Appendix II
The Logic Model for the Proposed Florida-Caribbean Consortium for Agricultural Education and Hispanic Workforce Development (FCCAgE)

**Situation:**
- 125,000 Hispanic students in South Florida
- Large # high school students enter SFL & Caribbean HSIs with agri-env science degrees
- FIU’s state of the art agri-education
- Ongoing collaboration with USDA agencies

**USDA, NIFA & HSI Educational Needs:**
- Train under-represented students

**Assumptions:**
- Culturally close-knit Hispanic students prefer to stay in S Florida/Puerto Rico
- Population of South Florida continues to grow
- FCCAgE institution committed to their strategic theme of Integrated Sciences (Biology, agroecology, food sciences, environmental sciences)

**External Forces:**
- Land grant universities in Florida may offer additional and advanced food and agri science courses, which our students may benefit.
- Trained students may opt for other agencies and professions also.

**Inputs**
- 20 FCCAgE faculty members
- Public & private collaborators
- Undergrad & grad students
- High school students & teachers
- USDA funds
- 4 years of work
- Solid university commitment

**Activities**
- Curriculum enrichment
- Recruitment
- Paid Internship
- Research & conference travel
- Agri-sci. symposia & workshops
- Instructional Technology
- Student professional & social networking

**Outputs**
- New & enriched Food & Ag courses
- USDA internships
- Under-represented students w/ degrees in Agri/Env Sciences
- Food/Ag trained interns
- Cost-effective agri-education alliance

**Impacts**
- Increased tech. skills of under-represented students in bio, env., nat res sciences of agriculture
- 50 undergraduate + 6 graduates of Hispanic origin graduate with agri-sciences.
- At least 40 will joint USDA workforce
- Increase in USDA workforce diversity
- Better quality of life for Hispanic students & families
- Increased capacity of FCCAgE to offer low-cost agri-education

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