

GROWING AGRIPRENEURS TOOLKIT

A Model for Beginning Farmer Hands-on Education

By Maud Macrory Powell

Introduction	2
Planning Your Program	3
<i>Land</i>	3
<i>Tools and Equipment</i>	4
<i>Staffing</i>	5
<i>Recruiting Participants</i>	5
<i>Identifying Instructors</i>	6
<i>Developing a Calendar/Schedule</i>	7
<i>Setting Program Fees</i>	7
<i>Funding</i>	8
<i>Budgeting</i>	8
<i>What to Do with Your Harvest</i>	9
Educational Components	9
<i>Crop or Enterprise Selection</i>	9
<i>Production Basics</i>	10
<i>Infrastructure and Equipment</i>	10
<i>Business and Marketing</i>	10
Tips for Running the Program	11
<i>Setting Up the Teaching Farm</i>	11
<i>Field Hours</i>	11
<i>Farm Walks</i>	13
<i>Skill-Building Sessions</i>	13
<i>Making the Most of Teaching Moments</i>	14
<i>Communicating with Your Cohort</i>	14
<i>Managing Attrition</i>	14
Program Evaluation	15

Introduction

Since 2011, Oregon State University (OSU) Small Farms program has offered its Growing Agripreneurs (GA) program to provide hands-on training and education for beginning farmers. The program targets people who are working professionals, have a family, or both. The program is designed for individuals seeking hands-on training but who are not able to commit to an entire season working or interning on a farm.

In the fall of 2010, the Oregon Department of Agriculture (ODA) asked the OSU Small Farms program to pilot a Farmer Incubator program. Via a needs assessment conducted in southern Oregon, hands-on agricultural education emerged as the most pressing need for beginning farmers. As a result of the needs assessment, OSU Small Farms worked with the Oregon Department of Agriculture to develop the Growing Agripreneurs program.

The program is comprised of four distinct elements:

- **Classes** taught by agricultural professionals and/or experienced farmers. We have developed modules for seven classes, which can be adapted to different regions. The modules cover the following topics: Introduction to Horticulture, Introduction to Soils, Integrated Pest Management, Business 101, Equipment for Small Farms, Introduction to Irrigation, and Winter Farming.
- **Weekly field hours** on a Teaching Farm working alongside the Farm Manager, who acts as a farm mentor during the field hours.
- **Farm walks**, which usually occur at the beginning of weekly field hours, train participants to assess the needs of a farm operation and understand the Farm Manager's perspective.
- **Skill-building sessions**, held at least once a month during the growing season by the Farm Manager, to demonstrate and train participants in a specific farming skill. Skill-building sessions can include making soil blocks, installing a drip irrigation system, trellising tomatoes, hoeing, harvesting seed, etc.

The purpose of this toolkit is to offer one model for hands-on beginning farmer training. We have run three iterations of the program, making changes to the content and structure each year based on feedback from participants and instructors.

Planning Your Program

The Growing Agripreneurs program requires significant preparation and planning—besides delivering a comprehensive educational program, it involves starting and managing a small farm.

Land

The first step in starting a Growing Agripreneurs program is to locate a piece of land for the Teaching Farm. Ideally, you will be able to secure property that is free or inexpensive, and that can be secured for multiple years.

The pilot and current Growing Agripreneurs program is located at the Southern Oregon Research and Extension Center (SOREC) in Central Point, Oregon. SOREC has been an excellent site—the land, which is owned by Jackson County and operated by OSU Extension, can be used for educational purposes in perpetuity. Also, the equipment and tools at SOREC have been made available to the Growing Agripreneurs program, which further reduces the program's costs by eliminating the need to purchase or lease equipment.

Considerations for acquiring land for your program:

- For the purposes of a Growing Agripreneurs Teaching Farm, one acre is an appropriate size. The Farm Manager will be able to demonstrate intensive crop production on one acre while not needing additional labor.
- Look for land that is centrally located and/or in close proximity to where potential participants live.
- Look for land that has an outdoor classroom or public facility that can be used on a regular basis for classes.
- Look for a no-cost or inexpensive lease.
- Look for lease you can renew annually or one that will be available for at least five years.

- Class 1 soils are not needed for your Teaching Farm, but the soil should be appropriate for annual vegetable production. Avoid heavy clay or rocky soils.
- Make sure the farm has a reliable water source through the growing season. Ask the landowner for a copy of the property's water rights and research the existing water delivery methods. You may need to get an estimate on an irrigation system for the purpose of creating your budget. Ideally, your Teaching Farm will have the capability to run both drip and overhead irrigation, so that participants can observe and work with both types of systems.
- Find out if the landowner will let you use any of the equipment or tools on the property. If so, make sure that the lease agreement spells out the terms of the equipment usage.

Tools and Equipment

You will need to purchase or have access to the following:

Tools:

- Hoes, 7
- Shovels, 3
- Gloves, 10 pairs
- McLeod tool (combination rake-hoe)
- Felco pruners 3 pairs
- Lettuce harvesting knife, 3
- 5-gallon buckets, 10
- Handcart
- Tape measure, 25 ft. and 100 ft.
- Claw hammer, 2
- Pliers, 1 pair
- Adjustable wrenches in several sizes, 1 set
- Screwdriver set

Equipment:

- Tractor with plow and rototiller
- Walk-behind tractor with mower and rototiller attachments

- Pickup truck

Staffing

Two part-time people, or one full-time person with two distinct roles, can run the Growing Agripreneurs program. The two roles in the program are:

1. The Farm Manager/Mentor: The Farm Manager plans and manages the Teaching Farm. The Farm Manager will spend time in the winter planning for the Teaching Farm, deciding what crops to grow, ordering seeds, and purchasing inputs and tools as needed. During February and March, (s)he will begin propagating plants and establishing perennials, and begin bed preparation. Over the course of the growing season, (s)he will be responsible for all crop production and harvesting, be present at all field hours, conduct farm walks and skill-building sessions, and work closely with GA participants. (See Appendix A for a detailed job description for the Farm Manager.)
2. The Growing Agripreneurs Coordinator is responsible for recruiting participants and planning classes during the winter. Over the course of the season, (s)he will manage the budget, communicate with participants regarding the schedule, conduct evaluations, and prepare grant reports.

One person can perform both of these roles. However, the skill sets required are different enough that you may want to consider hiring two part-time people instead.

Recruiting Participants

Once the Teaching Farm has been located and staffing secured, it's time to think about potential participants and how they will find out about the program. Consider accepting five to seven participants for your first year, and then assess cohort size for future seasons.

Some common recruitment methods for Growing Agripreneurs include:

- Asking local food and farming nonprofits and agencies to mail a program brochure to their mailing lists. (See Appendix B for a sample brochure.)

- Posting about the program on social media sites related to food and farming.
- Making connections with local community colleges or universities. You can distribute brochures or ask instructors working in agricultural-related areas of study to let their students know about the program.
- Informing local farms about the program, since they are often approached by prospective farmers looking for education and/or work experience.

If you have a large pool of potential applicants and are seeking to keep the cohort between five and seven participants, consider an application process. (See Appendix C for the Southern Oregon Growing Agripreneurs program application.) The goal of an application process is to recruit candidates who are most likely to complete the program and then start their own farms.

The most important questions to ask during the application process are about an individual's previous experience with farming, as well as his/her future farming plans and goals. People who have farmed for a season or longer have a general idea of what to expect—heavy labor, repetitive tasks, and inclement weather. And people who have a goal of starting a commercial farm as opposed to learning about gardening or sustainable agriculture will be more likely to complete the program. You may also ask applicants to provide referrals from past employers who can vouch for their work ethic.

Identifying Instructors

Over the course of the program, we offer seven classes that are taught by agricultural professionals and experienced farmers. The classes are offered roughly once a month and provide a deeper look into the science and/or technology behind various aspects of agriculture. Classes usually run for three hours, with one 15-minute break.

During the winter months, before the program begins, identify extension educators, farmers, or other professionals who can teach these classes. If you are working with agricultural professionals, make sure they can cover the topic in a way that is relevant to small-scale agriculture. If you ask a farmer to teach for you, make sure (s)he already has experience delivering educational programs and feels confident about speaking publicly. Whenever possible,

schedule your speakers before the program begins in March. Be sure to provide several reminders, including during the week of the class. Encourage instructors to use the Teaching Farm to illustrate their lesson plans. For example, our program's Soils instructor uses soil tests taken on the Teaching Farm to demonstrate various points in his lecture. The instructor who teaches Integrated Pest Management leads the class at the Teaching Farm to identify beneficial insects.

Developing a Calendar/Schedule

Our program runs from mid-April to mid-October. During the late winter and early spring, we have set most class dates, as well as the weekly schedule, for the Growing Agripreneurs program. The Coordinator should contact the agricultural professionals and experienced farmers who will be teaching classes and confirm teaching dates. The Coordinator and Farm Manager should agree on times and days for regular weekly field hours and skill-building sessions. Ideally, you will be able to present a firm calendar for your participants at their first meeting in mid-April. (See Appendix D for a sample Growing Agripreneurs calendar.)

Setting Program Fees

The fee you charge for your program will depend on how the program is funded. If you have secured adequate grant funds, you can charge less for the program than if you are attempting to recover a significant portion of the program's costs. During the first three years of our program, we charged \$350 per person for the season. With an average of seven students per year, we generated \$2,450 per year in tuition.

Over the six-month program, with three hours per week of instruction or work alongside a mentor, participants have access to 75 hours of instruction, mentorship, and practicum hours. At the price of \$350, participants are paying less than \$5 per hour. Based on your goals for cost recovery and the particular demographics of your area, consider charging from \$300 to \$700 per person, per season. Offering one or two scholarships per season is a great way to make the program accessible to lower-income people.

Funding

Our Growing Agripreneurs program has been funded through the ODA's Specialty Crop Block grant program. If you are seeking funding from grant programs, consider these sources of federal funding for beginning farmers:

- USDA Specialty Crop Block Grant Program:
<http://www.ams.usda.gov/AMSV1.0/ams.fetchTemplateData.do?template=TemplateN&rightNav1=SpecialtyCropBlockGrant0Program&topNav=&leftNav=CommodityAreas&page=SCBGP&resultType>
- USDA Beginning Farmers and Ranchers Development Program:
<http://www.csrees.usda.gov/fo/beginningfarmersandranchers.cfm>
- Extension Risk Management Education Competitive Grants Program:
<http://westrme.wsu.edu/grants-program/>
- Sustainable Agriculture Research & Education:
<http://www.sare.org>
- USDA Risk Management Agency
<http://www.rma.usda.gov>

You can also research private foundations or organizations in your region that fund education programs in the areas of sustainability, rural development, economic development, and job creation.

Budgeting

Your program's costs will depend a great deal on the land and equipment you have access to. If you have a free or inexpensive lease, are able to use equipment on-site as needed, have fencing and some basic infrastructure (i.e., access to a toolshed and propagation house), your major expenses will be staffing, small equipment, and supplies. (See Appendix E for a sample budget.) Whenever possible, seek donations from local farm cooperatives and farm supply stores. Master Gardeners may have excess vegetable seed packets to give away.

What to Do with Your Harvest

If all goes well, your Teaching Farm will produce thousands of pounds of vegetables, fruits, grains, and herbs. During the first three years of our Growing Agripreneurs program, 9,000 pounds of produce was donated to local food banks. We also encouraged participants to take produce home after completing their field hours.

Depending on the direct markets in your area, you may opt to add a hands-on marketing component to your program either by attending a grower's market, setting up a farm stand, or running a small community supported agriculture (CSA) program. Because direct markets for produce are fairly saturated in southern Oregon, we decided not to compete with local farmers.

Educational Components

Growing Agripreneurs offers a strong, holistic approach to farm education because of the breadth and depth of its educational components. Participants engage their intellect, as well as experience the physicality of farming.

When structuring your program, consider the breadth of educational modalities and learning styles. Learning can happen through peer-based exchanges, field walks, skill-building sessions, lectures, discussions, one-on-one training, demonstrations, webinars or other online formats, mentorships, and assigned readings. Whatever methods of instruction you choose, make sure that the following topics are covered over the course of the season. Use the accompanying Growing Agripreneurs Curriculum as needed.

Crop or Enterprise Selection

Early in the planning process, aspiring farmers are eager to choose which crops to grow. Throughout the season, encourage participants to think critically about enterprise selection: what crops grow well in various soil conditions; how much water a crop needs to thrive; what niche markets exist in the region; how many heat units a crop requires; how much pasture an animal needs for grazing.

Production Basics

To be successful, farmers must grasp the principles of how biology functions within an agricultural system. Over the season, classes should cover soil science, insect management, disease management, plant families, water management, and plant biology. If you are unable to teach these classes, provide online webinars or assign reading to cover these topics. These subjects should also be referred to regularly by the Farm Manager to demonstrate the application of basic biological knowledge on the Teaching Farm. For example, the Farm Manager should perform an annual soil sample and discuss the results of the sample with participants when applying fertilizer or deciding which cover crops to seed in the fall.

Infrastructure and Equipment

Planning for infrastructure and equipment needs is a critical aspect of farming. Producers are challenged to match their scale of production with the type of equipment and infrastructure they purchase or build. The Farm Manager should spend time with participants evaluating the types of tools and machinery used at the Teaching Farm. For example, at the SOREC Teaching Farm, the Farm Manager has access to three tractors, including one cultivator. Other topics to address are fencing, irrigation, and outbuildings.

Business and Marketing

While most aspiring farmers are primarily interested in production, to be successful, they must also be familiar with business planning tools and marketing strategies. Classes related to these topics are best scheduled in the fall, once Growing Agripreneurs participants have gained some confidence in food production and may be considering starting their own businesses for the following season. Participants should be exposed to the three primary financial statements: cash flow, balance sheet, and profit/loss statement, as well as different methods of bookkeeping. Encourage farmer-instructors to discuss their market venues and business plans, as well as their successes and mistakes.

In addition, you may choose to have your participants run a booth at a local growers market during part or all of your program. By coordinating a market stand, Growing Agripreneurs

participants can learn about booth display, pricing, customer service, and inventory management. In southern Oregon, the growers markets are saturated with fresh produce, and we were hesitant to compete with local growers. We did run a booth for four weeks at a new market that needed additional vendors to attract more customers. We specifically asked the market manager what crops were underrepresented at the market and only brought those crops to ensure we were not competing with established growers.

Tips for Running the Program

Setting Up the Teaching Farm

There are many ways to set up your Teaching Farm for production. For ease and simplicity, we divided our one acre into six strips of approximately 330 feet by 132 feet (see Appendix F). During the first year, the first and fourth strips were planted in annual vegetable crops; the second and fifth strips were planted in summer cover crops (buckwheat and red clover); and the third and sixth strips were planted in grain crops (spring wheat). During the second year, the first and fourth strips were planted in grain crops (spring barley); the second and fifth strips were planted in summer cover crops (buckwheat and red clover); and the third and sixth strips were planted in annual vegetables. We planted about one-third of the adjacent acreage in perennial crops, including hops, raspberries, strawberries, and culinary herbs. This gave our Growing Agripreneurs cohorts experience with a diversity of production systems in a relatively small space.

Be realistic about how much labor to expect from participants. By keeping our annual vegetable production to one-third of an acre per year, we were able to manage the Teaching Farm while demonstrating crop rotation; cover cropping for soil fertility; weed management; and other crop enterprises.

Field Hours

Growing Agripreneurs participants will have an opportunity to understand some of the conceptual underpinnings of sustainable agriculture through classes and practice specific farm

skills during the skill-building sessions. But field hours are the most challenging aspect of the program.

The primary goal of having field hours is for participants to understand how to perform the labor of farming, which can be monotonous and tiring. Because participants will work on the Teaching Farm for only a few hours a week, it is critical that the Farm Manager encourage them to work hard and fast during field hours (see “Pace and Efficiency” section below). Remember that the Growing Agripreneurs program is essentially a farm internship for those people who have jobs and/or families. A farm intern who completes an entire season on a commercial farm will usually have a good sense of whether or not farming is a career they want to pursue. The limited Growing Agripreneurs field hours are the only opportunity for participants to see if they like the work of farming. The Farm Manager must instill a strong work ethic in participants through modeling and encouragement.

Pace and Efficiency. Many Growing Agripreneurs participants have experience gardening and may assume a more leisurely pace than farming demands. Some participants may want to use the field hours to ask questions and discuss topics with the Farm Manager. The Farm Manager must stress the importance of working efficiently. Question-and-answer sessions and discussions can and should happen during field hours, but they should occur while work is getting done. Modeling fast and efficient work habits is as important as answering participants’ questions. The Farm Manager may want to offer benchmarks for how much work should be completed. For example, “I expect that you can hoe half of this bed in the next 45 minutes.” The Farm Manager will have to strike a balance between finishing work and creating a community of learning and camaraderie. The Farm Manager should stress that (s)he is relying on the work of participants to effectively maintain the Teaching Farm.

Scheduling Field Hours. During the first year of Growing Agripreneurs, we scheduled three weekly four-hour periods to be available for participants to work on the Teaching Farm. Participants were expected to work during at least one of these periods. Two periods took place in the evening and one was scheduled for the morning. We surveyed the seven people enrolled in the program to confirm the times and days offered would work for them.

The benefit of multiple field hours for participants included flexibility of times and a lot of one-on-one time with the Farm Manager to allow for questions and discussion. However, several problems with the schedule surfaced. First, many of the participants saw each other only at classes, which allowed for limited interaction. The relationships that develop between peers are an important component of the Growing Agripreneurs program. Second, the Farm Manager often found herself at field hours alone—if she had planned a task that required extra hands, she was unable to complete it. After the first year, we decided to schedule field hours twice a week. Attendance improved and the participants spent more time with each other.

Farm Walks

Our Farm Manager begins most field hours with a 10-minute farm walk. We provide our Growing Agripreneurs participants with moleskin notebooks for the field and ask them to make notes during the farm walk. The farm walk is an excellent time for the Farm Manager to think aloud and inform participants about how to make decisions.

During the farm walk, the Farm Manager should:

- Point out any problem areas: invasive weeds, insect damage, leaf discoloration, etc.
- Discuss the various jobs to be done and how (s)he will prioritize them
- Notice successes and which crops are doing especially well
- Point out tools that need to be sharpened or replaced
- Comment on how the irrigation system and schedule is working
- Observe which crops need to be weeded and/or harvested

Skill-Building Sessions

Our Farm Manager holds skill-building sessions at least once per month during regular field hours. Participants are notified by email and during the previous week's announcement time. Identify the skill-building sessions you plan to offer before the season begins, but also be open to new ideas and requests from participants as the season progresses. Skill-building sessions usually

last between two and three hours. Make sure the Farm Manager has enough tools and supplies before each skill-building session. (See Appendix D for our schedule.)

Making the Most of Teaching Moments

Last year, our Farm Manager arrived at the Teaching Farm to find that cucumber beetles had attacked the newly planted summer squash plants. Instead of covering the plants with row cover immediately, covering them with diatomaceous earth, or picking off the cucumber beetles, she waited. That evening at field hours, she led a discussion on integrated pest management. Participants had a chance to “scout” the plants: count the number of insects per plant and estimate how many insects the crop could tolerate without economic hardship. The Farm Manager explained various ways to control cucumber beetles, then sprinkled the plants with diatomaceous earth and covered them with row cover.

Farming offers an infinite number of teaching opportunities. The Farm Manager should be looking for opportunities to engage Growing Agripreneurs participants in critical thinking on the Teaching Farm. The goal is to train farm managers and entrepreneurs, not farm laborers, who rarely make their own decisions.

Communicating with Your Cohort

In our program, the Program Coordinator emailed the cohort every Monday morning with the week’s schedule. She would often include photos of the farm, remind participants of any upcoming classes or farm tours, and describe the projects that were planned for field hours that week. We found that an update on the farm with a preview of field hours increased attendance.

Managing Attrition

During the three years we offered the Growing Agripreneurs program, our average attrition rate was 39%. Participants tended to attend the majority of the meetings during the first two months, but then attendance tapered.

Some ideas for managing attrition are to:

- Take steps to create a community of learning with your cohort of participants. The more participants bond with each other, the more likely they are to complete the season.
- Make sure to charge enough for your program so that people want to “get their money’s worth.”
- Communicate your expectations at the beginning of the season. The Farm Manager relies on the labor of Growing Agripreneurs participants to grow crops over the course of the season.
- Allow participants to take home produce they grow on the Teaching Farm after completing their field hours. This is a great incentive to keep participants engaged.

Program Evaluation

Evaluating any program and assessing its short- and long-term impacts are critical for success. Documenting impacts will increase opportunities for funding and community support. Assessing the program, its strengths and weaknesses alike, help inform the Coordinator and Farm Manager about future seasons.

Our program is evaluated through:

- **Class evaluations**, which track information learned during the class, and evaluate teacher performance and class format. (See Appendix G for a sample class evaluation.)
- **Midseason evaluations**, which allow participants to offer feedback while the program is in session. Our midseason evaluations let us know what topics or skills participants want to devote more time to. We also find out how the schedule is working for participants and can make adjustments as needed. (See Appendix H for a sample midseason evaluation.)
- **End-of-season evaluations**, which assess both the skills and knowledge learned over the season, as well as solicit general feedback. The GAP skill evaluation can be used to document skills learned (see Appendix I). The GAP final evaluation questions were used to collect general feedback about the program and any recommendations for changes (see Appendix J).
- **A six-month survey**. The six-month survey consists of the Coordinator emailing or calling each participant who completed the program to find out whether or not they are farming or planning to farm that season (see Appendix K).

Appendix A

<p>Position Summary for Growing Agripreneurs Farm Manager</p>	<p>The Growing Agripreneurs Farm Manager is a part-time .40 FTE position that will work as a member of the OSU-Jackson County Small Farms Extension team in the development, delivery, coordination, recordkeeping and reporting of the Growing Agripreneurs Program as well as the coordination of program volunteers. The incumbent will assist and collaborate on carrying out the Small Farms program goal of training beginning farmers in appropriate scale production and marketing techniques based in Jackson County.</p> <p>The position will be housed at the Jackson County Extension office located at 569 Hanley Road Central Point, OR.</p> <p>They will design, develop, maintain and/or carry out Extension programs to insure that all people have equal employment opportunities and equal program participation opportunities regardless of their race, color, religion, sex, sexual orientation, gender identity or expression, national origin, age marital status, disability, or veteran's status.</p>
<p>Position Duties (include % of time for each duty listed)</p>	<p>Manage 1 acre Teaching Farm at OSU</p> <ul style="list-style-type: none"> • Plan production for teaching farm. • Design, install and maintain irrigation system. • Manage planting, cultivation, and harvesting of one acre farm. • Develop an integrated pest management program for the farm. • Trouble-shoot production issues as they arise. <p>Educational Delivery:</p> <ul style="list-style-type: none"> • Collaborate with Small Farms faculty to outline and determine overall beginning farmer program objectives and goals. • Teach students in the field through demonstrations and skill building sessions • Provide on-going mentoring of Growing Agripreneurs students during field hours. • Work independently to develop and deliver educational programs through workshops, classes, field days, newsletters, websites, community events, displays and other educational events as needed.

	<ul style="list-style-type: none">• Develop written materials and activities to supplement beginning farmer curriculum.• Conduct educational presentations at workshops, classes & community events.•
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Growing Agripreneurs

is designed for beginning farmers interested in gaining theoretical and practical knowledge through classes, skills building sessions and one-on-one mentoring.

Over the course of a season, students will be exposed to all aspects of sustainable, small-scale farming including production of annuals, perennials, grains and cover crop. Participants will gain extensive field experience at OSU Extension's Franklin Teaching Farm, as well as visit other farming operations. Classroom sessions will cover a wide range of in-depth topics including cover-cropping, irrigation, compost and pest management.

Individuals interested in pursuing a farming career will have the opportunity to experience a full farming season and receive direct consultation on their own projects.



Oregon State University
OSU Extension
Shaina Bronstein
569 Hanley Road
Central Point, OR 97502
541-776-7371

NON-PROFIT ORG.
U.S. Postage
PAID
Medford, OR
Permit No. 204

Or current resident



Extension Service

OSU Small Farms Program *presents*



Growing Agripreneurs

Southern Oregon Farmer Incubator

Located at the Southern Oregon Research and Extension Center on Hanley Road



Oregon
Department
of Agriculture

For more information
Contact Shaina Bronstein
shaina.bronstein@oregonstate.edu



Growing Agripreneurs

Southern Oregon Farmer Incubator
7-month program

1. Classes

Twelve classes will be held between April and October on various aspects of small-scale production. Classes will cover both theoretical and practical information taught by OSU faculty, experienced farmers and professionals. Some classes will be taught at the Extension and others will take place on host farms around the Rogue Valley. Classes are held on Thursday evenings and Sunday days.

2. Field Work

On weeks when classes are not held, participants will work alongside a mentor at OSU's Franklin Teaching Plot for a minimum of three hours per week. Activities will be seasonally dependent and will include all aspects of specialty crop farming including seeding, transplanting, cultivation and harvesting. Field walks will be conducted to help participants develop critical observation skills. Skill building workshops will also be held during these hours on relevant topics such as making propagation media, installing drip tape and trellising. Field work hours will be determined based on the participants' schedules. Produce harvested from the Teaching Farm will primarily be donated to local food pantries.

3. Marketing

Throughout the season, students will have the opportunity to sell at a local farmer's market. Students will participate in market harvesting, packing, booth display and sales.

Schedule of Classes

(Subject to Change)

Basic Horticulture

Thursday 6-9pm

Greenhouse Management

Sunday 10am-1pm

Soil Fertility

Thursday 6-9pm

Irrigation

Thursday 6-9pm

Entomology & Farmscaping

Thursday 6-9pm

Compost & Weeds

Sunday 10am-1pm

Orcharding

Sunday 10am-1pm

Tractors & Equipment

Sunday 10am-1pm

Post-Harvest Handling

Sunday 10am-1pm

Seed Saving

Sunday 10am-1pm

Winter Farming & Cover Cropping

Sunday 10am-1pm

Business 101

Thursday 6-9pm

All classes held in partnership with Rogue Farm Corp

Total Program Cost: \$350

This program was made possible by a grant through the Oregon Department of Agriculture.

Cancellation Policy We reserve the right to cancel classes due to low enrollment. Generally, the decision to cancel will be made two working days in advance of the class. Every effort will be made to contact registrants by phone to advise them of the cancellation. Please be prepared to leave a message phone number when you sign up. Any advance payments will be refunded in full.

Oregon State University offers educational programs activities, and materials—without regard to race, color, religion, sex, sexual orientation, national origin, age, marital status, disability, and disabled veterans or Vietnam-era veteran status. Oregon State University is an Equal Opportunity Employer. OSU Extension programs will provide reasonable accommodations to persons with physical or mental disabilities. Our location is accessible to persons with disabilities. If you need particular accommodations, please call our Extension Office at (541) 776-7371 at least 7 days prior to the event.

For more information visit
<http://extension.oregonstate.edu/sorec/farms>

Apply Now!

Applications due April 1st
Send to Shaina Bronstein
569 Hanley Road, Central Point OR

Name:

Phone Number:

Email address:

Years of agricultural experience:

Please describe your farming experience. If necessary, use a separate sheet of paper.

Small Farms staff will select 10 participants for the 2013 season. One year of prior experience is suggested for participation in the program.



Appendix C

OSU Small Farms – Jackson, Josephine and Douglas Counties

Application for Growing Agripreneurs

Please submit this application to the class facilitator at least 2 weeks prior to the start of class.

Name:

Phone Number:

E-mail Address:

City of Residence:

Please list which class or class series you are applying for scholarship:

Why are you interested in taking this class? How will you use this knowledge?

Are you currently involved in agriculture? Include name of operation and job title.

Briefly describe your farm enterprise (if any) and/or farming goals (if not currently farming).

Have you ever attended a class hosted by OSU Extension or Small Farms? If yes, please list below.

Oregon State University offers educational programs activities, and materials—without regard to race, color, religion, sex, sexual orientation, national origin, age, marital status, disability, and disabled veterans or Vietnam-era veteran status. Oregon State University is an Equal Opportunity Employer. OSU Extension programs will provide reasonable accommodations to persons with physical or mental disabilities. Our location is accessible to persons with disabilities. If you need particular accommodations, please call our Extension Office at (541) 776-7371 at least 7 days prior to the event.

Cancellation Policy: We reserve the right to cancel classes due to low enrollment. Generally, the decision to cancel will be made two working days in advance of the class. Every effort will be made to contact registrants by phone to advise them of the cancellation. Please be prepared to leave a message phone number when you sign up. Any advance payments will be refunded in full.



Appendix D

Sample Annual Calendar for Growing Agripreneurs Program

Classes:

Thursday, April 17 th 6–8 pm	Orientation
Thursday, April 24 th 6–9 pm	Introduction to Soils
Thursday, May 15 th 6–9 pm	Introduction to Irrigation
Thursday, June 5 th 6–9 pm	Integrated Pest Management
Thursday, July 24 th 6–9 pm	Introduction to Equipment
Thursday, August 7 th 6–9 pm	Introduction to Horticulture
Thursday, September 11 th 6–9 pm	Introduction to Business and Marketing
Thursday, October 9 th 6–9 pm	Winter Farming

Weekly Field hours:

Monday mornings from 8–12 pm
Wednesday evenings from 4–8 pm

Skill-Building Sessions:

April– Making Soil Mix
May– Setting up drip tape
June– Transplanting
July– Trellising tomatoes
August– Post-harvest handling
September– Tractor maintenance
October– Seed saving

Appendix E

Sample Budget for Growing Agripreneurs Program (based on land and equipment cost being covered through site host)

Program expenses

Salary for Farm Manager	\$18,000
Salary for Coordinator	\$22,000
Supplies and Equipment	\$4,800
Farmer Honorariums	\$2,600
Outreach	\$600
Copies	\$400
Total	\$48,400

Program income

Registration fees (8 participants @\$500)	\$4,000
-------------------------------------------	---------

Appendix G
Class Name
OSU Small Farms
location
dae

Please evaluate the workshop you just attended so that we can better serve you and others in the future.

1. Overall value of the workshop to you (circle one):

Excellent Very Good Good Fair Poor

2. Please rate the following:

(Circle one number)

Yes
very much so

No
not at all

Do you intend to use any of the information from this program? 5 4 3 2 1

Did the program answer your questions? 5 4 3 2 1

3. What did you like most about the workshop?

4. What would you like to see improved?

5. What topics would you like covered in future OSU program?

6. Additional comments?

Appendix H
Mid-Season Evaluation

1. How is the schedule working for you?
2. If and when you don't attend field hours or a class, what is the reason
3. How can we support you to attend as many Growing Agripreneurs meets as possible?
4. What topics would you like to make sure we cover?
5. What have you enjoyed most about the program so far?
6. What changes would you like to see for the remainder of the season?

Appendix I

Skills Evaluation

	Already knew skill	Didn't know skill	Missed class	Learned in class	Will use at home
Making Soil mix					
Seeding in the Greenhouse					
Planning for the Farm					
Transplanting					
Planting perennial crops					
Fertilizing appropriately					
Setting up Irrigation (overhead)					
Setting up irrigation (drip)					
Trellising					
Managing Weeds					
Harvesting					
Collecting Seeds					
Post-harvest Handling					
Managing Insects					

Appendix J
Growing Agripreneurs Final Evaluation Questions

What did you like about the schedule?

What did you not like about the schedule?

Did you feel that the time commitment was appropriate for the program?

What areas would you have liked more or less time devoted to (skill-building, field hours, classes, farm walks)?

What areas would you like to have learned more about (e.g. irrigation, marketing, soil fertility)?

In which setting did you learn the most, and why- working, farm walks, skill building, classes?

In which setting did you learn the least, and why- working, farm walks, skill building, classes?

What kept you from taking advantage of RFC classes?

What was your experience learning and working within a cohesive group for the full season?
How did your experience change as the group got smaller?

In what ways do you feel like the program helped you to start a small farm of your own?

In what ways did the program fall short of helping you start your own farm?

We want to keep you involved in the Small Farms program and meet your on-going needs.
Please tell us what classes and other types of support would be most useful to you in the coming years.

Appendix K

Growing Agripreneurs 6 Month Survey

To be administered to participants six months after completion of the program either by email or phone interview

Are you currently farming?

If so, please describe your farming operation (scale, equipment, labor, markets, production, etc)

If you are not farming, do you plan to be within the next year?

What have been the greatest challenges for you in farming?

Looking back at the Growing Agripreneurs program, what areas of knowledge and/or skills would have further enhanced your farming venture?