Ag Discovery Report
June 12-26 2011
Tallahassee, Florida

FLORIDA A&M UNIVERSITY
Excellence With Caring

FLORIDA A&M
1890 LAND GRANT INSTITUTION
COLLEGE OF ENGINEERING SCIENCES, TECHNOLOGY AND AGRICULTURE
TALLAHASSEE, FLORIDA

APHIS
UNIVERSITY OF FLORIDA
FDACS
USDA
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Executive Summary

The Ag-Discovery program at Florida A&M University (FAMU) held its eighth year program meeting June 12 through June 26, 2011. The program was again a success. The program went mostly smooth and our entire group of participants made it to the end of the program. The collective input and effort of all the players and partners worked favorably.

Evaluation from students, parents and staff were mixed (and views were diverse) but feedbacks were mostly favorable. This year there was widespread disapproval of the advertisement strategy, where only 22 percent of students were in favor. Over 89 percent of students agreed that the program has met their learning expectations, and approximately 95 percent agree that the program has helped them to decide whether to pursue a career in animal science/veterinary medicine. This receives a direct feedback from one student via letter (See attached). In addition, about 74 percent of the students committed to the program’s activities and 26 percent were neutral. As usual, the students were more drawn to the various hands-on activities at the different locations and less inclined to lecture.

This year, the program did not experience any disciplinary issues. However, there were some unexpected changes in the University policies that somewhat affected processing and programming. The program acknowledges these differences and hopes to address through careful planning and budgeting. This would be possible with the timely access of student participants and budget.
Background

The Ag-Discovery program is an outreach program designed to help teenagers learn about careers in animal science and veterinary medicine, and targets students who are interested in learning more about the field. The Program allows students/ participants to live on a college campus and learn about the career choices from university professors, veterinarians (practicing and clinical), animal scientists/specialists, plant scientist/botanist, and other related professionals working in the public and private sectors.

Florida A&M University (FAMU) is one of several campuses that hosted the Ag-Discovery program. The program is jointly sponsored by FAMU and the U.S. Department of Agriculture (USDA), Animal and Plant Inspection Service (APHIS). This year’s (2011) Ag-Discovery program began June 12 and ended June 26. The students/ participants whose ages (this year 2011) ranged from fourteen to seventeen years were selected by the USDA/APHIS (Equal Employment Opportunity/Civil Rights) committee, in collaboration the host team.

A total of twenty students, comprising of fifteen females and five males participated in the program. The participants/ students were well represented across the United States spanning as far as Puerto Rico.

The students hosted on FAMU campus were registered under the university’s summer program governing policies. Housing and meals for the student participants were provided through the university’s housing and catering services. As is required by the summer program policies, residence and program counselors were employed to accompany the students at all time, and counseled as necessary. The students who participated in the program paid only their travel expenses, to and from FAMU, and were responsible for personal supplies. The cost of tuition, room and boarding, laboratory supplies, and program travel were covered by the program.
Program (activities) Design

The program is designed around several activities to provide hands-on real life experiences with several animal species. The program also provided cultural enrichment and basic life coping skills. The activities provided exposure to various career fields in animal science and related areas including a diversity of animal industries, clinical and diagnostic laboratories, veterinary medical school, recreational and cultural activities. Each area provided a unique experience, and allowed the students to increase their knowledge, understanding and appreciation of the field of animal science, veterinary medicine, and related areas.

Overview of program areas

The areas are outlined according to the experience they offer. These include:
1. Animal laboratories
2. Animal industries
3. Clinical and diagnostic laboratories
4. Veterinary medical schools
5. Introduction to careers in animal science/Agriculture
6. Cultural experiences
7. Recreational, social and inspirational

Animal Laboratories and Farm:
- College of Agriculture (C-Ag) Quincy farm
- Leon/Tallahassee Animal Service Center
- FAMU animal laboratory

These sites were populated with several animal species such as horses, cattle, goats, swine, cats, dogs, and poultry. Each site emphasizes the protection of health and the welfare of animals, and considers the welfare of humans. The main objective of the program was to identify the various animal health and animal husbandry issues in large and small animals and apply those principles through experiential learning opportunities. Students received orientations, instructions and training in aspects of animal husbandry, management, behavior, grooming, preventative maintenance, and housing, among other animal health and welfare concerns. Students then applied the instruction and training through hands-on/practical experiences. These included immunization, intravenous (IV) blood collection, palpations, hoof trimming, grooming, fecal collection and age determination. Student had firsthand experiences and association with experts in the field of animal science/veterinary medicine.
Animal Industries:
- Madison Livestock Market, Madison, FL
- Jacksonville Zoo, FL
- Wild Adventure, Valdosta, GA

These sites provided diverse exposures to animals and their uniqueness in the animal world. The objective here is to expose students to examples of the diversity of animals and animal science career and job opportunities, and be able to identify their interrelationships.

Students were exposed to various factors that are entailed in managing operations, animal feeding, entertainment and observation. Also, the students were briefed of the importance of animal care in many different environments. In addition, student had the opportunity to go behind the scenes to observe how animals are managed, cared for and maintained.

Clinical and Diagnostic Laboratories:
- FDACS Diagnostic Laboratory
- FAMU Diagnostic Laboratory

These facilities are of the state system of higher education, the Florida Department of Agriculture and Consumer Services, and their affiliates. These sites are equipped with technologically advanced equipment, and are the first response to any homeland security or other animal health related situation.

The students observed firsthand, the collection and analysis of semen, and techniques in breeding, clinical treatment and inseminating equine animals. The objective here was to expose the students to various resources and techniques used in identifying and diagnosing animal diseases; and health related processes in managing animals.

Students received training in the use of laboratory facilities, and diagnostic procedures applicable to animal related careers.

Veterinary Medical School:
The University of Florida (UF) Veterinary College is the only institution that provides veterinary medicine training in the state of Florida. The veterinary college has diagnostic and surgical laboratories and provides research on metabolic and infectious diseases of animal, veterinary medical training for interns, graduates and practitioners. Florida A&M University (FAMU) has a collaborative agreement with UF to provide opportunities for students from FAMU to enroll at UF College of Veterinary Medicine on an annual basis.

Students received invaluable information regarding preparation for veterinary school, applying to, and matriculating in a school of veterinary medicine. They also received practical hands-on experiences in animal surgery and reproduction.

**Introduction to Careers in Animal Science/Agriculture**

Like last year there is no separate forum for introducing the students to options and career opportunities. Students were briefed at various sessions during the program and they had the opportunities to ask related questions to the program areas. In addition, the visit to the UF Veterinary College was designed to also provide information on options and career opportunities in animal science and related fields. The objective here was to expose the students to career paths that are available in animal science / veterinary medicine. Students also visited the Florida Department of Agriculture and consumer Services, Division of Forestry. Here the students learned about different animal species associated with the forest and made the link between the forest ecosystem and veterinary medicine.

**Cultural Experiences**
- Florida/Marianna Caverns, Marianna, FL
- Tallahassee Museum of History and Natural Resources, Tallahassee, FL

These entities listed, acquired, preserved and exhibited artistic, historical or scientific works and valuables. These sites provided the students with an array of cultural and historical facts of the nation, the region, the state of Florida, and local areas. The objective of this was to enhance the students’ appreciation for art, history and science, and to enrich their cultural knowledge. The students gained invaluable experiences through these visits.
Recreational, Social, and Inspirational Activities

- C-Ag Cook-outs
- Closing Ceremony

These areas provided an atmosphere whereby individuals and groups can participate in a variety of recreational and social activities, and from which to gain inspiration. They provided opportunities for students to mingle with other groups and individuals, and to satisfy personal needs. The objective of these areas was to provide a balance of social, educational-based learning and recreational activities. Students have the opportunity to learn and grow in a minimal stress environment.
Program Evaluation:

A summative evaluation of the fifteen-day (June 12-26, 2011) summer camp indicated the program is effective. The objectives were met, and feedbacks toward the program were generally positive. The evaluation was based on an analysis of a student survey, counselor survey and reflections from the staff and students.

Data from the student survey indicated that about 95 percent of them agreed that their learning expectations have been met by the program (see Table 1). The students’/participants’ comments also indicated their approval of the activities, and that their interest in veterinary sciences is affirmed through the program. In addition, most students agreed that the program be continue in its present form. Counselors’ evaluations of students were also mostly favorable (Table 2). The response options were based on a six point rating scale, ranging from “strongly agree” (6) to “not applicable” (1), six being the most favorable. Nineteen questions were provided and nineteen (of twenty) students responded fully to each question.
Table 1: Overall Program Evaluation by Student/Parent

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
<th>Total</th>
<th>Percentage of Strongly Agree</th>
<th>Percentage of Agree</th>
<th>Percentage of Neither Agree or Disagree</th>
<th>Percentage of Disagree</th>
<th>Percentage of Strongly Disagree</th>
<th>Percentage of Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The program was well organized.</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>0</td>
<td>10.53</td>
<td>31.58</td>
<td>57.89</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. The program was well advertised.</td>
<td>1</td>
<td>3</td>
<td>7</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>19</td>
<td>5.26</td>
<td>15.79</td>
<td>36.84</td>
<td>36.84</td>
<td>5.26</td>
<td>0</td>
</tr>
<tr>
<td>3. The application process was easy.</td>
<td>5</td>
<td>11</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>26.31</td>
<td>57.89</td>
<td>15.79</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. The registration process was thorough.</td>
<td>6</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>31.58</td>
<td>57.89</td>
<td>10.53</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>5. The transportation provided was timely.</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>19</td>
<td>10.53</td>
<td>10.53</td>
<td>31.58</td>
<td>31.58</td>
<td>15.79</td>
<td>0</td>
</tr>
<tr>
<td>6. The orientation sessions were Informative.</td>
<td>6</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>31.58</td>
<td>57.89</td>
<td>10.53</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. The move-in process (female dorm) was smooth.</td>
<td>6</td>
<td>9</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>31.58</td>
<td>47.37</td>
<td>21.05</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. The move-in process (male dorm) was smooth.</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>10.53</td>
<td>10.53</td>
<td>5.26</td>
<td>73.68</td>
<td>0</td>
<td>0</td>
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<tr>
<td>9. The dorms were adequately furnished.</td>
<td>2</td>
<td>10</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>10.53</td>
<td>52.63</td>
<td>36.84</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10. The dorm rooms</td>
<td>4</td>
<td>5</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>21.05</td>
<td>26.32</td>
<td>42.11</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
11. I was satisfied with the accommodations for my child.

|   | 1 | 3 | 2 | 13 | 0 | 0 | 19 | 5.26 | 15.79 | 10.53 | 68.42 | 0 | 0 |

12. The staff was very helpful when I had problems.

|   | 11 | 3 | 4 | 1 | 0 | 0 | 19 | 57.89 | 15.79 | 21.05 | 5.26 | 0 | 0 |

13. The staff was always available to provide assistance.

|   | 8 | 7 | 3 | 1 | 0 | 0 | 19 | 42.11 | 36.84 | 15.79 | 5.26 | 0 | 0 |

14. The staff was friendly at all times.

|   | 6 | 7 | 6 | 0 | 0 | 0 | 19 | 31.58 | 36.84 | 31.58 | 0 | 0 | 0 |

15. Dorm supervisors were helpful in the dormitories.

|   | 3 | 7 | 6 | 3 | 0 | 0 | 19 | 15.79 | 36.84 | 31.58 | 15.79 | 0 | 0 |

16. The expectation to learn about options in veterinary medicine and animal science were met.

|   | 13 | 4 | 2 | 0 | 0 | 0 | 19 | 68.42 | 21.05 | 10.53 | 0 | 0 | 0 |

17. The topics and presentations were relevant and met.

|   | 9 | 9 | 1 | 0 | 0 | 0 | 19 | 47.37 | 47.37 | 5.26 | 0 | 0 | 0 |

18. I would recommend this program be continued in its present form.

|   | 5 | 9 | 5 | 0 | 0 | 0 | 19 | 26.32 | 47.37 | 26.32 | 0 | 0 | 0 |

19. This program will help me to decide whether to pursue a career in animal science/veterinary medicine.

|   | 18 | 0 | 1 | 0 | 0 | 0 | 19 | 94.74 | 0 | 5.26 | 0 | 0 | 0 |
Table 2: Overall Student Evaluation by Counselors

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree or Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
<th>Total</th>
<th>Percentage of Strongly Agree</th>
<th>Percentage of Agree</th>
<th>Percentage of Neither Agree or Disagree</th>
<th>Percentage of Disagree</th>
<th>Percentage of Strongly Disagree</th>
<th>Percentage of Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student was cooperative</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>56</td>
<td>44</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2. Student was inquisitive</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>89</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3. Student was amicable with other AgDISCOVERY participants</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>67</td>
<td>33</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4. Student followed night routine without protest or incidents (where applicable)</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>9</td>
<td>56</td>
<td>33</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Student followed morning routine without protest or incidents (where applicable)</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>9</td>
<td>44</td>
<td>44</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6. Student showed comprehension of topics covered in workshop and field trip sessions</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>78</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7. Student showed increasing self confidence throughout week</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>78</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8. Student is recommended to attend other (your university name) programs</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>78</td>
<td>11</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Figure 1: Overall Percentage Rating by Student/Parent
Figure 2: Overall Answer Percentage of the “Student Evaluation Survey” by Counselors
Student Statistics:

Nineteen of twenty students participated in this evaluation exercise. About 90 percent of students agreed (at some level) that the orientation session was informative. Most female students believe that the move-in process was smooth, however most males disagreed. Students also agreed that the staff was helpful and was available to provide assistance when needed.

Thirteen students, (68.42%) strongly agreed that their expectations to learn about options in veterinary medicine and animal science were met. Four students (21.05%) also agreed to the question, and two were indifferent. For question seventeen (Table 1) nine (47.37%) strongly agreed, nine also agreed (47.37%) and one was indifferent. Most students also agreed that the topics and presentations were relevant and met their expectations, and they mostly recommend that the program be continued as is.

Finally, about 95 percent of the students strongly agreed that the program will help them decide whether to pursue a career in animal science. The counselors/supervisor staff evaluated the students on their aptitude, academic alertness, and their general attitude. Nine counselors responded to eight questions regarding the students. The responses to all questions were mostly favorable.
Conclusion /Recommendation /Suggestions/Limitations

The Ag-Discovery program at Florida A&M University (FAMU) provided an excellent opportunity for high school students to experience the many aspects of animal science/veterinary medicine in various settings and environments. The fifteen day experience allowed students to receive information and training via classroom presentations, hands-on practical experiences, demonstrations, individual and group participation, and offered character and team building opportunities. All activities were well received by the student participants but they seem to be drawn to the various hands-on activities.

This year’s program extended a day to give the student a unique opportunity to collaborate and interact with other summer groups of different agricultural disciplines. The purpose of this was to expand their scope and engage those students whose interest might span beyond animal science, and to widen their understanding of agriculture and how the different areas relate. The activity was held by the College of Agriculture and was called the CESTA Summer Institute. Each summer program also had the opportunity to talk about its program, and two students were selected do so.

The collaboration among the USDA/APHIS, Florida Department of Agriculture and Consumer Services, University of Florida College of Veterinary Medicine, FAMU, and the various industries representatives, is a testament to the interrelationships of the program. Based on results from the evaluation, the favorable assessment of the program, and student feedback via letter (See attached), it would be extremely beneficial that this program be continued. Once again, the participants’ ratings of the program are very good, as evident by the results.

Like any great program, there are limitations and recommendations for improvement, which signify dynamism, growth and innovation. Therefore, the recommendations serve as a tool to effect greater success in achieving the objectives and goals of the program. Although FAMU has participated in the Ag-DISCOVERY program for eight years it does not have good statistics on students pursuing careers in animal science. FAMU is moving forward to addressing this area. Subsequently, this summer (2011), FAMU has completed and updated a contact information database for Ag-Discovery students for period 2004 to 2011. A data sheet is developed and will be distributed for students’ feedback on their career choices and locations. This will help FAMU to quantify and qualify the impact of its Ag-Discovery program on students, the community and the field of agriculture.

Several of our past Ag-Discovery participants now attend Florida A&M University’s Animal Science program (Pre-Veterinary and Veterinary Technology program). Thus far the program has shown much benefit to its participants and should therefore be recommended for continuation.
Budget:

Despite slight delays in budget acquisition and setup, all budgetary requests were submitted and executed successfully. Total expenditure (including indirect cost) to date (09/26/2011) is $54,497.38, and available budget is $5,299.99 (including indirect cost), Table 3.

Table 3: Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount $</th>
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<td>Budget</td>
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<tr>
<td>Expense</td>
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<td>Total Direct Expense</td>
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<td>Indirect Expense</td>
<td>5,079.10</td>
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<td>Total Indirect Expense</td>
<td>5,079.10</td>
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<td>Total Direct &amp; Indirect Expense</td>
<td>54,497.38</td>
</tr>
<tr>
<td>Available Budget</td>
<td>5,299.99</td>
</tr>
</tbody>
</table>

*Note: Budget is not final*
STUDENT PARTICIPANTS

Albarracin, Alma                                       Mills, Kira
Barefoot, Brandon                                      Moreta, Brianna
Bertog, Adele                                          N’guessan, Chrystal
Bloomer, Sarah                                         Newton, Te’Ara
Elder, Kasey                                           Ortiz, Karla
Hutson, Jordon                                         Primov, Karim
Johnson, Tempestt                                      Scanlon, Trinity
King, ArtRico                                          Tarwater, Jessica
Lee, Destiny                                           Wigley, Jessica
Mattocks, Bre’Janae                                    Williams, Kiran

PROJECT STAFF AND COUNSELORS

Project Director                                       Dr. Ray Mobley
Program Director                                        Mrs. Carmen Lyttle-N’guessan
FDACS Liaison                                            Ms. Erica Der
Faculty/Staff Advisors                                   Dr. Keawin Sarjeant
                                                        Ms. Deborah Maloy
                                                        Dr. Glen Wright
                                                        Ms. Cynthia Holloway
Secretary                                                Ms. Claudette Harrell

Camp Counselors                                         Mr. Joseph Branch
                                                        Mr. Angelo Crump
                                                        Ms. Nohely Gonzalez
                                                        Ms. Janesca Inman
                                                        Mr. Aaron Judson
                                                        Ms. Taina Torres

Dorm Counselors                                         Ms. Eva Walker
                                                        Mr. Wilbur Manning

Other Sponsors:

Florida Ag in the Classroom
Florida Farm Bureau
WALCO
Tallahassee Animal Shelter
Others not mentioned

Please note: Information to this report may be found at web site www.famu.edu/herds
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