




# FEEDSTOCK DEVELOPMENT & PRODUCTION

Dennis Ray, Peter Waller, Raina Maier (Julie Neilson),  
Diaa El-Shikha, Kim Ogden, David Dierig, Colleen  
McMahan, Hussein Abdel-Haleem, Duke Pauli, Bill  
McCloskey, Kulbhushan Grover, Sangu Angadi





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# Feedstock Development and Production

- **Objective 1: Improve biomass quantity and quality through genetics and traditional breeding.**
  - ***Objective 1a: Exploitation of Apomixis - Guayule***

# Feedstock Accomplishments (Bridgestone)

- **Seed preparations for USDA variety trial in 3 locations, including seed cleaning, lab germinations tests of all accessions, seed dormancy treatment, and soil mix.**
- **Establishment of two variety trials at Bridgestone site in Eloy with measurements of stand counts, and plant heights.**





# Feedstock Accomplishments (Bridgestone)

- Ploidy analysis on 30 of 55 accessions completed and available for GRIN.
- Leaf trichome density on 10 USDA accessions completed (see poster).
- Germination data collected on 25 of 50 USDA accessions at 10 different temperatures, ranging from 11/5 °C to 36/27 °C completed and available for GRIN.

Pedigree	2x	3x	4x	5x	6x	Total Plants
11600	0	15	49	0	0	64
11619	0	49	18	9	0	76
11635	1	0	92	1	0	94
11646	0	63	0	0	0	63
11693	0	1	94	1	1	97
11701	0	3	90	3	1	97
593	0	0	111	0	0	111
A48118	0	3	90	1	0	94
AZ3	0	0	130	0	0	130
AZ5	0	3	142	0	1	146
AZ6	1	1	158	0	2	162
CAL7	2	1	178	3	0	184
CFS16-2005	0	1	59	0	0	60
CFS17-2005	0	0	105	0	0	105
CFS18-2005	0	62	28	0	0	90
CFS21	0	0	79	0	1	80
N565	0	73	7	1	0	81
N566	0	2	6	113	0	121
N575	0	0	155	1	1	157
R1037	0	2	221	0	0	223
R1040	1	1	195	1	0	198
R1092	3	74	42	0	1	120
R1093	0	102	25	3	0	130
R1100	1	0	313	0	1	315
R1101	1	0	143	0	0	144
<b>Total Plants</b>	<b>10</b>	<b>456</b>	<b>2530</b>	<b>137</b>	<b>9</b>	<b>3142</b>



# Feedstock Accomplishments (USDA-ARS, Maricopa)

## Targets:

- Characterize USDA guayule collection.
- Deploy superior genotypes of guayule and guar to regional growers

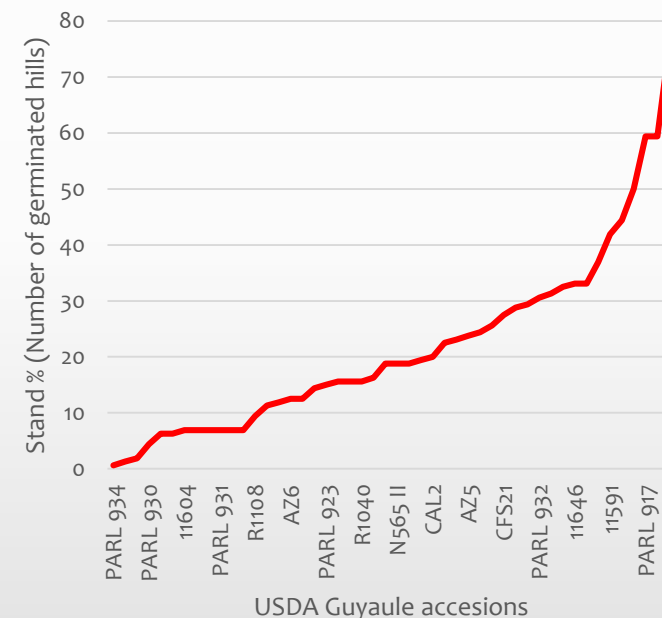


## Accomplishments:

- Establishment of guayule planting
- Explore direct seeding, the varietal response to.



Guayule stand at MAC





# Feedstock Accomplishments (UA)



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## ■ First planting: summer 2017

- 21 lines
- *Variability noted*
- *Harvested at 1-year  
for rubber and resin*

## ■ Second planting April 2018

- 48 lines

## ■ Replant May 2018

- 29 lines



# Feedstock Accomplishments (NMSU, Bridgestone)

*Expanding the cultivation footprint by understanding cold stress and acclimation through metabolomics*

## ■ Collaborative effort

- Dr. Von Mark Cruz
- Dr. David Dierig
- Dr. Omar Holguin

## ■ Guayule for Cold Tolerance

- **-8°C and -9°C screening**
- **Time Course Data**



## ■ Metabolomics by GC/MS

- *Simultaneous analysis of 100's of metabolites from acclimated and non acclimated plants, and from plants that were tolerant to freezing temperatures*



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# Feedstock Development and Production

- **Objective 1: Improve biomass quantity and quality through genetics and traditional breeding.**
  - *Objective 1b: Flowering to improve yield – guayule.*





# Feedstock Accomplishments (USDA-ARS, WRRRC)



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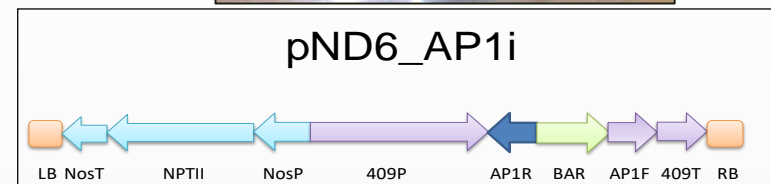
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**Objective:**  
Reduce or eliminate flowers by controlled expression of flowering-related genes

**Hypothesis:**  
Reduction of flowers in guayule will increase plant size and/or rubber yield.



George Chong, Project SEED intern



- ✓ **We have identified candidate genes for downregulation: APETALA1, SEPPATALA, FLOWERING LOCUS T (all transcription factors).**
- ✓ **Construct prepared and transformations underway for AP1i.**





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# Feedstock Development and Production

- **Objective 2: Develop high-throughput phenotyping to support crop expansion using remote-sensing methods to create interactive databases/tools.**



# Feedstock Accomplishments (Bridgestone)

- Remote sensing measurements with high throughput tractor for NDVI, plant height and width, and leaf temperatures started.



# Feedstock Accomplishments (USDA-ARS-ALRC)

## Targets:

- Characterize USDA guayule collection.
- Deploy superior genotypes of guayule and guar to regional growers

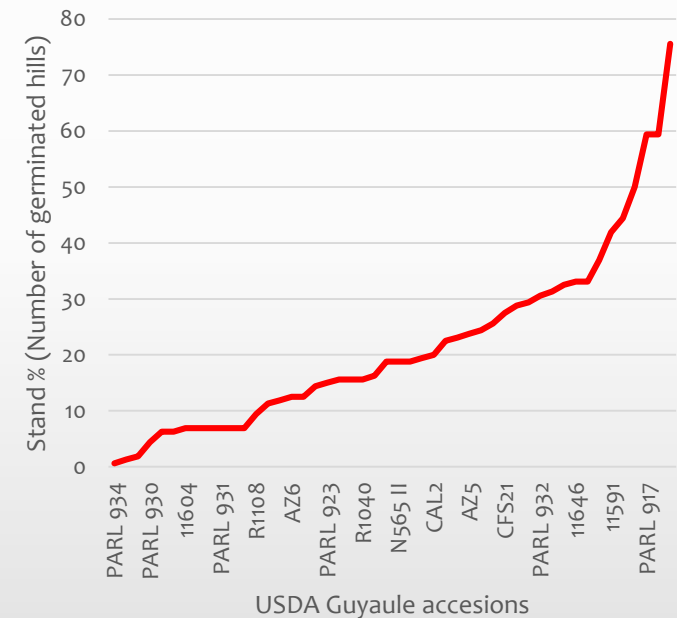


## Accomplishments:

- Establishment of guayule planting
- Explore direct seeding, the varietal response to.



Guayule stand at MAC





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# Feedstock Development and Production

- **Objective 3: Deploy superior genotypes of guayule and guar to regional growers.**





# Feedstock Accomplishments (UA)



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## Guayule:

1. Screen guayule germplasm for root rot tolerance
2. Develop a protocol to produce herbaceous cuttings
  - a. Increase plants with desirable genetic traits
  - b. Test genetically identical seedlings
  - c. Plant materials from which to increase seed



## Guar:

1. Planted 32 lines to increase seed for regional variety trials
2. Planted crossing blocks
  - a. Elite lines with
  - b. Partial male sterile lines





# Feedstock Accomplishments (NMSU)



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- **Feedstock development**
  - *Multiplication of guar germplasm.*





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# Feedstock Development and Production

- **Objective 4: Deploy agronomic production practices; identify agronomic information for salinity, herbicide, and nutrients to support production; provide irrigation apps using algorithms to growers.**



# Feedstock Accomplishments (Bridgestone)

- Plant density study planted and thinned to 3, 6, 12, 18, 30" spacing between plants with 2 varieties.



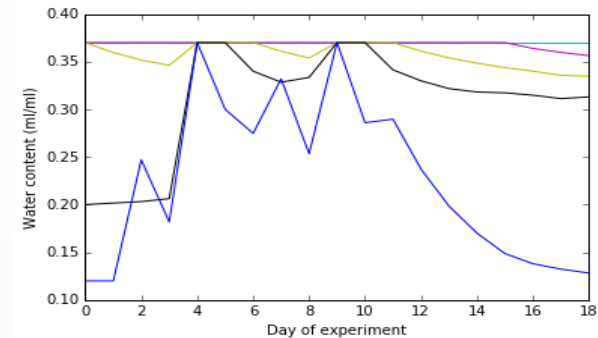


# Feedstock Accomplishments (UA, Bridgestone, NMSU)



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- Convert WINDS model to python and MySQL and implement model on web
  - *Model has been converted to python and MySQL, but is not yet running on the web. Model simulates the 100 neutron probe locations in the 30 irrigation treatments*
- **Installation of subsurface drip and flood irrigation systems for guayule irrigation experiments**
  - ***All irrigation systems were installed***
- **Irrigation experiments installed and running**
  - ***Thirty irrigation treatments in guayule and guar at Clovis, Eloy, and Maricopa currently in progress.***



# Feedstock Accomplishments (UA, Bridgestone, NMSU)



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- Irrigation studies - established by direct seeding at MAC and Bridgestone with neutron tubes installed and irrigation treatments started comparing drip and flood methods.







# Feedstock Accomplishments (NMSU)



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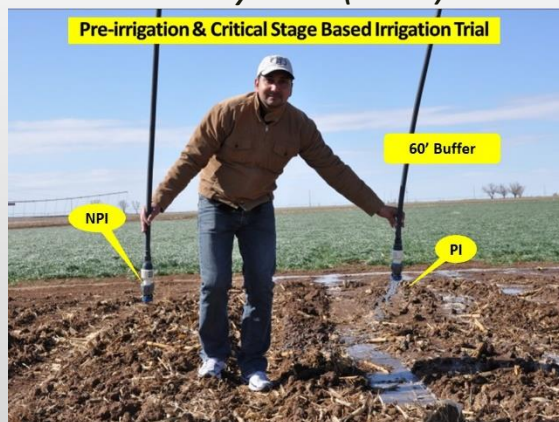
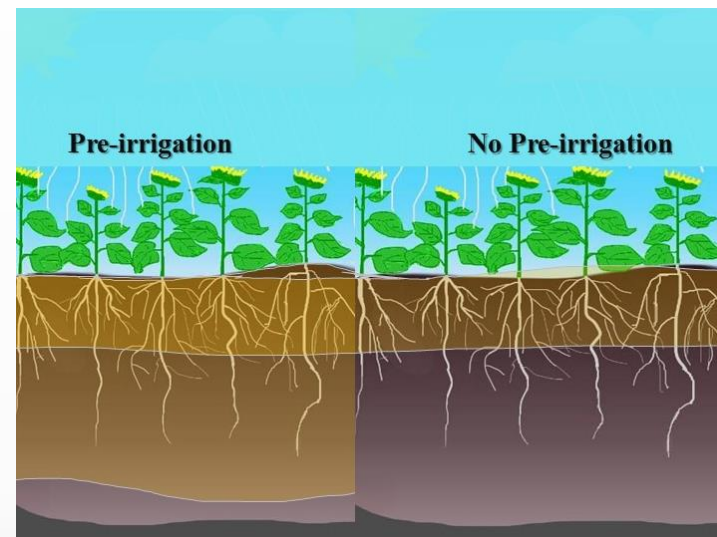
- Production technology
  - *Response of guar to various irrigation regimes.*



## Pre-irrigation and Critical Stage Based Irrigation Trial

### Experimental Design: Blocked Split Plot

- **Main plot: Soil Profile**
  1. Pre-irrigation (PI) (6 inches)
  2. No-pre-irrigation (NPI) (depleted soil profile)
- **Sub plot: cultivars and irrigation levels**
  - Cultivars: 2 (Kinman and Monument)
  - Irrigation levels: 4
    - Full Irrigation (Irr)
    - No irrigation at vegetative stage (VStss)
    - No irrigation at reproductive stage (RStss)
    - Dryland (Rain)



### Progress:

- **Planted (re): July 3, 2018**
- **Excellent crop establishment**
- **Observations have started**
- **Field day: August 9, 2018**
- **Harvest: October 2018**





# Feedstock Accomplishments (NMSU)

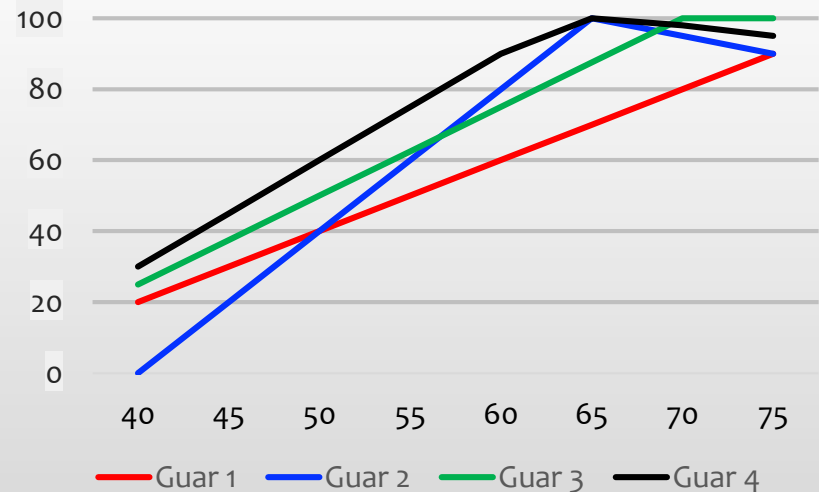
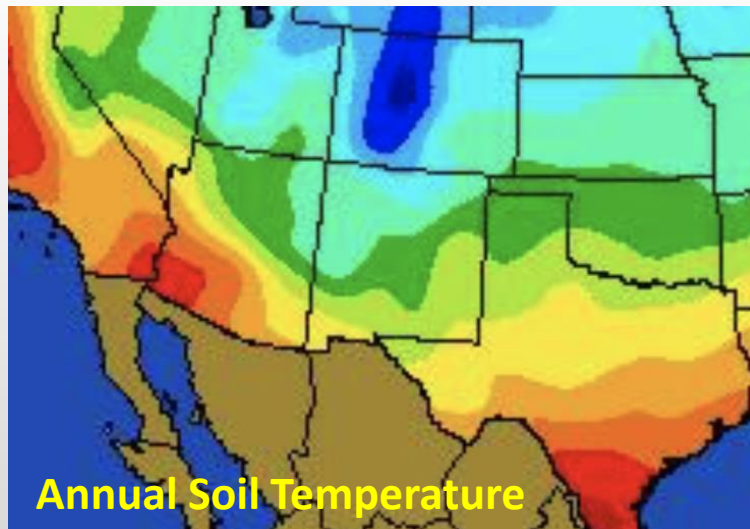


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## Soil Temperature vs. Guar Germination

- \* Conducted during spring of 2019
- \* Cultivars: Kinman, Matador, Lewis, Judd69, Santa Cruz, Monument
- \* Germination Temperatures: 50, 55, 60, 65, 70, 75
- \* Incubators will be purchased in next few months







# Feedstock Accomplishments (UA)



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## Managing Weeds in Guayule



- Accomplishments – Year 1
  - **Renewed 24c SLN labels**
    - Gramoxone
    - Fusilade
  - **Collaborated with herbicide industry scientist**
    - Arranged tour of Bridgestone Eloy Farm and Mesa facility for Syngenta and FMC
    - Developed research protocols
  - **Conducted Guayule Herbicide Tolerance Studies**

# Feedstock Accomplishments (UA)

## Managing Weeds in Guayule



- **2017-2018 Herbicide Tolerance Studies**
- **Preemergence herbicides**
  - *In fine textured soil (high clay and silt content at Eloy in Fall 2017):*
    - Dual Magnum, Spartan, Prefar, Prowl, Sonalan, Warrant
  - *In course textured soil (high sand content at MAC in Spring 2018):*
    - Dual Magnum, Spartan, Prefar, Prowl, Sonalan, Warrant
- **Postemergence herbicides at Eloy**
  - *Aim, Butyrac, Chateau, ET, Prowl, Spartan*



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# Feedstock Development and Production

- **Objective 5: Develop soil quality and health knowledge critical to environmental sustainability.**



# Feedstock Accomplishments (UA)



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## Sustainable Feedstock Production: Soil Health

*Raina Maier and Julie Neilson*

- ❑ Monitor impacts of agricultural management practices on the integrity of the arid soil microbiome
- ❑ Correlate soil microbiome dynamics with plant growth and productivity

### Year 1 Major Milestones

#### 1. Experimental design coordination

Guayule production: annual soil quality assessment (2018-2020) at two field locations (different soil textures) under six distinct irrigation treatments

#### 2. Protocol development: field sampling and soil

analysis Sampling depth, 10 – 30 cm by soil auger; coordination with NMSU for soil chemical analysis



**Kyle Brown: PhD student**





# Feedstock Accomplishments (UA)



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## Year 1 Major Milestones (field sampling)

### 3. Baseline soil quality assessment at planting time

Objective: Assess soil quality homogeneity across fields using 54 samples per field:

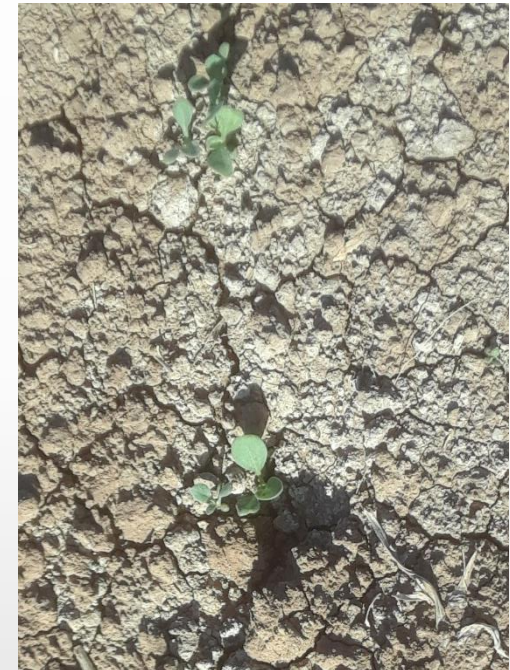
Maricopa Ag Center and Bridgestone Ag Center  
(6 treatments x 3 field replicates x 3 samples/rep)

- Chemical analysis with NMSU (pH, EC, OrgM, NO<sub>3</sub>-N, P, K, cations, SAR)
- Physical analysis: soil texture and moisture content
- Biological analysis: DNA extraction for soil microbiome analysis

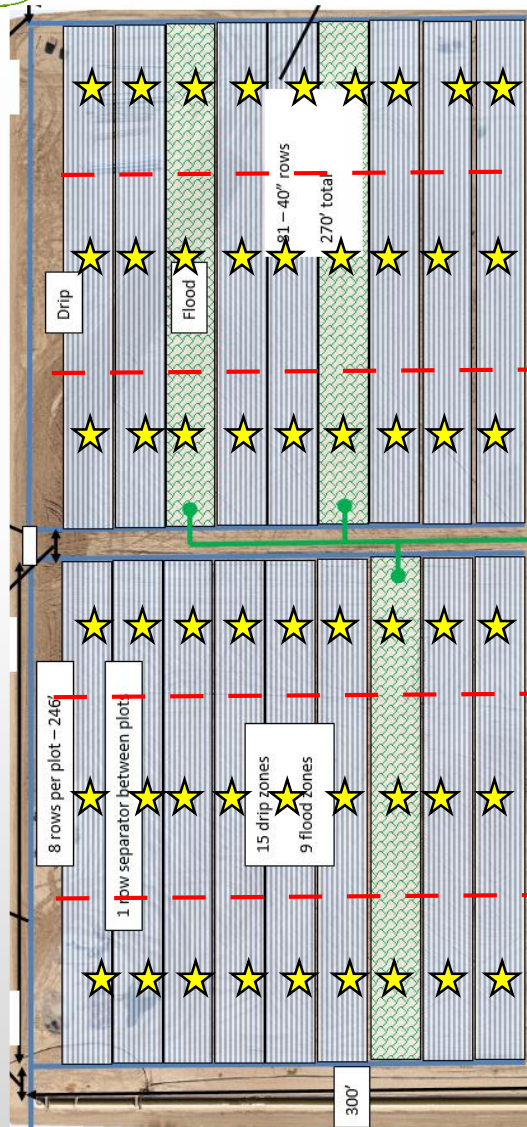
### 4. Soil moisture variability (gravimetric)

MAC: 15.36% - 20.24% (17.54 ± 1.02%)

Bridgestone: 22.95% - 30.08% (25.88 ± 1.55%)



Guayule seedling size at sampling time



**Stars:** indicate sample locations  
**Arrow:** samples collected at side of bed

**For more information:**  
**Kyle Brown, student poster session**





# POST-HARVEST LOGISTICS & CO-PRODUCTS

Neng Fan, Leslie Gunatilaka, Istvan Molnar, Omar  
Holguin, Catie Brewer, Umakanta Jena



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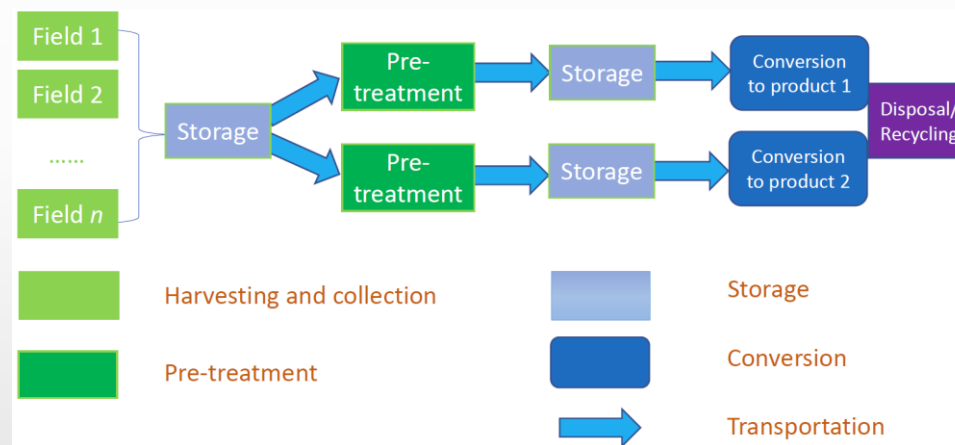
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# Post-Harvest Logistics & Co-Products Year 1 Accomplishments

- Fan Group (Transportation Models)
- Gunatilaka & Molnar Groups (Co-Product Chemistry)
- Holguin Group (Co-Product Chemistry)
- Brewer & Jena Groups (Bagasse Conversion)

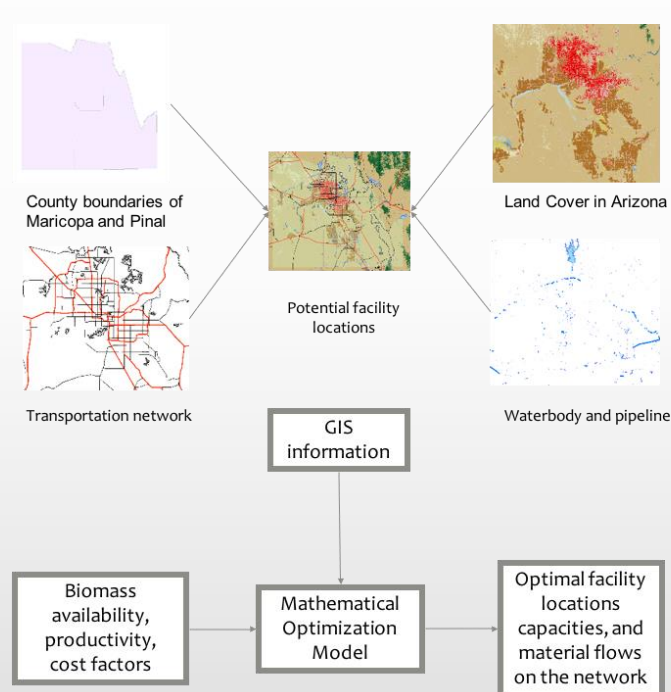
# Optimization for Feedstock Logistics (Fan group @ UA)

- “A Review on Optimization Models and Algorithms for Biomass Feedstock Logistics” – a literature review paper was finished and now is in preparation for journal submission



- list of relevant problems
- comprehensive review on existing literatures on optimization models and algorithms
- discussion of challenges and research problems

# Optimization for Feedstock Logistics



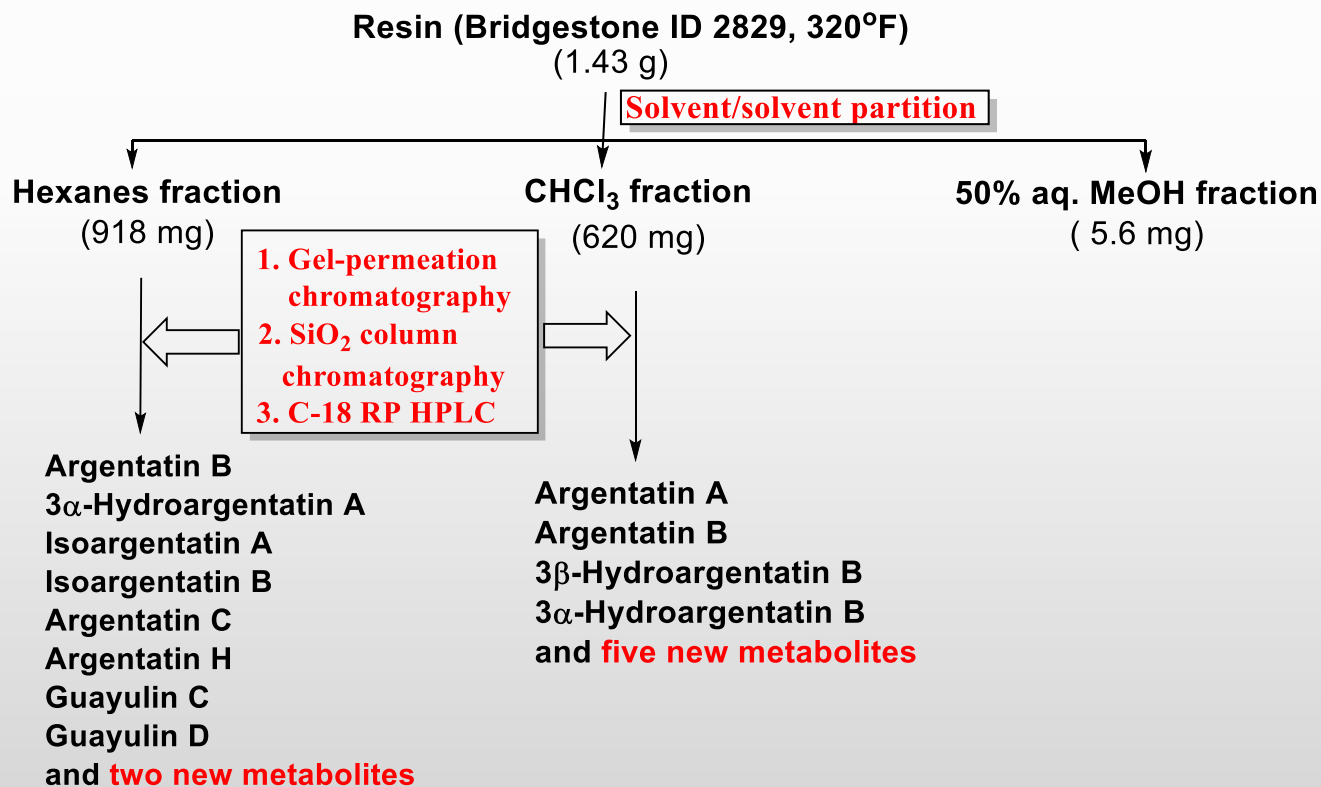
- A decision framework based on GIS information for facility location
  - Potential candidates (locations, capacities) for process or refinery plants, storage facilities, etc.
  - Economic cost-benefit analysis as an input for farms shifting to Guayule and Guar
  - Integration with road networks and water supplies
  - Stochastic mixed integer programming and algorithms



# Isolation & Identification of Major & Biologically-Active Co-Products in Guayule (& Guar)

(Gunatilaka, Molnar, Xu, Chandrashekar & Liu @ UA)

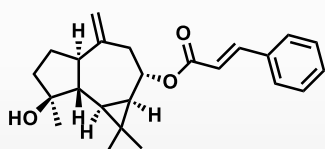
Method development for extraction & isolation of guayule co-products



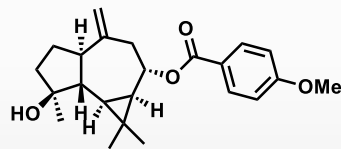
# Isolation & Identification of Major & Biologically-Active Co-Products in Guayule (& Guar)

Isolate and elucidate structures of some key bioactive metabolites and major metabolites

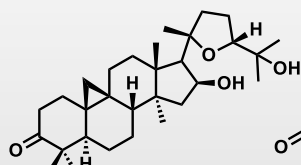
## Known Metabolites (8)



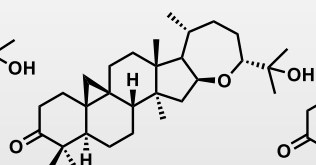
Guayulin C (1.7 mg)



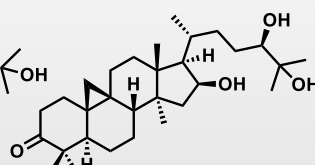
Guayulin D (3.9 mg)



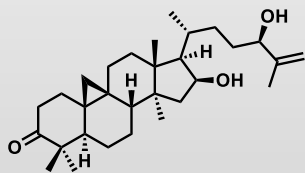
Argentatin A (112.8 mg)



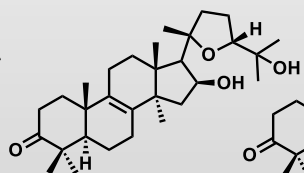
Argentatin B (104 mg)



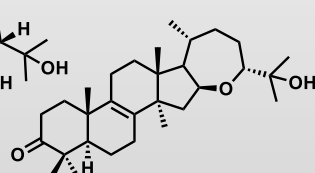
Argentatin C (23.8 mg)



Argentatin H (13.0 mg)



Isoargentatin A (9.1 mg)



Isoargentatin B (0.9 mg)

# Chemical Analysis Support (Holguin group @ NMSU)

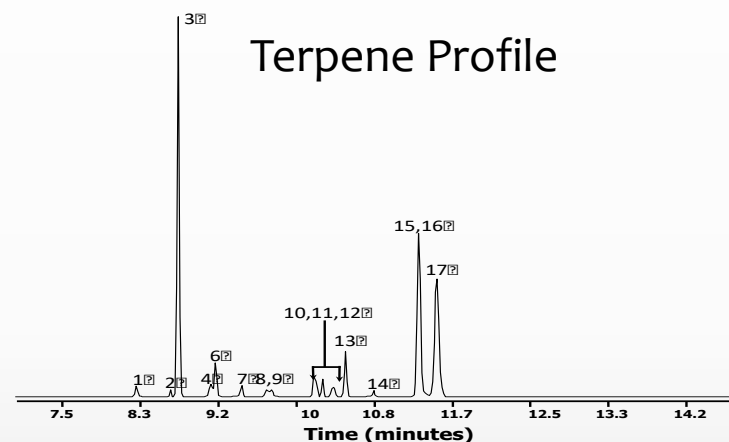
- Chemical characterization of co-products
  - Terpenes
  - Gums
  - Isoprenoids, waxes, etc.
- Biochemical characterization of bagasse
  - Proximate analysis
- Conversion products
  - Organics
  - CHNOS



# Biochemical Characterization

## *Increasing the Value*

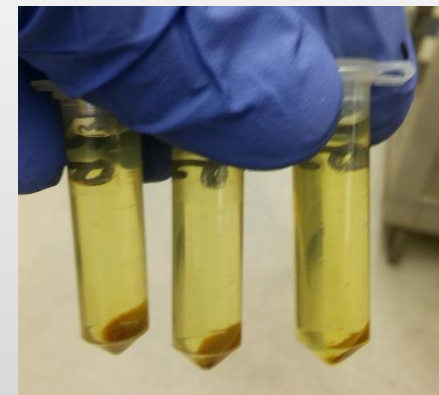
- Guayule
  - 18 terpenes identified in Resin
  - Evaluated resin small molecule complexity
- Guar
  - Guar gum yield enzymatic
  - Gum properties, size distribution, and Gal:Man ratios
- Bagasse
  - Trained researchers bulk biochemical analysis
  - Instrumentation training





# Bagasse Conversion (Brewer & Jena groups @ NMSU)

- Collected guar and guayule bagasse samples
- Set up NREL biomass characterization methods with Holguin group
- Literature review of guayule and guar processing, co-products, and lignocellulosic biomass conversion methods



# Bagasse Characteristics

## Guayule:

- 1% moisture
- 6% lipids
- 43% C, 7% H, 2% N, 2% S



## Guar:


- 3% moisture, 3% ash
- 20.2 MJ/kg HHV
- 9.5% lipids, 29% carbs, 6% protein, 9% acid-soluble lignin
- 44% C, 6% H, 1% N, 1% S





# SYSTEM PERFORMANCE & SUSTAINABILITY

Trent Teegerstrom, Clark Seavert, Paul Gutierrez,  
Jason Quinn, Amy Landis



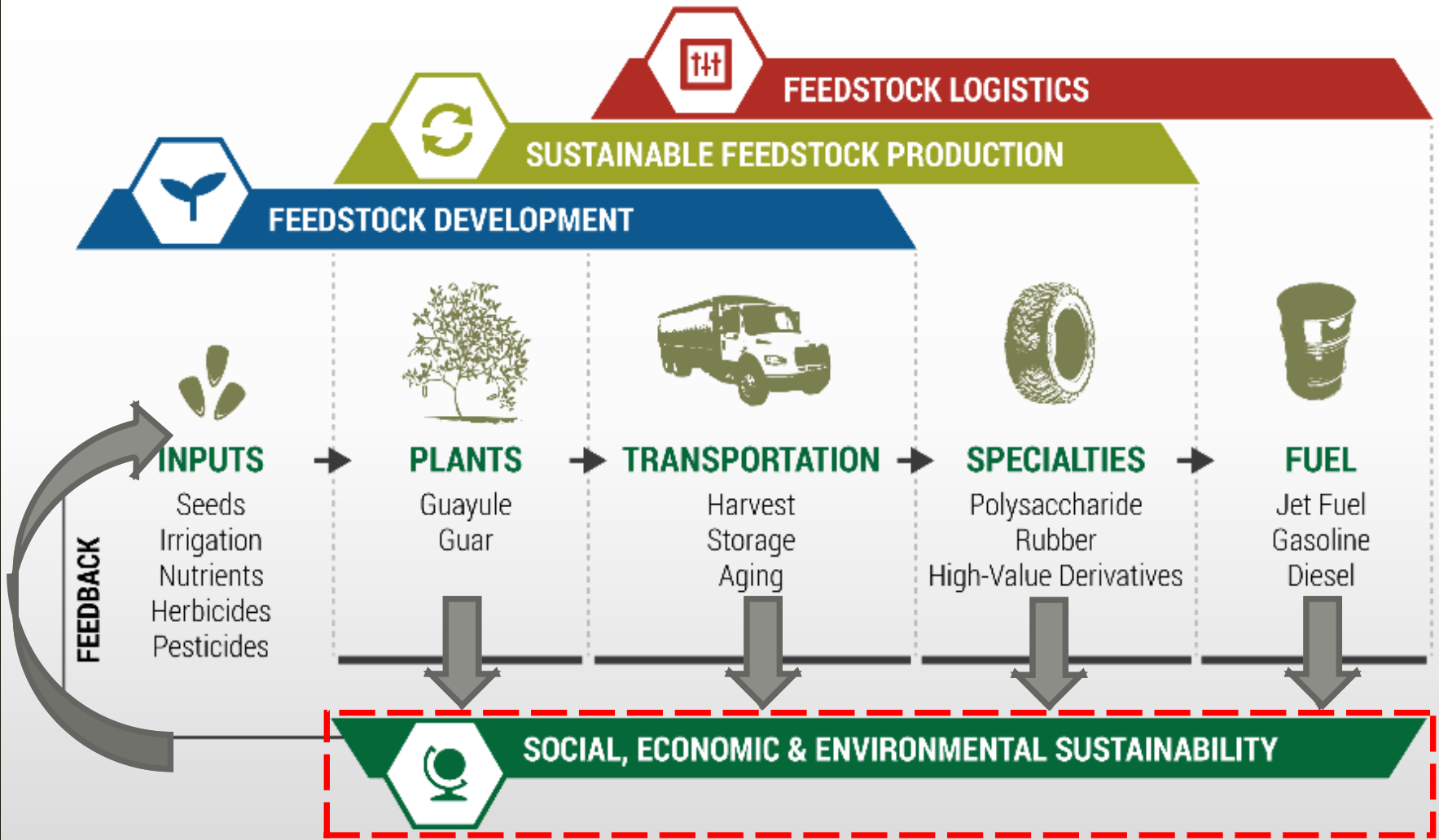
## Objectives

4.1: System model for sustainability assessment

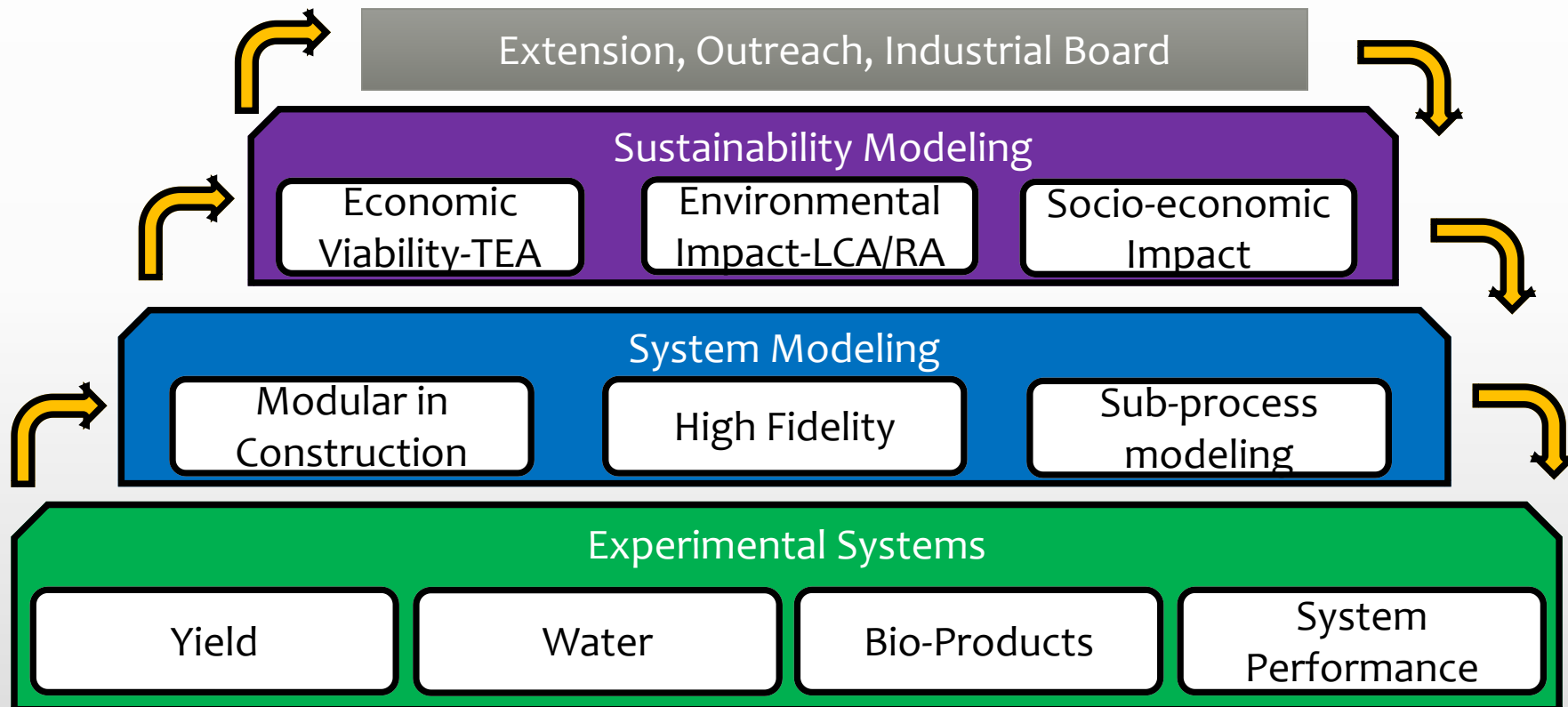
4.2: Utilize data for model validation and provide data feedback

4.3: Interface with regional growers





# Data Flow

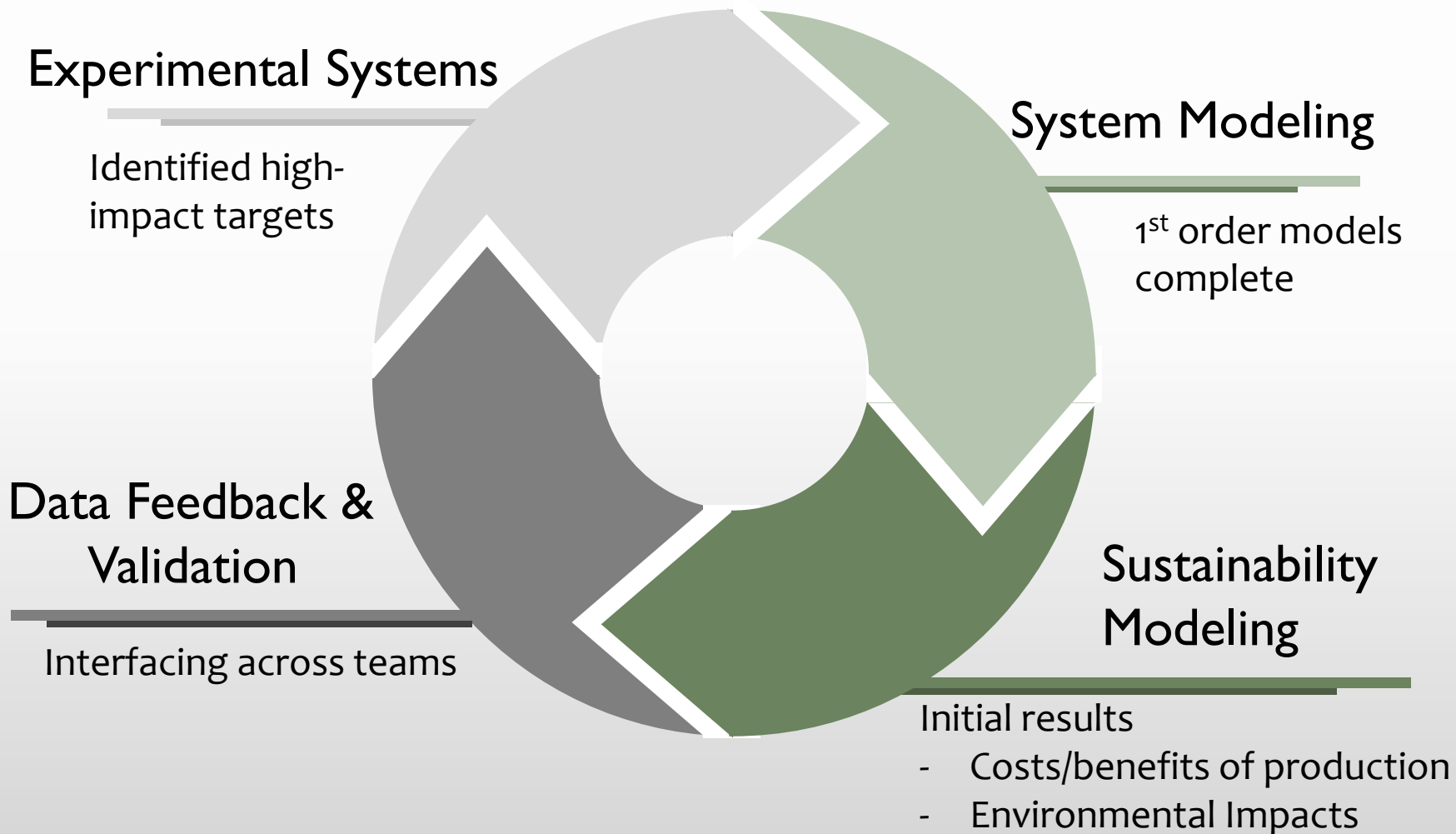




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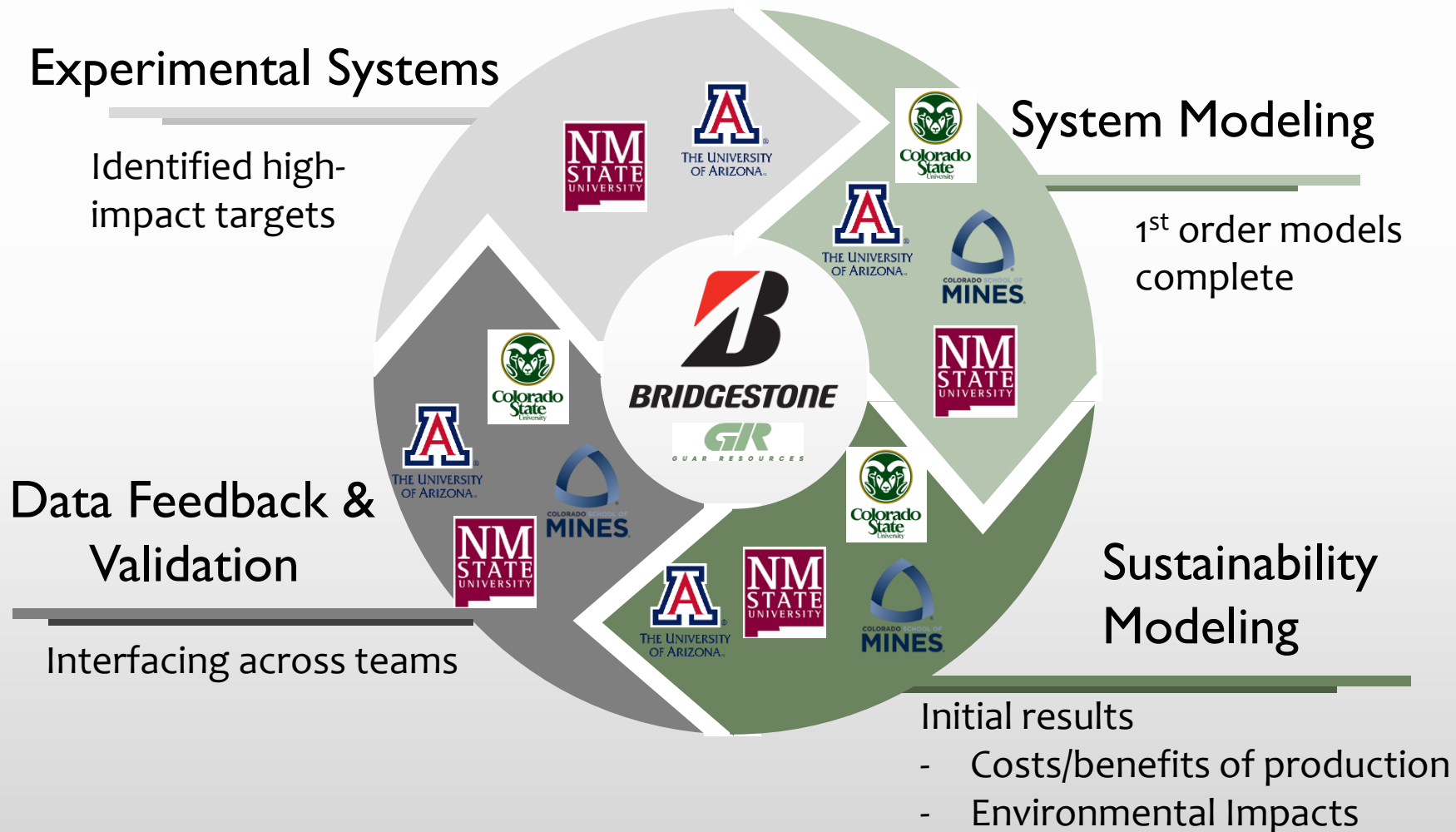
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Data Feedback &  
Validation

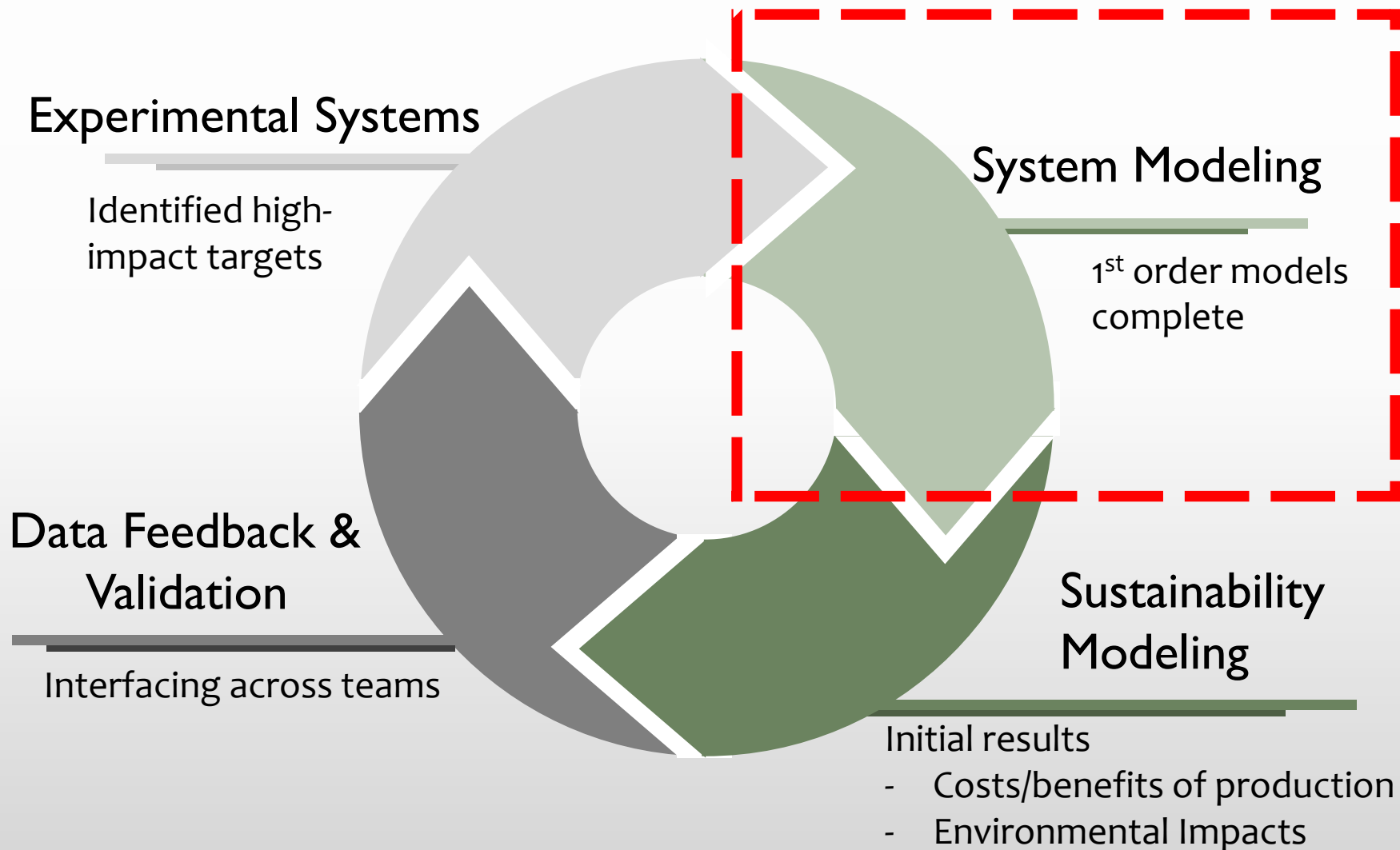


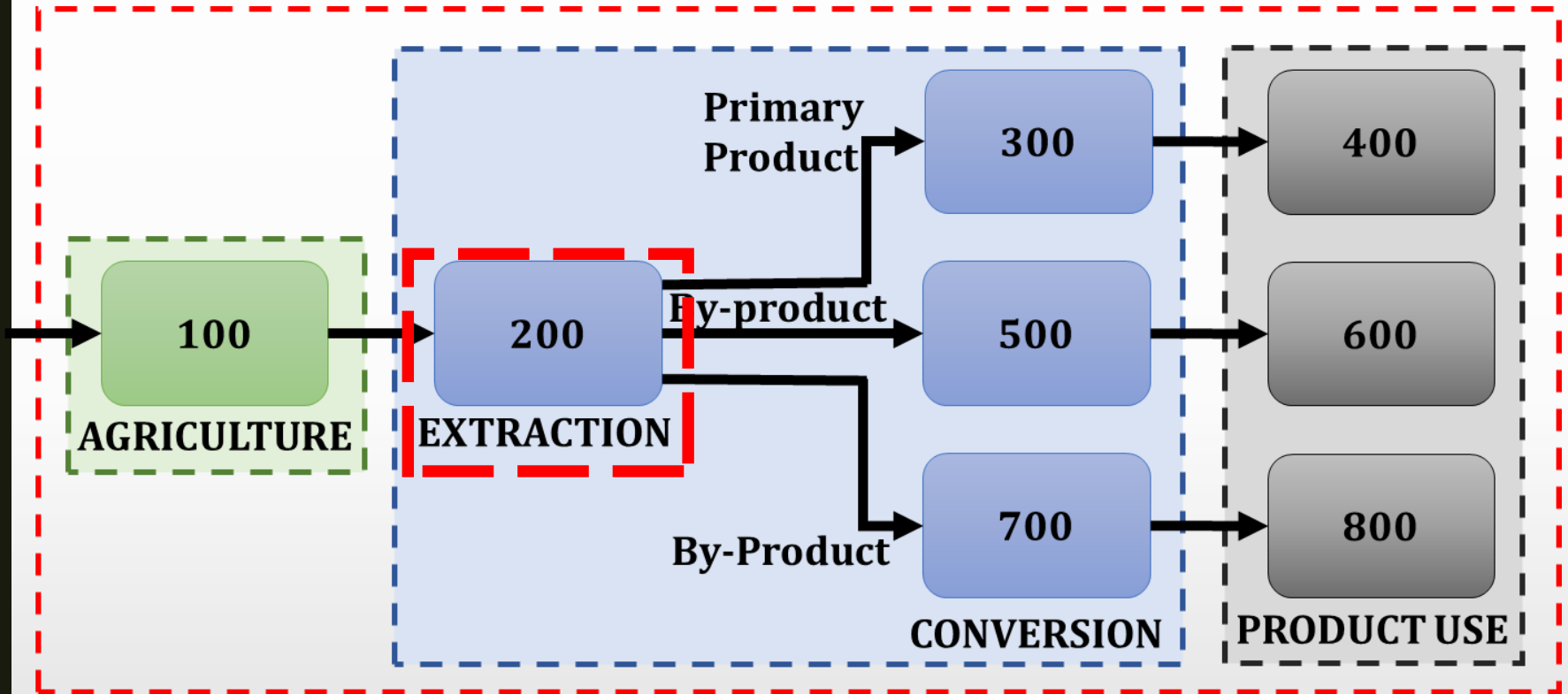
- Initial results
- Costs/benefits of production
- Environmental Impacts

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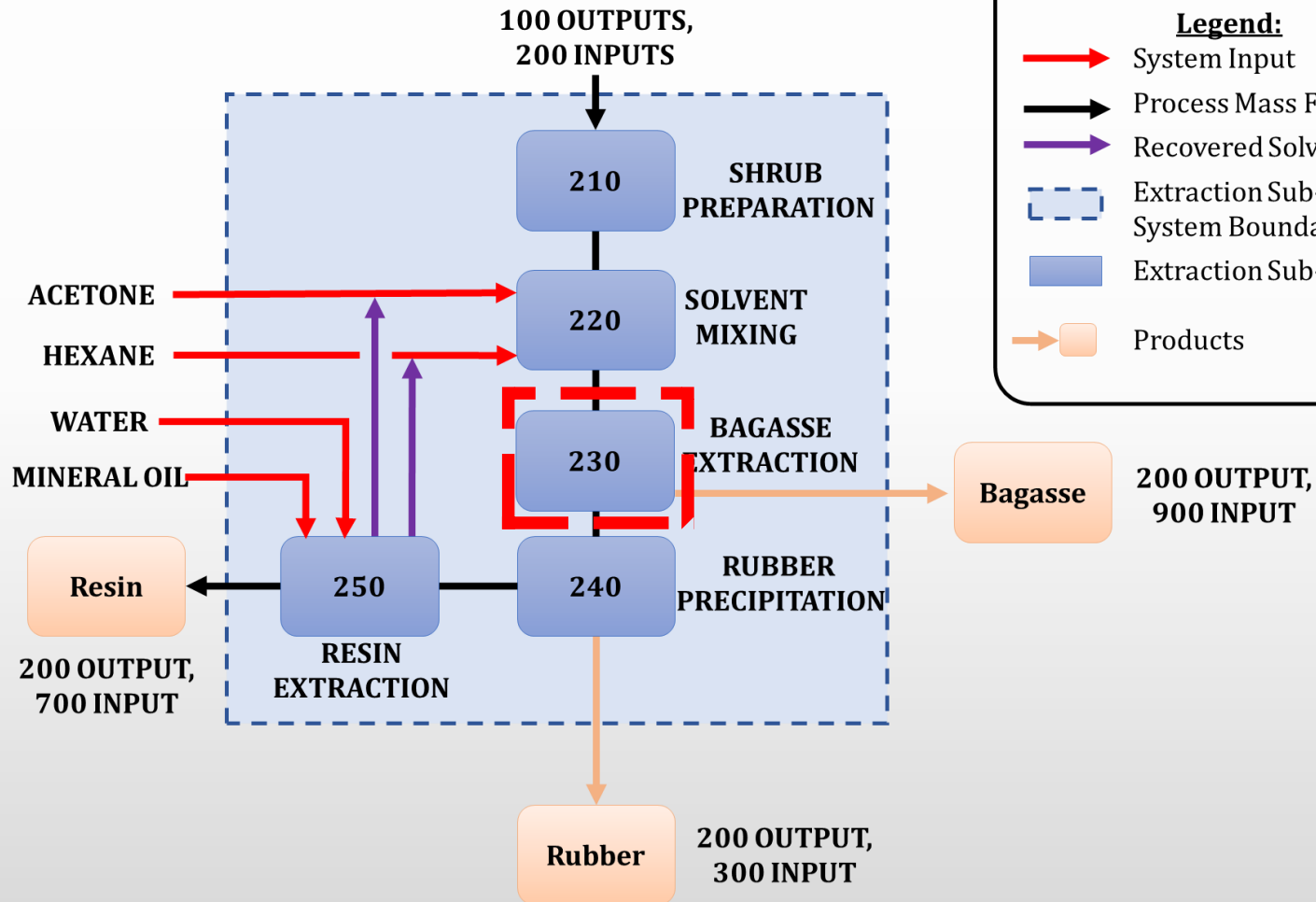
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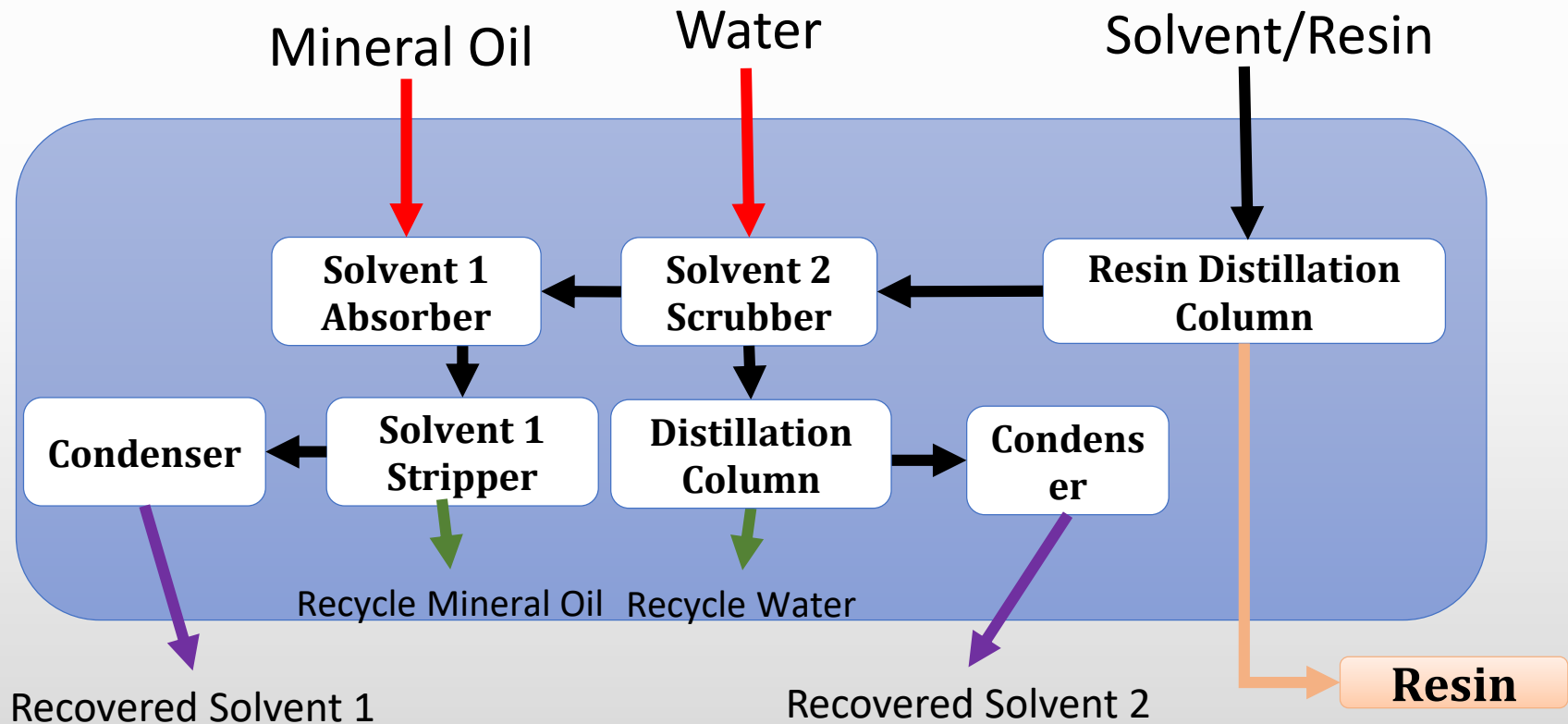
Economic and environmental assessment informed by system modeling

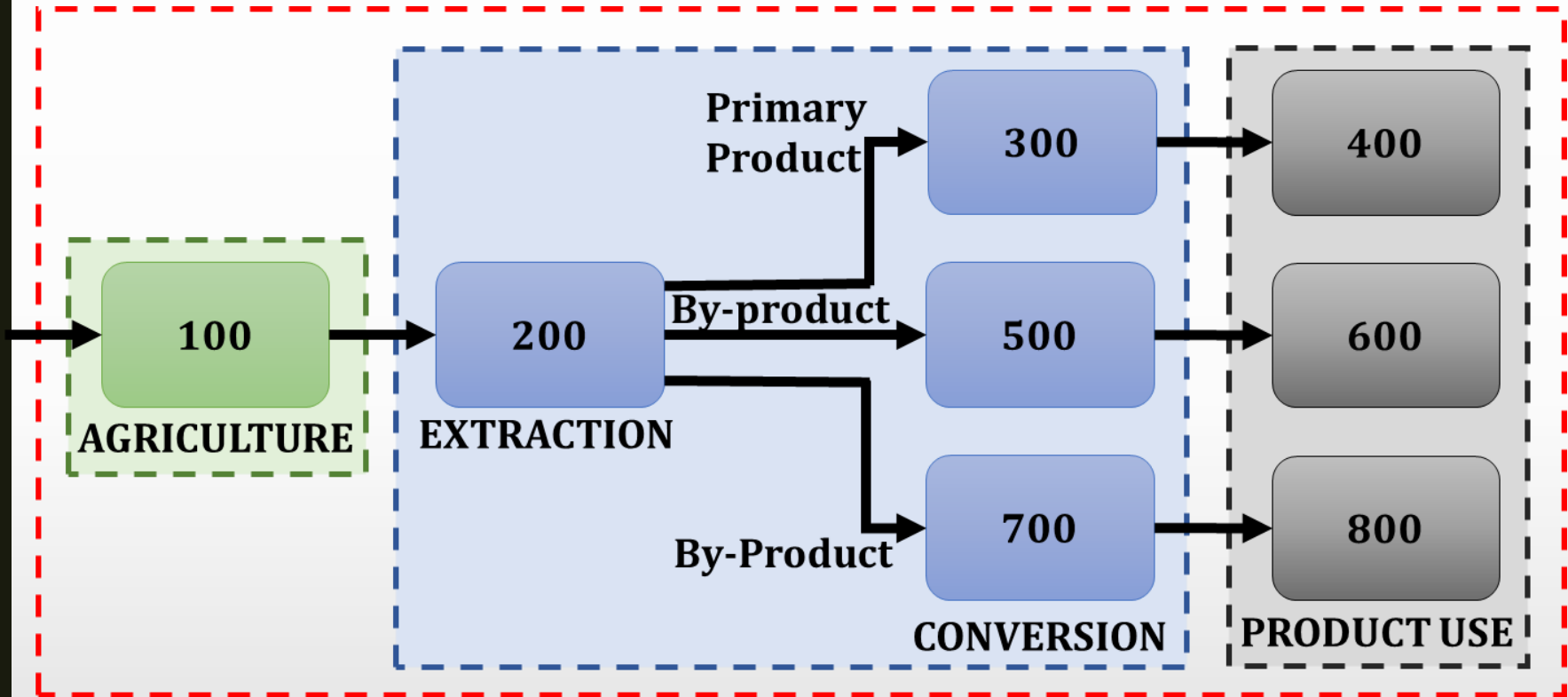
## 200: Extraction of Products (Next Slide for Details)





## 250: Resin Extraction



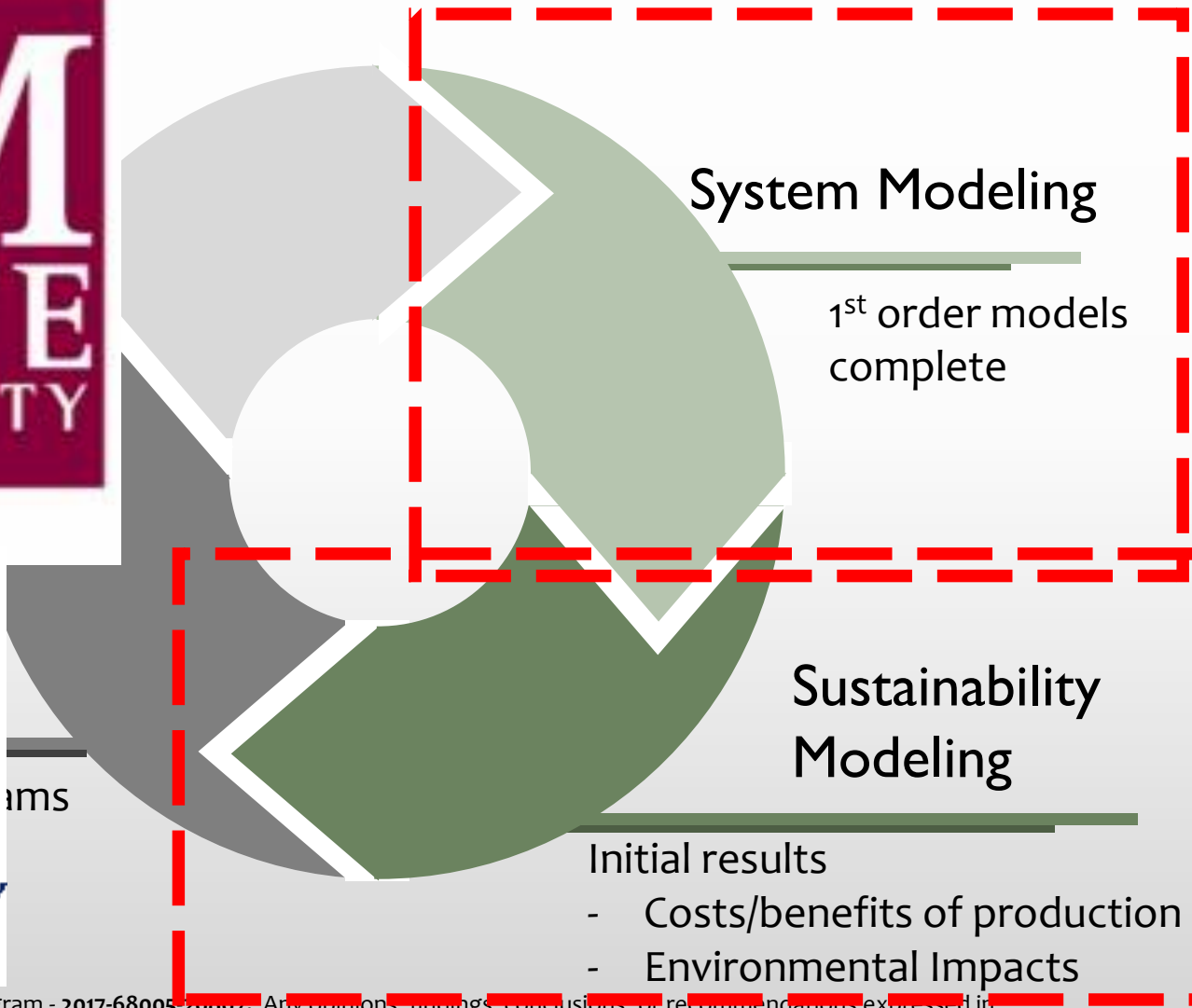


Economic and environmental assessment informed by system modeling



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# Whole Farm Economic Analysis and Producer Decision Scenarios

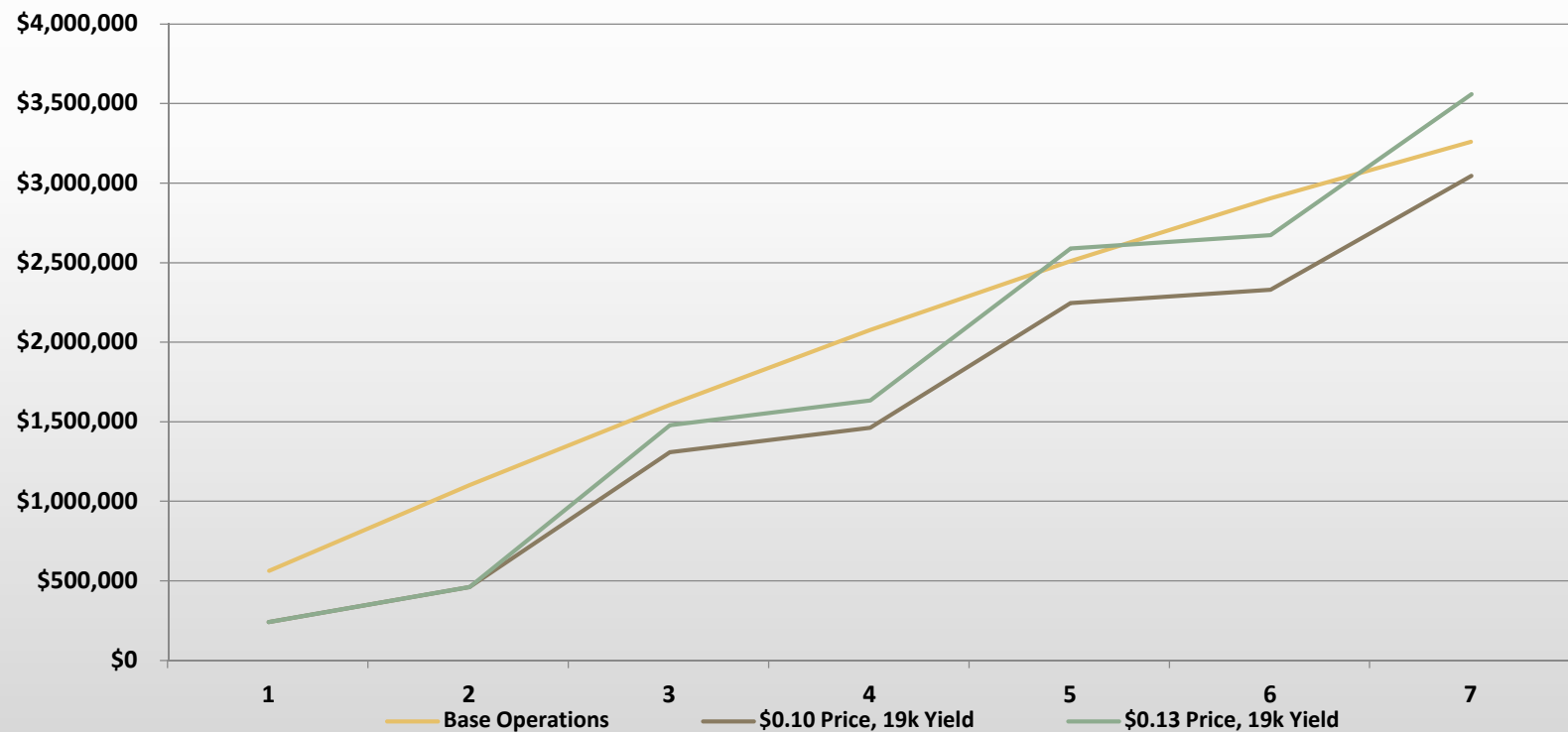
- Perform whole farm analysis integrated with regional economic impact assessment
- Integrate data from project partners
- Comparison to traditional cropping systems
- Optimization of system cropping systems
- Sensitivity analysis





# Whole Farm Economic Analysis and Producer Decision Scenarios for Guayule

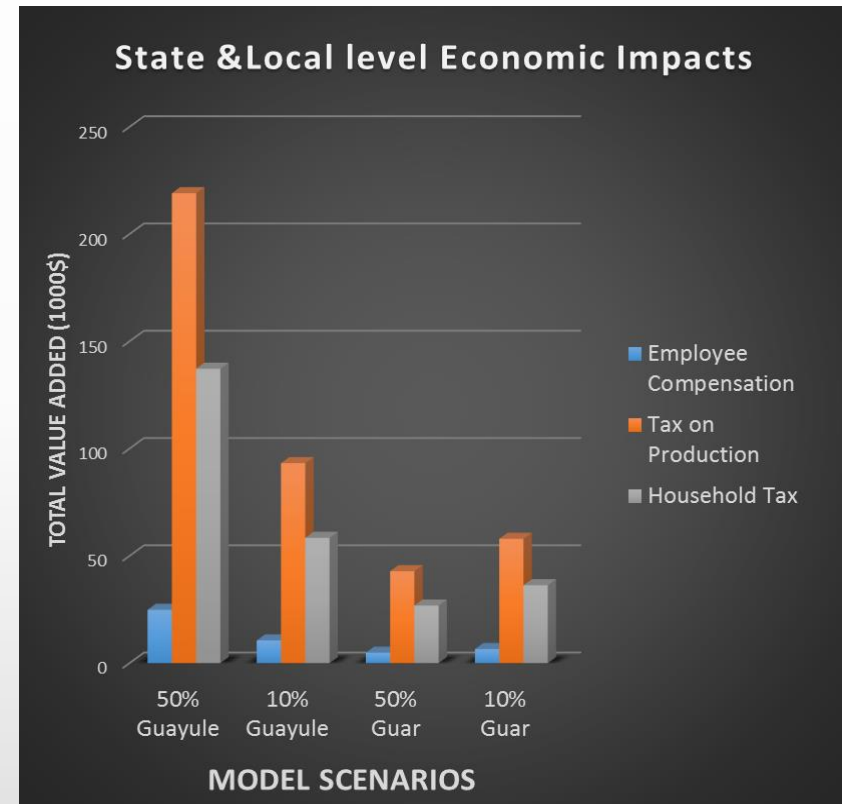
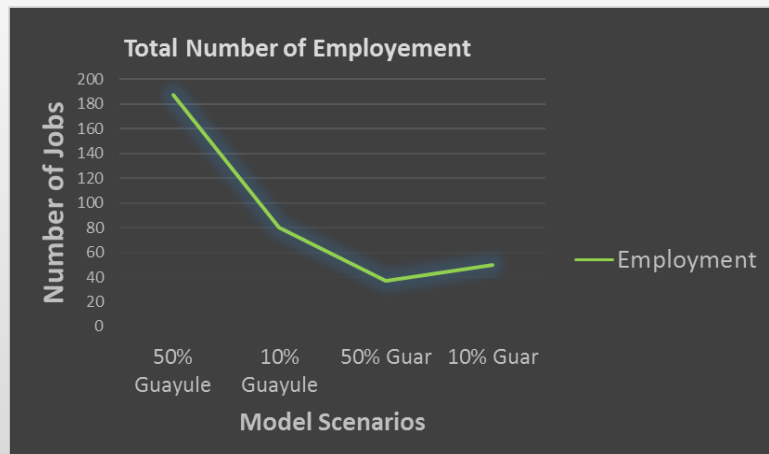
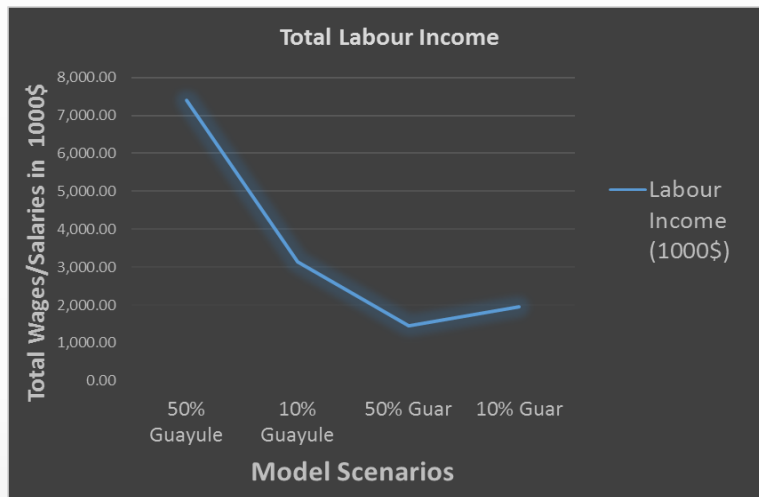
## Whole Farm Cash Flow



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# Economic Impact Estimates



Using the case of a 1200 acre farm,  
Colfax NM



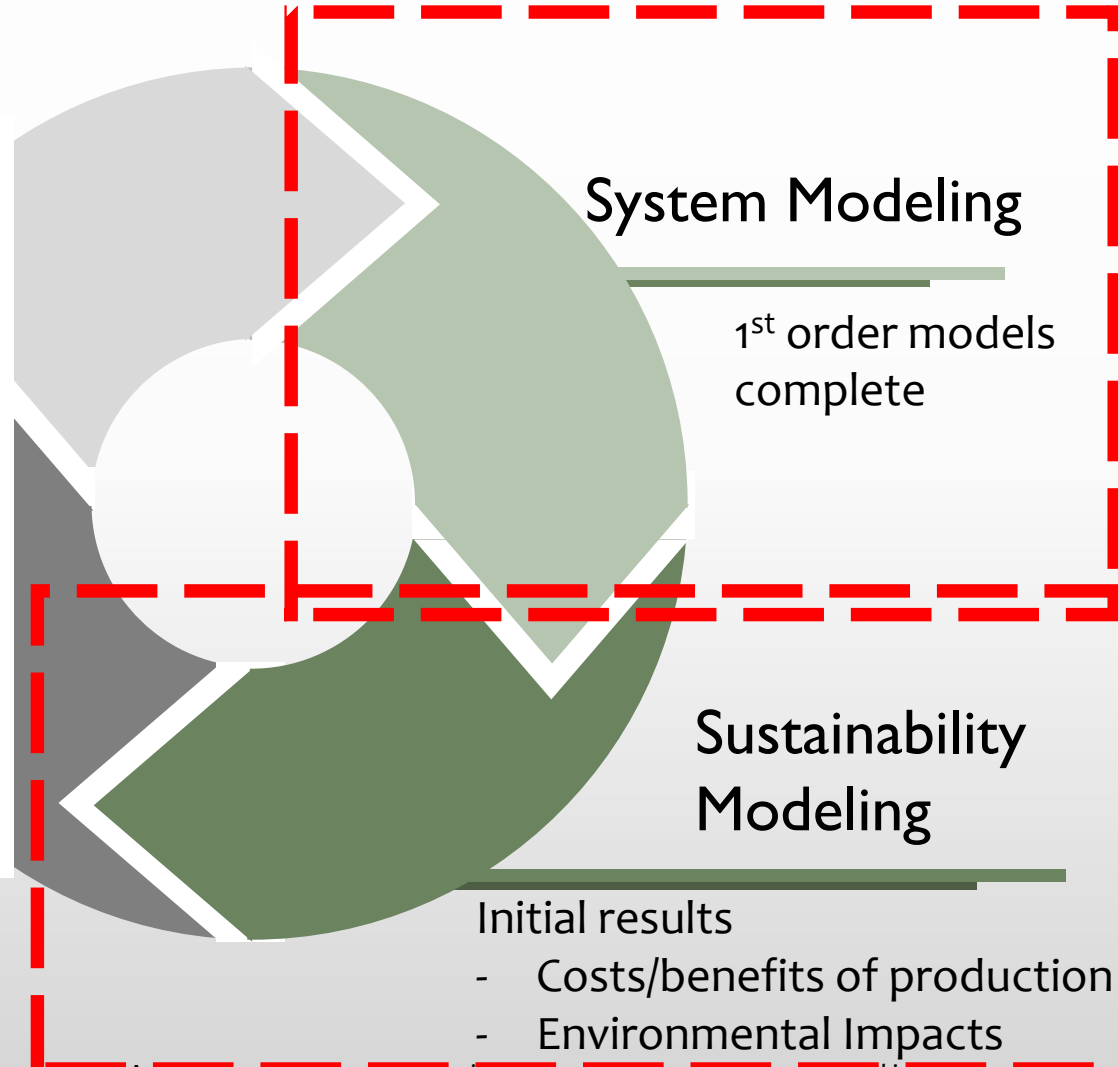
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# Sustainability Team

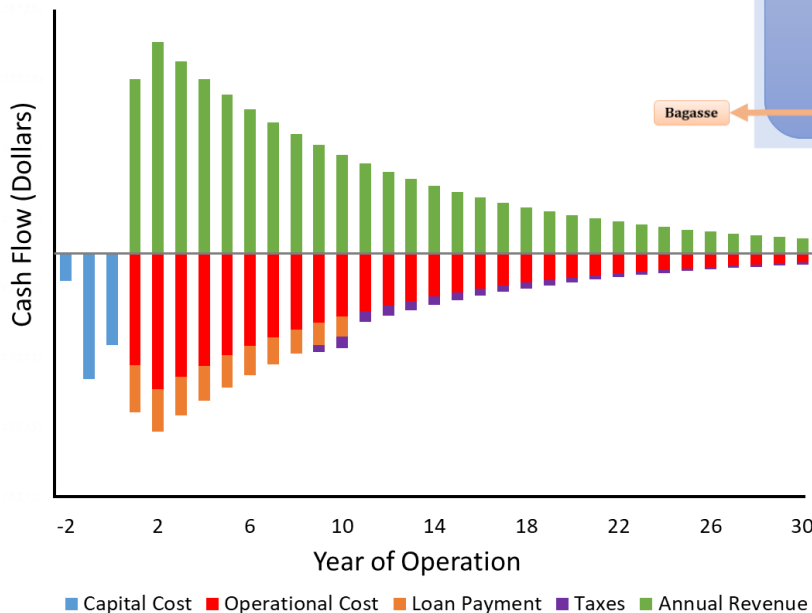
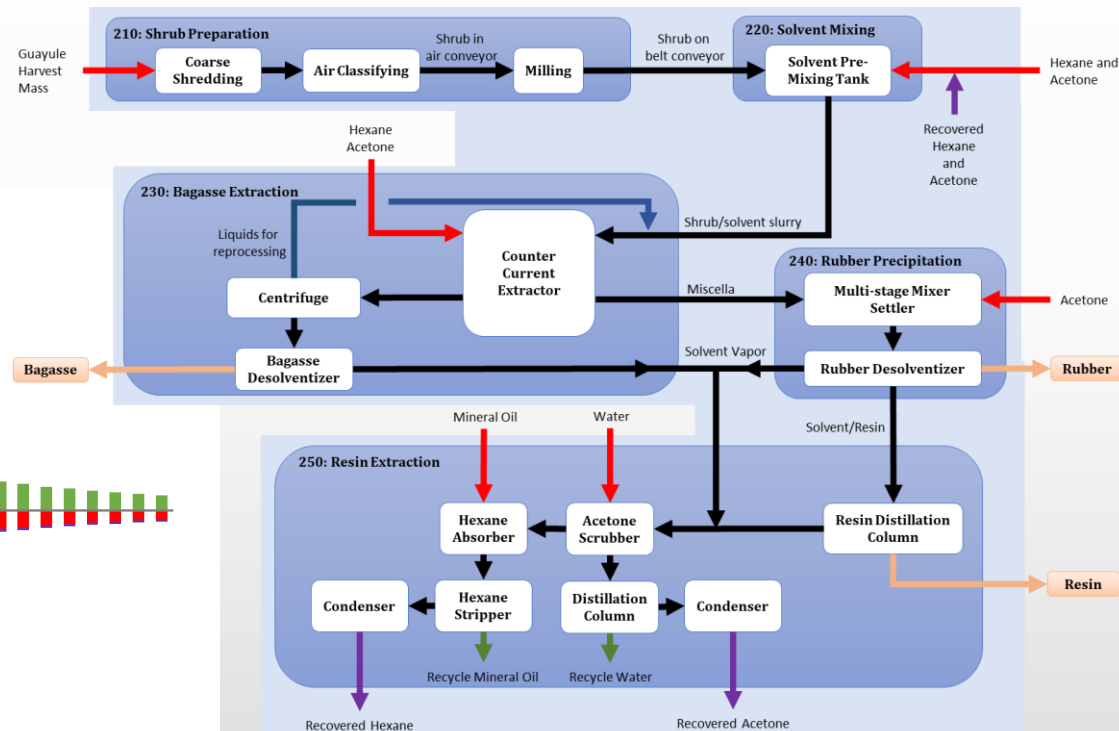
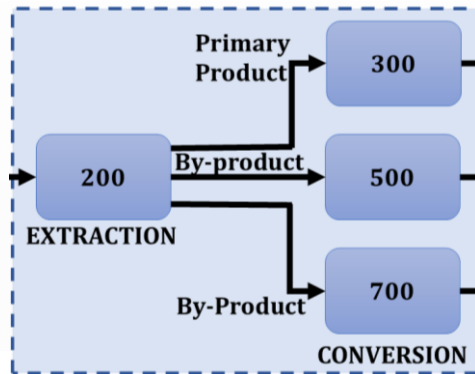


Colorado  
State  
University



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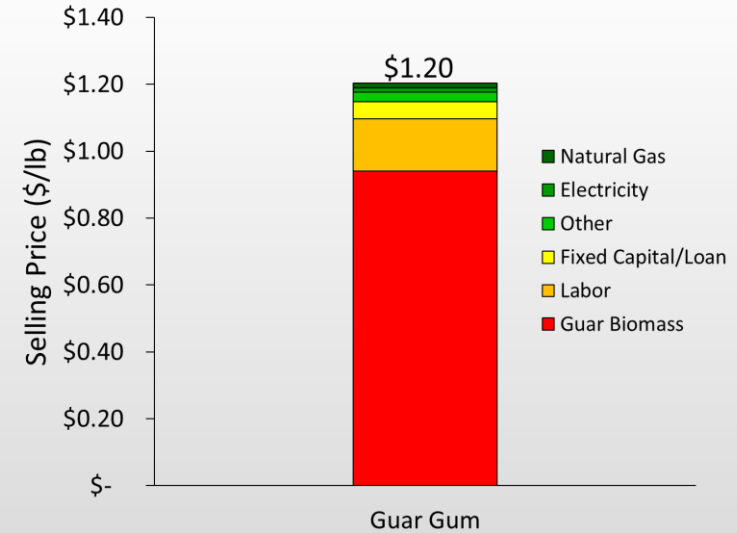
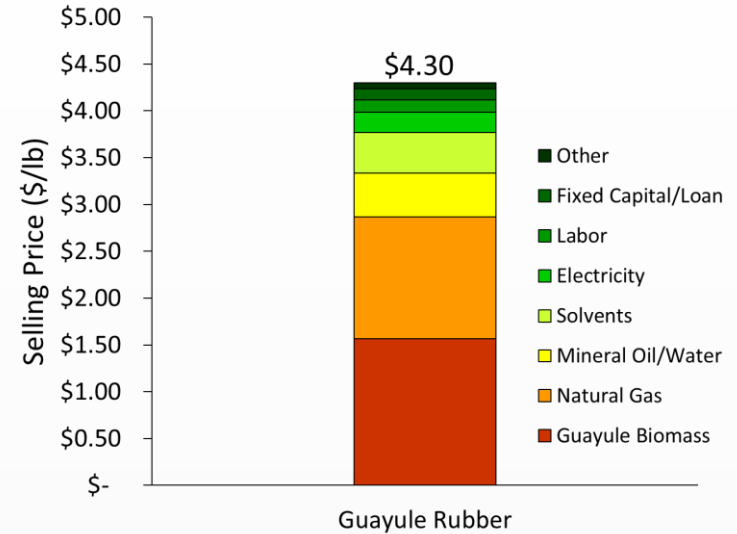
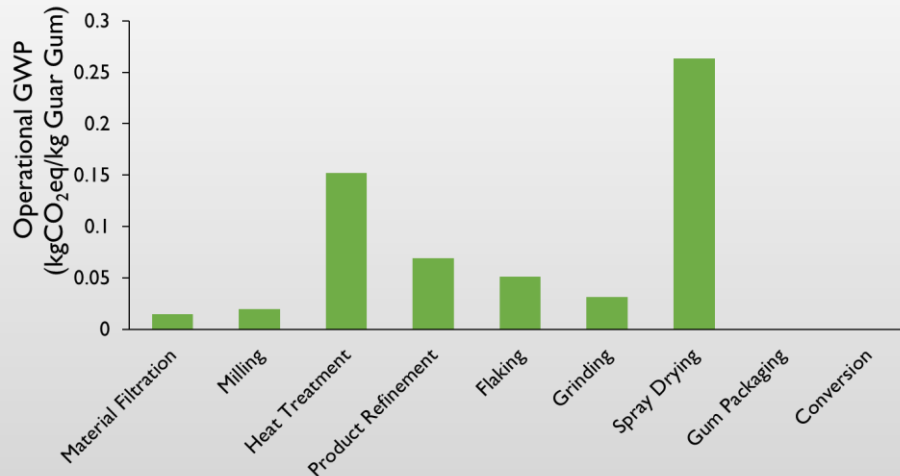
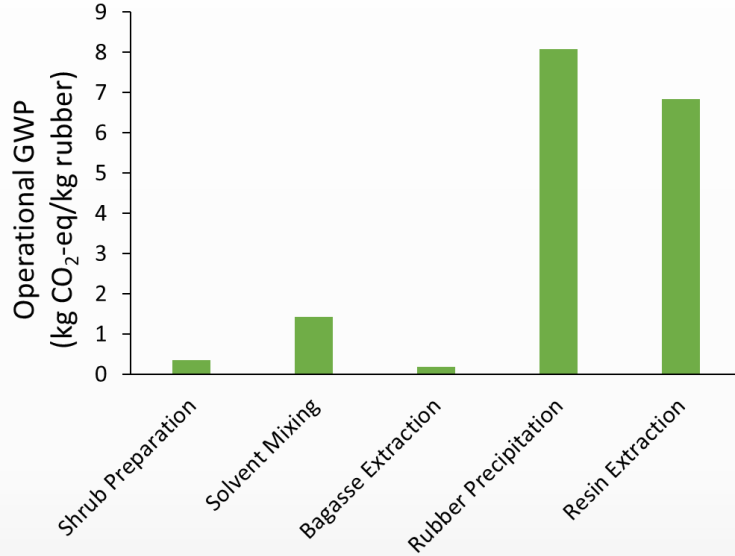
# Colorado State University





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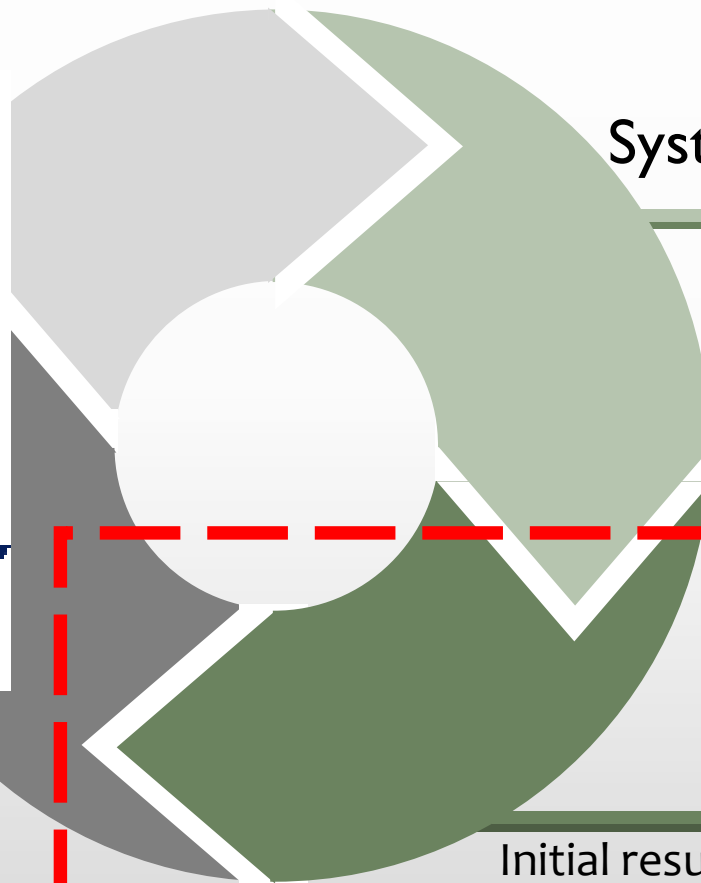
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THE UNIVERSITY  
OF ARIZONA

Interfacing across teams



System Modeling

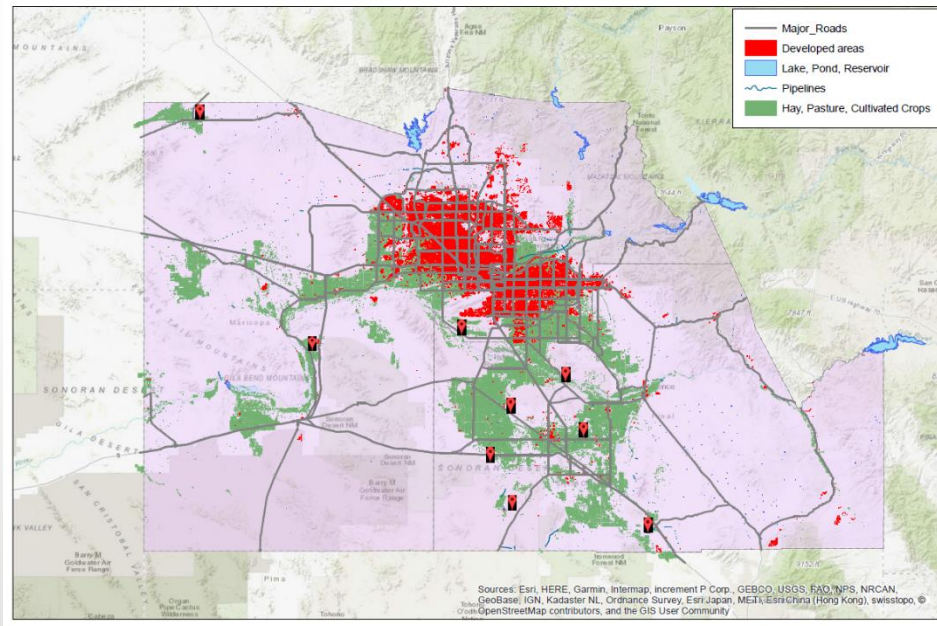
1<sup>st</sup> order models  
complete

Sustainability  
Modeling

Initial results

- Costs/benefits of production
- Environmental Impacts

# Optimization for Feedstock Logistics – Year 1 Accomplishments (Fan&Sun@UA)



- A decision framework based on GIS information
- Stochastic mixed integer programming models and algorithms
- Optimal decisions for facility location/ capacity and transportation routes in an economic and sustainable way

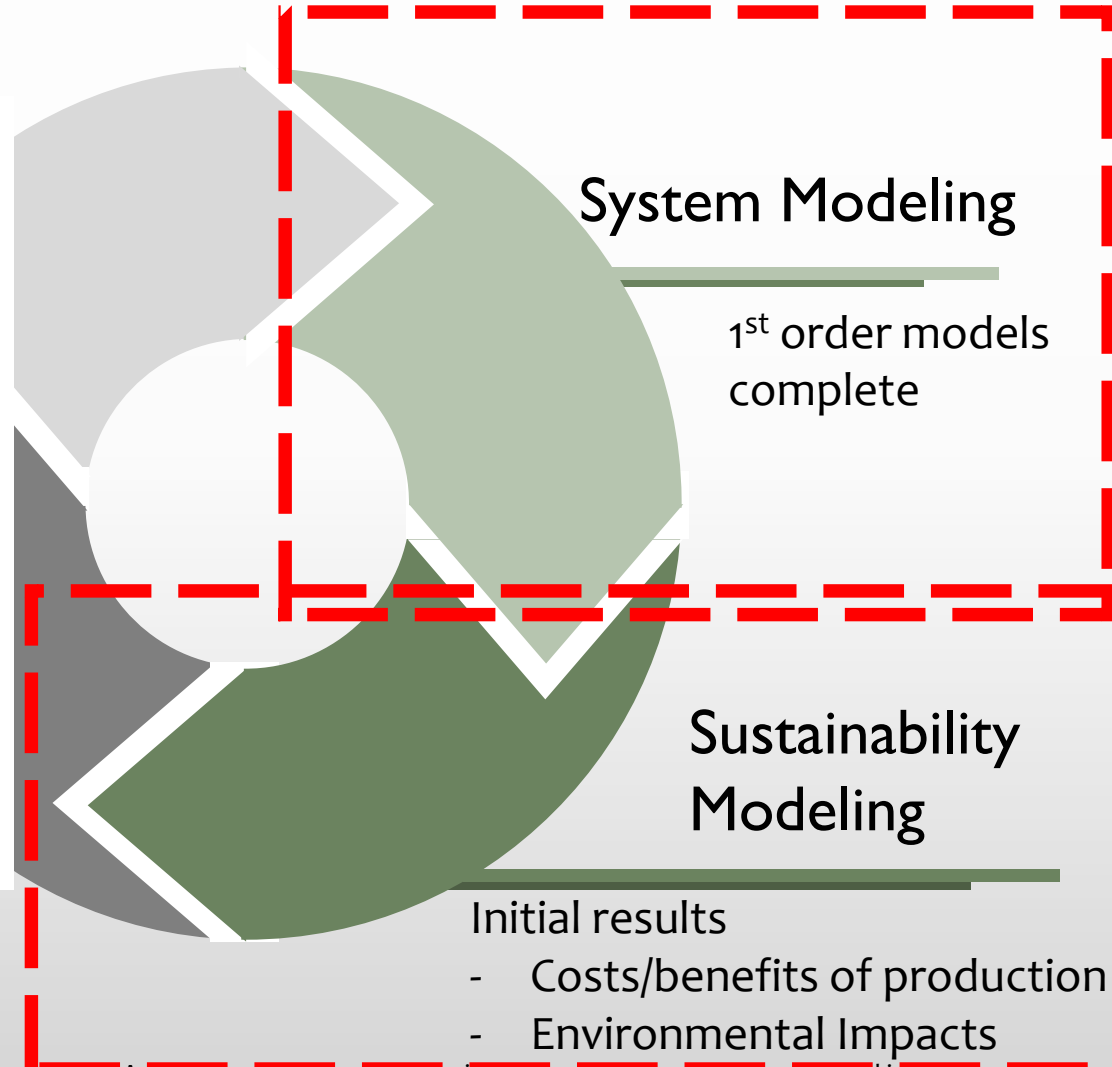


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# Sustainability Team



COLORADO SCHOOL OF  
**MINES**





Principal Investigator: Amy Landis  
Personnel: Pragnya Eranki  
Students: VeeAnder Mealing  
Institution: Colorado School of Mines

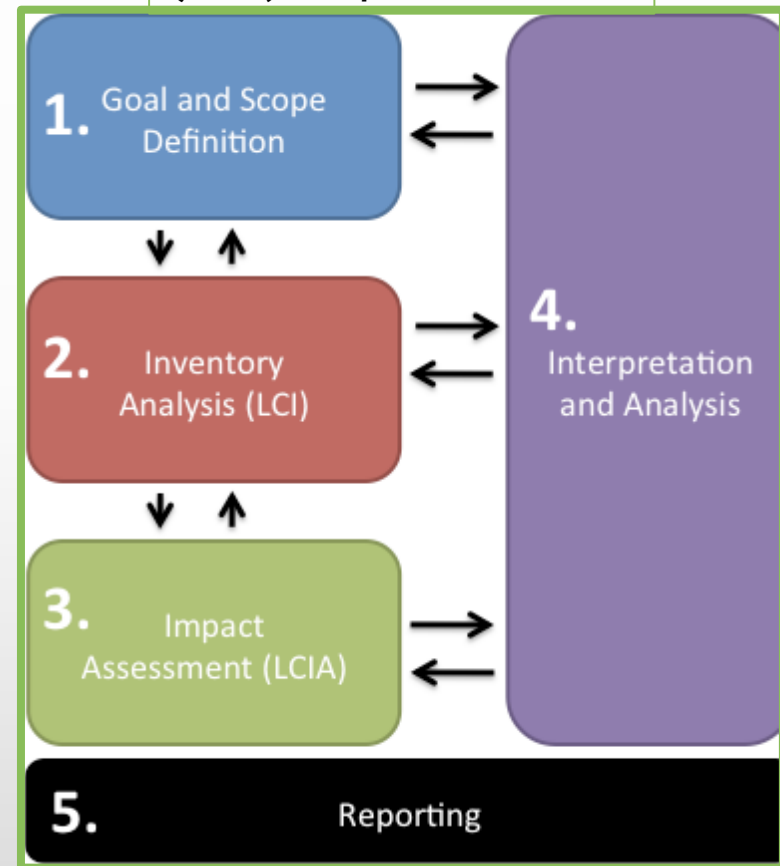


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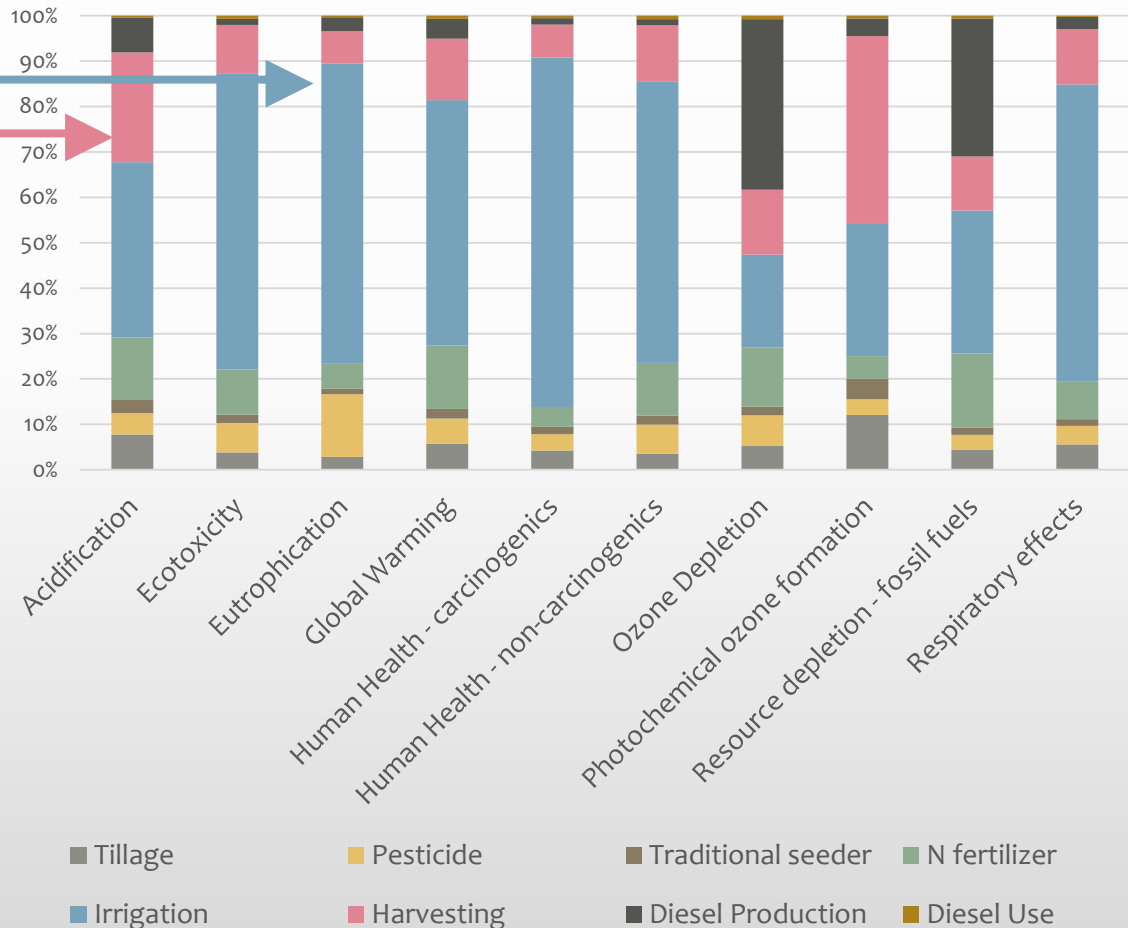
- SBAR Objective: 4.2 Integrate metrics and combine results from SBAR-developed data into sustainability models
- Sustainability
  - 3 Pillars: Environmental, Economic, & Social
  - Quantitatively assess environmental impacts
  - collaborate across the economic and social assessments
- Progress made
  - Data collection for Life cycle inventory dataset
  - Preliminary sub-process model for guar agriculture
  - Updated guayule excel model

### (LCA) Steps: ISO 14040



# Preliminary Results & modeling data needs

Contributing Impacts of Guar Agricultural Processes in the U.S.



## Results

- Opportunity for improvement in guar agriculture: **Irrigation & Harvesting**

Note: Results are computational only. No field data or experimental data used.

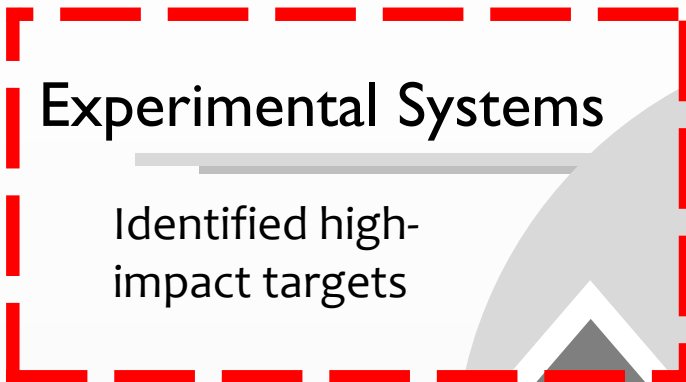




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**Data Feedback & Validation**

Interfacing across teams



- Environmental Impacts

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# Bagasse Conversion – Year 1 Accomplishments (Brewer & Jena groups @ NMSU)

- Manuscript “Review on Conversion of Low-Cost Protein-rich Lignocellulosic Biomass into Advanced Biofuels” in preparation
- Literature review and data compilation for
  - *Guayule bagasse properties and conversion methods*
  - *Guar bagasse material estimates*
  - *High nitrogen lignocellulosic biomass*
  - *Hydrothermal liquefaction of lignocellulosic biomass*
  - *Other thermochemical and biochemical conversion technologies*

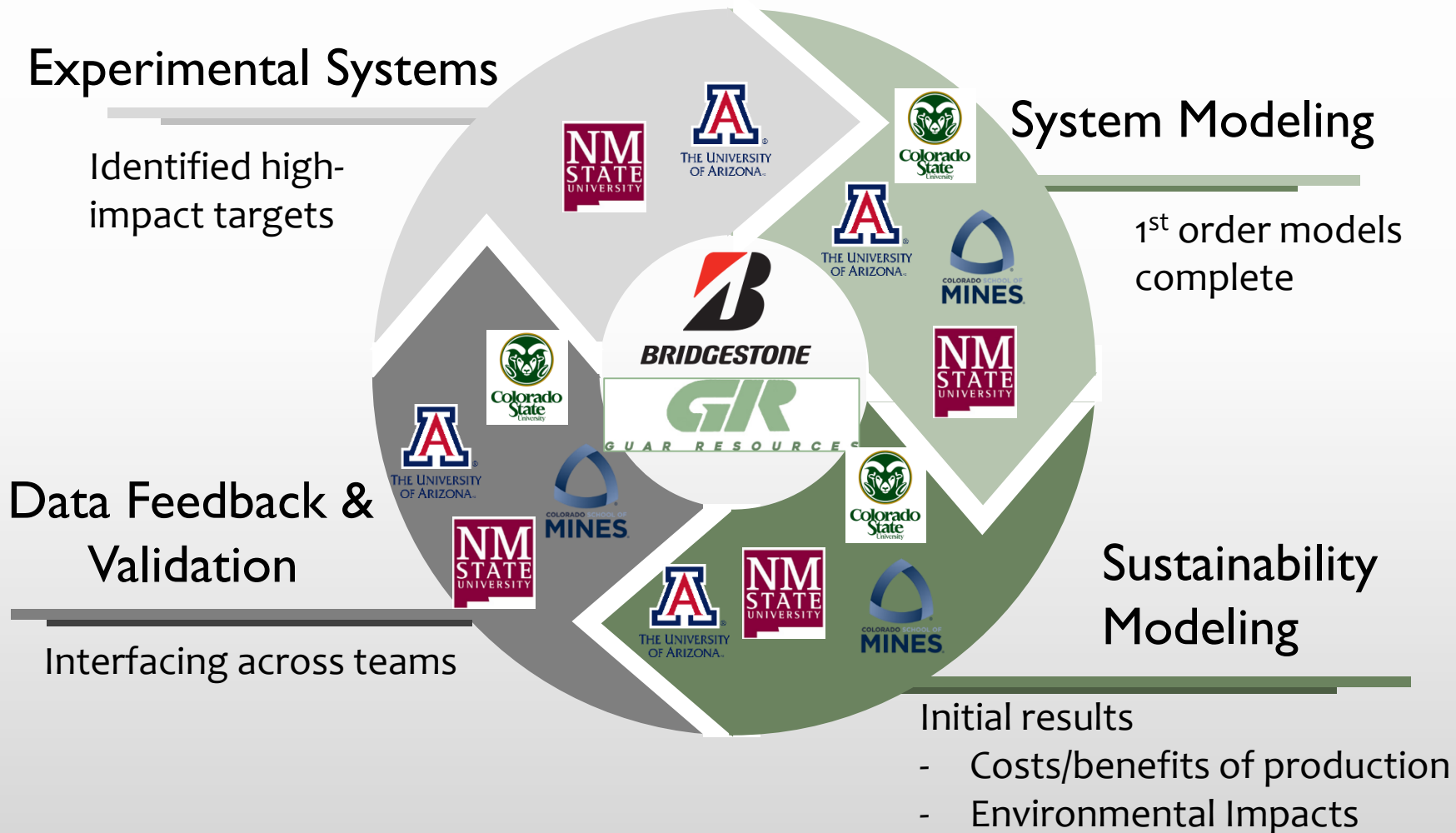




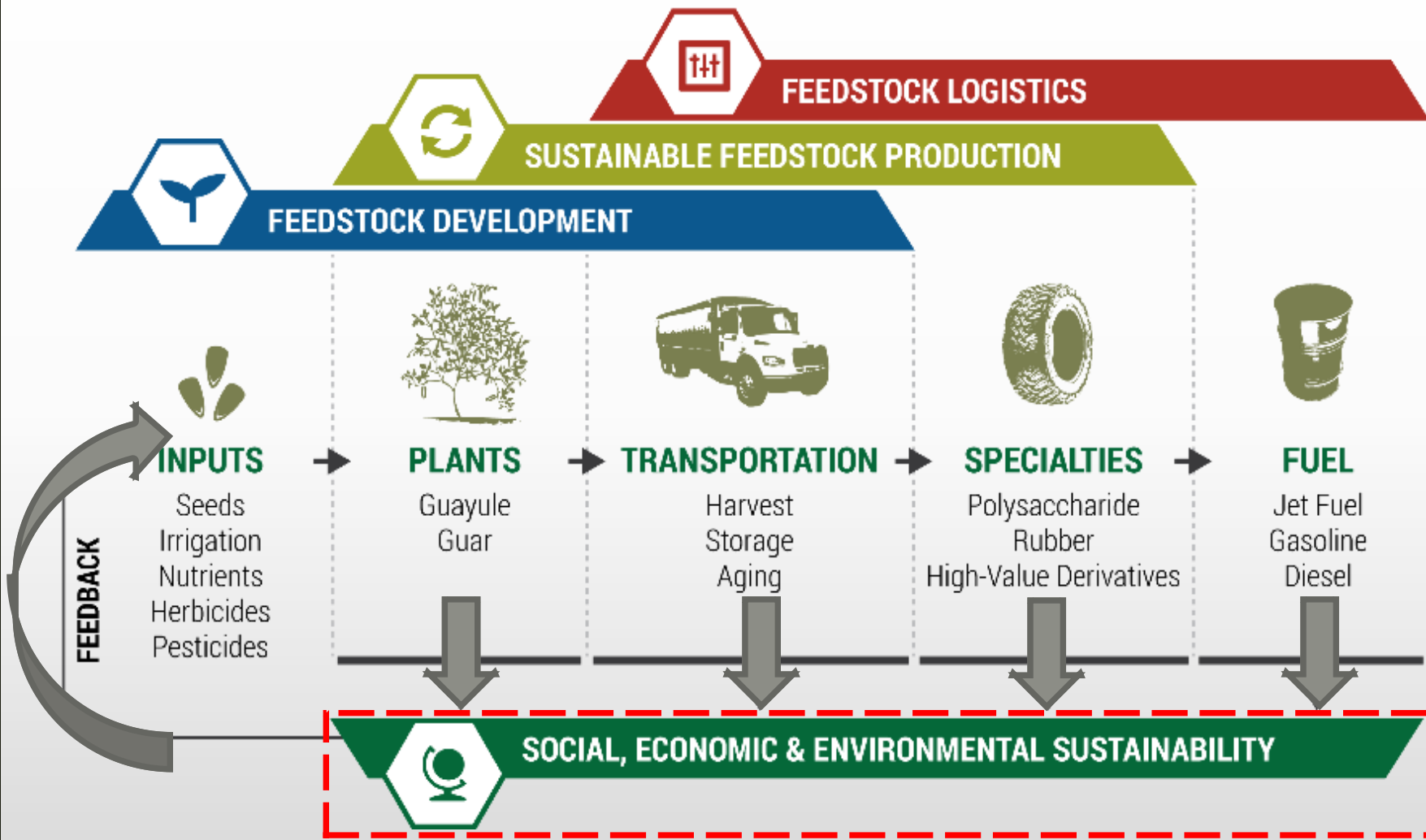
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# Year 1: Accomplishments

## Objectives

4.1: System model for sustainability assessment

4.2: Utilize data for model validation and provide data feedback

4.3: Interface with regional growers

- High fidelity engineering process modeling
- Presentation of results at conferences (ACS rubber)
- Preliminary LCA environmental impact
- Increased understanding of economics
- Initial data integration





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# Year 2: Goals

**Our project mission is to build a sustainable bio-economy for arid regions to improve quality of life in rural communities and Native Nations.**

- Data integration and collaboration across project
- Sustainability model integration
- Sensitivity analysis
- Optimization analysis of systems
- Data feedback to project team

The image features two large, thick black L-shaped brackets. One is positioned in the top-left corner, and the other is in the bottom-right corner. They are oriented towards each other, framing the central text.

# EDUCATION

Sara Chavarria, Catie Brewer, Kim Ogden



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# Education Team – Year 1 Review

Sara Chavarria & Corey Knox – UA College of Education

Catie Brewer – NMSU Engineering

Torran Anderson & Cara Duncan – UA SBAR Coordinators

Stephanie Sikora – UA Institute for Energy Solutions

Istvan Molnar – UA Agriculture and Life Sciences

Kim Ogden – UA Engineering



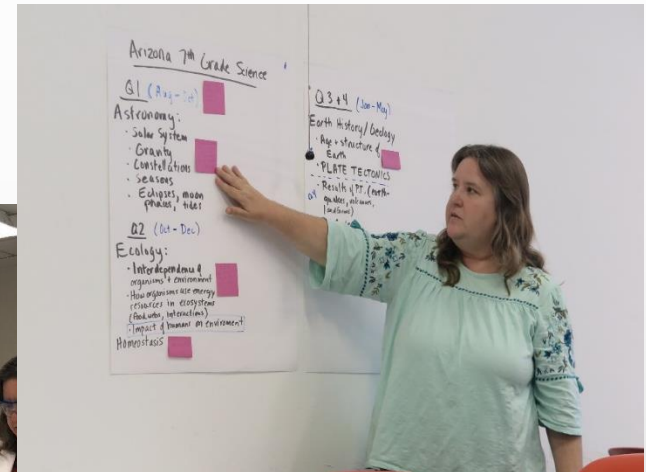
# Year 1 Activities

- **Teacher Cohort 1- Recruitment:** 2 teachers and 2 fellows in New Mexico, 4 teachers and 4 fellows in Arizona.
- **Development of Teacher Resources:** Spreadsheet of lessons and activities with grade level, subject, duration, links, appropriate standards, etc. for physical and natural sciences, math, and engineering.
- **Professional Development:** Planned and executed the 2 week PD program for the 6 middle school teachers and the 6 graduate student fellows. Designed lessons for the PD program for our two target audiences: Middle school teachers and graduate student fellows.

Lesson Name	Link RED-activity BLUE-video Black-content	Organization	Grade level	K-12 subject area	In class or Out of School	Relevant Project Topics	NGSS Standards		
Teacher Resource Water Use in the United States	<a href="https://water.usgs.gov/watuse/">https://water.usgs.gov/watuse/</a>	USGS United States Geological Survey	Adaptable	Water Usage Rates and Maps		Water Education Water Usage for Agriculture, Some forms of Energy			
Water Roll	<a href="http://www.nisenet.org/catalog/water-roll">http://www.nisenet.org/catalog/water-roll</a>	National Informal STEM Education Network (NISE)	PreK-1st	Counting	in class	Water Conservation and Distribution	K-ESS3-1	K-ESS3-3	
Thirstin's Wacky Water Adventure Booklet	<a href="https://www3.epa.gov/safewater/kids/odfs/activty_grades_k-3_activitybook.pdf">https://www3.epa.gov/safewater/kids/odfs/activty_grades_k-3_activitybook.pdf</a>	EPA	k-3rd	Water Cycle	In Class Out of Class	Water Management and Treatment	K-ESS3		
H2O for Kids (reading passages, Videos, teacher guide)	<a href="http://www.cao-az.com/education/h2o-for-kids-k-3">http://www.cao-az.com/education/h2o-for-kids-k-3</a>	Central Arizona Project	k-3rd	Environment & Society Literacy Science Inquiry	In Class	Water Resource Education	3-ESS3	K-2 ETS1	
Wetlands: Nature's Water Filter (Video Available on Website)	<a href="http://www.discovere.org/our-activities/single-activity-detail/Wetlands%20Nature%20Water%20Filter">http://www.discovere.org/our-activities/single-activity-detail/Wetlands%20Nature%20Water%20Filter</a>	DiscoverE	k-2nd 3-5	Agricultural, Biological, Civil, Environmental Engineering	In Class Multiple Days	Agricultural Engineering and Water Management	3-ESS2	K-2 ETS1	3-ESS3
Education Kit	<a href="http://www.naturalresources.sa.gov.au/files/sharedassets/sa_arid_land/education/education-kit-gen.pdf">http://www.naturalresources.sa.gov.au/files/sharedassets/sa_arid_land/education/education-kit-gen.pdf</a>	South Australian Arid Lands Natural Resources Management Board	k-2nd			Water and Resource Management	2-LS2	2-LS4	3-LS2
Water Use It Wisely Games	<a href="https://wateruseitwisely.com/kids/games/">https://wateruseitwisely.com/kids/games/</a>	Water Use It Wisely	1st-5th	Water Cycle	in class	Water Conservation and Management			
Andy the Ant's Arid Adventures	<a href="http://www.naturalresources.sa.gov.au/files/sharedassets/sa_arid_land/education/andyant-arid-adventures-work.pdf">http://www.naturalresources.sa.gov.au/files/sharedassets/sa_arid_land/education/andyant-arid-adventures-work.pdf</a>	South Australian Arid Lands Natural Resources Management Board	2nd-3rd	Ecology (AUSTRALIA)	In Class	Ecology in an Arid Environment	2-LS2	2-LS4	3-LS2
Exploring Earth: Investigating Clouds	<a href="http://www.nisenet.org/catalog/exploring-earth-investigating-clouds">http://www.nisenet.org/catalog/exploring-earth-investigating-clouds</a>	National Informal STEM Education Network (NISE)	3th-4th	Water Cycle	in class	Water Usage	3-LS2	3-ESS2	3-ESS3
Build A Watershed (Video Available on Website)	<a href="https://www.discovere.org/sites/default/files/Build%20a%20Watershed_090716.pdf">https://www.discovere.org/sites/default/files/Build%20a%20Watershed_090716.pdf</a>	DiscoverE	3rd-8th	Agricultural, Biological systems and engineering	in Class	Water and Land Management	MS-ETS1	MS-ESS2	MS-ESS3
Matching Game How Much Water?	<a href="https://www3.epa.gov/safewater/kids/odfs/activty_grades_4-8_funfactsmatchinggame.pdf">https://www3.epa.gov/safewater/kids/odfs/activty_grades_4-8_funfactsmatchinggame.pdf</a>	EPA	3rd-5th	Water Conservation	In Class Out of Class	Water Conservation, Management, and Usage of daily items	3-ESS3	4-ESS3	

# Professional Development approach (2 weeks)

- 1/3 Information share (presentations, interviews with experts, research, debriefs & discussions, lab tours= weeks 1 & 2)
- 1/3 hands-on exploration of existing student activities (4-H – Week 1)
- 1/3 lesson/activity design (Week 2)





# Professional development goals- WEEK 1

## Teachers

- Overview/knowledge of Guar/Guayule and bio fuels.
- Develop connections between new content and existing curriculum
- Identify potential activities for their classroom
- Focus on ways of developing relevancy of topic to their particular students/community

## Fellows

- Overview/knowledge of Guar/Guayule and bio fuels
- Identify connections to their own expertise and research interests
- Observe and reflect on curriculum development/hands on learning, and classroom management



# Professional development goals- WEEK 2



## Teachers

- Develop an overview/mapping of existing curriculum with linkages to SBAR material
- Develop one draft activity/lesson related to SBAR with fellow
- Meet and develop schedule and activities for SBAR Fellow during the academic year.

## Fellows

- Develop understanding of middle school science content
- Introduction to best practices in developing community connections related to SBAR, Science teaching and ELA strategies, and NGSS



# PD Outcomes

- Teacher/Fellow pairs were formed, and schedules were agreed upon for academic year (including a visit to Bridgestone).
- Each pair developed and presented a lesson or lesson(s) and/or projects connected to SBAR project.
- A platform (Schoology) was developed to communicate information and share resources.
- A materials and supplies list was developed and is stored in Box.

## Teacher – Grad Fellow partnerships

Teachers	Fellows
Priscilla Fischback (Apollo MS, AZ)	Holly Barton (Landscape Architecture, UA)
Jaime Camero (Walter Douglas ES, AZ)	Ashton Leo (Plant Sciences, UA)
Traci Klein (Valencia MS, AZ)	Matt Katterman (Ag/Biosystems E, UA)
Mellisa Walburn (Quail Run ES, AZ)	Arisbeth Ibarra (Environmental E, UA)
Tracie Mikesell (Mesilla Valley Leadership Academy, NM)	Meshack Audu (Chem E, NMSU)
Cathy Bradley (Sierra MS, NM)	Brian Treftz (Chem E, NMSU)

# Sneak peak at Cohort 1 lesson ideas/approaches

Cathy and Brian (NM): Weekly SBAR/Sustainability activities once per week in an **after school program**—“**Guardians of the Biosphere.**”

- Lessons on **carbon footprint**; **Bioblast** and **Burning a nut** (fuel distillation).
- Building an outdoor **garden with guar and guayule.**
- Project focus on **irrigation for arid areas.**



Pricilla and Holly (Tucson): SBAR and sustainability themes have been integrated throughout the year.

- Lessons on **Ecosystem in a Bottle**, **Geothermal and Renewable Energy Debate**, **Fossil Fuels vs Biofuels**, and **Oil Extraction.**
- Social lesson: **Ancient Mayans** using GUAR rubber balls.

Traci and Matt (Tucson): will introduce an SBAR day of the week

- Topics include **biofuels**, sustainable **plants for an arid region**, growing **food and nonfood plants for biofuels**, and **farming and water issues in arid regions.**





# EXTENSION & OUTREACH

Channah Rock, Sangu Angadi, Paul Gutierrez,  
Kulbhushan Grover, John Idowu, Jerry Lopez





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# SBAR – Extension Grower-Focused/4-H YEAR ONE

## Main Objectives of this group

- 5.1 Produce Extension bulletins and web materials to inform growers of agronomic and irrigation requirements. Conduct needs assessment of growers
- 5.2 Hold workshops throughout the region on sustainable practices to expand crop production to new rural regions and Native Nation lands. Use existing meeting to introduce project.
- 5.5 Involve youth in 4-H projects and STEM summer camps.





# Key Contributors

## Leads/Co-PIs

- Dr. Channah Rock – U of A
- Dr. Jerry Lopez – U of A
- Dr. Paul Gutierrez – NMSU
- Dr. Kulbhushan Grover – NMSU
- Dr. Sangu Angadi – NMSU
- Dr. John Idowu – NMSU
- Dr. Trent Teegerstrom – U of A

## Staff members

- Natalie Brassill
- Darien Pruitt
- Sarah Acquah
- Craig Bal
- Matt Katterman
- Cara Duncan
- Torran Anderson



# Major Decisions

- SBAR-EEO group met in Las Cruces, NM to discuss program goals and objectives (December 7-8, 2017)
- SBAR-EEO was split into three subgroups
  - SBAR-Extension Grower focused
  - SBAR-4H Focused
  - SBAR-Teacher PD Focused
- Each subgroup to be led by different PIs
- Each subgroup to meet once a month
- Combined group meeting to take place once a month
- Subgroups to provide reports during each large group meeting

# Objective 5.1 Three fact sheets available on Guayule and Guar

**PRE-COLUMBIAN ERA**

Guayule is native to the Chihuahuan Desert of New Mexico and Texas, and it has long been a source of natural rubber for the people of North America.

In pre-Columbian times, the people of the area played a game somewhat similar to racquetball or soccer, with a heavy rubber ball. The ball was made of natural rubber, and in the northern semidesert highlands, guayule stems were chewed to release the rubber from cells just beneath the bark.

**THE FIRST EXTRACTIONS**

The Spanish used guayule as a fuel to power smelters to extract silver. Near the beginning of the 20<sup>th</sup> century, guayule began to attract attention as a potential source of natural rubber for automobile tires. In 1910, roughly half of the imported natural rubber to the United States was extracted from guayule plants in Mexico.

Industrial leaders John D. Rockefeller, Bernard Baruch, Thomas Fortune Ryan, Nelson W. Aldrich, and Daniel Guggenheim invested a large amount into a guayule company, called the Continental-Mexican Rubber Company, which became a large exporter of guayule rubber.

After the Mexican Revolution in 1910, the Continental-Mexican Rubber Company moved across the border to the United States (mainly into Arizona and California) and became the Intercontinental Rubber Company.

**USES THROUGHOUT TIME**

- Chewed raw guayule rubber was used to make ball games possible
- Used to fire smelters for raw ores in northern Mexico
- Currently used as an alternative, natural rubber source

**CHARACTERISTICS & USES**

Guar (*Cyamopsis tetragonoloba*) is a legume crop native to semi-arid and subtropical regions of India and Pakistan, and has been grown in the United States since World War II. The green pods are edible by humans and cattle, and the mature seeds contain guar gum that has many uses, such as: a thickener, emulsifier, bonding agent, or a soil stabilizer, among others. Guar gum is of special interest today for its application in natural gas extraction.

Guar is a 3-4ft. tall, leafy, single- to multi-stemmed summer annual legume, with relatively large oval-shaped leaves. Flowers grow near the stem, and are most often self-pollinated. The seed pods grow in clusters, giving the plant its common name: cluster bean.

**GROWING GUAR**

Guar and bean crops use similar equipment for planting, tillage, irrigation, harvest, and transport.

Guar may be successfully established by using pre-emergence herbicides and pest control chemicals when needed.

Guar is relatively inexpensive to grow and is suited to marginal farmland. As a legume, guar works well in rotation with other crops.

After bean pod harvest, the remaining plant material is incorporated into the soil, or may be collected and used as a co-product in different revenue streams.

**BENEFITS OF GUAR**

- Resistant to drought
- Restores depleted soil nitrogen
- Guar meal, the product after extracting gum, can be a source of protein rich cattle feed

## OBJECTIVE 5.1: NEED'S ASSESSMENT



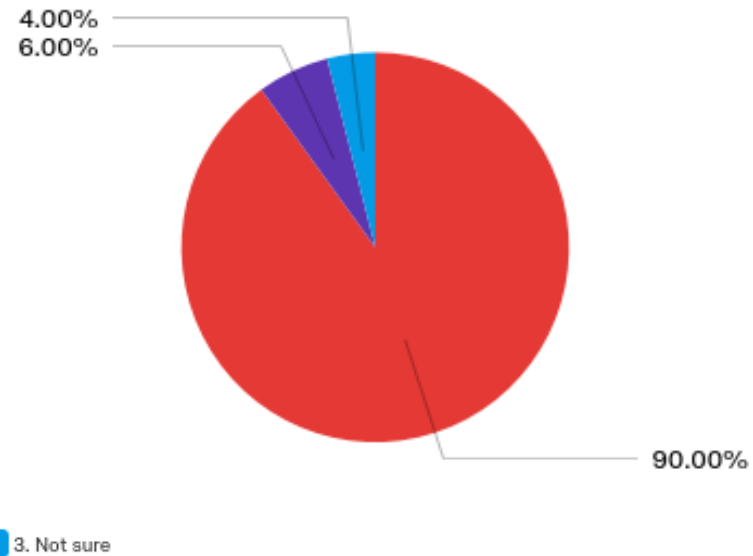
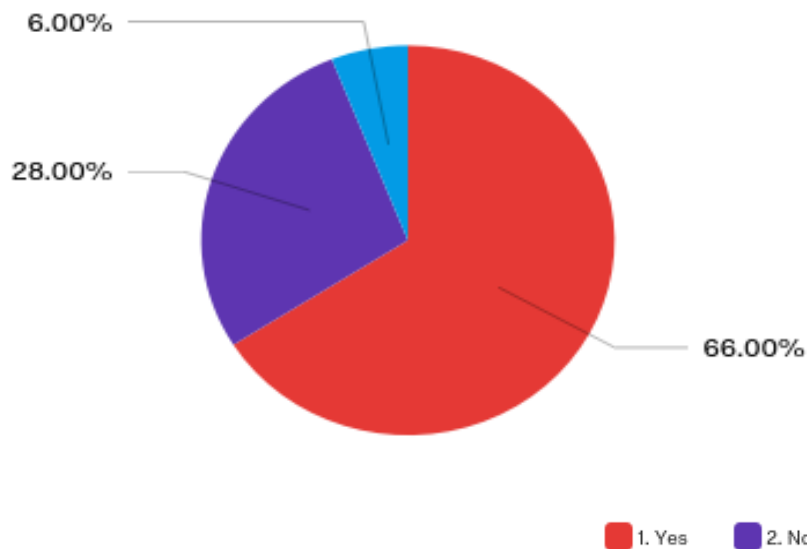
- Arizona and New Mexico Regions
- Grower focus
- Terms, Ag practices, interest, questions/ concerns
- 100+ responses



# Terminology and Awareness

- Q5 - Have you heard of the crop Guayule (pronounced why-YOU-lee)?

- Q6 - Do you know what “biofuel” is?

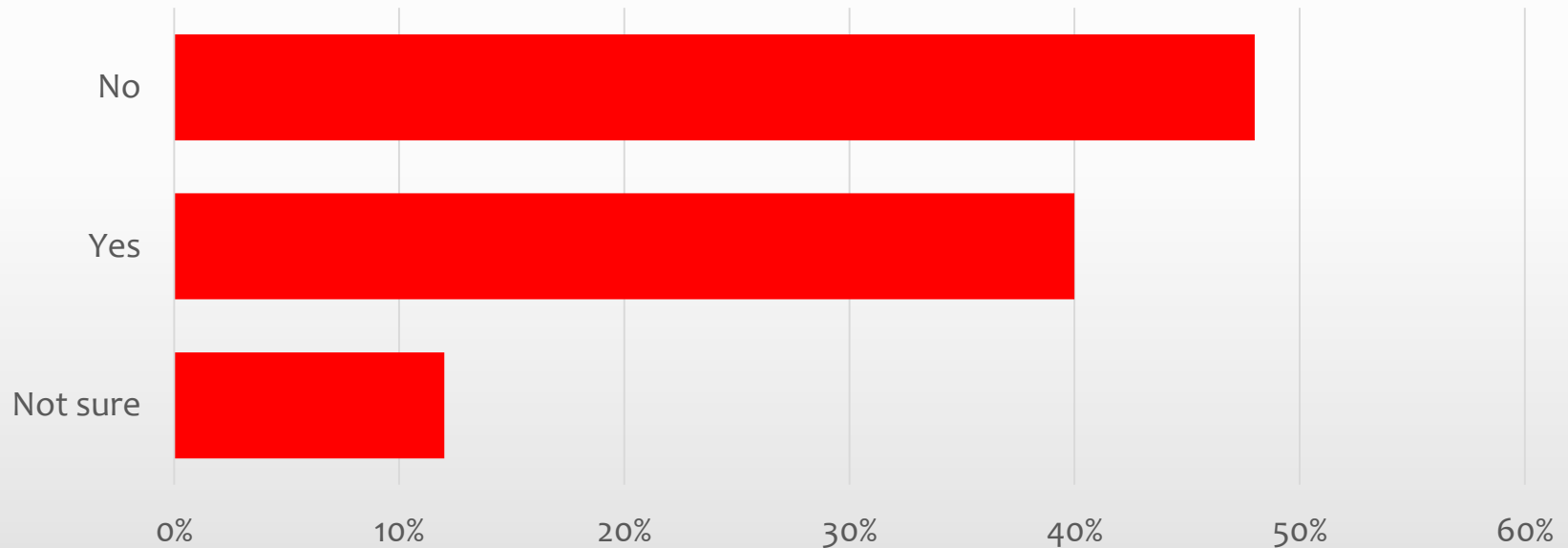




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## Q7 - Are you aware that Arizona Cooperative Extension is supporting new biofuel and bio-product research on Guayule?

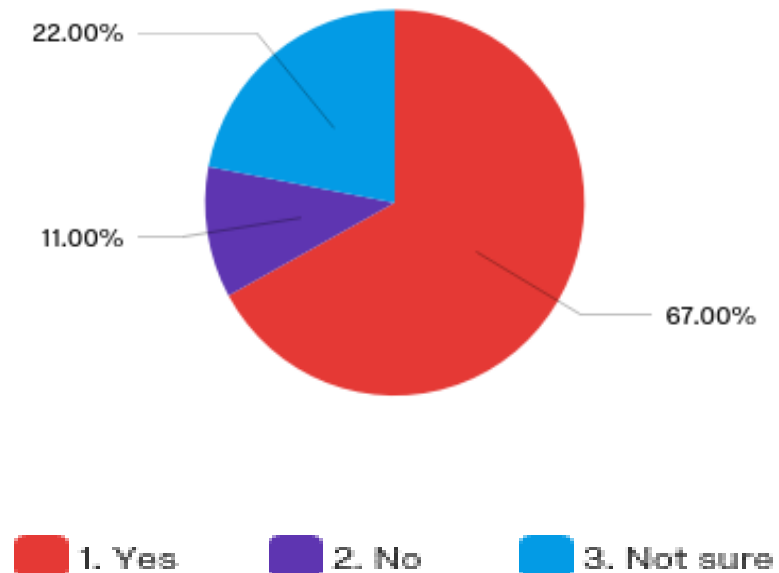


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# Sustainability Ethic

Q8 - Some suggested benefits of the production of biofuel and bio-product crops include promoting America's energy security, reduction in greenhouse gas emissions, protection of the environment, and financial benefits for farmers and agricultural businesses.

*Taking that into consideration, are you interested in the production of biofuel and bio-product crops as a sustainable resource?*



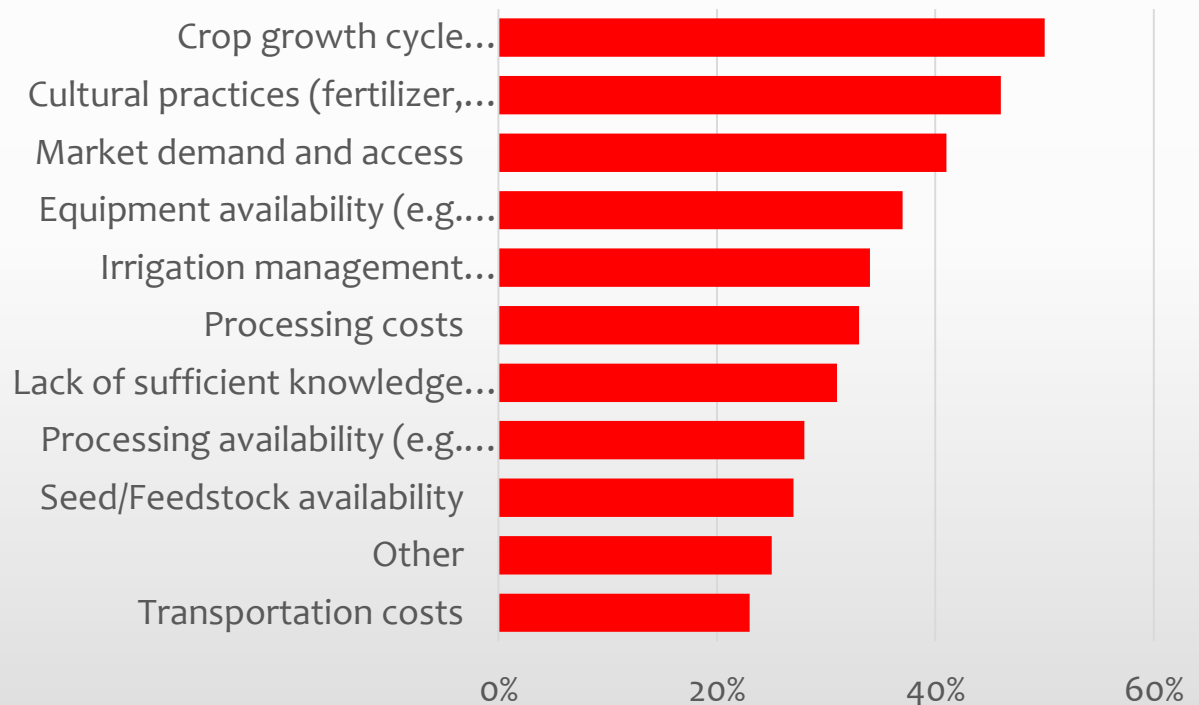


# Questions/Concerns

Q9 - What are some of the questions that you will likely have, if converting some of your current farm land into Guayule? (check all that apply)

## “Other”

- *What will farmer make?*
- *Is it worth tying up ground for 2-4 years?*
- *Pest, resistances, tolerant*





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# How do you want information?

Q10 - What would help answer your questions regarding biofuel or bio-product crops such as Guayule? (rank in order of most helpful (1) to least helpful (5))

## “Other”

- *Visit rubber manufacturing facility to extract rubber from Guayule plants*
- *Value*
- *Cost*
- *Current growers*
- *Market share per acre*
- *Successful production and made money*

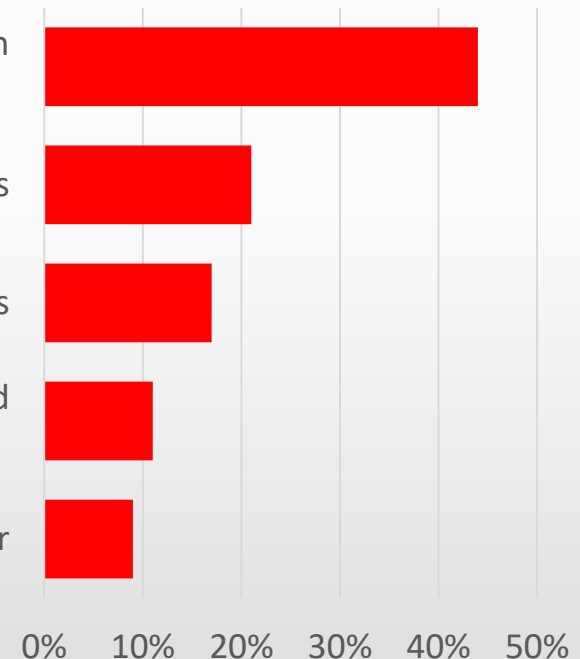
Crop production information  
(pamphlets, factsheets,...)

Informational workshops

Field demonstration sites

One-on-one farm advice (paid  
or unpaid advisor)

Other



# Objective 5.2

- Hold workshops throughout the region on sustainable practices to expand crop production to new rural regions and Native Nation lands. Use existing meeting to introduce project.
  - *Benefits of Guar*
  - *Field Demonstration Examples*
  - *Activities*





# Producer Benefits of Growing Guar

- Drought tolerant legume
- Nitrate Fixating Crop
- Low irrigation costs  
– (5 – 12 ac-in)
- Low fertilizer inputs
- Low herbicide inputs
- Low insecticide inputs





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# SBAR Guar Demonstration Trials



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# On-station demonstration trial

- On-station Inoculum and Phosphorus Response Demonstration Trials with Guar set up at:
  - NMSU Agricultural Science Center in Los Lunas
  - NMSU Agricultural Science Center in Clovis





# Guar Extension and Outreach:



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## On-Station Demonstrations/Agronomic Trials

- *Guar Phosphorus and Rhizobium Trial*
- *Guar Row Spacing Demonstration*
- *Guar Deficit Irrigation Management*
- *Guar Cultivar Demonstration*



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# Conclusions from Guar Study

- Guar has the potential to become a profitable alternative crop in the southwest.
- Guar's drought tolerant qualities and nitrogen fixation abilities make it a potential crop to be used in rotation.
- If local producers can achieve the import price, guar could be a beneficial alternative crop.



# Producer Benefits of Growing Guayule

- Low Production Cost
- Desert adapted Plant
- Low herbicide inputs
- Low insecticide inputs







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# Conclusion from Guayule Study

- Guayule has the potential to become a profitable alternative crop in the southwest.
- Guayule is well suited to the Southwest and has low maintenance costs

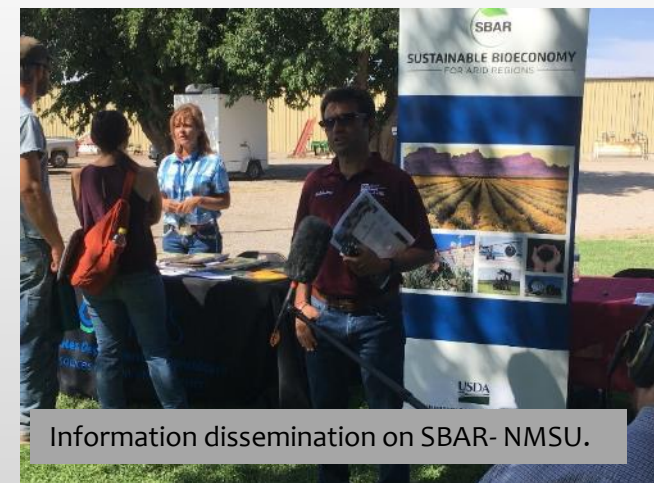


# Outreach Activities - Summary

Audience Demographic Parameter	Cumulative Project Total
<b>Gender</b>	
Males	338
Females	186
<b>Race/Ethnicity</b>	
Hispanic	69
Asian	45
Native American	106
African American	25
Anglo/White	279
<b>Total People Reached through SBAR Activities</b>	<b>524</b>

***Total Reach via Tabling Events and Workshops (when captured): 1,095 participants***

# Extension & Outreach Examples



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# Extension & Outreach Examples

- **SBAR Display Table** at the New Mexico Organic Farming Conference, February 15-17 (Approximately 150 people came to our display table each day)
- **SBAR Display Table** at the NMSU College of Ag. Open House Event, Las Cruces, New Mexico – April 14, 2018. Attendees (300)
- **SBAR Display Table and Presentation** at the SWIAA in Laughlin, AZ January 2018 (100 Native Americans)
- **Visited 6 farmers** in Chaves county, NM to discuss about the SBAR project





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# NM Advisory Committee

Recruited so far:

- Three farmers
- Three extension educators



# Objective 5.5

- Involve youth in 4-H projects and STEM summer camps.



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# Project Puente

- Total of 4 students

- 2 USDA
- 1 UA MAC
- 1 UA Tucson

- Highschool and Undergraduate

- Research and Extension Activities





# 4-H Summer Camp 2018



## Biofuels Powering Your World



- Week long biofuel camp was implemented
  - Camp Schedule of 38 hours of activities
  - Logistics
  - Lab and classroom



- The Biofuel Camp curriculum was developed
  - 9 Lessons/Experiments
  - 1 biofuel project
  - Evaluation instrument developed
  - Supplies ordered



# 4-H Summer Camp 2018



## Biofuels Powering Your World



- 9-students from diverse backgrounds were recruited
- T-shirts and lab coats were designed
- Lessons learned from first year implementation