



United States
Department of
Agriculture

National Institute
of Food and
Agriculture



Farmland for the Next Generation:

Training Trainers to Help Beginners Secure Land and Succeed in Agriculture

Program Award: 2015-04665

A photograph of a green tractor driving through a field of young plants, with a forested hill in the background. A green oval highlights the text on the left.

Julia Freedgood

Changing Lands Changing
Hands conference

June 14, 2016

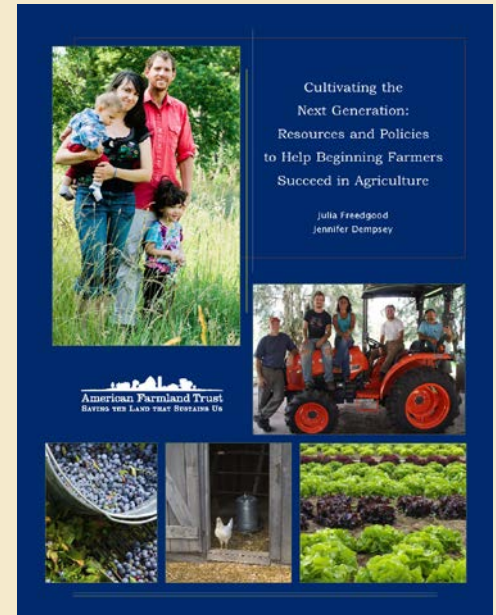
Background

- Many organizations report access to land as a pervasive challenge faced by beginning farmers and ranchers (BFRs)
- It's often hard for BFRs to:
 - Find suitable affordable land to buy and/or rent
 - Afford it
 - Secure loans and financing
 - Negotiate appropriate lease arrangements

Competition for Land is Alive and Well

1. Land unaffordable due to competition from:
 - Nonfarm development
 - Established farmers
 - Estate market
 - Large parcel sizes
2. Land unavailable to buy or to lease
3. Locating suitable land to farm

Plus a shortage of technical assistance and support to navigate options and arrangements

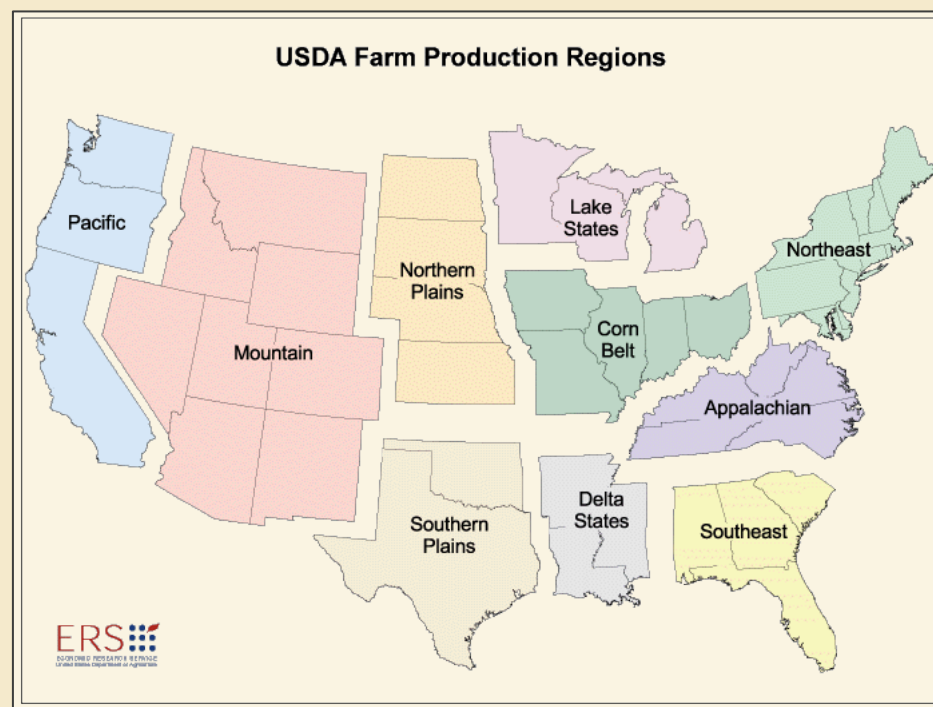


Building Capacity to Facilitate Access

- *Farmland for the Next Generation* seeks to increase access to land by training trainers to help BFRs purchase or rent land from:
 - Relatives or their estates
 - Retiring farmers and ranchers
 - Non-farming and institutional landowners; and
 - Nontraditional landowners including land trusts and the public sector.

Project Target Audiences

- Committed ag educators and service providers from 10 farm production regions
- Selected to represent diverse populations, agricultural sectors and regions
- At least 20% work with traditionally underserved populations



It's a Team Effort

- Educational Enhancement Team
- Land Access Trainers
- Cohorts
 - Farm Credit
 - Federation of Southern Cooperatives
 - Land for Good
 - University of Arkansas
 - More in the wings ...

Five Main Approaches

1. **Evaluate** existing curricula, methods and resources
2. **Leverage resources and fill gaps** to create a comprehensive national curriculum
3. **Deliver, test, validate and adjust** curriculum and training methods with LATs
4. **Support the LATs** as they field test with BFRs and ultimately extend the trainings to other trainers
5. **Sustain the work** by laying the foundation for a network of service providers and making the curriculum, resources, materials and training modules widely available

To Achieve Three Project Outcomes

1. Create a comprehensive curriculum and resources to address the breadth and depth of BFRs' land access needs
2. Deliver and validate these with committed Land Access Trainers (LATs) who pilot them with BFRs and other trainers
3. Ensure resources are widely available and used by a network of services providers who offer ongoing support to BFRs

We Evaluated Existing Curricula

- Identified, reviewed and vetted 175+ land tenure/access training projects
- Evaluated 18 which had fully developed curriculum and resources
- Conducted content analysis to inform topics and subtopics for our new curriculum
- Assessed 24 factors from learning objectives to content, audience, readability and evaluation
- Prioritized topics and subtopics

And Found

- Overall, content held balanced viewpoint, was geared toward target audiences and used appropriate language
- *But* very few addressed diversity or translated materials, were based on “sound and identified research” or implemented with effective educational parameters
- Only 1 had an instructor’s guide or linked objectives to evaluation

We Sought Help!



- We hired curriculum development experts who had adult education experience and had worked with farm audiences
 - Worldwide Instructional Design System
 - A nonprofit division of the Wisconsin Technical College System Foundation

People Learn Best by Doing!

3 Common Misconceptions

1. Effective training involves covering as much information as possible in the time allowed
2. If people read/hear something once, they will remember it
3. It is more important to cover a lot of material, than to address less material in more depth

Performance-based Learning



- Knowledge-based approach focuses on dissemination of information

VERSUS

- Performance-based approach focuses on what people need to do with the information

Steps in Our Development Process

- Define Learning Outcomes
 - What do learners need to be able to do?
- Define Performance Standards
 - How will we know they can do it?
- Develop Learning and Teaching Plans
 - How will we facilitate their learning?
- Develop Learning Materials and Resources
 - What will help them perform in real-life?

Course Outcome Summary

Six Course Competencies

1. Assess your goals and financial position
2. Determine appropriate land tenure situation
3. Assess land suitability
4. Prepare to secure land through leasing
5. Prepare to secure land through purchasing
6. Participate in succession/transfer planning

An aerial photograph of a rural farmstead. In the center, a large, light-colored barn with a red roof and a tall silo stands next to a smaller red building. A paved road runs through the middle of the farm. To the left, a cluster of trees surrounds a house with a grey roof. The foreground is dominated by a vast, green cornfield with distinct rows of crops. The background shows more green fields and a dense line of trees under a clear sky.

American Farmland Trust
www.farmland.org

FARMLAND INFORMATION CENTER
www.Farmlandinfo.org