

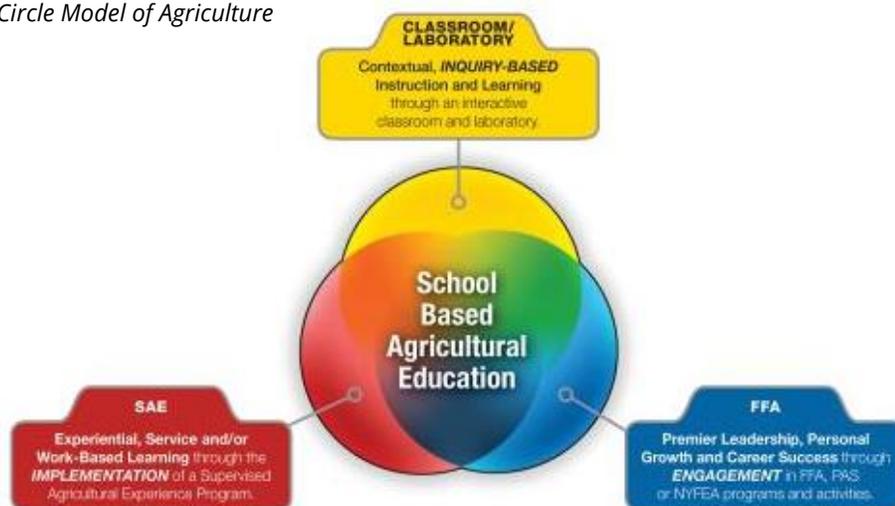
Quality 12-Month Agricultural Education (Q12) Program Manual

1 INTRODUCTION

Pursuant to Tennessee Code Annotated (T.C.A.) § 49-5-416(b), all Tennessee secondary agricultural education programs that were 12-month programs (since 1992-93 fiscal year), shall be maintained as 12-month programs by the local board of education, so long as a Quality Agricultural Education (Q12) Program, as determined by criteria established by the Tennessee Department of Education is maintained. Pursuant to Attorney General’s opinion, Tenn. Op. Gen. No. 05-137, the only way a school system may maintain a 12-month agricultural program is if the program is a Q12 program meeting the criteria adopted by the Tennessee Department of Education. This manual defines a Quality 12-Month program in Tennessee and lists criteria to be implemented by local education agencies (LEAs) in Tennessee to maintain a Q12 program.

Q12 programs provide students opportunities to participate in multiple levels of instruction in agriculture: classroom instruction, supervised agricultural experience (SAE) programs, and student organization activities. This three-pronged approach, pictured below in figure 1, increases the opportunity for students to not only learn, but to practice and demonstrate their agricultural knowledge and skills and to make more informed decisions about their education and available careers in the agriculture industry.

Figure 1: Three Circle Model of Agriculture



Supervised agricultural experience (SAE) programs are encouraged to be year round in nature, thereby requiring continued supervision of students throughout the summer months. Examples of SAE programs include employment or placement at a farm or worksite, entrepreneurship, research, home and farm improvements, and skill development. SAE programs can be credit bearing¹ for students in Tennessee if appropriate oversight and documentation of skill development and accrued hours are provided to the local education agency (LEA).

Agriculture-focused students are also encouraged to take full advantage of opportunities afforded them through the intracurricular National FFA Organization (FFA), including the many FFA career development events and leadership conferences that occur during the summer months to avoid conflict with instructional time. These activities ensure personal growth and development, along with the development of technical competence, which often require educator supervision during the summer months.

In addition to working directly with students in the summer, agriculture educators are encouraged to maintain school-based agricultural facilities, such as animal laboratories, greenhouses, and pastures. These facilities often must be managed on a daily basis and may require yearly renovations and maintenance to ensure relevance for school-based student instructional use.

2 CRITERIA FOR A Q12 PROGRAM

The state of Tennessee, through the division of college, career and technical education at the Tennessee Department of Education (the department), defines a Q12 program as one which adheres to the quality program indicators required of all districts who offer career and technical education (CTE) programs utilizing federal funding through the Carl D. Perkins IV Act, as well as specific criteria outlining expectations of the three critical components of agricultural education referenced above.

In order to meet the definition of a quality 12-month agricultural education program, as referenced in T.C.A., a program must have documentation of all ten quality program indicators, as well as meet the majority of the expectations outlined for the three components of agricultural education. The expectations, which can be used by district personnel to set expectations for agriculture educators, are found below.

¹ For full list of SAE Program Standards required for the award of credit, please refer to the SAE Course Description Document found online at <http://www.tn.gov/education/article/cte-cluster-agriculture-food-natural-resources>.

| # | Quality Program Indicators | Q12 Program Expectations |
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| 1 | Programs of such scope that are aligned with a state approved program of study within a career cluster | Sequential courses follow state approved program(s) of study in the Agriculture, Food, and Natural Resources career cluster. |
| 2 | Programs of such size that offer a sequence of three or more earned credits | <p>Programs of study include at least three sequential courses that build logically in knowledge and skill, along with an opportunity for all agriculture-focused students to engage in an SAE.</p> <ul style="list-style-type: none"> • Documentation exists that shows a majority of students participating in at least one SAE over the course of a program of study. • Teachers devote a minimum of 20 days supervising students' SAE programs each summer and during district intersession days. |
| 3 | Programs having a certified and appropriately endorsed teacher | <p>Agriculture educator is properly trained, licensed, and endorsed. Educator has completed any required state training aligned to the courses being taught. (For example, <i>Personal Finance</i> training if teaching the <i>Agribusiness</i> program of study.)</p> <ul style="list-style-type: none"> • Educators attend at least one professional development activity each year to ensure they are abreast of changes in course standards, agricultural instructional methodology, and innovations in technology in the industry. • Activities may include (1) state-sponsored training or conferences, (2) industry-sponsored workshops, conferences, or seminars; and (3) externships with businesses.² |
| 4 | Programs teaching the state approved curriculum standards | <p>All courses are following the most up-to-date course standards, employing the recommended equipment for the courses, and are utilizing resources provided by the state for quality lessons and laboratory activities – all found on the Agriculture, Food, & Natural Resources webpage at http://tn.gov/education/article/cte-cluster-agriculture-food-natural-resources.</p> |

² For full list of recommended activities LEAs may choose from for their educators, see Appendix B.

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| 5 | Programs having a state approved articulation agreement for a course or a locally approved articulation agreement approved by the lead administrators of secondary and postsecondary institutions | Where appropriate, districts have embedded opportunities for students to earn early postsecondary credit(s) through available statewide or locally articulated dual credit or dual enrollment courses aligned with the program of study being offered. |
| 6 | Programs supported by current labor market data to support high skill, high wage, high demand jobs | Justification for the selection of each Agriculture, Food, & Natural Resources program of study is on file. Justification includes clear links to community need supported by local and regional labor and workforce data, as well as postsecondary offerings. |
| 7 | Programs that teach all aspects of an industry | <p>The agriculture facilities available at the school should mirror those found in the careers aligned to the chosen programs of study. These facilities should be managed, maintained, and repaired throughout the year to ensure they are in safe working order for student activities.</p> <p>Facilities may include:</p> <ul style="list-style-type: none"> • Greenhouse and/or Nursery/Shade House • School Forest/Forestry Plot • Agricultural Mechanics Laboratory • Livestock Facility • School Farm/Land Laboratory • Food Processing Center/Meats Laboratory • Hydroponics Laboratory • Aquaculture Laboratory • Small Animal Care Laboratory • <i>Other, as determined by a program of study</i> <p>Educators provide opportunities for students to work in school-based facilities, to visit agricultural businesses, and to participate in student organization activities with industry connections and other aligned activities during district intersession days and over the summer.</p> <p>Note: This documentation must demonstrate that you cover all nine (9) aspects of industry.</p> <ul style="list-style-type: none"> • Business Planning • Management |

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| | | <ul style="list-style-type: none"> • Health, Safety and Environment • Finance • Community Issues • Principles of Technology • Personal Work Habits • Labor • Technical and Production Skills |
| 8 | Programs having an active advisory panel | A Q12 program should have an active business and industry advisory council made up of local agriculture stakeholders who meet regularly to support implementation of the program. |
| 9 | Programs having a career and technical student organization as a support for the instructional program | <p>An FFA chapter is (a) chartered and active, (b) aligned to the agriculture program, (c) participates in available local, regional, and statewide events, and (d) includes FFA Advisor(s) who direct and submit:</p> <ul style="list-style-type: none"> • at least one proficiency award application (per teacher in a multiple teacher program) for state consideration each year, and • at least one State FFA Degree application (per teacher in a multiple teacher program) based on students' SAEs each year. |
| 10 | Programs promote CTE and academic curriculum integration | <p>Agriculture educator can document lesson plans and project-based learning that was taught in collaboration with a general education course. (For example, an alignment between <i>Small Animal Science</i> and <i>Biology I</i>.)</p> <ul style="list-style-type: none"> • For recommended integration points, please see references to aligned general education standards in the course description documents found online. |

3 MONITORING OF COMPLIANCE WITH PUBLISHED CRITERIA

The local CTE director, or designee, is responsible for ensuring the district's Q12 program meets the published criteria listed above and is eligible to employ agriculture educators who will oversee the Q12 program. The CTE director, or designee, should evaluate the Q12 program annually, including the responsibilities of all educators who are responsible for overseeing the district's Q12 program. In addition, each educator should have personal documentation of participation in the quality program indicator expectations outlined in the chart above.

Documentation of compliance with published criteria should be kept on file at the district level. All documentation supporting criteria for a current year should be available for review during a Risk-Based monitoring cycle, as well as all years past since last monitoring.

For examples of recommended documentation to support compliance with published criteria, as well as templates that can be used by the CTE director for yearly evaluation and documentation, please see the following:

- List of Recommended Activities: Appendix B (pg. 7) of this manual (formally known as Attachment C)
- Quality Program Indicators Documentation Tips: <http://tn.gov/education/topic/cte-accountability-and-data-reporting> .
- Quality 12-Month Agricultural Education (Q12) Program Criteria Report (formerly known as Attachment A): Download excel template, which can be used by a CTE director, to annually monitor teachers and to document compliance under the heading “12-Month Quality Programs” at <http://tn.gov/education/article/cte-cluster-agriculture-food-natural-resources>.
- Quality 12-Month Agricultural Education (Q12) Program Final Report (formerly known as Attachment E): Download excel template, which can be used by a CTE Director, to annually monitor teachers and to document compliance under the heading “12-Month Quality Programs” at <http://tn.gov/education/article/cte-cluster-agriculture-food-natural-resources>.

Any program found during department’s risk-based monitoring or annual evaluation by the CTE director not to have met a majority of expectations as outlined above will receive appropriate expectations for corrective action. The district’s CTE CORE consultant or the Agriculture, Food, & Natural Resources career cluster consultant can assist, if needed/requested, with technical assistance and with the development of an improvement plan.

LEAs who employ agriculture educators on twelve-month contracts must continue annually to meet expectations of published criteria for a Q12 program (outlined above) in order to be in compliance with state law.

4 APPENDIX A: DEFINITIONS

Intersession – Any time period during the school year when students are not actively engaged in classes (e.g. spring break and weekends).

Proficiency Award – The Agricultural Proficiency Awards program rewards FFA members at the local, state, and national levels for exceptional accomplishments and excellence in a Supervised Agricultural Experience (SAE) program.

SAE – An SAE (Supervised Agricultural Experience) is a practical application of classroom concepts designed to provide “real world” experiences and develop skills in related career areas. Types of SAEs include:

- Exploratory – where a student experiences the “big picture” of agriculture and its many related careers. This type of program is great for beginning students and those who are uncertain about their interest, but others can also benefit.
- Research/Experimentation – where a student conducts or participates in research using the scientific process. Agriculture is a science-based industry and there are limitless opportunities for research-based experiences.
- Placement³ – (including internships) where a student is employed, either for pay or non-pay. These experiences may be located in agribusinesses, school labs, farms and ranches or in community facilities.
- Ownership/Entrepreneurship – where a student is a business owner. The student plans and operates a related enterprise or business. Examples may include producing and marketing livestock, crops, nursery plants or forest products, providing a service such as lawn care, processing agricultural products, repair, designing or fabricating agriculture equipment.
- School-Based Enterprise – where a student-managed, can be entrepreneurial or placement in a school setting that provides goods or services that meet the needs of an identified market. They involve the student in all aspects of the business and must replicate the workplace environment as closely as possible.
- Service Learning – where a student-managed a service activity where students are involved in the development of a needs assessment, planning the goals, objectives and budget, implementation of the activity, promotion, and evaluation/reflection of a chosen project. The student(s) are responsible for raising necessary funds for the project (if funds are needed). A project must be a stand-alone project and not part of an ongoing chapter project, or community fundraiser.

³ Any placements considered for school enrollment need to adhere to the Work-Based Learning Framework, policies, and implementation guidelines found at <http://tn.gov/education/topic/work-based-learning>.



State FFA Degree – This is the third level of active FFA membership. It is the highest level that the state association can bestow upon a member for exceptional accomplishments and excellence in a Supervised Agricultural Experience (SAE) program.

5 APPENDIX B: RECOMMENDED ACTIVITIES

CTE directors may use the following list to further clarify appropriate activities that agriculture educators may engage in during their twelve-month contracts. These activities are recognized and recommended by the department; however, specific expectations for minimum and maximum days spent for each activity is ultimately at the discretion of the LEA and may be defined in a personnel contract, established performance goals and job plans, or other appropriate expectation-setting documents that are created and evaluated at the local level.

Other activities not on the list may be carried out with prior approval from the LEA. For review of activities and technical assistance, local school systems may reach out to the Agriculture, Food, & Natural Resources career cluster consultant, if desired.

| Recommended Activities | Recommended Days ⁴ |
|---|-------------------------------|
| Supervised Agriculture Experience (SAE) activities, aligned with indicators 1 & 2 | |
| Direct supervision of student SAE programs, including school laboratory activities | 20-25 |
| Processing and evaluating student SAE records | Up to 2 |
| Teacher training activities, aligned with indicators 3 & 4 | |
| Professional development workshops (including SAE implementation, general education pedagogy, industry workshops, and seminars) | Up to 5 |
| Institute for CTE Educators | Up to 5 |
| Cooperative activities with other agriculture agencies (e.g. University of Tennessee Agricultural Extension, Natural Resources Conservation Service, Agricultural Cooperatives, Farm Bureau, Farm Credit Services, Tennessee Department of Agriculture, U.S. Department of Agriculture, etc.) | Up to 2 |

⁴ Recommended days are based on an expectation of 40 working days above and beyond the typical 200 school days, for a total of 240 working days. LEAs may modify these recommendations proportionally for contracts that include more or less days.

| Student instructional and industry activities, aligned with indicator 7 | |
|---|---------|
| Facilities upkeep and maintenance | Up to 5 |
| Direct instruction to students (e.g. small group activities, demonstrations, practice for competitive events) | Up to 5 |
| Participation in fairs, livestock/dairy shows at county, district, regional, state, or other levels | Up to 5 |
| Career and technical student organization (FFA) events, aligned with indicator 9 | |
| FFA Leadership Camp | Up to 5 |
| Washington Leadership Conference | Up to 5 |
| Forestry Camp | Up to 6 |