



2026

SOYBEAN SCHOLARS

UofA DIVISION OF AGRICULTURE
RESEARCH & EXTENSION
University of Arkansas System



Meet Your 2026 Soy Scholars

The Soybean Science Challenge is a farmer-funded, statewide, junior and senior high school education program that seeks to increase student knowledge about the value of Arkansas soybeans to the Arkansas economy, to the labor force, and to feed and fuel the world.

The Soybean Science Challenge (SSC) had 46 entries in this year's Arkansas regional science fairs. Thirteen of those projects advanced and competed at the Arkansas State Science and Engineering Fair. One SSC regional winner was nominated as a finalist for the Regeneron International Science and Engineering Fair (ISEF) in Phoenix, Arizona, on May 9-15, 2026, where that student's projects will compete with more than 1,300 projects and 1,600 students from 60-plus countries. This exemplifies the quality and caliber of projects students participating in the SSC are producing. The Soybean Science Challenge is making an impact.

We congratulate and honor all the 2026 Soybean Science Challenge student awardees here in the 2026 Soybean Scholars annual booklet. Let us celebrate these rising student researchers.

The Challenge has reached thousands of students and teachers since its inception in 2014, through real-time and on-line education, in-service training, virtual field trips, virtual mini-lessons, classroom lab instruction, Arkansas-based educational publications, mentoring, and awards for independent student research.

The Challenge is co-sponsored by the Arkansas Soybean Promotion Board and the University of Arkansas Division of Agriculture Cooperative Extension Service.



Photo by James Baltz on Unsplash. Cover Photo by Gennady Zakharin on Unsplash



Bennet Chen

- First Place, Arkansas State Science and Engineering Fair, University of Central Arkansas, Conway
- Senior Division Winner, ISEF Finalist, Central Arkansas Regional Science and Engineering Fair, University of Arkansas at Little Rock

Teacher-Mentor: Lee Conrad

School: Little Rock Central High School

Category: Earth and Environmental Sciences

Project Title: Deep Learning-based Crop Yield Forecasting Frameworks Towards Accurately Predicting Yields Months Ahead of Harvest, Deciphering the Impacts of Various Environmental Factors on Domestic Crops Across Different Temporal Periods.

Abstract:

Abstract: Climate change continues to disrupt agricultural systems, making crop yield forecasting a critical component towards enabling climate resilience in agriculture. This project aims to develop and apply deep learning-based crop-yield forecasting frameworks toward accurately predicting yields months ahead of harvest and toward deciphering the impacts of various environmental factors on domestic crops across different temporal periods. Here, 388 climate, soil, elevation, and yield attributes were collected from a ~100-year time span, forming one of the most comprehensive county level environmental datasets compiled for yield forecasting. After preprocessing, Shapley Additive Explanation (SHAP) values were computed for each attribute. Through this, extreme temperature factors during later summer months (DX90, EMXT) were found to have outsized negative contributions towards soybean yields. Then, a deep learning model was meticulously turned using significant factors, resulting in an end-of-year-county-level-yield prediction model with an R^2 of 0.86 for soybeans. Using monthly climate attributes, AgriCast was also able to produce yield forecasts in May, June, July, and August, with R^2 of 0.83, 0.83, 0.84, and 0.86 respectively, showing that AgriCast can accurately predict yields up to five months ahead of harvest. Furthermore, this framework was able to be applied to other crops, including corn, achieving similar metrics ($R^2=0.90$) for in-season forecasts, and validating its applicability toward broader crop yield forecasting. With implications towards long-term food security, AgriCast allows farmers and policymakers to reliably forecast future yields, enabling more informed decisions to support sustainable agriculture.

“I love having the Soybean Science Challenge as one way that students can get motivated to learn more about this important industry for our state and nation.” – Lee Conrad



Alisa Menyaeva

- Second Place, Arkansas State Science and Engineering Fair, University of Central Arkansas, Conway

Teacher-Mentor: Dr. Beth Maris

School: Little Rock Central High School

Category: Plant Sciences

Project Title: Effects of Various Cooking Methods on Soybean Antioxidant Retention with DPPH Evaluation.

Abstract:

In this project, soybean antioxidant retention was measured after three various cooking methods: steaming, boiling, and baking. Based on prior research, it is known the antioxidants are water-soluble compounds. Thus, baking and steaming were expected to provide the best results because soybeans will not be submerged in water, like in boiling. The antioxidants will be unable to dissolve into the cooking water and remain inside the bean. Two different brands of soybeans were experimented upon, each having a sample for each cooking method, and an additional control (soaking the soybeans in water for nine hours). After an hour of cooking, samples were soaked in 90% ethanol for antioxidant extraction, and the liquid was taken to a laboratory for proper filtration. A DPPH (2,2-diphenyl-1-picrylhydrazyl) kit was used for evaluation. The DPPH solution mimics unstable free radicals (found in unhealthy cells) in a deep purple color. In simpler terms, the more antioxidant present, the lighter the purple DPPH reagent post radical scavenging. Lighter color results in a lower absorbance number identified by a spectrophotometer, indicating a stronger antioxidant concentration. The Anova test provided a p-value of roughly 0.000017, showing a statistically significant difference between the three cooking groups. As hypothesized, baking and steaming had the greatest antioxidant retention with lowest absorbance and higher inhibitory ratio (ratio required to inhibit 50% of the free radicals). Boiling depleted the content, increasing the absorbance drastically, and decreased inhibitory ratio since the water-soluble antioxidants leaked into the cooking water.

“As an Arkansan, I believe it is important for students to learn about the role of soybeans in our economy. Additionally, as land available for agriculture decreases and the demand for food increases, students must learn how food is produced, as well as the many uses for plant products.” – Dr. Beth Maris



Ariana Sadiq

- Honorable Mention, Arkansas State Science and Engineering Fair, University of Central Arkansas, Conway

Teacher-Mentor: Melissa Hopkins

School: Pulaski Academy, Little Rock

Category: Plant Sciences

Project Title: Using Different Priming Methods on *Glycine max* to Yield the Best Results and Create a Drought-tolerant Cost-effective Solution to Water Depletion in the Delta Region for Arkansas Farmers.

Abstract:

Delta farmers in Arkansas have struggled with depleting water that reduces the germination rates for soybean seeds (*Glycine max*), making less money for farmers, and stressing the Arkansas delta with water deprivation due to data centers being built. The research this experiment aims to conduct is designed to assist farmers in rural areas of Arkansas, providing them with a stable source of income that benefits our society and economy by finding a seed priming method that is cost-effective and withstands droughts. This experiment was executed using untreated *Glycine max* seeds, controlled water amounts to simulate a drought, and different priming methods. The data collected from this experiment showed that moringa, hydro, and sound priming maintained the most sprouts throughout the experiment; however, magneto and moringa priming showed the most success as the *Glycine max* grew exponentially compared to other priming methods. The hypothesis was proven correct, stating that if soybeans are primed with different methods, then magneto or moringa will increase the germination and seed vigor most under a simulated drought. Moringa yielded the best results with an average of 23 sprouts growing to a height of around 16-17 centimeters tall. In future experiments, the experiment may be carried out in a lab to test if the oxygen and nitrogen levels in the air affect the growth rate of the bio-primed soybeans. Overall, moringa and magneto priming are the most cost-effective, drought-resistant priming methods for *Glycine max*.

“I found out that soybeans need more water at the beginning for germination, and more water during their reproductive stage. This need for water impacts farmers due to groundwater depletion and production demand, which I did not know.” – Ariana Sadiq



Sara Chen

- Junior Division Winner, Central Arkansas Regional Science and Engineering Fair, University of Arkansas at Little Rock

Teacher-Mentor: Kristi Ward

School: Pinnacle View Middle School, Little Rock

Category: Plant Sciences

Project Title: Effect of Temperature on the Germination Rate of Soybeans.

Abstract:

My project explores the effect of increasing temperature on the germination rate of soybeans. I decided to investigate this question to better understand how changes in temperature due to global warming affect the growth of soybeans, specifically, the rate at which they germinate, as this information would allow farmers to make informed decisions regarding when and where to plant soybeans. I set up 5 different test groups of Korean sprouting soybeans, each at a different temperature (starting at 24° and increasing at intervals of 4°). I germinated soybeans for 3 days under controlled conditions (identical watering time, amount and frequency; volume of soybeans, type of heat pad, etc.) and then determined the percentage of soybeans that germinated in each group. Results showed that my hypothesis, that germination rates decrease as temperatures increase from 24° to 40° was correct. In addition, the germination rate dropped off rapidly around 32°. I repeated the experiment at 2-degree intervals from 26 - 34°, with similar results.

“I have a healthy knowledge of soybeans due to students researching them in prior years. The interest the students have demonstrated in the Soybean Science Challenge encouraged me to learn about the importance of soybeans in Arkansas.” – Kristi Ward



Jacob Davis

- Senior Division Winner, Northeast Arkansas Regional Science Fair, Arkansas State University, Jonesboro

Teacher-Mentor: Chad Lacy

School: Harrisburg High School

Category: Plant Sciences

Project Title: Can Plants be Assisted by Better Water?

Abstract:

Water is one of the most precious and vital resources on earth, not just for us but for all life including plants. Plants can struggle to grow, especially without the right water source, but can that water source be changed to give plants a stronger growth performance? This is exactly what the project aims to tackle by adding small dosages of different nutrients to a plant's source of water to develop stronger plants and crops. The plants were grown indoors without any cross pollination or any outside effects happening to gain raw, accurate results for this experiment. The only thing that changed was adding three diverse sources of water including tap water, natural water with calcium, and natural water with added potassium. Each plant's growth (dependent variable) was measured in real time. My hypothesis was that water with added potassium would grow the strongest plants due to the mineral's importance to the growth of a plant.

“Through the Soybean Science Challenge, I gained knowledge of how different products can potentially affect plant health and plant growth.” – Chad Lacy

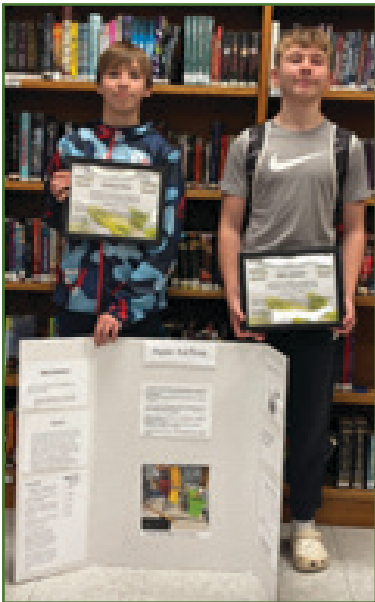
Andrew Weiss and Jake Sanders

- Junior Division Winner, Northeast Arkansas Regional Science Fair, Arkansas State University, Jonesboro

Teacher-Mentor: Jennifer Langston

School: Paragould Junior High School

Category: Plant Sciences



Project Title: Aqua Airflow

Abstract:

The purpose of this experiment is to see how the speed of the fan will affect the number of rotations the fan spins. If the speed of the fan changes, then the wind powered water lift should spin faster, because the fan is set to the highest settings. Obtain a completed K'nex wind powered lift, put a piece of tape on the end of a blade then face the fan at a 90-degree angle, get a timer, turn the fan to the third speed level and count the rotations per minute, start your timer for 1 minute, repeat this process 2 more times. Next turn the fan to the first speed and count the rotations per minute after you start the 1-minute timer repeat 2 more times. The wind powered water lift has been around for many centuries. They were simple, well-constructed, and dependable. At first, they were mostly wood, but metal varieties became increasingly common. Almost every farm had one. Some people, unable to afford a professional windmill, fashioned their own using manufactured versions as models. The historian T. Lindsey Baker writes that "the first commercially successful self-governing [or self-regulating] American windmill" was developed in New England in the mid-1850s, by a salesman named John Burnham and a machinist named Daniel Halladay. In conclusion, our hypothesis, If the speed of the fan changes, then the wind powered water lift should spin faster, because the fan is set to the highest setting supported, the highest setting had more rotations per minute.

"Participating in the Soybean Science Challenge gives my students in Paragould an opportunity to engage in meaningful real-world science that directly connects to our local community and economy."

– Jennifer Langston



Gideon Blevins

- Senior Division Winner, Northwest Arkansas Regional Science Fair, University of Arkansas, Fayetteville

Teacher-Mentor: Dr. Pat Briney
School: Fayetteville Christian School
Category: Plant Sciences

Project Title: The Use of Artificial Intelligence to Predict How Water Impacts Soybean Growth Rate.

Abstract:

This science project will use a self-developed artificial intelligence (AI) model to predict how soybean growth rates are affected by water. The project's hypothesis is that the AI model will predict growth rates within a margin of error that is no more than 5% inaccurate. This hypothesis was based on the common practice of using a 5% margin of error in statistical algorithms for them to be deemed accurate. The AI model will allow for fast virtual simulations, predicting a soybean plant's growth in its final three days based on data from its earlier growth stages. The plants will be grown in a controlled environment with consistent variables, including soil, lighting, temperature, humidity, and purified water. Five experimental groups, each containing 60 soybeans, will grow over a two-week period. Each group will receive a different amount of water daily: 1mL, 2mL, 3mL, 4mL, or 5mL. A custom-developed AI will then process the data collected from these groups to predict their growth in height over the final three days. The results predicted by AI had an overall 1.83% average margin of error across all five groups. In conclusion, the AI was highly accurate, and it was able to predict the final three days of growth to within an average deviation of 0.59 cm of actual, measured growth.

"I encourage my students to participate in the Soybean Science Challenge because it is directly connected to Arkansas agriculture, the state they live in and depend on." – Dr. Pat Briney



Evelyn Clark and TinTin Rosso

- Junior Division Winner, Northwest Arkansas Regional Science Fair, University of Arkansas, Fayetteville

Teacher-Mentor: Sean Grom

School: St. Vincent de Paul Catholic School, Rogers

Category: Mathematical Sciences

Project Title: Fuel for the Future.

Abstract:

This experiment tested how changing the molar ratio of methanol to soybean oil affects biodiesel yield. Biodiesel was produced using soybean oil, methanol, and sodium hydroxide in a chemical reaction that separates glycerol from the fuel product. The hypothesis stated that a 6:1 molar ratio of methanol to soybean oil would produce the greatest yield because it uses less methanol and is commonly recommended for biodiesel production. In each trial, 360 mL of soybean oil was heated to about 55°C. Sodium hydroxide was dissolved in different amounts of methanol (90 mL, 104.3 mL, and 122 mL) and then mixed with the heated oil. The mixture was stirred for fifteen minutes and then allowed to settle overnight so the biodiesel and glycerol layers could separate. The biodiesel layer was removed and measured. Each molar ratio was tested three times, and the average yield was compared using a bar graph. The results showed that the 8:1 molar ratio produced the highest average yield, which did not support the hypothesis. The higher amount of methanol helped more of the soybean oil fully react, increasing the amount of biodiesel produced. These results suggest that slightly increasing the methanol ratio can improve biodiesel yield. Future experiments could test even higher ratios and measure fuel purity to determine the most cost-effective method for biodiesel production.

“The Soybean Science Challenge was a great opportunity for them to explore the science behind one of our state’s most important crop while practicing inquiry and problem-solving.” – Sean Grom



Presley Rogers

- Senior Division Winner, Ouachita Mountains Regional Science and Engineering Fair, National Park College, Hot Springs (Sponsored by University of Arkansas at Little Rock)

Teacher-Mentor: Rita Martin

School: Genoa Central Junior High School, Texarkana

Category: Earth and Environmental Sciences

Project Title: How Fast Can Dirty Water be Cleared Using a Simple Water Filter Made from Common Materials?

Abstract:

I wanted to do this project because I thought it was interesting that water could be filtered using materials found outside. My question was: How fast can dirty water be cleaned using a simple water filter made from common materials? I hypothesized that if I made a water filter in the order of rocks, sand, activated carbon, sand, and cloth, then the water would filter faster than other trials. To do the experiment, I gathered cotton balls, fine sand, coarse sand, gravel, dirty water, water bottles, scissors, a clear cup, a spoon, and a stopwatch. I cut the bottom off a plastic bottle and placed the top back into the bottom with the cap facing down. I put a cotton ball in the neck of the bottle and added the filter materials in different orders. I made dirty water by mixing water and dirt and measured the same amount each time. I poured the dirty water into the filter, started the stopwatch, and stopped it when the water finished filtering. I repeated the experiment with different filter layer orders. The data showed that the order of the filter layers greatly affected how fast the water was filtered. The filter with activated carbon near the top filtered the fastest, taking about 3 minutes. Other filters were slower, with one taking up to 30 minutes. My hypothesis was not supported because the predicted filter order was not the fastest. This experiment shows that filter design is important and could help people who need cleaner water.

“I love this award because it gets students interested in how farming works and how important science experimentation is to increase the yield of soybeans each year.” – Rita Martin



Mabyn Kyles

- Junior Division Winner, Ouachita Mountains Regional Science and Engineering Fair, National Park College, Hot Springs (Sponsored by University of Arkansas at Little Rock)

Teacher-Mentor: Adam Bruce

School: Genoa Central Junior High School, Texarkana

Category: Plant Sciences

Project Title: Do Emotions Affect Pothos Plants?

Abstract:

The question I asked was, "Do different emotions behind music affect plants?" My science project aimed to determine if emotions could change a plant's growth. If so, then music could be used to aid horticulturists in their research. I hypothesized that Plant A. (happy music) would grow better than Plant D. (angry music) and that Plant B. (sad music) would wither. I expected Plant C. (no music) to grow normally. I played one hour of music nightly for each plant in different rooms. Plant A. has a height of 22 cm and an average leaf length of 8.2 cm. It has 37 leaves and 9 stems, with dark green coloring. Plant B. has a height of 24 cm and an average leaf length of 8.8 cm. It has 27 leaves and 10 stems, with a green mix with light green coloring. Plant C. has a height of 26 cm and an average leaf length of 12.87 cm. It has 31 leaves and 13 stems, with dark mixed with light green coloring. Plant D. has a height of 30 cm and an average leaf length of 8.83 cm. It has 27 leaves and 9 stems, with a light and yellow green coloring. After eight weeks, the plants all show similar results. My hypothesis was incorrect. Plant C, without music, appeared the best. This shows that emotions don't have a great effect on Pothos.

"With Mabyn's participation in The Challenge, I developed an appreciation for farmers and especially soybean farmers and had a great time with good experience for my continued career as an educator." – Adam Bruce



Raegan Smith

- Senior Division Winner, West Central Arkansas Regional Science Fair, Hot Springs

Teacher-Mentor: Dr. Brian Monson

School: Arkansas School for Mathematics, Sciences, and the Arts, Hot Springs

Category: Plant Sciences

Project Title: Soybean Salt Stress Remediation Using Silica.

Abstract:

Soybean farming is an integral part of the U.S. economy, and salt stress on soybean plants can be devastating to crop yield. Previous studies have explored the potential use of silicon and nano-silica to prevent salt stress, but this study explores a novel approach of using amorphous silica gel as a more cost-effective and potentially more effective solution than previous approaches. Silica gel was mixed into soil in 1%, 2%, 5%, and 10% concentrations by weight. The positive control group and negative control group contained no silica gel. The experimental groups and positive control were watered with 1.00 g/L NaCl solution, while the negative control was watered with distilled water. 36 seeds were planted in each group, and the plants grew for 3 weeks during both Trial 1 and Trial 2. Plant height, fresh weight, and dry weight were measured at the conclusion of the experiment. A non-parametric Wilcoxon Rank Sum Test was used to analyze the statistical significance of the data. The Fresh Weight and Dry Weight of Trial 1 resulted in statistically significant p-values, suggesting that silica gel may be an effective method of reducing salt stress in soybean plants. The lack of statistical significance in the second trial can likely be attributed to the fact that the soil was reused for the second trial, which means that the soil already contained salt ions and silica gel. This suggests that silica gel may not be effective over long periods of time.

“The Soybean Science Challenge is one of the most coveted awards at our science fair. It is also beneficial for our students that soybeans germinate quickly and grow well indoors under a grow light which makes them a good choice for wintertime projects.” – Dr. Brian Monson

2026 Soybean Science Challenge State Science Fair Participants

- 1. Bennet Chen, Little Rock Central High School. Teacher: Lee Conrad**
Project Title: Deep Learning-based Crop Yield Forecasting Frameworks Towards Accurately Predicting Yields Months Ahead of Harvest, Deciphering the Impacts of Various Environmental Factors on Domestic Crops Across Different Temporal Periods.
- 2. Alisa Menyaeva, Little Rock Central High School. Teacher: Dr. Beth Maris**
Project Title: Effects of Various Cooking Methods on Soybean Antioxidant Retention with DPPH Evaluation.
- 3. Ariana Sadiq, Pulaski Academy, Little Rock. Teacher: Melissa Hopkins**
Project Title: Using Different Priming Methods on Glycine Max to Yield the Best Results and Create a Drought Tolerant Cost-Effective Solution to Water Depletion in the Delta Region for Arkansas Farmers.
- 4. Grace Routt and Madelyn House (Team), Alma High School. Teacher: Brian Curd**
Project Title: The Effects of Magnetic Fields on Seed Germination and Plant Development.
- 5. Raegan Smith, Arkansas School for Mathematics, Sciences, and the Arts, Hot Springs. Teacher: Dr. Brian Monson** – *Project Title: Soybean Salt Stress Remediation Using Silica.*
- 6. Pilar Johnson, Arkansas School for Mathematics, Sciences, and the Arts, Hot Springs. Teacher: Mark Turner** – *Project Title: Comparing Free Radical Scavenging Activity of Selected Medicinal Plants.*
- 7. Rose Patella, Arkansas School for Mathematics, Sciences, and the Arts, Hot Springs. Teacher: Dr. Burt Hollandsworth** – *Project Title: Photocatalytic Degradation of Dicamba Using TiO₂ Nanoparticles.*
- 8. Caleb Wood, Fayetteville Christian School. Teacher: Dr. Pat Briney**
Project Title: Salinity Effect on Soybean Growth.
- 9. Gideon Blevins, Fayetteville Christian School. Teacher: Dr. Pat Briney**
Project Title: The Use of Artificial Intelligence to Predict How Water Impacts Soybean Growth Rates.
- 10. Karen Wiggins, Fayetteville Christian School. Teacher: Dr. Pat Briney**
Project Title: How Attracted are Stinkbugs to Chives, Thyme, and Soybeans?
- 11. Claire Caldwell, Harrisburg High School. Teacher: Chad Lacy**
Project Title: Which Soil Works Better.
- 12. David Montalbo, LISA Academy West High School, Little Rock. Teacher: Marlea Montalbo**
Project Title: Could a Soybean Hydrogel be used to Prevent Ashwagandha from Being Digested in the Stomach?
- 13. Yahia Farag, Little Rock Central High School. Teacher: Alison Belcher**
Project Title: Evaluating the Effect of Caffeine on Soybeans.



www.uaex.uada.edu/soywhatsup

Free Educational Resources and Materials Available from the Soybean Science Challenge at www.uaex.uada.edu/soywhatsup

The Arkansas Soybean Science Challenge is a science enrichment program open to students in grades 6-12.

The Arkansas Soybean Science Challenge research program includes:

- \$400 cash awards for high school student science projects impacting sustainability at Arkansas regional science fairs and \$1000 first place, \$500 second place and \$250 Honorable Mention at the Arkansas state science fair.
- \$200 cash awards for junior high (6-8th grade) student science projects impacting sustainability at Arkansas regional science fairs.
- \$200 cash awards to teachers whose students win the Soybean Science Challenge at regional. Teacher awards at state are \$300 for first place, \$200 for second place and \$100 for Honorable Mention. \$100 for junior level Soybean Science Challenge teacher awardees at regional.

STUDENT ONLINE COURSE – 6 MODULES

- The Science of Soybean Production
- The Miracle Bean: Food
- The Miracle Bean: Fuel
- The Miracle Bean: Feed
- The Faces & Challenges of Farming: Emerging Issues
- Ready...Set...Research!

Students in grades 6 through 12 who successfully complete the Soybean Science Challenge online course and enter a soybean-related project in one of the Arkansas regional and state science fairs are eligible to have their projects judged for cash awards.

For more information about the Soybean Science Challenge Program, contact:
Dr. Julie Robinson (jrobinson@uada.edu)
or **Keith Harris** (krharris@uada.edu);
Phone 501-671-2189

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FREE CLASSROOM RESOURCES

Teacher In-Service Online Course

*7 Hours ADE Approved – 6 Modules
1 Hour ADE Approved: Science Fair 101*

Teacher Resources Course for Classroom Use

6 Modules, Tests, Answer Keys and over 50 other soybean-related articles and resources

Teacher Classroom Lessons in 7E & GRC-3D (NGSS Aligned) Format covering multiple subjects.

NGSS aligned agriculturally based mini-lesson videos for the virtual and face-to-face classroom.
5- to 10-minute video lessons exploring a multitude of subjects with accessible presentations.

High School Science Curriculum Resource Guide

Arkansas High School Science Project Development Guide

Soybean Science Challenge Brochure

Free Soybean Science Challenge Seed Store for Student Research Projects

Several Virtual Field Trip videos that include Teacher Guides



www.uaex.uada.edu/soywhatsup

SCHOOL AND COMMUNITY GARDEN PROJECT

Join the exciting Soybean Science Challenge
School and Community Garden Project
and bring the wonders of science, nutrition, and sustainability
to your classroom or community!



School &
Community
Gardens

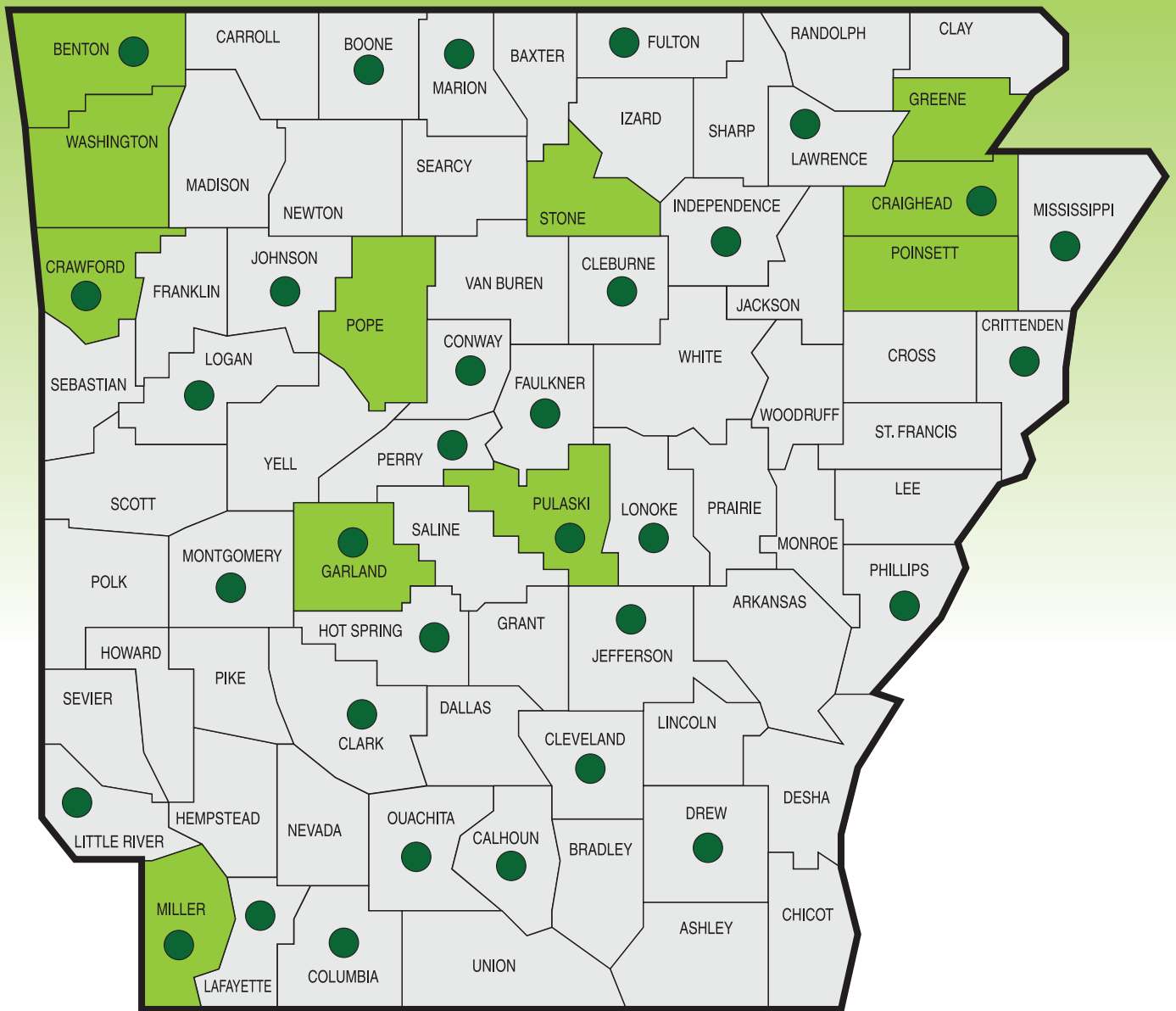


Ready to get started?


Scan the QR Code and complete the [Grow Your Own Protein Registration Form](#) to receive your FREE Edamame Soybean seeds and garden sign.



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 Counties with Soybean Science Challenge Student Researchers

 Counties where school and community gardens requested and grow soybean seeds

Other states where school and community gardens are located that have requested Arkansas soybean seeds to grow:

Arizona, California, Florida, Georgia, Illinois, Iowa, Kansas, Louisiana, Maine, Mississippi, Nebraska, Nevada, New Mexico, New York, North Carolina, Ohio, Oklahoma, South Dakota, Tennessee, Texas, Virginia, West Virginia

Agriculture Careers

Agriculture offers a wide range of career paths, from working directly with crops and livestock to supporting the industry through science, technology, and business. Some popular roles include farm manager, biochemist, physicist, and specialist, while other options include animal care, research, sales, agricultural law, and extension services.

- Agronomist
- Agribusiness Manager
- Agricultural Economist
- Agricultural Engineer
- Animal Physiologist
- Aquaculturist
- County Extension Agent
- Drone Technologist
- Entomologist
- Environmental Scientist
- Farm Equipment Technician
- Food Scientist
- Geneticist
- Horticulturist
- Hydrologist
- Plant Pathologist
- Remote Sensing Specialist
- Software Developer
- Soil Scientist
- Veterinarian
- Weed Scientist
- Wildlife Biologist

Arkansas Colleges and Universities with 4-Year Agriculture Programs of Study



Arkansas Colleges with 2-Year Agriculture Programs of Study

- Arkansas State University – Beebe
- Arkansas State University – Newport
- Black River Technical College
- North Arkansas College
- UACC – Batesville
- UACC – Cossatot

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Cultivating Arkansas' student scientists to change the world



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