American Farm Bureau for Agriculture

AR# 2621-CI

Amount Requested: $705,000.00

AR Title: National-Scale Professional Learning and Resource Integration for Beef-Science Education

Organization Information

Name of Contractor:	American Farm Bureau for Agriculture
Primary Contact:	Sydney Andrews
Primary Signatory:	Julia Recko

Full Application

AR Purpose and Description

INTRODUCTION

Since 2015, the American Farm Bureau Foundation for Agriculture (AFBFA) has served as a trusted education partner to the Beef Checkoff, evolving alongside the industry's needs to build a deeper public understanding of beef production. Early efforts focused on agricultural literacy for young learners through children's books and Ag Mags that introduced foundational concepts. As the landscape of science education shifted, so too did AFBFA's approach. Beginning in 2017, the partnership expanded to include a focus on STEM education, integrating the science behind beef production and sustainability practices into instructional materials and educator training. This long-standing collaboration continues to be rooted in shared values of transparency, trust, and a commitment to science-based learning. The paragraph below outlines the program's evolution, highlighting key activities and deliverables that reflect the growing depth and impact of this partnership.

Fiscal Year 2025 marks ten years of AFBFA and Beef Checkoff working together. A quick reflection of the work can be broken into three phases. **Phase 1**: Response and Building Ag Literacy: AFBFA was originally invited to create general ag literacy resources, and the first year produced two online games and a beef ag-mag reader for elementary school students. Which are still available to play on My American Farm and get over 12,000 plays annually. In the second year, AFBFA leveraged its Feeding Minds Press book publishing company and offered the first immersive professional development, with an audience of children's book authors. This was also the first year AFBFA created resources for an older audience, middle school and high school, in STEM (Science, Technology, Engineering, Math) with a Purple Plow Challenge. Going into the third year of the AR process, in response to Food Inc. being used as an instructional resource in many science classrooms across the nation, AFBFA was challenged by the BPOC to build trust with high school educators and students through science education. **Phase 2**: Focus, Expansion, and Testing of Impact: From 2017 to 2023, AFBFA focused on designing and creating resources and professional development opportunities for science educators to learn the science that drives production practices. AFBFA designed high school beef-science classroom materials like phenomena outlines, assessments, and units aligned to High Quality Instructional Materials (HQIM) design standards for the Next Generation Science Standards (NGSS), garnering national attention and opening doors into states and districts looking to implement the NGSS. On The Farm STEM, as a professional development for Science Educators, continued to receive hundreds of applications for 30 spots, with eight years of pre-post survey data showing this professional learning removes 100% negative perceptions of beef production and significantly increases trust among participants. Beef-science webinars continued to draw nearly one thousand registrations each. AFBFA continued to test and innovate classroom resources and professional development, staying closely in tune with the needs and desires of formal science educators and educational leaders. AFBFA built impactful relationships in Science Education with influential leaders and organizations seeking authentic and relevant science materials for high school students during this time. **Phase 3**: Nationwide Implementation: 2023 to 2025 has focused on scaling and national implementation. AFBFA was awarded the NGSS Design Badge for "Unraveling Genetics to Raise the Steaks," a high school beef-science biology unit. This Badge is the "Good Housekeeping Seal of Approval" for science classroom resources and allows the unit to be listed with other HQIM on the national Design Badge Website. To scale the On The Farm STEM program, Train-The-Trainer events are being held in 2025 with the intention to provide localized professional learning for science educators, connecting the beef industry to science classrooms more broadly. Because AFBFA stayed so closely aligned to the needs of science education and the NGSS, letting science lead and tell the story of beef production, education entities have noticed and are seeking formal, collaborative relationships with AFBFA. These relationships are lined up to leverage the beef-science classroom resources in training and implementation efforts at a national scale.

The Vision for Science Education Initiatives

In 2024, AFBFA, with guidance from the board of directors, shifted to focus more intently on formal science education initiatives.

This strategic shift emphasizes The Food and Agriculture Center for Science Education (The Center), a national initiative designed to elevate agriculture as a core context in K–12 science education and to scale AFBFA's impact through coordinated partnerships, research-based instructional design, and professional learning.

The Center integrates AFBFA's prior successes, including Beef Checkoff-funded efforts, into a unified and evolved approach that strengthens agriculture's presence in science education and ensures continued relevance and visibility.

In 2025, with the support of the American Farm Bureau Federation, AFBFA has invested significant staff time in creating a strategic plan to enhance agriculture's presence in formal science education spaces.

The vision of this initiative is to:

- Connect: Scientists and Educators to engage in dialogue about the importance and relevance of agriculture in science education.
- Develop: High-quality instructional resources designed to the Next Generation Science Standards (NGSS) and professional development opportunities to address teacher apprehension over using agriculture when they may not be familiar with it.
- Activate: Farm Bureau members and education advocates to help disseminate resources and information locally.

The goal of this initiative is to enhance:

- Workforce development: Without knowledge of the career opportunities available in agriculture, students cannot pursue them.
- Innovation: Science is the catalyst for innovation. Continued innovation in agriculture is needed for a sustainable and profitable industry.
- Consumer confidence: Providing students with a science-based understanding of the food system, from farm to shelf, ensures they will grow into more informed consumers, making choices that strengthen the supply chain.
- Food security: As the population grows, farming practices need to develop and adjust to new challenges. Science and innovation are needed to address these issues.

Through The Center, AFBFA leads a coordinated, multi-year effort to place agriculture more firmly within science education ecosystems, supported by a growing network of agricultural literacy organizations, state leaders, and science educators across the country.

AFBFA is ready to lead this initiative and has engaged in conversations with more than fifteen corporations, ag literacy organizations, and ag interest groups – all of which expressed support in these efforts.

AFBFA acknowledges that getting agriculture into science classrooms across the country and even working to get agriculture into the National Science Standards is an ambitious goal; however, we believe we are the right organization to take on this task.

As a national leader in agricultural literacy education since 2006, AFBFA has the connections, the national presence, and the relationships needed to be successful.

Key Educational Partnerships & Known Users

Partnering with Vivayic provides access to a team of expert educational designers and developers who are nationally recognized for their leadership in high-quality curriculum development and professional development design and facilitation in education. Many members of this team also have deep roots in agriculture.

This team includes national experts in curriculum design and development, strategic design influencing systems and policy, and professional development facilitation. This partnership is not only cost-effective as it saves AFBFA from retaining additional staff to serve as the education director, but it also offers a wider variety of knowledge and expertise through their connections. This relationship saves AFBFA from incurring staffing costs and allows more Checkoff-funded dollars to be allocated toward the design, delivery, and scaling of impactful programs. This model ensures a greater return on investment for the Beef Checkoff by prioritizing high-quality educator engagement and resource development that advances consumer understanding of the scientific principles of beef production.

This anchor partnership enables AFBFA to scale efforts with efficiency and agility. It has also contributed to AFBFA earning three prestigious NGSS Design Badges—national recognition awarded to only a small number of curriculum developers whose materials meet the highest bar for quality in science education. Only about 4% of all instructional materials reviewed get awarded the NGSS Design Badge. These badges validate AFBFA's commitment to developing rigorous, standards-aligned resources that support both teacher effectiveness and student understanding. The NGSS Design Badge helps educators and science leaders quickly recognize materials that are thoughtfully designed and meet the high bar set by the Next Generation Science Standards.

In addition to this partnership, AFBFA maintains strong connections and relationships with several organizations deeply entrenched in K-12 Science Education. Through this ecosystem, AFBFA can stay attuned to emerging trends, participate in national conversations shaping science education policy and practice, and accelerate the adoption of agricultural contexts in mainstream instructional materials and professional learning programs. These relationships ensure that agriculture is not siloed but instead integrated into the broader landscape of science education reform.

AFBFA's position as a leader in getting agriculture into the science education space, the partnership with Vivayic, and the relationships with other agricultural literacy and science education organizations across the country have best positioned AFBFA to achieve this ambitious goal.

To date, AFBFA frequently collaborates and partners with the following organizations:

- The Center for STEM Professional Learning at Scale at Boston University: This Center is designed to scale up science efforts nationally through virtual and in-person professional learning for educators and administrators implementing NGSS.
- NextGenScience at WestEd: This group stewards the NGSS and is responsible for setting the standards of High Quality Instruction Materials. The endorsement of materials by this group sets the national standard in science education.
- Scale at WestEd: This team is leading national efforts in NGSS assessment, which is critical for the implementation of classroom resources.
- National Science Education Leadership Academy (NSELA): This group is a network of state and regional science education leaders who have direct influence on science curriculum and instruction.

Beyond those organizations that collaborate with AFBFA, several organizations frequently use resources from the Food and Agriculture Center for Science Education in their programming to emphasize contextual applications of science in agriculture. Some of these groups include:

- The National Science Teaching Association (NSTA)
- State Departments of Education
- State-Level Science Teaching Associations
- Informal Science Centers and Museums

These partnerships have led to significant and sustained growth in both the implementation of materials and educator engagement. In 2024, AFBFA conducted a survey of its educator network to better understand how its resources are being used. More than 100 educators from both formal and informal education settings responded. Survey results indicated that Checkoff-funded materials are being implemented in over 100 school districts, many of which serve large and diverse student populations. Notable districts included San Antonio ISD, Houston ISD, Portland Public Schools, San Francisco Public Schools, Denver Public Schools, Detroit Public Schools, Montgomery County Public Schools, and New York City Public Schools. Educators reported using the materials across multiple classes and over several years.

The aforementioned data represent only those teachers who responded to our survey. Website analytics from the Food and Agriculture Center for Science Education indicate even broader engagement and higher levels of material implementation. Our collaboration with NextGenScience at WestEd further reinforces the national interest in Checkoff-funded resources. In February 2025, the NGSS Now newsletter, an educator-facing publication of NextGenScience, which contained information on the Checkoff-funded genetics unit, was sent to over 21,000 educators and had an open rate of 45.4%, significantly higher than the industry average of 31%. The genetics unit was the most clicked item, with 746 educators engaging. Since May 2024, the genetics unit has received 1,214 unique page views on the NextGenScience website. These metrics underscore the strong national demand for rigorous, science-based classroom resources related to beef production and reflect the growing trust and interest educators have in Checkoff-supported materials.

This growing network of partners and users reflects not only the quality of AFBFA's materials and professional learning experiences but also its sustained commitment to meeting the real needs of educators. By designing programs that align with education policy, standards, and local system requirements, AFBFA ensures that agricultural content is not only accessible but also usable and relevant within formal science education. This responsiveness, grounded in a deep understanding of how educational systems function, has made AFBFA a trusted source for resources that help educators meaningfully connect science to agriculture. The long-standing partnership and support of the Beef Checkoff have been instrumental in making this progress possible, and we are grateful for their continued investment in building trust through science-based education.

AR PURPOSE AND DESCRIPTION

Today's students are disconnected from the systems that produce their food, despite growing interest in sustainability, food production, and environmental science. This proposal addresses that gap by embedding the science of beef production into mainstream K–12 science education through accurate, standards-aligned resources and educator-centered professional learning.

AFBFA, through The Center, is committed to ensuring that the next generation encounters beef not as a distant idea but as a tangible and relevant part of their understanding of food systems, sustainability, and science.

With continued and expanded support from the Beef Checkoff, AFBFA will sustain a national-scale effort to integrate the science of beef production into mainstream K–12 science education. Our work enables accurate, standards-aligned teaching about how beef is raised, its role in environmental stewardship, its contributions to food systems, and the science that drives it all. We do this not by pushing messages, but by providing tools and training that allow educators to explore beef honestly, confidently, and rigorously with their students.

This proposal continues to build trust with educators and their communities by investing in a proven coordinated system of support consisting of three pillars: high-quality classroom resources, professional learning, and community engagement (see Appendix A: Image 1). Strengthening state-by-state implementation partnerships with State Beef Councils (SBCs) and educational organizations ensures that Checkoff-funded work is both scalable and locally relevant. The priority goals of FY26 programming are threefold:

1. Sustain and elevate the relevance of Checkoff-funded classroom resources by keeping them current, accessible, and visible across the K–12 education landscape, ensuring integration into core instruction, curriculum frameworks, and educator networks.
2. Expand professional development opportunities for teachers to support the implementation of Checkoff-funded classroom materials and deepen understanding of the science that drives sustainable beef production. This approach supports teachers in meeting academic standards while helping both teachers and students understand how science connects to agriculture, food systems, and food security.
3. Deepen national reach through strategic partnerships and network engagement by strengthening State Beef Council collaborations, amplifying educator voices, and implementing coordinated communications to increase visibility, trust, and sustained use of Checkoff-funded offerings.

AFBFA's programming exists at the intersection of science education and agricultural literacy. These efforts contribute to long-term trust in beef production by addressing the growing distance between producers and consumers. Every classroom conversation facilitated by a well-prepared educator becomes an opportunity to replace myths with knowledge, foster informed decision-making, and inspire curiosity about the people and practices behind the beef on their plates.

Investing in the educational system—not with messages, but with experiences—means investing in the future. Through transparent, scientifically grounded educational programming, the beef industry affirms its commitment to stewardship, innovation, and shared understanding with the public it serves.

This Authorization Request aligns closely with the Beef Industry Long Range Plan's priority to Grow Consumer Trust in Beef Production and is structured to produce tangible, measurable outcomes that demonstrate progress toward that goal. The investments proposed herein are strategic, scalable, and grounded in a model of education that values both accuracy and accessibility. With continued Checkoff support, the future of consumer trust will be transformed —one teacher, one classroom, one state at a time.

RATIONALE

Growing long-term consumer trust in beef requires reaching learners where they are, inside classrooms, learning about the world and their place in it. The K–12 education system offers an unparalleled opportunity to bring agricultural literacy to scale. However, traditional agricultural coursework reaches only a small percentage of American students, while nearly all students engage with life sciences and environmental topics through core science courses.

According to an analysis of data from the National Center for Education Statistics (2022), over 99% of all high school students complete a biology course, while only around 4% complete an agriculture course (See Appendix A: Image 2). This discrepancy reveals a critical leverage point: by targeting science education, especially biology, we can reach virtually every student with accurate, compelling information about food systems, sustainability, and the role of beef in both.

Educators, too, must be met where they are. Teachers are eager to provide relevant, real-world learning opportunities for students, especially in contexts like sustainability—yet they often report feeling underprepared and under-supported. A national survey found that while 83% of educators consider sustainability and climate-related issues important in science education, only 26% feel confident teaching them, and even fewer (24%) feel they have access to high-quality resources or training (North American Association for Environmental Education, 2021). This presents an opportunity for the beef industry to become a trusted partner by supporting teachers in integrating sustainability topics with accurate, real-world examples that deepen student engagement and understanding.

While agriculture is widely viewed by educators as an instructionally powerful context to engage students in science and sustainability, this potential remains vastly underleveraged in classrooms today. A national survey found that over 80% of high school science teachers believe agricultural science is important, yet only 22% report incorporating it into their lessons (See Appendix A: Image 3) (Bayer & National 4-H Council, 2018). This disconnect creates a critical void. Research affirms that integrating fundamental scientific concepts—such as genetics, reproduction, and behavior—within the context of agriculture makes those concepts more relevant and memorable for both students and teachers (McNamara, n.d.). Embedding the science of beef production into core instruction helps educators close this gap, supporting rigorous, real-world, standards-aligned learning.

Furthermore, when educators engage with real-world examples of how science informs beef production practices, they consistently demonstrate a stronger understanding of the systems that support sustainable outcomes. By exploring the science behind topics such as environmental impact, animal care, and production efficiency, participants gain a clearer, more evidence-based perspective of the industry. Program evaluation data show that this deeper understanding often leads to increased confidence in teaching about agriculture and greater trust in the sustainability practices used by today's beef producers (See Appendix A: Images 4 & 5).

Students, too, are increasingly interested in how food connects to personal health and environmental responsibility (See Appendix A: Image 6). Yet many lack the foundational knowledge to act on that interest. A nationally representative survey found that while teens care deeply about food and sustainability, only 21% consider themselves knowledgeable about where food comes from, and 40% say they know little to nothing about the topic. At the same time, 84% want to learn more about sustainable food production, with 80% reporting that they are concerned about food security, and 66% stating that they would like to know how food is produced in environmentally friendly ways (GENYOUth, 2020). This strong desire for knowledge presents a powerful opportunity: by bringing scientifically accurate, real-world agricultural contexts into classrooms, the beef industry can help students become informed, empowered decision-makers.

While student interest in sustainability grows, widespread misconceptions persist, particularly about beef production's environmental impact. For instance, beef and dairy cattle together contribute only ~3.8% of U.S. greenhouse gas emissions, and a complete national shift to a vegan diet would reduce emissions by just ~2.6% (White & Hall, 2017). Yet these facts are often overlooked or misrepresented in classrooms, where agriculture is still largely siloed from core science instruction.

Emerging research highlights how integrating accurate agricultural examples, such as the carbon cycle of pasture-based systems or advances in beef cattle genetics, can deepen student understanding of trade-offs, system dynamics, and sustainability science (Dumont et al., 2022; Beierle & McKenna, 2024). Common misconceptions among both students and educators, particularly regarding methane, land use, and plant-based diets, can distort understanding of the food system.

With student interest high, teacher demand increasing, and persistent gaps in public understanding about agriculture and sustainability, this is a timely opportunity to advance accurate, science-based instruction. By equipping educators with trusted, standards-aligned resources and professional learning, the beef industry can support AFBFA's mission to foster a deeper understanding of where food comes from and how it's produced, preparing students to engage thoughtfully with complex food system challenges.

Citations:

- Beierle, B., & McKenna, T. (2024). The Forgotten Field: Why Agriculture is Missing from Science Classrooms. Food, Ag & Education Center. https://www.foodagscied.org/news/the-forgotten-field-the-lack-of-agricultural-contexts-in-science-classrooms
- Dumont, E., et al. (2022). Agricultural Literacy in K–12 Classrooms: A Systematic Review. Journal of Agricultural Education, 63(1), 90–103.
- NextGenScience & Achieve. (2023). Instructional Materials & Professional Learning: A Landscape Analysis of the K–12 Science Education Ecosystem. https://www.nextgenscience.org/sites/default/files/IM-Landscape-Analysis-May-2023.pdf
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- McNamara, J. P. (n.d.). Basic science education develops lifelong learners in agriculture and food systems. Food and Agriculture Center for Science Education. https://www.foodagcenter.org/blog/basic-science-education-develops-lifelong-learners
- National Center for Education Statistics. (2022). High school mathematics and science course completion. Condition of Education. U.S. Department of Education, Institute of Education Sciences. https://nces.ed.gov/programs/coe/indicator/cour
- North American Association for Environmental Education. (2021). Educating for Sustainable Development: Perspectives and Practices from the Field. https://naaee.org/sites/default/files/eepro/resource/files/educating_for_sustainable_development_final.pdf
- White, R., & Hall, M. B. (2017). Nutritional and greenhouse gas impacts of removing animals from US agriculture. PNAS, 114(48), E10301-E10308.

CBB Budget Category: Consumer Information

Start Date: 10/1/2025

End Date: 9/30/2026

FY26 National Beef Checkoff Funding Request		
Direct Costs	**Implementation**	**Total**
$605,000.00	$100,000.00	$705,000.00

Beef Industry Long Range Plan (LRP) Core Strategies Addressed by this AR:

- Grow Consumer Trust in Beef Production

Tactic A | 2621-CI
National-Scale Professional Learning and Resource Integration for Beef-Science Education

TACTIC DESCRIPTION:

In FY26, AFBFA will expand its nationally recognized train-the-trainer model while reinforcing the impact of existing Checkoff-funded resources such as the badged units, assessments, and professional learning modules. By combining professional learning, strategic updates, and targeted educator outreach, this tactic ensures Checkoff investments are extended, visible, and meaningful in science classrooms across the country.

Educators consistently express a desire for professional learning that is both high-quality and tied to real-world applications. In a 2023 national landscape analysis, teachers reported that they value responsive professional learning opportunities that allow them to connect core science concepts to real-world issues and contexts, especially in ways that promote deeper engagement and equity (NextGenScience & Achieve, 2023). Simultaneously, nearly all educators report modifying their curricula and express a desire for support and guidance to do so effectively. Responsive professional learning refers to training that is tailored to local needs, helps teachers apply what they learn in their specific classroom settings, and provides practical strategies for using high-quality resources like those funded by the Checkoff. This creates a timely opportunity for the beef industry to invest in targeted, high-impact professional learning.

In FY26, AFBFA will implement a comprehensive set of deliverables designed to scale impact, reinforce existing investments, and strengthen national and local partnerships by:

Hosting a National On The Farm STEM(R) Immersive Event: Offered every other year, alternating with an On The Farm STEM(R) Train-The-Trainer event, this high-impact experience connects educators with real-world beef production systems. The 2026 event will focus on building trust, deepening understanding, and fostering authentic connections between science classrooms and the beef industry. These events introduce educators to Beef Checkoff curricula and help identify strong candidates for future On The Farm STEM Train-the-Trainer Institutes, which are held in alternating years, building the community and scaling the implementation of curricula.

Coordinating Five (5) State or Regional Beef STEM Events: Drawing on the facilitator pool developed in FY25, AFBFA will work with and support State Beef Councils (SBCs) to deliver locally tailored professional learning experiences. These may include immersive events, state science teacher conference workshops, or other formats based on local priorities. Outreach through the SBC network will guide planning and engagement. Building on prior partnerships in Kansas, New York, and Colorado, and with renewed and continued interest from states such as Texas and New York, these events will expand reach while deepening ongoing collaborations.

Updating Existing Resources: Time and effort will be dedicated to refreshing legacy materials to enhance their instructional value and maintain scientific accuracy. We will support continued development and refinement of classroom resources that bring beef production into the heart of science education in new and emerging ways. Specifically, AFBFA will:

- Expand the Phenomena Bank, with two (2) more phenomena outlines, a curated digital collection of instructional entry points grounded in agricultural systems (beef production) and aligned with science standards.
- Develop one (1) new case study or *three-dimensional assessment task* that enhances the rigor and authenticity of classroom learning using beef-related contexts.
- Update existing resources into more accessible, educator-friendly formats to improve adoption and classroom use.

Repurposing Archived Beef Webinars: Previously recorded webinars will be restructured into modular, user-friendly formats to support asynchronous professional learning and extend the value of prior investments. This will create an "on-demand" library of professional learning that will support resource integration.

Supporting Strategic Promotion and Educator Engagement: AFBFA will implement a focused marketing and outreach strategy that includes consistent promotion, social media engagement, and presence at key conferences such as the National Science Teaching Association (NSTA) and the National Science Education Leadership Association (NSELA) to expand educator awareness and participation. Efforts will also extend to state-level science association conferences through facilitators and partners engaged in the OTFS Train-the-Trainer model.

Expanding Evaluation Capacity: Additional time and resources will be devoted to measuring program effectiveness and documenting impact, ensuring alignment with Checkoff goals, and enabling continuous improvement. Evaluation activities may include:

- Tracking the number of educators trained and resources implemented in classrooms.
- Measuring changes in teacher understanding of beef production and its relevance to science topics
- Collecting educator insights on how the training has influenced their teaching practices

Providing Program Management and Coordination: AFBFA will maintain high-quality administrative support, ensuring timely implementation, partner collaboration, and responsive reporting.

These deliverables represent a coordinated national-to-local implementation strategy that emphasizes instructional relevance, educator support, and partnership-driven scale. FY26 efforts will focus on evaluating and strengthening existing systems while creating new opportunities for engagement to maximize the reach and effectiveness of Checkoff-funded initiatives. Updates to instructional materials will ensure continued alignment with core biology concepts and academic standards, using agricultural examples to enhance classroom relevance and student engagement. As McNamara (n.d.) notes, "when the fundamental biology of genetics, reproduction, nutrition, behavior, and management are taught through examples of agricultural practices… the relevance and realism of these concepts increase significantly." These strategic investments in professional learning, resource development, and communication deepen the beef industry's position as a trusted, science-based educational partner, building long-term consumer understanding and trust through meaningful, relevant engagement with the next generation.

Citations:

- Beierle, B., & McKenna, T. (2024). The Forgotten Field: Why Agriculture is Missing from Science Classrooms. Food, Ag & Education Center. https://www.foodagscied.org/news/the-forgotten-field-the-lack-of-agricultural-contexts-in-science-classrooms
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- White, R., & Hall, M. B. (2017). Nutritional and greenhouse gas impacts of removing animals from US agriculture. PNAS, 114(48), E10301-E10308.

Measurable Objectives:

Measurable Objective #1
At least 80% of educators who access Checkoff-funded instructional resources through AFBFA's platforms or events will report increased confidence in integrating beef production science into core instruction, as measured through post-engagement surveys.

Measurable Objective #2
At least 120 educators will participate in AFBFA-facilitated professional learning experiences that integrate Checkoff-funded content, with 75% indicating the experience helped them connect science standards to real-world food system contexts.

Measurable Objective #3
AFBFA will increase the visibility of beef-related educational content by generating at least 380,000 impressions through targeted outreach, including educator newsletters, social media campaigns, and national conference engagement.

Performance Efficiency Measures:

General Target Audience

- General STEM Educators & Educator Reported Students Reach Goal: 1,520,000
- General STEM Educators & Educator Reported Students Engagement Goal: 380,000

Key Opinion Leaders

- Science Educators & Educational Leaders Reach Goal: 190,000
- Science Educators & Educational Leaders Engagement Goal: 33,000

LRP Initiatives Addressed by this Tactic:

Grow Consumer Trust in Beef Production

- Align and collaborate with traditional and nontraditional partners to tell the positive story of beef cattle production
- Engage positively in the sustainable nutrition conversation

Checkoff Program Committee(s): Consumer Trust

Supplemental Information for This AR

1. **Please explain significant changes from the FY25 approved AR.**
   Tactic A: The focus of this AR is to build on the train-the-trainer model (established in FY25) to enable state/local professional development activities to happen more easily and invest time in the Next Generation Science Exemplar Program (NGSX).

2. **List any proposed vendors/agencies that will be used to complete the work in this AR.**
   Instructional Design and Project Management: Vivayic, Inc. (Lincoln, NE)

   www.vivayic.com

3. **Will all work with vendors/agencies be competitively bid? If no, please provide a brief description as to why.**
   No. This program will leverage an ongoing relationship between AFBFA and Vivayic, Inc. Vivayic's agricultural and science education experts fulfill the responsibilities of the Ag Foundation Education Director.

4. **Has this AR built upon past work or projects that have been previously funded by the BPOC? If yes, please provide a detailed list and background information on the project and contractor(s) involved.**
   This AR extends the reach and impact established through AR1708-CI, AR1606-CI, AR 1509-CI, AR 1921-CI, AR 2021-CI, 2121-CI, 2221-CI, 2321-CI, 2421-CI, and 2521-CI.

5. **If applicable, explain how this AR can be extended by state beef councils or other contractors.**
   State Beef Councils (SBCs) will have the opportunity to play a large role in the proposed AR. For the 5 state or regional Beef STEM events, AFBFA will work directly with SBCs to deliver locally tailored professional learning experiences (i.e., immersive events, state science teacher conference workshops).

Detailed Budget Summary

The tables in the following three sections report program budget information from the following funding sources:

1. National Beef Checkoff Funding
2. Other Funding such as:
   - Federation of State Beef Councils (FSBC) Funds
   - Individual Qualified State Beef Council (QSBC) Funds
   - Government Funds (e.g., Market Access Program, Foreign Market Development)
   - Grain/Oilseed Funds (e.g., National Corn Growers Association, American Soybean Association)
   - Corporate Funds (e.g., tech and pharma companies)
   - Other

Definitions
National Beef Checkoff Funding is divided into:

- **Direct Costs:** These are expenses directly associated with executing program activities, including advertising, promotional materials, consulting fees, travel, and other project-specific costs.
- **Implementation:** These are the expenses that provide the process and infrastructure needed to put program activities into action, including overhead allocations and staff compensation (i.e. salaries and benefits).

Section 1 – FY26 Funding Requested by Tactic

FY26 National Beef Checkoff Funding Requested by Tactic
The following table outlines the requested amount of National Beef Checkoff funding for each tactic and the committee(s) that has been selected to score it/them.

National Beef Checkoff Funding by Tactic					
Committee Name	**Tactic**	**Tactic Name**	**Direct Costs**	**Implementation**	**Total**
Consumer Trust	Tactic A	National-Scale Professional Learning and Resource Integration for Beef-Science Education	$605,000.00	$100,000.00	**$705,000.00**
		Total	**$605,000.00**	**$100,000.00**	**$705,000.00**

FY26 Other Funding Requested by Tactic
The following table reports the amount of anticipated Other Funding that would be applied to each tactic. This information is for reference only and demonstrates external collaboration as delineated in the 2021-2025 Beef Industry Long Range Plan.

Funding Sources Requested by Tactic *(Informational Only)*			
Funding Source	**Tactic**	**Tactic Name**	**Total**
Other: American Farm Bureau Foundation for Agriculture	Tactic A	National-Scale Professional Learning and Resource Integration for Beef-Science Education	**$50,000.00**
Other: American Farm Bureau Federation	Tactic A	National-Scale Professional Learning and Resource Integration for Beef-Science Education	**$100,000.00**
		Total	**$150,000.00**

Section 1 - Additional Funding Comments:
Use the space below to provide any additional details about the FY26 National Beef Checkoff or Other Funding amounts requested, along with any anticipated third-party contributions* for this AR.

** Specify the type of third-party contributions, such as support from external organizations or in-kind goods and services (e.g., equipment, supplies, volunteer time, consulting), and their estimated value (individual or cumulative).*

In 2025, with the support of the American Farm Bureau Federation, AFBFA has invested significant staff time in creating a strategic plan to enhance agriculture's presence in formal science education spaces. This time leverages the work AFBFA does with CBB and we will continue these efforts in 2026.

It also includes in-kind funds for office space, computers, etc.

Section 2 – Summary of FY25 AR Budgets and Expenses

Classification:

This AR expands upon previously funded program work from last year. While CBB will enter information into the FY25 National Beef Checkoff Funding table, we (the contractor) will report corresponding details in the FY25 Other Funding table.

FY25 National Beef Checkoff Funding

This table reports the amount of awarded and expended National Beef Checkoff funding for this Authorization Request in FY25.

FY25 National Beef Checkoff Funding *Note: The Cattlemen's Beef Board completed the fields in this table.*			
	AR# 2521-CI		
	Direct Costs	**Implementation**	**Total**
Funds Awarded	$480,000.00	$120,000.00	$600,000.00
Actual Expenses *(October 1, 2024 - June 30, 2025)*	$221,779.73	$30,444.39	$252,224.12

FY25 Other Funding

The following table reports the amount of committed and expended Other Funding for the FY25 AR. This funding information is for informational purposes only and demonstrates external collaboration as delineated in the 2021-2025 Beef Industry Long Range Plan.

FY25 Other Funding *(Informational Only)*			
	AR# 2521-CI		
	Other Funding Source	**Funds Committed**	**Funds Expended** *(October 1, 2024 –June 30, 2025)*
A	Other: American Farm Bureau Foundation for Agriculture	$20,500.00	$20,500.00

Section 2 – Additional Funding Comments:

Use the space below if you wish to provide additional comments/information on the historical National Beef Checkoff or Other Funding budget and expense summaries, as well as details on third-party contributions* that supported these ARs.

** Specify the type of third-party contributions, such as support from external organizations or in-kind goods and services (e.g., equipment, supplies, volunteer time, consulting), and their estimated value (individual or cumulative).*

N/A

Section 3 – Historical Summary of AR Budgets and Expenses

Classification:	This AR expands upon previously funded program work from the past two years or more. While CBB will enter information into the National Beef Checkoff Funding Summary table, we (the contractor) will report information in the Other Funding Summary table.

National Beef Checkoff Funding – Historical Summary

The following table reports the amount of awarded and expended National Beef Checkoff funding for the FY22, FY23, and FY24 ARs.

National Beef Checkoff Funding - Historical Summary *Note: The Cattlemen's Beef Board completed the fields in this table.*				
		FY24 **AR# 2421-CI**	**FY23** **AR# 2321-CI**	**FY22** **AR# 2221-CI**
AR Period[1]	*Start Date:*	*Oct. 1, 2023*	*Oct. 1, 2022*	*Oct. 1, 2021*
	End Date:	*Sep. 30, 2023*	*Sep. 30, 2023*	*Sep. 30, 2022*
Funds Awarded		$800,000.00	$900,000.00	$926,000.00
Actual Expenses[2]		$799,703.68	$900,000.00	$895,344.42

[1]For multiyear ARs, the "End Date" reflects the date that the AR is scheduled to be completed.
[2]If the AR "End Date" has not occurred, actual expenses will be reflective of the following time period: AR Start Date - June 30, 2025.

Other Funding - Historical Summary

The following table reports the amount of Other Funding expenditures for the FY22, FY23, and FY24 ARs. The funding information in this table is for informational purposes only and demonstrates external collaboration as delineated in the 2021-2025 Beef Industry Long Range Plan.

Other Funding – Historical Summary *(Informational Only)*						
	FY24 **AR# 2420-CI**		**FY23** **AR# 2320-CI**		**FY22** **AR# 2220-CI**	
	Other Funding Source	**Total Expenditures**	**Other Funding Source**	**Total Expenditures**	**Other Funding Source**	**Total Expenditures**
A	Other: American Farm Bureau Foundation for Agriculture	$10,000.00	Other: Dairy Management Inc.	$37,000.00	Other: American Farm Bureau Foundation for Agriculture	$11,789.00

Section 3 - Additional Funding Comments:

Use the space below if you wish to provide additional comments/information on the historical National Beef Checkoff or Other Funding budget and expense summaries, as well as details on third-party contributions* that supported these ARs.

** Specify the type of third-party contributions, such as support from external organizations or in-kind goods and services (e.g., equipment, supplies, volunteer time, consulting), and their estimated value (individual or cumulative).*

N/A

Appendix A

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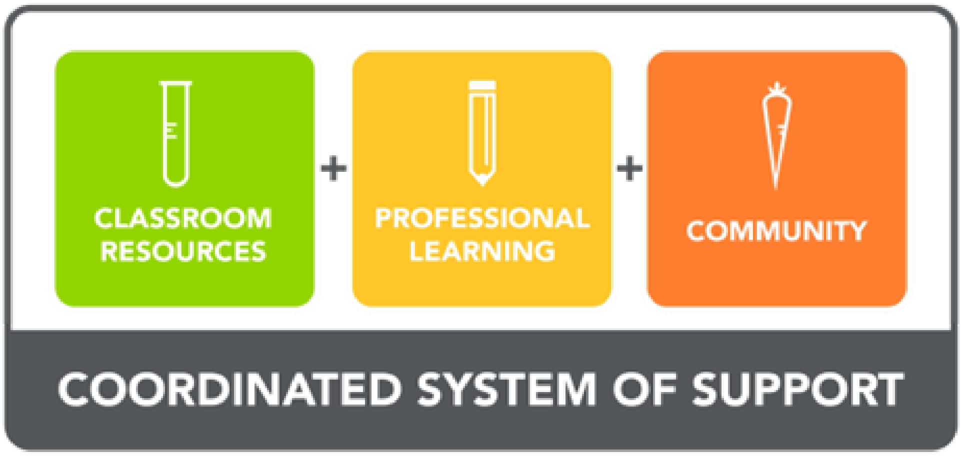

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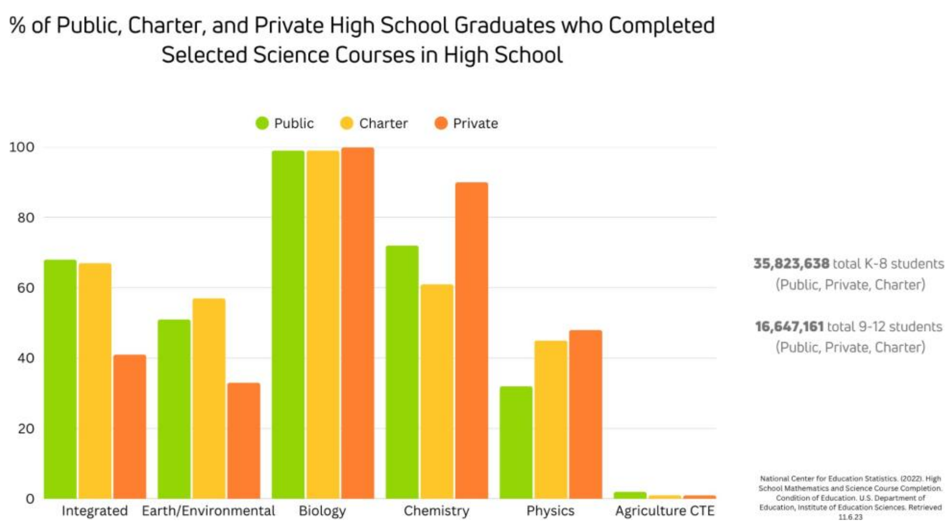
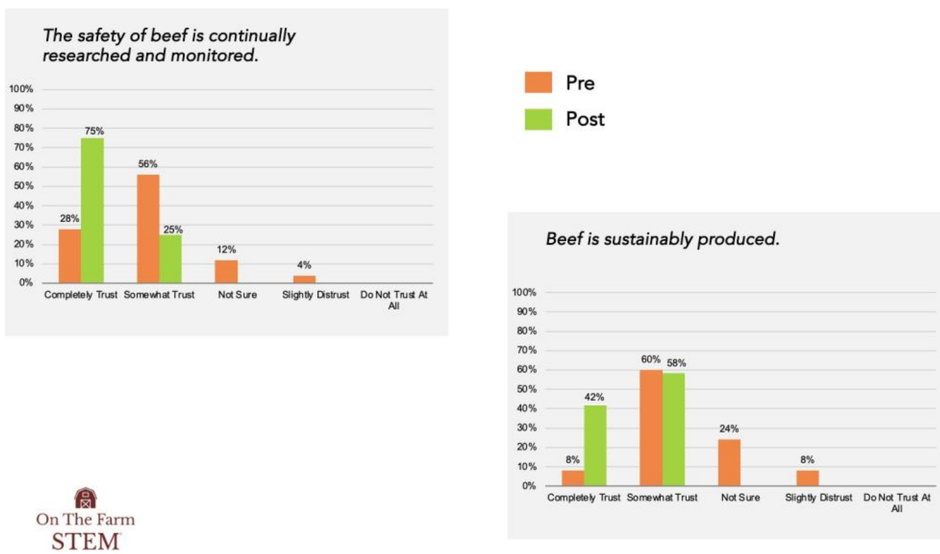


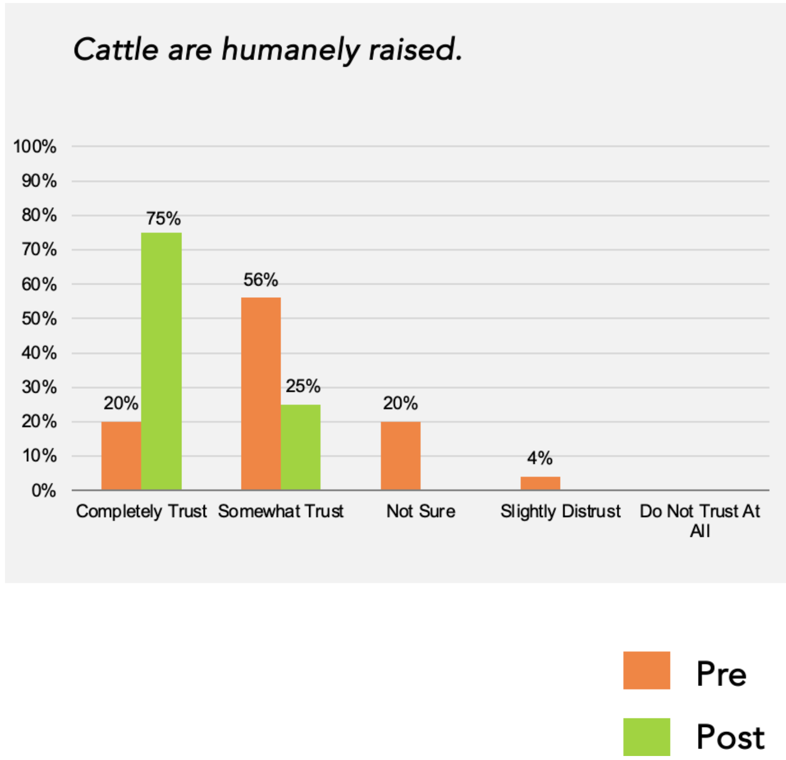
</td></tr>
</table>

3


Disconnection in High School Science Education
80%
Acknowledge the importance of agricultural science
22%
Include agricultural contexts in their lesson plans
Bayer Group. (2018, March 19). Are we preparing the next generation for Tomorrow's global challenges? new study suggests we have work to do. Bayer CropScience United States. https://www.cropscience.bayer.us/news-press/crop-protection/are-we-preparing-the-next-generation-for-tomorrows-global-challenges-new-study-suggests-we-have-work-to-do

4


The safety of beef is continually researched and monitored.
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
28%
75%
56%
25%
12%
4%
Completely Trust
Somewhat Trust
Not Sure
Slightly Distrust
Do Not Trust At All
Pre
Post
Beef is sustainably produced.
8%
42%
60%
58%
24%
8%
Completely Trust
Somewhat Trust
Not Sure
Slightly Distrust
Do Not Trust At All
On The Farm STEM

5	
6	**Gen Z Cares About Food** 84% of youth want to hear about sustainable food issues 66% of youth are interested in learning more about producing food in earth-friendly ways 80% of youth are very concerned about helping feed people who don't have enough to eat 21% of youth responded that they were very knowledgeable about how their food was produced GENYOUth. (n.d.). *GENYOUth – genyouth national survey finds American teens care about food and the environment.* GENYOUth National Survey Finds American Teens Care About Food And The Environment Comments. https://genyouthnow.org/press-releases/genyouth-national-survey-finds-american-teens-care-about-food-and-the-environment/