobs because of technology and advances. So I think it is a real important economic factor in our state's economy. [LR511]

CORY EPLER: And I'd like to also just be sure to point out that on the last page what we've included are the state-approved program of studies for agricultural education. So when we talk about the jobs that are associated within agriculture, the programs of studies and the courses that are listed are courses that are provided and are available if schools are teaching those particular courses. And Matt Kreifels is our career field specialist for agriculture, food, and natural resources; so he would be one to contact if

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there are any questions about the specific courses. But it is a range of courses from, you know, just intro to agriculture, to getting into biotechnology, animal biology, natural resources, etcetera; so covering the spectrum of the types of jobs that are available within agriculture. [LR511]

SENATOR CARLSON: Good, good. Okay, thank you. Yes, Senator Sullivan. [LR511]

SENATOR SULLIVAN: One final question. And thank you, Cory. Again, getting back to the alignment, you said that the Nebraska social studies history standards were adopted by the State Board of Ed in 2001. What is the time frame for reviewing those? [LR511]

CORY EPLER: They're currently being revised, and the deadline for adoption or for those being finalized is July 1, 2013. So we're on target for those being completed. And on that second page is the revision schedule, so that's the deadline when the new social studies standards will be completed. [LR511]

SENATOR SULLIVAN: For K-12. [LR511]

CORY EPLER: Yes. [LR511]

SENATOR CARLSON: Okay, thank you. Anyone else? Thank you for your testimony. [LR511]

CORY EPLER: Thank you. [LR511]

SENATOR CARLSON: Now, before we have the next testifier, we want to give as many people an opportunity to testify as want to, and we're going to have a person or two that needs to leave before very long, but we're not trying to hurry up this process. But I'm going to ask that we put the light system on. So when you come up, introduce yourself. After you've given us your name and spell it, then the light will come on; and the green

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light gives you four minutes, the yellow light gives you another minute, and the red light automatically puts a shock in the bottom of the chair. (Laughter) [LR511]

KRISTYN HARMS: Well, I'll try that out today then. Thank you. [LR511]

SENATOR CARLSON: And then we'll still have the opportunity to ask you questions. So welcome and go ahead. [LR511]

KRISTYN HARMS: (Exhibit 4) Great. Thank you. My name is Kristyn Harms. It's K-r-i-s-t-y-n; Harms is H-a-r-m-s. And I'm the first of three parts here from Norris High School. I'd first like to take the opportunity to thank you for allowing me to speak with you today on behalf of LR511. I currently teach agricultural education and I'm the FFA advisor at Norris High School, south of Lincoln. I directly teach about 300 students a year, and we have around 100 students in our FFA chapter. And the curriculum right now at Norris in the ag ed department is 7 through 12th grades. In a growing rural school district near an urban area, I have been given the unique opportunity to bridge the agricultural knowledge gap in the minds of students in elementary, middle, and high school grades by using hands-on approaches and incorporating scientific principles at the same time in the curriculum. It is my mission to help students learn where their food comes from and how those plants and animals grow and thrive at the same time in a way that's attractive to the audience that I teach. For example, Norris students utilize the school greenhouse as a hands-on learning laboratory for putting their scientific and agricultural knowledge to use. Students learn about plant anatomy and physiology by growing not only flowering plants but also various vegetables in the school greenhouse. In doing so, students calculate fertilizer requirements, identify insects by feeding-mouth parts, identify different control methods of integrated pest management, and learn about the effects of varying temperatures in plant maturity. By simply growing their own food and serving this produce in the school lunch line, Norris agricultural education students are learning the science behind growing their own food and discovering that agriculture is right at their fingertips in an increasingly urban environment. Students that aren't

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necessarily involved in production agriculture are learning about agriculture in a more appealing way to them. Norris FFA members partnered with elementary school students this past year at Norris in growing their own healthy, organic vegetables to be served in the school lunch line. FFA members worked with these young students in preparing soil in old mineral tubs; planting radish, spinach, carrot, and lettuce seeds; and then harvesting and cleaning the produce to be eaten at school. Just the simple acts of watering a tomato plant and pulling up a radish out of the soil increase the agricultural literacy in the minds of these young people. It's pretty cool to see a 6th-grader point out in the school lunch line that, hey, those are the radishes that I grew, or that's probably the spinach that I just cut this morning in the mineral tub. Norris agricultural education students take a hands-on application approach to learning about science in the classroom. Freshman students learn about alternative energy sources, including biomass and wind, as part of their introductory course. Seeing the excitement in the eyes of students as they ferment corn syrup and actually distill flammable ethanol is priceless. Having a 30-foot wind turbine at school also provides a wonderful opportunity for students to learn about another renewable energy source. To bring this topic to life, students create their very own wind turbine, using a used CD or DVD and a motor from that CD player. Granted, these simple turbines only produce very few millivolts of actual electricity to be used, but it does really bring wind energy to life all through agricultural education. Agriculture is science, and more specifically it is the application of scientific principles. I work daily with science teachers at Norris to bring more scientific validity to my curriculum in a society and industry where accountability is a necessity. Agricultural literacy is key to developing a society that makes the agricultural industry a sustainable one. And, again, that's it; I'm a short one. So I thank you for your time, and I'd like to entertain any questions that you might have. [LR511]

SENATOR CARLSON: Okay. Thank you, Kristyn. Yes, Senator Wallman. [LR511]

SENATOR WALLMAN: Thank you, Chairman Carlson. Thanks for coming. Welcome to your house here. [LR511]



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KRISTYN HARMS: Thank you. [LR511]

SENATOR WALLMAN: And I appreciate what you do. As far as...urban. You know, we're in an urban school district, don't you think? [LR511]

KRISTYN HARMS: I would say we were. [LR511]

SENATOR WALLMAN: We live rural, but, I mean, how much...what's the percentage of ag...actual farm kids? [LR511]

KRISTYN HARMS: Oh, we were just talking about that. I think in FFA alone, of the 100 students, I'd say probably less than 15 percent, so 15 out of the 100. And in the ag program as a whole, I'd say less than 5 percent are going to go back to production agriculture. [LR511]

SENATOR WALLMAN: Thank you. [LR511]

KRISTYN HARMS: And we're right in the middle of a cornfield, so... [LR511]

SENATOR WALLMAN: Yep. (Laughter) [LR511]

SENATOR CARLSON: Okay. Other questions? Senator Bloomfield. [LR511]

SENATOR BLOOMFIELD: Thank you, Senator Carlson. Most of the testimony we've heard today has dealt with plant agriculture. Are we doing anything with animal agriculture, or are you involved in any of that? [LR511]

KRISTYN HARMS: Definitely. I do teach currently a veterinary science course. And this morning we actually went to a vet clinic and watched them neuter a dog, and we

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watched different procedures and blood draws and tumor resection and different things like that. So there's a lot going on in science and in animal production as well. [LR511]

SENATOR BLOOMFIELD: Okay. Thank you. [LR511]

KRISTYN HARMS: Um-hum, yes. [LR511]

SENATOR CARLSON: Okay. Any other questions? Okay, thank you for your testimony. [LR511]

KRISTYN HARMS: Great. Thank you. [LR511]

SENATOR CARLSON: Next. [LR511]

BRYCE DOESCHOT: Good afternoon. [LR511]

SENATOR CARLSON: Okay, welcome. [LR511]

BRYCE DOESCHOT: (Exhibit 5) My name is Bryce Doeschot; that is B-r-y-c-e D-o-e-s-c-h-o-t. My address is 13701 Olive Creek Road, Hickman, Nebraska 68372. Well, like I said, my name is Bryce Doeschot. I am a senior at Norris High School and currently the Norris FFA president. First, I would like to say thank you for this opportunity to speak today on behalf of the Norris agricultural education department. One of the biggest problems in the agriculture industry today is agricultural illiteracy. Last year, I was part of a program that pairs people in the agriculture industry and elementary classes across the state. I was blown away when students asked me questions such as: What color of cows make chocolate milk? Students across the state of Nebraska need to know where their food comes from as well as the basics of agricultural literacy. Today I'm going to highlight one of the current projects we have at Norris, which is the Norris FFA Learning Lab, along with a couple of my personal

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experiences in the program. To start us off today, I ask that you take a look at the Norris FFA Learning Lab handout. As stated, the Norris FFA booster club established a project unlike any before, in 2009. This project allows agricultural education students to work hands-on in a 110-acre test plot only a few feet away from the school. A group of approximately 20 students meet together every Tuesday morning to make up the Norris FFA Farm Committee. Speakers from local agricultural companies come and talk to the students about various ideas for the test plot, new technology in agriculture, and even future jobs in the industry. This project allows students to find their passion, with so many opportunities in agriculture. Continuing down the handout, you can see the many classes that have been involved in the learning lab; as well, a time line of the past year is included, followed by the 2012 summary. Highlighting the year, over 30 acres were set aside for a research test plot containing many different seed varieties and trials. The biggest plot is a yield-comparison plot with over 27 variety numbers. The most beneficial part of the project, for me, is the connection the student can make with the people in the agriculture industry for the future. A few of the other benefits are that classes, even non-agriculture, can benefit from the plot. Those classes can go to the plot and learn a wide range of things, ranging from problem solving to even ecosystems. To summarize, projects such as the Norris FFA Learning Lab excite students in agricultural education and encourage them to work in the agricultural field one day. This is good news for Nebraska, because, as everybody knows and was stated many times today, one out of every three jobs is directly related to agriculture. Not only the jobs, but when the population doubles by the year 2050 the food demand will as well. Today's 14- to 18-year-olds will be the future of agriculture, in Nebraska and the world. Because of agricultural education, I now know that I want to be a part of agricultural education when I graduate from high school. I believe that every child in Nebraska needs to know about agriculture, therefore they need to have agricultural education in the school system. Once again, thank you for your time today. I appreciate your consideration on this very important topic, and I will now answer any questions that you have. [LR511]

SENATOR CARLSON: Okay, thank you, Bryce. Now, is this your first time to testify in

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front of a committee at the Legislature? [LR511]

BRYCE DOESCHOT: Yes, can you tell? [LR511]

SENATOR CARLSON: Well, you didn't sound like it. (Laughter) So you did a good job. [LR511]

BRYCE DOESCHOT: Well, thank you. I appreciate that. [LR511]

SENATOR CARLSON: Do we have any questions of Bryce? Yes, Senator Brasch. [LR511]

SENATOR BRASCH: Yeah, Bryce, I also want to thank you. Very good testimony. Your program sounds excellent. I'm enjoying the pictures I'm seeing here. You're going to go on and farm, correct? [LR511]

BRYCE DOESCHOT: I'm not sure if I'm going to farm, but I'm definitely going to stay in the agriculture... [LR511]

SENATOR BRASCH: Agriculture. Okay. [LR511]

BRYCE DOESCHOT: Yes. Yes, ma'am. [LR511]

SENATOR BRASCH: And...but are you on a farm today? [LR511]

BRYCE DOESCHOT: Yes, my family has a large farm operation just south of here in Lincoln. [LR511]

SENATOR BRASCH: And brothers, sisters, anybody staying on the farm? [LR511]

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BRYCE DOESCHOT: I believe my brother will definitely stay on the farm. [LR511]

SENATOR BRASCH: Okay. Very good. And do you feel a sense of pride in what you're doing when you tell your friends that you're a farmer and in ag? How does that feel? [LR511]

BRYCE DOESCHOT: Absolutely. Well, when you think of Norris, I guess a lot of people think that it's a very agriculture-oriented school because we're out in the middle of a cornfield and we kind of farm the cornfield that we're surrounded by, but there's not a whole lot of farmers at Norris anymore. And it's...I do feel a sense of pride, and I think all of the farm kids at Norris feel a sense of pride, saying that they live on a farm. And after they get home from school, during this time of the year, they go home and run the combine till 10:00 at night. And it's just a sense of pride that we can have, I guess, and, being in the agriculture industry, not just a farmer, that anybody in the ag business can have that sense of pride. [LR511]

SENATOR BRASCH: I'm also curious, the YouTubes that are going viral right now with the Peterson brothers... [LR511]

BRYCE DOESCHOT: (Laugh) Yes. [LR511]

SENATOR BRASCH: Does that kind of identify with everyone here? Or do you guys just enjoy it, or...guys and gals? [LR511]

BRYCE DOESCHOT: Well, you can now see how the younger generation uses technology, with YouTube videos and...but it kind of...as the YouTube video is very funny, it really did give a really good explanation of what modern agriculture is. And I applaud those Kansas boys for doing that, even though they're from K State. (Laughter) [LR511]

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SENATOR BRASCH: We won't hold that against them. (Laughter) No, I did want to thank you. And you did an excellent job. Please come back again and testify. [LR511]

BRYCE DOESCHOT: Thank you. [LR511]

SENATOR CARLSON: Okay, any other questions? Seeing none, good job. Thanks for your testimony. [LR511]

BRYCE DOESCHOT: Thank you once again. [LR511]

DOUG MALONE: (Exhibit 6) Good afternoon. [LR511]

SENATOR CARLSON: Afternoon. [LR511]

DOUG MALONE: Since I taught Norm's kids in school, he said I could have ten minutes, is that right? [LR511]

SENATOR CARLSON: He's the Vice Chair of the committee. [LR511]

DOUG MALONE: Oh, okay. (Laughter) Okay. All right, I'd better hurry, then. I would like to thank you today. First of all, I should just quit now because I taught him and he did better than me, and so I apologize for my speaking, but...that's the mark of a good teacher: always tell the kids when they're better than you, "You've done a great job." I'd like to thank the committee for inviting me to speak about something that I'm really passionate about, and that's ag education. My name is Doug Malone, D-o-u-g M-a-l-o-n-e, P.O. Box 25, Roca, Nebraska. And I've been a teacher at Norris for 29 years and have been an ag teacher for 33 years. I've had the pleasure to work with some great administrators, parents, great kids, and community members who understand the real value of world experience for our students. I have seen students do amazing things. And you...just real quick, you visited about the YouTube video; next

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year, in our 110-acre test plot, we plan on doing a video every week of what...doing a crop watch, what's going out on our video. We have Wi-Fi in our field now, so they'll download it to the Internet. And local farmers can check every week to see what's going on in our field and if it's happening in theirs. And these kids are just amazing. I don't even know how to turn the darn thing on yet, but we'll get there. I've seen students do amazing things and am in awe of what they do. And students will do amazing things if we just give them the resources, empower them, and get out of their way. At Norris we do a tremendous job of teaching students in the core subjects; we're second to none in math, science, reading, and social studies. I'd like to think that those students got a great toolbox full of really, really shiny tools. But we need to teach them how to use those tools, and I think agriculture is one of the ways that every kid can use their tools. You know, agriculture drives this state; it's a state that its number one business provides one in three jobs, you've heard that all over. I think all the students need to see that they can be part of that occupation and to be counted on to help solve many of the future problems we face. It's been estimated that in the next 38 years these kids will have to produce as much food as we've produced since the start of time. And oh, by the way, they've got to do it with less water, less land and still keep the highest-quality food, safest food in the world that's the cheapest in the world. Yeah, the future is pretty bright for these kids, I think. I have the advantage that most teachers don't have: we not only get to talk about it and memorize facts and theories, we get to put them to use. Just yesterday we were talking about the algebraic equation and how to figure a break-even cost in feeding livestock. And all of a sudden one of the kids said, "Why didn't the math teacher show me that; it makes sense." And so we can provide them opportunities to see how it really works, in real-world situations. I get to take those students to the next level in learning: in analyzing data, problem solving on our lab and in our shop; using and implementing new technology in our field and in the shop; most importantly, I think, networking with specialists, knowing they don't know everything, and how to ask questions and then understand...reading for information to understand what they're talking about. The FFA is a great way to develop leadership skills, communicate with adults, and it just goes on and on. We also learn the value of our state's most valuable

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resources: water and soil. We learned firsthand this year what the lack of water will do to a corn crop; we're dryland farmers. We also see that, as we pick up trash on the side of the road with our highway project, that a lot of people have little respect for our water and our environment, and they really need to understand where pollution comes from. We learn that the value of protecting topsoil that provides food and water for the world is important, and we test water to ensure that the quality is there. About seven years ago we tested 650 wells in the area for nitrates. The intent, before the tornado hit us, was to keep track of that so if there was an outbreak we could maybe figure out where it was coming from, because we had the data already on what 650 wells had for nitrate rates. We also teach students to be pillars in their community. And whether they're collecting food for the local food pantry, testing water for the area patrons, ringing bells for Salvation Army, or having a float in the local parade, or the Little Tuggers tractor pull, we teach them to take pride in their community and their state and to be proud to be in agriculture. None of this would be possible without the support of our schools, and we've got a culture at Norris where administrators, teachers, parents, and students strive for excellence. And we have a state that ensures that this pride itself...in making sure that all students get a quality education, with plenty of tools to put in their toolbox. The issue is, do we let the students try out their tools? Do we let them get them dirty? Do we let them break a couple? Do we let them even lose a couple? And even sometimes we let them use those tools in even ways we didn't even think they could. When you advise a group that has a motto that says, "Learning to Do, Doing to Learn, Earning to Live, and Living to Serve," you just can't go wrong. And I want to thank you for the opportunity for letting me speak about this. I think it's something that every student needs to have some knowledge about. Thank you. [LR511]

SENATOR CARLSON: Good. Yeah, thank you, Mr. Malone, for your testimony. Senator Wallman. [LR511]

SENATOR WALLMAN: Thank you, Chairman Carlson. Yeah, welcome, Doug. Do you take field trips, like, to the Prairieland Dairy and the TeKolste chicken operation there?



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With animals, get involved? [LR511]

DOUG MALONE: Certainly. [LR511]

SENATOR WALLMAN: Do you? [LR511]

DOUG MALONE: Yeah. But we also go over and help host that, when they have 5,000 to 7,000 people... [LR511]

SENATOR WALLMAN: Yeah. [LR511]

DOUG MALONE: ...out there that want to learn about agriculture, every year. [LR511]

SENATOR WALLMAN: And that's a need promotional thing. [LR511]

DOUG MALONE: Exactly. [LR511]

SENATOR WALLMAN: And we promote our own products. And I think sometimes we don't do that enough. So thank you, Doug. [LR511]

SENATOR CARLSON: Okay. Any other questions for Mr. Malone? Senator Schilz. [LR511]

SENATOR SCHILZ: Thank you, Senator Carlson. Thank you for coming in today, Mr. Malone. You guys kind of have it figured out, it seems like. The question we have here is, we heard from the person from the Department of Education...is that we have to get this down to the local level so that everybody understands how important it is and move it forward. [LR511]

DOUG MALONE: I agree. [LR511]

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SENATOR SCHILZ: Do you have any insights on the best ways to do that? Because, as I think about it, I mean, it's kind of like training the trainer. And we have to figure out, how do we spark that interest in the folks that are going to be teaching our children?  
[LR511]

DOUG MALONE: You know...and I'm not doing this because Norm is sitting here, but he was on the board when I taught there. And so you have to have board members who buy into this thing. And they do. And I've got a couple of former students on the board, and they bought into this thing. But, more importantly, you have to have administrators that do the same thing. And so you need to let guys like our administrators talk at Administrators' Day about why agriculture is important. And more importantly, you have to let other people in your classroom. I've got a 75-year-old guy that's been welding for 40 years that comes in and teaches every other day. Why? Because he's way better than me. (Laughter) When the kids were out harvesting our plot the other day, we had 20 representatives from Pioneer and Channel and Syngenta, and those kids were interacting with every one of those guys. You saw the pictures. They have job opportunities. The guys from Syngenta said, "We'll hire those three kids right now." And they're only juniors. There is a training ground that we have right now to get kids opportunities that people are just missing. And we're close enough to Lincoln. There is agriculture in Lincoln. Campbell's Nursery is agriculture. The Game and Parks (sic--Parks and Rec) taking care of the flower garden down at the Sunken Gardens, that's agriculture. And I don't know why they're not using that thing. [LR511]

SENATOR CARLSON: Good. Thank you. Any other questions? One of the things that you said, and we know this in agriculture, but it's so very important after we're in a drought like we're in, that we've got to increase our production and do it on less water. And so the management of our water across the state is so vitally important, because we sit on the greatest natural resource in America... [LR511]

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DOUG MALONE: Yeah. [LR511]

SENATOR CARLSON: ...and we're very fortunate for that. [LR511]

DOUG MALONE: Exactly. [LR511]

SENATOR CARLSON: Yeah. [LR511]

DOUG MALONE: I agree 100 percent. And, you know, and I'm not going to pick on Lincoln again, but our kids were wondering why people were getting fined for using water when they're watching our corn dry out every day out in the...and they didn't get it. They couldn't draw the conclusion there, and then...enough said. [LR511]

SENATOR CARLSON: All right. Thank you for your testimony. [LR511]

DOUG MALONE: Yeah. I have copies if you'd like to... [LR511]

SENATOR CARLSON: Welcome. [LR511]

ANDREW AMBRIZ: Good afternoon. I'm Andrew, A-n-d-r-e-w, Ambriz, A-m-b-r-i-z. I am from West Point, Nebraska, and I'm currently serving as a 2012-2013 state officer for the Nebraska FFA. The Nebraska FFA Association has 6,500 members and 148 chapters for grades 9 through 12. Our mission is to develop a student's potential for premier leadership, personal growth, and career success through agricultural education. The foundation of FFA is the agricultural education classes that members take in high school. Agricultural education courses provide knowledge and skill development that helps students become college and career ready. Through these experiences, FFA members develop a solid understanding of the agriculture, food, and natural resources industry. We become knowledgeable about agriculture and are able to share that information. Many young people do not have the opportunity to be enrolled in

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agricultural education classes or be an FFA member in Nebraska. Without personal experience in agriculture or involvement in FFA, many individuals do not have the opportunity to achieve a level of agricultural literacy. I was one of these people. I was born in and lived in Los Angeles, California, until I was ten years old. I never thought of food as anything more than what was on my plate. Agriculture meant nothing to me back then. When I was ten, my family moved to Pender, Nebraska. On the drive from the airport, I saw cornfields, feed yards, and grain elevators but had no idea what they were. I was first introduced to agriculture through junior high ag exploratory classes. When my older sister became involved in FFA and ag education classes, she strongly encouraged me to do the same. Through agricultural education and FFA, I learned all about the agriculture industry. As a result, I went from a complete city slicker to pursuing a career in animal science through my classes at the University of Nebraska-Lincoln. When I talk with my relatives back in California, I realize how illiterate I used to be when it came to agriculture. Because my family isn't directly around agriculture every day, they don't see a need to bother learning about it. If all Americans understood where our food comes from and how it is made, the agriculture industry, our states, and our nation would greatly benefit. Because agriculture is such a significant part of our economy, it is essential that we have advocates for our industry. Through agricultural education and having an agriculturally literate population, we can increase the number of people who see more than just a plate of food. Thank you. [LR511]

SENATOR CARLSON: Okay, thank you for your testimony. Any questions of Andrew? Senator Brasch. [LR511]

SENATOR BRASCH: Good afternoon and thank you. I am the senator for Cuming County, where you live, and it's great to see you here and great to see you with the FFA program. Very interesting that you are a city-now-country young man and future leader. With that said, what do you think we're doing wrong? Why are the kids going away thinking the grass is greener in the city rather than where it grows naturally? Is there something we can do better as schools? You know, how...? [LR511]

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ANDREW AMBRIZ: I believe that it's a lot of portraying of the jobs that most city kids want to have. So the doctors, the lawyers, it's the surgeons. It's those big money-making jobs that are drawing their interest, whereas people that are involved in agriculture are in it solely for the benefit of others. Because that is what we do in the agriculture industry, we grow the food and we provide for others. And I believe that if we can somehow appeal to their interests, get agriculture related back to them, if we can find that common ground, we can interest them in agriculture, because I knew, for myself, I had no desire to be involved in agriculture at all. However, when I was being taught agricultural education throughout my years, I developed a passion for the meat science industry. And there it sparked my major now at the University of Nebraska-Lincoln. It's finding that interest that those individuals have and really playing off those interests so that they, too, can develop a passion for the industry. [LR511]

SENATOR BRASCH: Very good. And what is your degree going to be in? What are you studying at the university now? [LR511]

ANDREW AMBRIZ: Currently I'm majoring in animal science, the meat science and technology option. I'm not quite sure about a future occupation, but I will receive my bachelor of science in animal science at UNL. And a few job opportunities that I've been looking into is quality assurance, perhaps for the United States Department of Agriculture, is a career that I have been looking at. So, yes. [LR511]

SENATOR BRASCH: Very good. Thank you for coming here today. [LR511]

ANDREW AMBRIZ: Not a problem. [LR511]

SENATOR CARLSON: Okay. Thank you. Any other...? Yes, Senator Bloomfield. [LR511]

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Rough Draft

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SENATOR BLOOMFIELD: From city slicker to country bumpkin, welcome home.  
(Laughter) [LR511]

ANDREW AMBRIZ: Thank you. [LR511]

SENATOR BLOOMFIELD: I've got (inaudible). [LR511]

SENATOR CARLSON: What year are you at UNL? [LR511]

ANDREW AMBRIZ: I'm a freshman. [LR511]

SENATOR CARLSON: Okay. Now, I don't quite understand, you're still fully FFA for how long? [LR511]

ANDREW AMBRIZ: We can be involved in the FFA organization until we are 21 years old. [LR511]

SENATOR CARLSON: Okay. [LR511]

ANDREW AMBRIZ: All of our state officers this year are either college freshmen and we have one college sophomore. Several of the national officers are also at the sophomore level in college or the junior level in college. We can continue our FFA experience all the way up until we are 21 years of age. [LR511]

SENATOR CARLSON: Okay. Good. Thank you. Any other questions? Well, you did a good job in your testimony. Thank you for coming. [LR511]

ANDREW AMBRIZ: Thank you. [LR511]

SENATOR CARLSON: Welcome. [LR511]

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MICHAELA CLOWSER: (Exhibit 7) Hi. My name is Michaela Clowser, M-i-c-h-a-e-l-a C-l-o-w-s-e-r, 2676 Holdrege Road, Milford, Nebraska. [LR511]

SENATOR CARLSON: Okay. [LR511]

MICHAELA CLOWSER: I am a Nebraska cattle producer, and I go to...I'm a junior in high school at Seward. I'm here to support LR511. I would like to thank the Education Committee and the Agriculture Committee for giving me the opportunity to testify today. Throughout much of the history of the United States, agriculture and education have been closely related. Americans lived on farms or in small towns, and students often did farm chores before and after school. The school year was determined by planting, cultivating, and harvesting schedules. Some of you may have experienced exactly what I'm talking about. Old school books are full of agricultural references and examples because farming and farm animals were a familiar part of nearly every child's life. This is not the case today. Today, American farmers make up less than 2 percent of the population. Most students have no idea that just about everything we eat, wear, or use comes from agriculture. They have no understanding of the interlocking role farming, food, and fiber production has with environmental-quality topics like land management, maintaining a clean water supply, and preserving and improving forest and wildlife habitats. I am fortunate to attend a Nebraska high school where agriculture classes are offered to students. Seward High School offers courses to students in ag production, animal science, horticulture, and ag leadership. Through these subjects, we are learning skills not only in agriculture but in science, math, technology, communication, management, and leadership. However, there is a void in teaching about agriculture in mainstream classes such as social studies and science. Including agriculture topics, specifically Nebraska agriculture, in social studies and history classes allows students to take great pride in our state's history and economic viability. We are ultimately feeding the world, and if we expose students outside of agriculture to the driving economic force behind our state, it can only benefit the future leaders of our state and our nation.

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Teachers have a rare and exciting opportunity to teach the generation that will one day be leaders within our state. To expose students and teachers to the importance of agriculture outside of ag classes will only ensure that the backbone of our state's economy will withstand. As a cattle producer, especially during these tough economic times and the drought, I am concerned with and take time to calculate feed efficiency and rate of gain for my cattle. I collect production data such as weaning and yearling weight and calving intervals. These are important livestock production concepts and could easily be included in math or science classes. My parents are constantly working on farm expenses and income records. Business classes could certainly incorporate lessons on agriculture budgets, records, and recordkeeping. Biology and ecology classes could handily include concepts of crop production and animal production into the curriculum. After all, biology is the study of life. Land management is very important on my family farm. We actively manage our grass and land to allow for a sustainable, viable ecosystem to sustain not only our way of life but to keep the land healthy. We learn in science and biology classes that keeping our land healthy is important for today and for our future. I do that every day on my farm. We rotational graze and manage the grass to take care of the earth. Our cows are part of a very fragile ecosystem, and my range management keeps the land healthy. I am sure very few of my fellow high school students are aware of this fact. The examples and possibilities of incorporating agricultural concepts and practices into mainstream classes are limitless. I am an active FFA member at Seward High School and I am currently serving as the vice president. My FFA chapter promotes agriculture through a variety of programs and activities. For example, we provide and host a hands-on petting zoo and agricultural displays during the Seward County Fair. For our fellow students, we host ag commodity days, where we have a beef day or a corn day or a dairy day to promote specific Nebraska ag products. But one of the highlights of the Seward FFA chapter is our annual agriculture awareness trip. We will travel to a different part of the country to learn about the ag industry outside of Nebraska and how agriculture is connected nationally and globally. I am very proud to be part of Nebraska's agriculture. Our state's economic growth and stability depends on the success of our ag industry. Future leaders of our state and



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nation should have a basic knowledge and understanding of the agriculture industry and the relevance and significance it plays in every part of our lives. Thank you for your time. [LR511]

SENATOR CARLSON: Okay. Good job, Michaela, thank you. We have questions from the committee? Now, clarify a little bit, because initially you identified yourself as a livestock producer. [LR511]

MICHAELA CLOWSER: Yes. [LR511]

SENATOR CARLSON: And I think...and you said a little bit about it in the middle, and I didn't catch it all; so why are you a livestock producer? [LR511]

MICHAELA CLOWSER: Because I'm very proud of producing beef, and it's...and the protein that you get from beef is very important in diets. And there's more cattle in Nebraska than humans, so I think it's very important to Nebraska agriculture. [LR511]

SENATOR CARLSON: Is your operation a cow-calf or... [LR511]

MICHAELA CLOWSER: Yes. [LR511]

SENATOR CARLSON: ...feedlot? Cow-calf? [LR511]

MICHAELA CLOWSER: It's cow-calf. [LR511]

SENATOR CARLSON: Okay. All right. Any other questions? All right, thank you for your testimony. [LR511]

MICHAELA CLOWSER: Thank you. [LR511]

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SENATOR CARLSON: Welcome. [LR511]

MORIAH NYGREN: Hi. I am Moriah Nygren, M-o-r-i-a-h N-y-g-r-e-n. My address is 1259 County Road L, Mead, Nebraska 68041. I'm currently a sophomore at Midland University, but I was a graduate of Mead High School, where I participated in the FFA program and was an officer for three years. Through that program I got the opportunity to go and help with the Ag Awareness Days every fall that we had at the ARDC building in Ithaca. That was my eyeopener as to how come we need ag education in other schools. I remember one of the first years I was there we had a student ask me if one of the cows was a horse. (Laughter) They were fourth- and fifth-grade students, and that was the first shocker for me. I hadn't been around students that didn't know what cows were, and I was just, like: Oh. But after that, I guess it was even, you know, being there, I mean, taught me a little bit more about how much, really, we use the agriculture that we have, how much the corn and the soybeans are part of our everyday life, whether or not we know it. And I think that was an eyeopener for a lot of those elementary students also. There was a session they would sit through where the speakers would teach them about everything they use throughout their daily life: their toothpaste, their cereal, their clothes, everything that is in it that has soybeans or corn or anything in it. That was an eyeopener for me as well as for those students, I think. And now as a college sophomore, I realize...I was just telling my roommate I had to come and speak at this today, and she goes: Oh, like, about farming? And I was like: Well, yeah, but also about all the other aspects of agriculture. And it's just weird to me to know, like, there are so many kids and so many people at all ages that don't understand that agriculture is more than just the farming. And, yes, it starts with a farm and a ranch, but that creates all the other jobs that we need for the economy. Thank you, I guess. [LR511]

SENATOR CARLSON: Okay. All right, thank you. Questions? Yes, Senator Sullivan. [LR511]

SENATOR SULLIVAN: Thank you. So your friend that was asking you about coming

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here today... [LR511]

MORIAH NYGREN: Um-hum. [LR511]

SENATOR SULLIVAN: ...so, obviously, there's even a little bit of a disconnect with her... [LR511]

MORIAH NYGREN: Um-hum. [LR511]

SENATOR SULLIVAN: ...between what she looks at as farming and agriculture. She thinks they're maybe separate or...? [LR511]

MORIAH NYGREN: She's from....well, she went to high school in Fort Calhoun. She lives...and I've been to her house several times, and she always tells me she lives in the country. And I, like...you live off a paved road, you just don't live by many people. (Laughter) So I guess just her idea of how different, like...and she's been to my house too. She knows that I...she calls...she thinks that I live out in the middle of nowhere. And I have relatives that really do live out in the middle of nowhere. So it's just a different atmosphere, I guess, to her to not have a family that has that background. And I think some kids don't understand that as well. [LR511]

SENATOR CARLSON: Okay, any other...? Yes, Senator Brasch. [LR511]

SENATOR BRASCH: Thank you. And thank you for your testimony, very good. And I also serve Fort Calhoun. I need her name. (Laughter) What do you enjoy the most about agriculture or farming? If you could pick one thing to tell someone, say, from Fort Calhoun. What is it that gives you...? [LR511]

MORIAH NYGREN: I would say the thing I enjoy the most, well, as part of the agriculture area, I just really appreciate, like, how much what we do is a support for

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everyone else in the state and the country and the world, and I really appreciate that and I'm proud of that. But as far as what I got out of the programs: I was an FFA and 4-H member, and I think that they both taught me so much about the leadership of the...my own leadership abilities and just, like, the need for the leadership in those areas in our state and my community too. [LR511]

SENATOR BRASCH: Wonderful. And I'm also very curious, in...near Fort Calhoun is Cargill, there in Blair. Have you as a student or the FFA...? You know, when I went to look at Cargill or Mycogen, you know, you just see how global-connected the power and impact of agriculture. Do you have an opportunity to do that? Or have you seen, you know, what, you know, you see one, you know, seed of corn, and that, you know, will power rocket ships, race cars, you know, or soybean...you know, things like that. Do you ever look at industries as a high school student or, you know, what...? [LR511]

MORIAH NYGREN: Not necessarily in our high school, because I'm from Mead. We did get to do a lot...we had a lot of opportunities to work with the university employees, with the ARDC employees, and with...we partnered with Fontanelle for a few years to help...they taught us a lot about their types of seed and stuff, and we got to help with that. And we also...one of the years I was in high school, I didn't take part in it, but I know quite a few of our students did; they got to help CLAAS with an unveiling of, like, some of their new equipment for a year. And we had a lot of opportunities to go into different areas like that and help with things, I guess. I don't know if we got to go through a whole lot of different areas otherwise. [LR511]

SENATOR BRASCH: Very good. Have you ever detasseled corn? [LR511]

MORIAH NYGREN: I never did. I have many, many friends that detasseled corn. I instead nannied. [LR511]

SENATOR BRASCH: Very good. Thank you so much. [LR511]

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SENATOR CARLSON: Okay. Any other questions? Okay, thank you for your testimony.  
[LR511]

MORIAH NYGREN: Thank you. [LR511]

SENATOR CARLSON: Next. Welcome. [LR511]

CAROLINE WINCHESTER: (Exhibit 8) Good afternoon. I'm Dr. Caroline Winchester, W-i-n-c-h-e-s-t-e-r. I am superintendent of schools at Chadron Public Schools out in the Panhandle. I'd like to thank the committee members for the opportunity to kind of share our story and our perspective from Chadron as far as agricultural literacy and the importance of agriculture. And the three areas I'd like to touch on today are first of all the need; secondly, about standards; and then thirdly, the challenges that are out there in the K-12 education. First of all, Chadron is...agriculture is a major industry in Chadron. We are in the area of a lot of rangeland and forestland. I don't know if you're aware or not, but Chadron State College has the second-largest range program in the United States. A major goal: We do a lot of collaborative work out in the Panhandle because of reduced resources and long distances. We have a joint Dawes County collaborative work being done with governmental agencies and other people. Ag opportunities are one of the number one goals from that committee. We have surveyed our parents and our students. I hope someday that we will be able to have an FFA chapter. And you heard all the experiences that these young people have had. Even though we're in a very large agricultural area, we do not have currently an FFA program, which we are trying to work towards through some collaborative work with Chadron State College. And also we've been working with the Department of Ed to help us kind of get there, and I'll be filling that in. Our Chamber is very interested in supporting agriculture, obviously, because of the economic area. We need to keep young people on the local ranches. And they also feel that the business skills and the volunteer ethics make agricultural students a very valuable asset to the community. So like I said, we're

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in a rural area, we're across the street from the second-largest range program in the United States, and we do desire at Chadron Public Schools to increase our agricultural offerings in the high school and also to establish a viable FFA program. Like I said, I'd like to thank the people at the Department of Ed we're currently working with, Donelle Johnson and Matt Kreifels, for helping us along in this journey and also Dr. Charles Butterfield at the college, because we feel we have a very unique opportunity to make a college connection for our students and work collaboratively in that area. So those are the needs that we have. As far as standards are concerned, if you look at the standards, they are very broad, and I think that's the way they need to be. But there are a lot...and you've heard testimony about opportunities to embed agriculture in the curriculum, and that's very true, and I'll just share with you a couple little examples from our school district. The primary building, of course, focuses on reading and writing and mathematics, and that is as it should be, we need those skills. But there's an excellent opportunity to embed agriculture there. A simple way is nonfictional reading. To learn how to read, you've got to do a lot of practice, and that means you have to read. And so making those opportunities for a level reader is one. Another one was just shared with me Wednesday at an English...our English teacher. Oh, boy, I'm going to...but I need to share this story. She was doing a lesson on conflict, and she used for that piece the story about a young man that is in Kansas State University, true story, and is having a conflict about, do I go back to the farm, or do I go into business? And the neat part about this: our kids, you know, through technology they were able then to connect with this young man and actually have conversations. So excellent ideas to do...way to do that. Challenges. Number one is funding. We just we went through, at Chadron Public Schools, cutting \$1.8 million out of our budget. We don't have money to hire an ag teacher. So that's why we're looking at alternative uses, to being flexible, to being creative, trying to work collaboratively with the college, and using some out-of-the-box thinking in order to, after cutting \$1.8 million, to do it. [LR511]

SENATOR CARLSON: Dr. Winchester, you've come from Chadron. [LR511]

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CAROLINE WINCHESTER: Sorry about that. [LR511]

SENATOR CARLSON: You've come from Chadron. [LR511]

CAROLINE WINCHESTER: Yes, sir. [LR511]

SENATOR CARLSON: You can speak a little longer. [LR511]

CAROLINE WINCHESTER: Okay. Thank you. It did take me eight hours to get here, so I do appreciate (laughter) that time. I'll try to make it (inaudible). Classroom time, you have to understand, is stretched. We spend a lot of...we have to spend a lot of time meeting state standards, AYP. We have to get our students at skill levels; they don't all come to us as well prepared as we need it. So there's a lot of time to that. So that's a challenge that we have in doing that. And that's why we asked for embedding types of things and flexibility and being creative and thinking out of the box. There's a lack of agricultural-endorsement teachers. I would ask you that you would support...there's conversations, I think it's coming very close to an end, of what is being referred to as a three-and-one program, where students would be able to spend three years at Chadron State College and then spend their last year at UNL. We think this would open up wonderful opportunities for young people that maybe would like to stay closer to the ranch area before they go to UNL and finish up. So we would certainly ask support for that type of a thing, those types of arrangements. Again, flexibility in the area of endorsements for ag educators: allow, if possible, something like the HOUSSE Form, where we allow some opportunity for experience to count for your endorsement in ag ed. We certainly agree with the three-phase of the ag ed, with instruction, and then FFA, and then the supervised piece. Again, getting that instructor endorsed in ag ed is a real challenge. And like I said, in our district we can't go out and hire an extra person. We have to deal with the people that we have. Expansion of technology, distance learning offer wonderful opportunities. I think currently you're limited to one synchronous DL course. We all know that the research says that blended pieces are much more

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effective: where part of it's face to face, part of it is asynchronous, as a matter of fact, does not have to be synchronous. Like I said, we're working with a college with an ACES program that we're doing in other areas, where we get dual credit. And we have a piece where our instructors are doing the face-to-face piece and then the college professor is doing a piece online. So there's areas of that. So I thank you for your time. I just would stress that you allow us some flexibility and creativity and expansion of technology, because I think there are some wonderful ways to infuse agriculture. One little piece, I know someone had the textbook about Nebraska history. Something the Department of Ed is doing, and we're challenging our fourth-grade teachers to do that, is have fourth-grader students to write chapters in Nebraska history using local resources. And that's certainly a model that we could do to allow our students throughout the state to create their own digital chapters about agriculture...or the pieces and the resources that they have in their own local districts. So thank you. [LR511]

SENATOR CARLSON: Okay. [LR511]

CAROLINE WINCHESTER: Thank you for your graciousness for allowing me some extra time. [LR511]

SENATOR CARLSON: All right, thank you for your testimony. Any questions? Senator Brasch. [LR511]

SENATOR BRASCH: Thank you, Chairman. I do have a question, because you mentioned technology and Chadron. Are...broadband, you know, is there a digital divide, or is everyone online, fiber optics? How is the...? [LR511]

CAROLINE WINCHESTER: You know, of course, in town we're very blessed there. In the rural areas sometimes there's still, you know, the dial-up. We're ready to go into a one-on-one situation with...and we've talked about that. But there are things that you can do, for instance, some of the cloud-based technologies. We were concerned about



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some of our rural students being able to access some of that information they needed, at home. But you can do some things by downloading from the cloud, you know, prior to leaving and then going home and doing some things like that. So... [LR511]

SENATOR BRASCH: So the connectivity to the... [LR511]

CAROLINE WINCHESTER: But the technology is expanding. I mean, we're getting a bigger pipeline. We have three buildings in one area and another building that's across town. And we don't have a fiber connect over there, but we're getting a wireless piece with a much bigger pipeline. We've got to get an FCC license, as a matter of fact, in order to do that, because that's the power that...but that...it's becoming more and more accessible. The hospital there has a big pipeline coming to it. So, like I said, we work collaboratively with a lot of groups out in the Panhandle, and so we can piggyback on that. And just to put a little plug in, it would sure be nice if we could testify DL here at these hearings, for those of us that have those kinds of distances, but... [LR511]

SENATOR BRASCH: And my question for that is, as a rural senator in northeast Nebraska, we have issues with connectivity with broadband, that, yes, all of our schools are wired now, our hospitals are, but when we have our students who are coming home from Chadron College, for example, or other colleges and they'd like to take online courses or, as all the education systems now are using student information systems or they want to do lesson plans off, you know, virtually, via the Web, then you have to live in town, or if you...you know. And, for us, we have a grove of trees; we have to have this huge, 50-foot tower, you know, with...so I was just curious if that's all across Nebraska, you know, if it's pretty universal that the institutions, the public institutions, are wired but the... [LR511]

CAROLINE WINCHESTER: Right. [LR511]

SENATOR BRASCH: ...farm homes are still working on getting connected. [LR511]

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CAROLINE WINCHESTER: Yeah, it just kind of depends, you know. But we get fairly good service out there. But, like I said, you do have to think out of the box a little bit, particularly if you're doing it with lesson plans, with students; and there's Moodle, and there's a lot of offline things. And, like I said, there are some cloud pieces that...because we've already had those conversations about our students going home. And they can actually download the material prior to going home, work on the material at home, and then come back and put it on there. So, you know, we're getting better and better at it, but there are still challenges. And if you think your distance is far, come out in the Panhandle... [LR511]

SENATOR BRASCH: Oh, we don't think they're far. It shouldn't be... [LR511]

CAROLINE WINCHESTER: ...and we'll tell you the isolation that can be... [LR511]

SENATOR BRASCH: It's a situation, I believe, that shouldn't exist, you know. I really think that, you know... [LR511]

CAROLINE WINCHESTER: Yeah. [LR511]

SENATOR BRASCH: ...it's wonderful, and if we're going to promote ag education and tell people to move to our rural communities, we need high-speed, reliable... [LR511]

CAROLINE WINCHESTER: Right. Exactly. [LR511]

SENATOR BRASCH: ...Internet access globally, you know. So thank you so much for your work in the classroom and promoting ag education. Thank you. [LR511]

SENATOR CARLSON: Okay, thank you. Senator Council. [LR511]

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SENATOR COUNCIL: Thank you. And thank you, Dr. Winchester. I was curious, you mentioned that you're attempting to establish an FFA. What are the...are there barriers or, I mean... [LR511]

CAROLINE WINCHESTER: Well, yeah. (Laugh) [LR511]

SENATOR COUNCIL: I thought I'd ask you, do you need an ag-endorsed educator to sponsor? [LR511]

CAROLINE WINCHESTER: Yeah. Yeah. Yeah. Let me just share our story, and, like I said, we have a real opportunity with the college being across the road. So we're looking into being able to obtain some classes, piggyback...collaborate with them. And I think there's a dual endorsement program that those professors can get some endorsement in. The ag-endorsed person is probably one of the biggest pieces to overcome in our challenge. In the process of cutting our \$1.8 million, one of the things we had to do is reduce our curriculum director to half time, put her back in the classroom. But that has presented a little bit of an opportunity for us, because she's close enough that she's going to be provisionally endorsed in ag ed. So I just had conversations this morning, you know, that if she can teach the intro...we're on a block schedule, too, which also, you know, is a little different piece. But if she can teach the ag ed piece and one other class, and she's currently, this year, offering Wildlife, then if we can get some other pieces from the college or DL, we can kind of have a half-time and get a charter...and, like I said, it would be getting a charter back, because at one time...but the...we've also got another challenge. We have a rancher that does an excellent job with welding, but we can't call that ag mechanics because he doesn't have that endorsement. Now I understand there's some work presently to try and look and see if we can get people that are already endorsed in IT, and maybe in his case, where he's a rancher, he has all that practical experience, we're going to pursue and see if he's willing to look into a provisional endorsement, what he would need. But if we can get, you know, and this, you know, the endorsement piece takes some time, but it would

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be nice if there would be some ability to allow some practical experience to count towards that endorsement, because he's...what he's...his curriculum is exactly what I've seen other ag teachers teach. He just doesn't have the endorsement. But it is a challenge, because, you know as well as I do, the funding is not out there. [LR511]

SENATOR CARLSON: Okay. Thank you. Any other questions? Well, thank you for your long journey and... [LR511]

CAROLINE WINCHESTER: Thank you. [LR511]

SENATOR CARLSON: ...for your testimony. [LR511]

CAROLINE WINCHESTER: I do have some written testimony from my high school principal and an instructor as well. Thank you very much. [LR511]

SENATOR CARLSON: Thank you. Next. Welcome, Jessica. [LR511]

JESSICA KOLTERMAN: (Exhibit 9) Thank you. For the record, my name is Jessica Kolterman, J-e-s-s-i-c-a K-o-l-t-e-r-m-a-n, and I serve as the state director of governmental relations for the Nebraska Farm Bureau. I'm here today on their behalf. I guess, you know, you've heard so many examples and you've heard so many aspects of this. We've talked about the agribusiness aspect; we've talked about the schools, both FFA programs and ag programs about other ways we can incorporate in the traditional classrooms. We've heard from the department with their perspective. And I think, at the end of the day, if you were going to sum it all up, I think everyone in the room, including all of you around the table, could agree that the goal here is really that no child should leave our K-12 programs without an appreciation for and a knowledge of agriculture as well about where their food and fuel and fiber come from. You know, from the Farm Bureau aspect, we'd also like to make sure that they understand the importance of ag to the economy here in the state, because we see that as such a

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fundamental part of our state economy. You know, Senator Sullivan and I had worked on this through the interim a little bit and had some conversations. And we also, you know, had talked with many of you during the session when we were looking at LB884. And one of the things I think we also can agree on is we don't want to overburden our schools in any way. We don't want to create additional things that they have to do, because they're so tied to all the things they need to get done in the classroom anyway. And we don't have a lot of extra funding to provide money for new programs at this point. So what does the outcome, then, look like, when you're talking about continuing this conversation and making sure that the emphasis remains there for agriculture and the importance of it in our classrooms? And I came up, kind of, with an idea of something that we have done in another area of ag that is important, and that area of ag is agriculture and energy independence. And so we know that's an important topic, we know it's timely, we know we need to keep talking about it, we need to do...you know, we know we need to share what all the industries are doing. So we have a group that is chaired by former Senator Bob Kremer, and it's really just an ad hoc committee. It is a committee of Bob, and he calls me when he wants to call a meeting, and I send an e-mail out to partners all across the ag industry about, let's have a meeting this next month to talk about what is going on in all these different aspects of agriculture that relates back to energy independence. And we...it's called the 25 X '25 group; it's an offshoot of a national program to get 25 percent of the country's energy from natural resources by 2025. So that model doesn't cost any money, but what it has done, it has given us an opportunity to continue those discussions and bring people together to communicate about, well, we're doing this over here in the corn industry, so maybe Farm Bureau would want to be a part of that and write a letter of support for this program that we're working on. Or, hey, we're working on trying to get these, you know, interests in energy independence into a classroom, and so maybe we could talk to some teachers or someone at the university about how we can do that. So it really just kind of brings everyone together just to have a dialogue and to continue those discussions and, hopefully, develop synergies. Senator Sullivan talked about the need for communication, collaboration, and coordination, and I think this would be a way we

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could continue the discussion and look at that. I think we can all agree that this is important to our state and we need to move forward in some way, but I think the question is, what does that look like? I am thrilled that FFA is doing so well in Nebraska. I mean, we love our FFA students that are involved. Probably my biggest regret professionally in my high school and college career is I never had an opportunity to do FFA and not because it wasn't there, it's because no one ever suggested to me that agriculture was a place that I could build a career. And it was, you go to college, you go into, you know, some kind of a professional field behind a desk. I wish I would have known that I would have an opportunity to go back and farm my grandparents' land. That would have been great. But I'm on a different path. And so I want to continue to make sure that other students have those opportunities and see those. We really are just here to support this effort and offer, with Ag in the Classroom, to coordinate an ad hoc committee, if that's something that the senators would be interested in, or your staff. So with that, I will let you ask any questions. I also have a letter from Dr. Ronnie Green, Chuck Hibberd, and Steve Waller at the university, in support of these efforts, as well. [LR511]

SENATOR CARLSON: Okay. Jessica, thank you. Any questions of Jessica? Seeing none... [LR511]

JESSICA KOLTERMAN: All right. [LR511]

SENATOR CARLSON: ...thank you. [LR511]

JESSICA KOLTERMAN: Thanks. [LR511]

SENATOR CARLSON: Don't be bashful. Anyone else wish to testify? Seeing none...Dewey, are you...? [LR511]

DUANE LIENEMANN: I would like to, if I could. [LR511]

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SENATOR CARLSON: Well, good. Get up here. There's not a shock in that chair.  
[LR511]

DUANE LIENEMANN: No, I...(laughter). Well, I'd like to take a moment...I am Duane, or Dewey, Lienemann, D-u-a-n-e Lienemann, L-i-e-n-e-m-a-n-n, Post Office Box 124 in Blue Hill, Nebraska. I'm coming to you primarily from two angles: agriculture and education. And background: I grew up in Franklin County, went to a one-room schoolhouse, which a lot of people my age did, and we had agriculture in every class. We had cornfields or pastures around us, and everybody I knew were farmers. It wasn't long, I went to the big city of Wilcox to go to high school, and everybody was involved with agriculture in one way or the other, worked at the co-op, whatever have you, or were farmers. Went to the University of Nebraska, most everybody's grandparents were from the farm or whatever have you. That was 45 years ago, and in that time I spent 29 years as an ag teacher and the last 12 years as an extension educator, in that time working with young people, working with teachers, working with farmers and businessmen and particularly with youth. And I can tell you, number one, you probably related to the fact that I was talking about a disconnect. We've had a increasing disconnect with agriculture over the years. That's troubling to me because I've witnessed it, and I've seen an erosion of the effect of agriculture...the education of agriculture over the years, as a student, then as a teacher, and now as someone that's nearing their retirement years. And it's sad for me to see the erosion away from agriculture and our agricultural way of life. Now, being specific about some things, I want to talk a little bit about standards. As a teacher for 29 years, yeah, I look old, but I was young enough that we taught towards the standards. And I can tell you this, I can tell you this, that if you have standards that are there, we look at them, and I like to hear that there is an option to use agriculture. But I can also tell you, a "required" is what I followed. If it's an option, sometimes we forget about that, because it's not required as a standard. I'm just being blunt. The next thing is, too often the people in influence, our counselors, our administrators, are inept, I might say, in agriculture. They don't

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understand it; that's not their background. So what are they going to gravitate towards? As a teacher, I had students that I would like to go on to agriculture, but their counselors talked them into something else. There's a disconnect we have within our education system. And it goes back to the disconnect I've seen. Now, as we go through life, we have found that if you don't use it, you lose it. In my opinion, we're not using agriculture anymore like we have to. And my fear is my grandkids, my great-grandkids won't get to use agriculture; they won't get to experience it. Now we talked a little bit about education. I've heard a lot of different things. One thing that I find that's really troubling...and Senator Carlson will understand this, is I'm a livestock man. Livestock is the biggest contributor to the economy within the agriculture sector and quite a big player in Nebraska. We're seeing an attack on agriculture, and particularly livestock agriculture, on an increasing basis. And it's by people that don't understand agriculture, number one; they want a different agenda than what we're used to here in Nebraska. And as a result, they are influencing people that have no clue about agriculture, where it comes from, where our food comes from, and, as a result, could have a devastating effect upon our livelihood and the economy in our state. So I'm encouraging everybody to take a look, look at the difference between options and requirements, look at the difference between ag education and the lack thereof and what effect it could have on the economy, our schools, even the careers of the kids I spent my life teaching. With that, I respectfully ask, are there any questions? [LR511]

SENATOR CARLSON: Okay, thank you, Dewey. Any questions? Senator Wallman. [LR511]

SENATOR WALLMAN: Yes, Chairman Carlson, thank you. Yeah, thanks for testifying. And if you would...as a former school board member, I looked at curriculum stuff coming into the elementaries, and these are from groups that are not friendly to animal ag. [LR511]

DUANE LIENEMANN: That's right. [LR511]



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SENATOR WALLMAN: And so I think we are terrible as far as--and I'm a farmer too--we are terrible at promoting our own products. And I guess we have to look to our farm organizations to help us out. And Illinois does a pretty good job of this. And I got relatives that farm in Illinois and Iowa. And Illinois does a good job, because they realize they got, you know, a lot of poultry operations, hog operations, and they got on top of it. So we're lagging, probably, a little here, do you think? [LR511]

DUANE LIENEMANN: I know we are. And too often we have a tendency to bury our head in the sand and hope the problem will go away. And, unfortunately, it won't go away. And secondly, part of that is illiteracy when it comes to agriculture. Like I said, when I went to college, people's grandparents are. Now, I'm afraid, we have people whose great-grandparents were involved with agriculture, and we've got that total disconnect. And agriculture is so important to our state, we don't want to lose that. [LR511]

SENATOR WALLMAN: No. [LR511]

SENATOR CARLSON: Okay. Senator Sullivan. [LR511]

SENATOR SULLIVAN: Thank you, Senator. If I heard you correctly, I think I understood you to say that our standards are lacking, in terms of requiring more agricultural literacy. Am I correct? [LR511]

DUANE LIENEMANN: Yes. And I actually sat on, it was maybe 20-some years ago, I was one of the individuals that helped write the standards for agricultural education. I was on the agronomy side. And one of the things we discussed, what were our standards for grade school? And they said, well, we don't worry about that; this is for high school, or, actually, 7 through 12. And I thought...at the time, there was a bunch of us that questioned that: Gosh, shouldn't we have standards down in the grade-school

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levels? And it was a deaf ear turned to that. I'm just...I'm in my sixties, I can say that. I'm not going to get fired for it now, but it's the truth. (Laughter) It's the truth. That was ignored. And I can say that from experience. It wasn't predicated on what was good for our state; it was predicated on what was the feeling in a state department or in education or maybe one or two people or a committee at the time. And I'm sorry I'm a little passionate about it, but it's bothered me for 20-some years. And when I seen this come up I thought here's our chance to rectify something that should have been done 30 years ago. And I'm saying that not only as a teacher but as a parent and as a grandparent and somebody that's very proud of education, very proud of our kids, and very proud of our state. [LR511]

SENATOR CARLSON: Okay, any other questions? [LR511]

DUANE LIENEMANN: Thank you. [LR511]

SENATOR CARLSON: No, you're not done yet. [LR511]

DUANE LIENEMANN: I'm not? (Laughter) [LR511]

SENATOR CARLSON: Because, you know, I've seen Mr. Lienemann operate firsthand, and he's a very good extension educator. And I know that he agrees with me on this, but it isn't that we're doing nothing, because we've got A-FAN, Alliance for the Future of Agriculture in Nebraska, that's really making a good attempt. [LR511]

SENATOR WALLMAN: Yeah. [LR511]

SENATOR CARLSON: We've got We Support Agriculture... [LR511]

DUANE LIENEMANN: That's right. [LR511]

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SENATOR CARLSON: ...which is really making a good attempt. And we've got the Cattlemen and we've got other ag groups that are very much behind this that understand we've got a problem. And when you don't do anything...when you ignore what you observed 25 years ago, then you allow things to seep in that aren't even noticed until they're there. And we talk about our plentiful food supply, our second-to-none food supply, our economical food supply, the best in the world, and when you have animal rights groups that want to stop the killing of animals for food, that erodes your system. And when you don't pay attention to detail, they're in there, and then how do you get them out? And groups like that, they don't care what it costs. So the economics of our food doesn't matter to them, but destroying the system is an objective. It goes against every one of us that are in here today. And I will still say that I don't think there's anybody in the Legislature that today would dare to vote to promote an animal rights group, but that can change. And we've got to be watching for it that it doesn't change. So thanks for what you do and your willingness to stand up and speak the way you have, Dewey. [LR511]

DUANE LIENEMANN: Literacy is important. Agricultural literacy is important for that and so much more across the board. Thank you. [LR511]

SENATOR CARLSON: Okay. Thanks. Any other testifiers? Welcome. [LR511]

MELISSA KEYES: Good afternoon. My name is Melissa Keyes, M-e-l-i-s-s-a K-e-y-e-s. First of all, I apologize for my casual attire. I walked into work today and I had no idea I would be here, but this is a topic that I am truly passionate about. So I just wanted to share a quick story. Last year, I had the chance to intern for the Nebraska Department of Agriculture, and I had the chance to go to the USDA Ag Outlook Forum in Washington, D.C. So I'm there and it's lunchtime and I sit down at a table next to a lady named Ann Marie (phonetic). And Ann Marie asked me why I was there and who I was with, so I sat down and told her. And I said, my name is Melissa Keyes, I'm from Springfield, Nebraska, and I am an agricultural communications major, I grew up on a

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family farm. I told her my 30-second elevator speech. She asked me, since I was majoring in agriculture, am I just going to back and be a farmer? And I said, no, you know, there are so many opportunities available in this industry, and I told her that I'm more interested in talking about it. And, you know, production is so important, but that's not the only part of agriculture. And so we went on, and she asked what we do on our farm. And I told her that we raise cattle and how we have cow-calf pairs and we feed out our calves in a feedlot. And Ann Marie asked me what a feedlot was. And I looked at her, and I thought about it for a second, and I did not know how to describe a feedlot to somebody who was from Washington, D.C., and she worked for the USDA--and she didn't know what a feedlot was. So I told her that the feedlot is basically a hotel for cattle: you pay for their room, and you pay for their board. (Laughter) So Ann Marie also asked me, she said: I have these coupons for this Nebraska meat. And I assumed they were, like, Omaha Steaks or something. And she goes: So should I eat it; is it good? And I said: Of course, you should; I eat Nebraska meat every single day; so of course you should. And after leaving that dinner and leaving Washington, D.C., I realized that if adults in the work force in America today don't understand the importance of agriculture, especially people who are working for the USDA, then what is the level of knowledge of children? So that's why this is so important. And I thank you, and I'll entertain questions. [LR511]

SENATOR CARLSON: Okay. Thank you for your testimony. Any questions? [LR511]

SENATOR SULLIVAN: Go ahead. [LR511]

SENATOR COUNCIL: I just happen to have a quick comment, because I think that's an interesting story, and I wanted to share with you. I met a gentleman in Omaha this morning before I came down, who's new to the city, just accepted a position in Douglas County. And we were talking, and I said, oh, so...and we were at a breakfast, and he came back to the table and he had everything off the buffet except any meat. And I said, you don't eat red meat? And he says, well, I...the only thing I don't eat is beef. And I

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said, and you're in Nebraska? And he...(laughter). Who hired you? No, I'm kidding.  
(Laughter) [LR511]

SENATOR CARLSON: Okay. Any other...? [LR511]

SENATOR SULLIVAN: Just... [LR511]

SENATOR CARLSON: Yes, Senator Sullivan. [LR511]

SENATOR SULLIVAN: Thank you for your testimony. And what do you do? Are you a student right now? [LR511]

MELISSA KEYES: I am a student at UNL. I'm studying agricultural communications and animal science. [LR511]

SENATOR SULLIVAN: Um-hum. [LR511]

MELISSA KEYES: And I will be graduating in August, so... [LR511]

SENATOR SULLIVAN: Good luck to you. [LR511]

MELISSA KEYES: Thank you. [LR511]

SENATOR SULLIVAN: You're going to be a good advocate for us. [LR511]

MELISSA KEYES: Thank you. [LR511]

SENATOR CARLSON: Any other questions? Well, you told your story very well. And I'll bet you'll never forget that, and you'll always be able to tell it exactly how it happened... [LR511]

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MELISSA KEYES: Yes, I've told that story several times. [LR511]

SENATOR CARLSON: ...because you couldn't believe what you were hearing. [LR511]

MELISSA KEYES: Yep. [LR511]

SENATOR CARLSON: Yep. Good illustration. [LR511]

MELISSA KEYES: Thank you. [LR511]

SENATOR CARLSON: Thank you. All right, anyone else? Going once. Going twice. All right, Senator Sullivan, would you like to close? [LR511]

SENATOR SULLIVAN: Just very briefly, if you don't mind. Well, first of all, to the committee that remains here, thank you for your attention and effort today; I really appreciate that. And I also deeply appreciate all the testifiers that came forth today. I think their comments were passionate, they were informative, and hopefully, give you some things to think about. If I were to summarize all of them and ask you maybe to look at some issues, it would be these. We heard about what's being done in the area of ag careers, and right along with that I would add leadership development. And so those programs are very important to this state. And we play a part in making sure that the funding continues for those, and so I would think that, hopefully, that gives us pause in terms of what we choose to fund in the Legislature. Secondly, I hope you'll take a look at what Jessica said about bringing together groups and entities concerned about this for conversations about ag literacy, because that could foster some new ideas in terms of...and making sure everybody knows what everybody is doing and can come out with some new ideas to, again, promote ag literacy. Secondly, you heard from the people in Ag in the Classroom. And short of mandating something for teachers to do, another thing in the classroom, if we can give them some additional tools and make them aware

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of them, to build ag literacy. Fourthly, I would remind you of the title of this interim study. And it really, then, goes back to the whole idea of, are our standards adequately addressing ag literacy? I think perhaps we need to take a close look at that, because short of mandating something, giving direction and vision to educators and all the challenges that go with accountability and teaching to the standards, in my estimation standards are what it is, in large part. So I just offer those as four things for you to think about. I will always be available, if you have any other questions or concerns in your deliberations. And again I thank you for your time and effort. [LR511]

SENATOR CARLSON: Good. Thank you, Senator Sullivan. Any questions, group? Okay, thank you, for bringing this forward. [LR511]

SENATOR SULLIVAN: Yes. [LR511]

SENATOR CARLSON: (See also Exhibits 10, 11, 12, and 13) Thanks to each one of you for coming, and some, over a big distance, so we do appreciate that. And with that, we'll close the hearing on LR511. Thank you. [LR511]