Evaluation of Select National Program Quality Indicators: Self-perceptions of Agricultural Educators in Georgia within Secondary Agricultural Education Programs in Georgia

by

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Abstract

Agricultural education is a form of education rooted in the theoretical concepts of Vygotsky and Dewey that enables students to bridge the connection between the academic curriculum and the real world in an engaging way through hands-on learning. The curriculum and relevance of agricultural education are consistently evolving to meet the world's demands through innovations needed to sustain society. As agricultural education advances, so should its programs. This study was conducted to determine if Georgia's agricultural education programs meet the National Program Quality Standards qualifiers.

The population of interest for this study is Georgia agricultural educators who were on the Georgia Agricultural Education Database for the 2024-2025 school year. The instrument for this study utilized a five-point Likert scale and was disbursed using Qualtrics (N =213). All data was coded and analyzed through SPSS. Three main constructions were formed: community need, program curriculum sequential organization and advancement, and academic rigor and technical content and skills integration, which generated additional subconstructs. This statistical analysis used Cronbach's alpha to determine reliability, descriptive statistics, and Pearson's correlation test to assess significance and relationships.

Results concluded that all three constructs and subconstructs aligned with "agree" on the five-point Likert scale and were statistically significant. Some subconstruct means were low, the lowest being a program's opportunity for student advancement (M = 3.66). Multiple subconstructs had weak relationships, the weakest relationship was between community and

program state standards ($r = 0.39$), while one of the strongest relationships was between agricultural programs and their advisory committees ($r = 0.69$).

This study demonstrated the need for advisement committees to assist and provide guidance within agricultural programs. The disconnect between the current industry needs, curriculum standards generated by the state, and the in-house structure disconnect within guidance departments. Revealing agricultural education programs in Georgia need to reconsider state curriculum and agricultural industry standards to better prepare students for the industry.

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Chapter One
Introduction

Agricultural education is constantly evolving to meet the demands of a rapidly increasing population and its agricultural needs (Dennis et al., 2009; Martens & Berrett, 2013). Typically, individuals pursuing a career develop their interest at an early age (Gottfredson, 1981, 1996; Hartung et al., 2005; Watson & McMahon, 2005). Students' positive environmental exposure — their upbringing — can encourage them to pursue careers in science, engineering, technology, and math (STEM) (Lindner, et al., 2004; Tuijl & Van der Moelen, 2016). One example of this positive exposure could be through an agricultural education program (McKibben et al, 2021, 2024a; Hendrix et al, 2024, Park & Rudd, 2005). Georgia's agriculture education programs are considered one of the best pioneered agricultural education programs within the nation (Foors & Connors, 2010; Wheeler, 1948). Factors that set Georgia's agricultural programs apart are: our high membership volume, competitive ability to place at the local, state, and national levels within agriculture contests and criteria with career development events (CDE), leadership development events (LDEs), proficiencies, and program of activities (POA). However, the question remaining for many agricultural educators is how accurate and relevant their agricultural programs are since the purpose of agricultural education programs is to meet the industry's demand today and in the future (Phipps et al., 2008; Thoron & Burleson, 2014; Thoron & Meyers, 2011).

Many agricultural educators consider how prepared students are upon completion or transition through Georgia's agricultural programs since aspects of the curriculum do not reflect the current practices in the industry (McNamara, 2009). Are students truly prepared for the realities of the industry in either a workforce setting or the pursuit of higher education? The

reality of the agricultural industry's change to meet the demands of society has called for the content and skills needed to perform and operate new methods of management, scientific improvements, and technologies within the industry (Arum & Roksa, 2011; National Research Council, 2009b).

Students need to be taught and exposed to current technologies and content knowledge within the industry (Kaufman et al., 2010). Agricultural programs should be structured to enable students to increasingly build upon content (Phipps & Osborne, 1988). Activities that allow students to have hands-on experiences, engage in activities, and go on trips, display the student's ability to work and understand the new technology and skills needed for industry (Parr et al., 2007; Roberts, 2006).

The intent of this study was to determine how well Georgia's agricultural education programs align with the National Program Quality Indicator (NPQI) (*Appendix B*). The National Council for Agricultural Education (NCAG) set the indicators to determine how programs align with these criteria (National Program Quality Program Standards, 2016). For this study, only the first quality indicator will be assessed. Standard Quality Indicator 1A will determine if agricultural programs within Georgia provide students with the knowledge and experiences to be successful with the relevant concepts and skills within the agricultural industry.

Problem Statement

Agricultural education programs within Georgia need to be evaluated (Ray et al, 2022) to determine if their agricultural educational programs align with the NPQI set by the National

Council of Agricultural Education (NCAE). The evaluation of Georgia's agricultural programs will provide insight into how well Georgia's agricultural education programs align with the national standards needed to ensure students' preparation for the agricultural industry. The areas of concern are community need, program scaffolding and organization, and academic rigor and technical skills listed in Standard 1A of the NPQI (National Program Quality Program Standards, 2016).

Significance of Study

This study will allow agricultural educators within Georgia to determine how programs align with the NPQI Standards. The results of this study should display the strengths and weaknesses currently associated with agricultural education programs within Georgia. This study will allow Georgia agricultural educators to identify potential areas of weakness and strengths within the program. The results of this study will provide opportunities for improvement by enabling agricultural education teachers to adjust aspects of their own programs. Some of these improvements could be program alignment, updating the curriculum, and creating relative experiences based on the current needs of the industry. While also exposing students to the current content and technologies within the agricultural industry and ensuring student preparation for the workforce or their pursuit of higher education.

Theoretical Framework

Dewey

The theoretical framework used for this research was experiential learning. McKibben et al. (2022) expanded on Dewey’s and Kolb’s theories, demonstrating how hands-on project-based approaches common in agriculture significantly enhance student learning (2022, 2024) along

with being much more preferred by students (McKibben et al, 2023). Experiential learning is a learning cycle first proposed by Dewey (1938). Since then, others have built upon his work and concepts of experiential learning, such as Kolb and Vygotsky.

According to Dewey, a child discovers by doing (Dewey, 1938). Instructors provide individuals with experiences that have meaning and guidance for the experience that is clear (Sikandar, 2015). Experiences allow individuals to be influenced by their exposure and increase their understanding of the interconnectedness of their knowledge and the learning experience (Gutek, 1997; Sikandar, 2015). Experiences are ever occurring, allowing connections to be made between the real world and the knowledge being taught (Dewey, 1916). Dewey's idea of experiential learning advocated for hands-on and service learning in a collaborative environment, allowing for the continual increase of learning and reflection (Eyler & Giles, 1999; Haynes et al., 2007; McKibben et al, 2024b). Dewey's idea of experience should create a beneficial and meaningful learning environment that engages individuals and allows them to construct new knowledge that continuously builds through additional experiences (Dewey, 1916; Ord & Leather, 2011; Deslauriers et al., 2016). In a classroom, an instructor is a learning facilitator who guides and directs (Dewey, 1938). Individuals' social and natural environment dictates their connection to the community, allowing them to bridge curriculum content to real-world applications (Waks, 2013). Dewey's Theories could be summarized into the following points. Dewey – Experiential learning

1. Learning takes place when students are exposed to hands-on applications.
2. Academic concepts are incorporated when thinking critically about the real world.
3. Students develop knowledge and skills from experience with real-world applications.

Vygotsky

Vygotsky (1978) suggested that learning is a social process. This process has two parts: social interaction and an inter-psychological one (Veresov, 2017). Social interaction encourages the cognitive process to occur through discussion with peers to understand and determine what is being taught (Lantolf & Appel, 1994; Lantolf & Thorne, 2006; Van Lier, 1996). Vygotsky utilizes scaffolding roles between individuals and instructors to offer opportunities for social interaction (Allahyar & Nazari, 2012). An individual begins to determine what they have been taught socially and then internalizes it personally through the zone of proximal development (ZPD) or scaffolding (Vygotsky, 1978). Individuals can only attain a certain level of understanding on their own without the guidance of peers or instructors through collaboration (Allahyar & Nazari, 2012; Ellis & Barkhuizen, 2005). Individuals must have peer collaboration and instructional support from the instructor or the mentor during this process to aid and guide individuals toward mastery (Richards & Rodgers, 2001). The social collaboration process allows individuals to further their cognitive development, creating more advanced understanding (Poehner, 2007; Poeher, 2008). Vygotskys overarching theories are the following points.

Vygotsky – Educational Scaffolding through Social Experiences

1. Transfer of knowledge through social situations and experiences.
2. Students develop through structured experiences that constantly build or increase knowledge from a foundational understanding.

3. Students continually build up their understanding and mastery of concepts which are internalized as they become self-reliant and confident in their skills and perspectives (Bodrova, 1997; Wertcsch, 1979).

Kolb

Kolb (1984) expanded the work of Dewey and Vygotsky to explain further how students can learn from experiences. Individuals take in the information being provided through an experience and transform the experience into a meaningful form (Kolb & Kolb, 2013). Learning occurs within the four processes of concrete experience, reflective observation, active experimentation, and abstract conceptualization, allowing individuals to draw from new implications. From here, the learning cycle continues, with individuals building off previous experiences to generate new ones (Kolb & Kolb, 2013). Individuals need to be provided with an environment that facilitates a student's experience in a safe, challenging, and supportive way. Experiences should be planned in a mindful manner that enables the learner to be exposed and cycle through all four processes. The instructor's role is to guide their students through all four stages, with the instructor shifting their role as the individual goes through the stages. Individuals can travel through these cycles multiple times, enabling them to constantly build upon previous and new experiences, which can become a learning spiral (Kolb & Kolb, 2013). Learning becomes intentional once it begins to spiral and continual knowledge is being gained (Kolb, 2007). Kolb's overarching theories are the following points.

Kolb – Process of Learning

1. Students can begin to learn at any stage of the four processes.
2. Knowledge must be applied through meaningful, concrete experiences.

3. During the experience, there needs to be a period of experimentation followed by a period of reflective observation to obtain understanding.

Purpose

American Association for Agricultural Education (AAAE) has two research values that align with this study: Nurturing positive youth development through AFNR systems and Increasing prosperity through innovation in AFNR systems (AAAE, 2023). For the purpose of this study the combined values generate the following research agenda: increase prosperity of agricultural and natural resources to increase the human interaction to provide students with experiences and opportunities to enhance student awareness of emerging technologies, and educating students with relevant skills and content that incorporates aspects of STEM and other academic content areas. To contribute to the development of students in different social settings, through CDEs, LDEs, economic growth, competition to ensure sustainability for community and global economy of agriculture (AAAE, 2023).

Agricultural education offers students with the ability to gain hands-on learning through curriculum, allowing them to focus and fine-tune their skills on the "how" a technique or discipline is accomplished within a field of agriculture through relevant experiences (Calico et al., 2014). Only in some agricultural education programs do some students learn the "why". Recently within school-based agricultural education (SBAE) programs have the inter-curricular aspect that integrates disciplines that are grounded heavily in sciences, but also mathematics, English, and technology (Barrick, 1989; Shinn, 2002). Agriculture alone is the application of science combining principles into agricultural product production (Merriam Webster, 1988). Students who are in our SBAE programs today must be equipped to handle the future of the

industry requiring them to know both the “why” and “how” (Parr, 2006, 2008, 2009; Phipp et al., 2008; Young et al., 2009). To ensure students can be efficient and effective for the future of the industry, agricultural education programs need to make community and industry connections to provide students with relevant academically rigorous content and skills (Doefert, 2011; Stone et al., 2008). To encourage students to have hands-on experiences to cultivate their learning and challenge them to research and think critically about the industry (Parr et al., 2007; Phipps et al., 2008; Shinn, 2002; Thoron & Burleson, 2014; Thoron & Meyers, 2011).

The purpose of this study is to determine the various aspects of agricultural education programs and how they align with the NCAE's quality standards. The alignment with the agricultural education programs' connection to their community needs, sequential organization and scaffolding of programs, level of academic rigor within the content, and student opportunities to advance their knowledge and understanding of the agricultural industry. For this study, the following three objective statements were written.

Research Objective statements

1) Determine the connectivity of agricultural education programs in Georgia to their community industry and advisory committees that reflect state standards and local community needs.

2) Determine the significance of sequential organization factors for the agricultural curriculum within Georgia's agricultural education, which enables students to increase their knowledge and skill levels gradually.

3) Determine if agricultural education programs within Georgia incorporated academic standards and rigor to the programs integrating and aligning with college or career preparedness.

Limitations

1. A limitation of this survey is that the sample population of interest is exclusively within Georgia. Having participants from only Georgia could allow for potential areas of strengths and weaknesses to be discovered, but these generalizations would be specific to Georgia.
2. The instrument was distributed through email. Since the instrument was mainly distributed through email, this could have been an issue or a contributing factor for those individuals who did not respond since the email used was a school system email potentially using blockers.
3. Individuals within the state of Georgia could experience burnout due to the repetition of instruments being administered by other graduate students.
4. Participants in this study did not have an updated email in Georgia's Agricultural Education public database.

Basic Assumptions

1. Individuals participating in this study were honest and sincere when completing the instrument.
2. All participants were current agricultural educators for the 2024-2025 school year.
3. All participants held a valid Georgia agricultural educator license.

Chapter Summary

Georgia's agricultural education programs are deemed premier due to their success. How well our agricultural education programs meet the demands of the agricultural industry remains in question by many agricultural educators. Does our programming allow students to be prepared for success and have a large degree of mastery of the knowledge and skills needed to meet the demands of our agricultural society? This study uses the NCAE's NPQI to determine how Georgia's agricultural education programs meet these national standards. This study will examine insight into Georgia's agricultural education programs to determine their needs to increase student preparedness within programs. Through hands-on application, engagement allows students to increase their understanding with an interactive, hands-on curriculum, enhancing the student's ability for industry preparedness according to the theories of Dewey, Kolb, and Vygotsky.

Chapter Two
Literature Review

The core purpose of agricultural education programs is to educate students about agriculture while creating positive experiences for students and their interests (Fraze, 2011). Agricultural programs and their structure can vary depending on the community engagement, school system support, and motivation of the educators who facilitate the program (Jošic et al., 2022; Phipps & Osborne,1988; Staller, 2001). A generic way to assess the qualities of a program is needed for advancement and improvement, providing guidance in weak areas for positive future changes. Accessing a program's strengths and weaknesses allows educators to have a benchmark to assess and gauge success for how well students are being served to go through their program and meet standards that align academically, and with the technical skills that are needed (Sulser, 2007). The ability to determine a program's quality was why the NCAE created the NPQI in 2016, to ensure the curriculum and activities of programs met the industry's relevant needs regarding knowledge and skills needed in the workforce and higher education (National Program Quality Program Standards, 2016).

Common Program Assessments

Program assessment determines if needs are being met by the serving programs (Darling-Hammond et al., 2014). Having assessments of a program can give a more encompassing description of a program's strengths and weaknesses (Coburn & Talbert, 2006; Young & Kim, 2010). As agricultural education continues to change with the industry and the demands of educational systems, methods of analyzing the curriculum and the program's effectiveness need to be determined to ensure that relevant needs are addressed within a growing and expanding industry (Coburn & Talbert, 2006; Thoron & Myers, 2011). These assessments

can be formal or informal, depending on their nature and purpose (William & Black, 1996; Young & Kim, 2010;). Some assessments determine the quality of the program's content and how well it is taught or what skills have been mastered and provided (Cizek et al., 1995; Cizek et al., 1996; Herman & Dorr-Bremme, 1983). Some educators deem an assessment of a program to be its level of effectiveness, completion of an activity, success of an event, or a program's breadth of community involvement (Cizek et al., 1995; Cizek et al., 1996).

Individual Assessment

Individual assessments determine each individual's understanding of the curriculum (Young & Kim, 2010). There are two common types of assessments to gauge students' understanding of the curriculum for teachers: formative and summative assessments, which can be formal or informal (Young & Kim, 2010).

Formal assessments are classroom assessments and homework the teacher creates, or performance assessments that use state standards that refer to an annual large, standardized set of scores (Young & Kim, 2010). While informal assessments are teacher observations, student behavior, student effort, and teacher expectations (Cizek et al., 1995; Cizek et al.,1996; Fleming & Chambers, 1983; Herman & Dorr-Bremme, 1983; McMillian, 2002; Striggins & Bridgeford, 1985). Summative assessments encompass a program or course's entire curriculum and value (Scriven, 1967). Some educators deem experiential learning and project-based learning assessments as summative assessments (Deters, 2005; Gass, 2005). Formative assessments are used to evaluate programs and determine areas of improvement (Bennett, 2011). Assessments aid in creating and altering curriculum and instruction; assessments also gauge student success and progress (Herman & Dorr-Bremme,1983; Shavelson & Stern, 1981; Stiggins, 1991).

Program Assessments

Educational program assessments challenges schools to ensure their programs meet the demands of today's world and ensure students are prepared (Bok, 1986; Deters, 2005; Keys & Wolf, 1998; McEvoy Cragun, 1987; Osbaldeston & Barnham, 1989; Porter & McKibbin, 1988). There is some form of disconnect between industry and education goals for student preparedness (Belasen & Fortunato, 2000). Some programs put too much emphasis on technical skills or the knowledge content of a program (Belasen & Huppertz, 2009). Most program assessments determine the effectiveness of technical skills (Barnett, 2005; Ghoshal, 2005; Mintzberg, 2004). Some aspects of program assessments can evaluate teachers' preparedness to adequately teach the relevant skills and curriculum (Bennis & O' Toole, 2005; Mintzberg, 2004; Pfeffer & Fong, 2002). Standardized testing increases the teacher's accountability of the content taught within the classroom (Wang et al., 2006).

National Program Quality Indicator

The NPQI was to set the core standards of an agricultural education program that includes the components of the three-circle model. The utilization of these standards is voluntary within most programs, causing one portion of the National FFA model to be favored over others due to a program's strengths or resources (Jenkins, 2009; National Program Quality Program Standards, 2016). Although the original intent of NPQI was for secondary education, the components within are still vital to middle school agricultural education programs. The standards within this program were generated to ensure that students of the agricultural education program

received high-quality, relevant instruction about the industry (National Program Quality Program Standards, 2016). Agricultural education needs to remain consistent with the industry's demands and to ensure high-quality agricultural education will be taught unanimously (Darling-Hammond et al., 2014; Hanushek et al., 2010). Several committees were created to determine what aspects needed to be included in the NPQI. The purpose of the NPQI was to serve as a tool for teachers, community members, industry stakeholders, and school systems to create goals and objectives for their agricultural programs. To ensure that agricultural education programs are high-quality, relevant, and consistent with the agricultural industry's standards (National Program Quality Program Standards, 2016).

The Standards for the NPQI comprise six main areas of interest as of 2016. Standard One has four parts relating to Program Design and Instruction (A: Curriculum and Program Design, B: Instruction, C: Facilities & Equipment, D: Assessment). While Standard 2 through Standard 7 are as follows: Standard 2: Experiential, Project, and Work-based Learning through SAE; Standard 3: Leadership and Personal Development through FFA; Standard 4: School and Community Partnerships; Standard 5: Marketing; Standard 6: Certified Agricultural Teachers and Professional Growth, and Standard 7: Program Planning and Evaluation. For this study, only Standard 1A was investigated. When looking at the detailed content aligned with Standard 1A, three main ideas generated constructs: Community Need, Program Organization, and Academic Rigor.

Community Need.

Agriculture Education is considered an integral part of the school and community (Hughes & Barrick, 1993) and are supported by successful SBAE teachers exhibiting strong

connections to their profession, community, and agricultural learning (Clemons et al. 2021). Most agricultural education programs are designed and directed to accommodate the community's needs. All agricultural education programs vary based on local Agricultural industries, student demographics, population, society, education system, and courses that are offered that are tailored to the interests of the school, population, and local industry (Fritsch, 2013; Hughes & Barrick, 1993; Iredale, 1996; Jamieson, 1985).

Local support for agricultural programs to develop and strengthen their ties to the community and business sectors will be necessary to maintain the program's finances and direction (King et al., 2019). It is also essential for programs to have flexibility to ensure they can adapt and change with the agricultural industry. Agricultural programs with strong ties to the community provide access to resources and connections to prepare students effectively (Georgia Department of Education, 2024). These resources equip students for current and future careers in the agricultural industry that relate to agricultural sciences, agribusiness, marketing, management, food production, and processing (Hughes & Barrick, 1993). Agricultural education programs provide students and their community with multiple opportunities for collaboration and engagement. Students can gain hands-on learning through engagement with community industry members and support programs to be exposed to new technologies (Stofer, 2016). Creating committees and connections allows students to expand their horizons and gain exposure to multiple opportunities and avenues within agriculture.

Program Order.

Like all forms of education, agricultural education requires students to build on their previous knowledge and experiences (Bruner,1983; Van de Pol et al., 2010; Ray, et al., 2022;

Phipps et al., 2008; Wood et al., 1967). Agricultural education is a systematic program that builds on previously taught content, knowledge, and experiences (Parr et al., 2008). Students can gain instruction in science, technology, plant and animal production, environmental and natural resource systems, and business through the program in a practical, real-life application. The curriculum within a program needs to have the proper scaffolding of conceptual knowledge and skills to adequately equip students (Phipps & Osborne, 1988). The scaffolding of the curriculum offers a link to unify the classroom content to the real world through group projects, activities, trips, simulations, and other hands-on experiences (McKibben, 2019; Phipps et al.,2008; Stone et al., 2008). Such an application advances each student's knowledge and understanding of the curriculum. This constant exposure and advancement of curriculum ensures student engagement in agriculture (Alston et al., 2003; Dale et al., 2004; Kearsley, 1998; Malik, 2012; Reiser & Ely,1997; Selwyn, 2010). Student exposure to new technologies – educational software, agricultural applications (apps) and programs such as GIS/GPS - allows students to constantly strive and encourage students to learn more and become motivated to expand their competency in their area of interest within agriculture due to their structural exposure to the content (Alston et al., 2003; Kulkarni, 1969; Layfield & Scanlon, 1999; Leith,1967; Miller, 2005; Pett & Grabinger, 1995; Unwin,1969).

All agricultural courses allow for the transfer of knowledge through the student making significant and relevant connections to the material (Kilpatrick, 1925; Steinaker & Bell, 1979). Disconnect between the proper scaffolding of curriculum can occur between middle school and high school, school based agricultural education (SBAE) or between the progression of students moving through a pathway within a program. Even though state standards and curricula are

generated for teachers, not all teachers cover the same concepts or deem certain aspects necessary. Often, programs might not have the standards or course progression due to constraints of resources or administration.

Agricultural educators are tasked with providing students with an encompassing education, enabling them to develop their knowledge, skills, and personal experiences, which allows them to make connections and assists them in their future careers (Arnold et al., 2006). When educators provide students with real-life associations and connections with the content from their experiences, it allows students to apply concepts in a real-world setting while expanding their exposure and engagement with the curriculum (Harlin et al, 2007; Roberts, 2003a; 2003b). During hands-on immersion activities and engagement, students take ownership of their learning. Some students can increase their ownership in learning within an agricultural education program by gaining certifications or exposure through immersive field trips or college preparatory curricula (Howerton et al., 2019) related to agriculture (Ogden, 1990; Smith & Rayfield, 2016). The meaningful learning real-world opportunities outside the classroom enable students to engage and apply knowledge and skills in various activities to strengthen and reinforce curriculum through application (Kosloski, 2014; Young, 2006).

Academic Rigor.

Agricultural education is an inter-circular discipline of education. Agricultural education is versatile and diverse, enabling academic standards to be applicable in a real-world context through its content (Dailey et al., 2001; Murray, 2012). The evolution of agricultural education has shifted to students needing to understand technological advancements and forms of application that incorporate academic principles (McKibben & Murphy, 2021; McKibben et al.,

2024a; Hendrix et al, 2024; Parr et al., 2006; Parr et al., 2008; Parr et al., 2009; Phipps et al., 2008; Stone et al., 2008; Young et al., 2009). New methods of technology will need to be utilized in agriculture education to meet the increasing need for agricultural productivity, generate income, and ensure food security (Maertens & Barrett, 2012; National Research Council, 2009a). Components of agricultural education must be adapted to align with core STEM ideas and standards to prepare students for the future industry, employment, or higher education (Baker et al., 2012; Dailey et al., 2001; Heinert & Barrick, 2015; National FFA Organization, 2014; NGSS, 2013; Roberts & Ball, 2009; The Council, 2015a).

Agricultural education heavily applies to areas of STEM, which encourages both the academic concepts of curriculum and retention of the application (Boone, 2016; Bunshaft et al., 2015; DiBenedetto, 2015; Shinn, 2002). A progressive educational program should focus on integrating interdisciplinary curricula from academic courses and students applying factual knowledge of agriculture into a constructional application in a real-world experience within a social and environmental learning context (Parr et al., 2007). Various applications and co-curricular disciplines in the realm of agricultural education are historically rooted in biological sciences, genetics, nutrition, and physiology, which are vital to deem agricultural education co-curricular (Barrick, 1989). Critical hands-on engagement in the educational disciplines of science, technology, engineering, and math (STEM) allows for application and content connections generating rigor within agricultural programs (Hendrex et al, 2024; McKibben et al, 2022, 2024a; Spence, 2008). High-impact experiences allow individuals to process information supporting the need to provide students with opportunities for advancement and to make connections (Kuh, 2008; McKim et al., 2013).

The incorporation of academia within agricultural programs requires academic rigor within the course and for students on a personal level in both a class and lab setting (Ramsey & Edwards, 2012; Rank & Retallick, 2017). Demonstrating students are to be held accountable, and the degree of rigor is equal to other academic courses. Increasing rigor could entail utilizing new technologies, research, and incorporations of other areas of academic disciplines such as health care or graphic design. Students' ability to have rigorous content allows them to see the interconnectivity of academics and the agricultural industry. In addition, students must have dedication, basic background knowledge, and understanding to participate in agricultural education.

What is Agricultural Education

Agricultural education promotes three diverse areas: leadership, personal growth, and career success. It encourages students to have ownership of their learning through engagement to produce and develop well-rounded students (National FFA Organization, 2014). Agricultural education programs are guided by state standards, generating a state-wide curriculum that is scaffolded to provide understanding and advancement within the curriculum. In agricultural education, there are three circles: supervised agricultural experience (SAE) projects, classroom/lab, and FFA leadership, which are used to cultivate student education to produce versatile and capable students (Croom, 2008; National FFA Organization, 2014). Content areas of agricultural education relate to mechanics, animal science, agricultural communication, horticulture, agricultural production of food, fiber, preservation, biotechnology, agricultural business, and natural resources (Talbert et al., 2006). Agricultural education's expansive

opportunities for hands-on learning create positive experiences that influence students' attitudes and prepare them for success after high school (Witt et al., 2014).

Agricultural Education is taught through various teaching methods, from lecture, work-based learning, and experiential learning through hands-on engagement, allowing for periods of reflection with learning based constructed experiences (Dewey, 1916; Hancock, et al, 2024; Kolb, 1984; Roberts, 2003a; 2003b; Stone et al., 2006; Stone et al., 2008). These educational strategies allow students to gain knowledge and insight along with mastering their skills with current technology and experiences (Calico et al., 2014; Hancock et al, 2024). In Agricultural education, these experiences are necessary for students to be prepared for the evolving industry of agriculture and its advancement (Talbert et al., 2005). In agricultural education, hands-on learning is performed through supervised agricultural experiences (SAE) and learning by doing (Ewing, 2010). Local chapters can engage in Career Development Events (CDEs) or Leadership Development Events (LDEs) or advance their SAE to the point of creating proficiency. These contests allow students to be competitive at the local, state, and national level. Ideally, through the opportunities of SBAE and the incorporation of CDEs, SAEs and projects emphasize experiential learning. Agricultural education enables students to gain exposure or connect with the curriculum and uses their experiences to encourage and support their career aspirations (Baker et al., 2012; Arnold et al., 2006). These hands-on opportunities provide students with the ability to be competitive through FFA, enabling them to practice content knowledge and skills within the different areas of the agricultural industry and careers.

Georgia Agricultural Education

Georgia's agricultural education program is unique due to its requirements and infrastructure. Programs are supported by various laws and legislation, with the most recent being Senate Bill 330, passed in 2018. Senate Bill 330 approved a state agricultural curriculum for kindergarten to fifth grade. Bill 330 also defined an agricultural education curriculum for grades six through 12 to adhere to the three-component model (Georgia General Assembly, 2018). The approval of Senate Bill 330 publicly mandates all schools in Georgia to incorporate those three components equally within their program. The three components are SAE projects, classroom with lab, and FFA leadership. Each of these circles is of equal size and importance and offers opportunities for student engagement (Croom, 2008; National FFA Organization, 2014; Phipps & Osborne, 1988; Shoulder & Toland, 2017). House Resolution 50 was generated in 2005 to assist in structuring the curriculum standards for programs to be organized sequentially and increase rigor by integrating academic content into the curriculum (Senate Research Office, 2010).

Over the past 10 years, Georgia's agricultural education enrollment has increased (Georgia Agricultural Education, 2019). As of 2024, Georgia has 391 agricultural education programs serving over 80,000 students. Georgia is comprised of 159 counties; 95% of counties have an agricultural program (Georgia Agricultural Education, 2024). Georgia's 391 agricultural education programs are comprised of high school, middle school, and elementary school programs as of 2024. Georgia's agricultural education program is divided into three main geographic regions: the North Region, Central Region, and South Region. Each of the three main geographic regions is subdivided into two areas per region: the North Region has Area I and

Area II, the Central Region has Area III and Area IV, and the South Region pertains to Area V and Area VI (Figure 1).

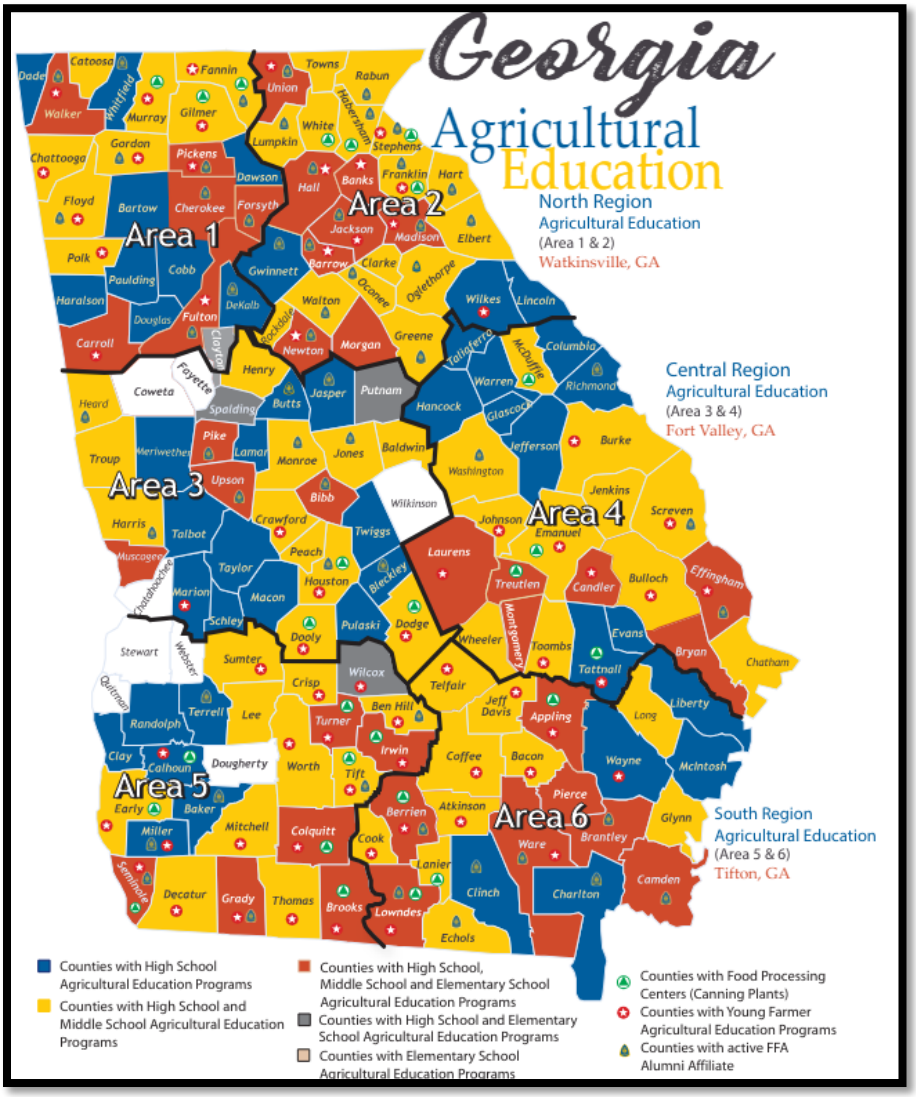

Figure 1. Map of Georgia Agricultural Education.

Georgia's agricultural education programs incorporate aspects of academic rigor within their programs. Eight of Georgia's agricultural education courses were determined to contain

enough academic content being taught within the course that met the requirements to receive science credit (Georgia Department of Education, 2019). Since the launch of Georgia's Career and Technical Education (CTE) plus curriculum during the summer of 2024, it has been deemed that agricultural courses could be counted as an alternative to English, Science, or Math classes. If students are pathway completers and have completed the Agribusiness Systems pathway it counts as their fourth English requirement. Students who have completed Agriculture Energy Systems or Agriculture Mechanics and Electrical Systems Pathway can receive their fourth science credit. A student who is a pathway completer and has taken Agricultural Mechanics System Pathway can receive credit for their fourth math course. To be a pathway completer, a student must take three consecutive courses in the agricultural curriculum, including the mandatory introductory course of Basic Agriculture. Agricultural teachers in Georgia must complete monthly reports, POA, and their yearly Program of Work (POW) to evaluate teachers and their program's performance yearly (Georgia Agricultural Education, 2024).

Program of Work (POW).

Agricultural educators in Georgia are responsible for meeting a set standard of criteria called a Program of Work (Program Information, 2024). Each middle and high school teacher within the state of Georgia is required to complete a list of duties that are assigned each year that range from having to complete a minimum of five CDEs, obtaining a set number of professional development credits, attending quarterly meetings, completion of POA, and other factors (*Appendix D).* Young Farmer teachers also have a similar POW but the requirements between a Young Farmer educator and a high school or middle school teacher differ.

Agricultural Program Expansion within the State

Georgia also considers success the increase and spread of agricultural education programs. The composition of the 391 agricultural programs occurs within Georgia's 159 counties, except for eight counties that do not currently have a program. Counties with agricultural education programs use their community to gauge the structure and contents of their program to align with community needs based on student interest and industry. Depending on the county, a community could have a combination of tiered educational level programs or a single educational level program: middle school, high school, Young Farmer programs, and elementary programs (*Figure 1*).

Program of Activities (POA)

In the state of Georgia, every agricultural education program has a student-led officer team. Part of their task as an officer team is to create a Program of Activities (POA) (Appendix C). The purpose of a POA is to promote and foster the development of individual student members within the chapter to enhance their connection to the community (Camp, 2001; Daily, 2001; Martin, 2012). When creating a POA, three different areas must have five activities pertaining to agricultural literacy, building communities, and student leadership (Program of Activities, 2021). A program's POA allows students to attend various trips and college tours that can expose students to different industries and relevant techniques and management practices within the industry while engaging and serving their community (Georgia Agricultural Education, FFA, and Foundation, n.d.).

Student officers must engage with other students and their community to meet the objectives of the POA. This opportunity for engagement gives students chances to learn about diversity, controversy, and the social context to transfer knowledge from different working

situations and how to conduct themselves in a professional setting (Baker et al., 2012; Daily, 2001; Roberts & Ball, 2009). A POA allows students to bring home service learning and industry connections (Connors, 2004). However, the communities' future developmental needs and cultural norms determine the expectations of the POA. Some community cultural norms push students to attend higher education institutions, which generates a need to prepare students to be equipped to handle the complexity and strains of the future agricultural industry. In contrast, other communities focus on industry preparation for the local workforce. Agricultural programs POAs are also competitive at the state and national level depending on their application of what innovative activities were generated and completed during the school year.

Community Support

Young Farmer.

Agricultural education programs can also have supporting community programs or can obtain a Young Farmer program for adult education and assistance within the community (Georgia Agricultural Education, 2023). This opportunity relies heavily on political connections and needs within the community (Georgia Agricultural Education, 2019). There are 59 Young Farmer chapters in Georgia (Georgia Agricultural Education, FFA, and Foundation, n.d.). This program is slightly different due to its operating under a state charter, and these programs are managed by an agricultural educator who teaches at least one high school course and is responsible for maintaining and facilitating the separate chapter's funds, events, and classes.

The Georgia Young Farmers Association serves the community by educating adults about agricultural education and providing the industry's newest management practices and

information. Young Farmer programs address the community's need for adults to become more confident and aware of new innovations, management methods, grants, and updates within the agricultural industry (Georgia Agricultural Education, 2019; Georgia General Assembly, 2018). Currently, there are 5,000+ due paying members comprising over 15,000 adults as of 2018-2019 (Georgia Agricultural Education, FFA, and Foundation, n.d.).

FFA Alumni.

The FFA Alumni Association consists of adults from the community or previous members who recently graduated from the high school program and have joined to support and give back to their student chapter. Within Georgia, 57 active alumni affiliate chapters belong to Agricultural Education programs. Alumni FFA is comprised of 26,557 members statewide; these members work to provide financial support to programs and students, in addition to attaining resources and providing programs with connections (Georgia Agricultural Education, 2019).

Advisory Committee.

Local agricultural programs create, strengthen, and cultivate partnerships with community and industry members to make advisory or stakeholder committees (Georgia Department of Education, 1998). Partnerships within the community with business and other agricultural education faculty, such as area teachers or other agricultural teachers, allow us to assist one another in collectively developing the agricultural education curriculum to be relevant and prepare our students for the industry or higher education. Advisory committees can provide agricultural education programs with feedback and information that current students or

employees may be lacking to strengthen their weaknesses (Mather, et al., 1977). These committees also provide agricultural programs with resources and connections for class supplies, resources, or industry preparedness and training. Some members of the advisory committees also assist in preparing and training students for CDE, LDE, and Proficiencies or helping perform aspects of a program's POA.

Georgia FFA Foundation.

There are multiple support systems with Georgia Agricultural Education. One is the Georgia FFA Foundation, a non-profit program that provides students with financial scholarships, travel, and leadership opportunities, and it supports the state's FFA and agricultural education program (Georgia Agricultural Education, 2019).

State Staff.

Georgia's agricultural programs can include three areas of state staff teachers (Georgia Agricultural Education, 2019). Each of the three regions has a state staff of five teachers. Each teacher has a specialty topic: animal science, agricultural mechanics, horticulture, natural resources, and a region coordinator. This board of staff assists agricultural education teachers within their region by hosting professional development and assisting with issues (The Council, 2019). State staff actively collaborate and network for resources so that the state can provide agricultural educators with content transferred to individual agricultural programs (Rayfield et al., 2012).

Agricultural Education Program Assessment

Most agricultural education programs gauge their success in increasing membership numbers, competitiveness and success at local, state, or national levels (B. Lastly, personal communication, October 2, 2024). Administration perceptions of SBAE are improved when high levels of student success are achieved and find value in the program's POA (National Chapter of Award) or the expansion of programs and member numbers (B. Lastly, personal communication, October 2, 2024; Edwards, 2004; Paulsen & Martin, 2013). Over 86% of teachers label CDE and LDE competitions are import aspect to recognize success and recognition through plaques, pins, awards, and ranking (Croom et al.,2009; Goodwin & McKim, 2020; Michigan FFA, 2011; National FFA Organization, 2016).

Membership

Student membership growth is considered an aspect of program growth nationally and in the state of Georgia (Currie, 2017; Retallick & Martin, 2008). As of 1998, Georgia only had 178 chapters; during the duration between years, the number of chapters accelerated. Student FFA membership has grown exponentially since 2018-2020 due to the 100% affiliation membership policy. This policy deems any student placed on an agricultural teacher's roster in a course at any point in the year considered an FFA member (Georgia FFA Association, n.d.). Within this last school year of 2023 to 2024, Georgia had 391 Agricultural Education Chapters that are comprised of 80,000+ students and 600 Agricultural educators to serve them.

Career Development Event (CDE)

Currently, agricultural programs use one aspect of FFA, known as CDE, to expose students to industry knowledge and skills that complement what students are learning in class (National FFA Organization, 2017). All parts of a CDE are related to the curriculum and skills needed to succeed in the agricultural industry while relating to other academic areas (Ball et al., 2016). Career Development Events (CDEs) relate to vast areas of the agricultural industry, ranging from agricultural mechanics to floral design. The purpose of a CDE is to evaluate a student's knowledge and skill ability to transfer into a real-world setting based on their understanding (Croom, 2008). Another aspect of CDEs is that they are available to local FFA members, which can foster engagement and recruitment bringing students into the program while having the opportunity to compete at a local level or higher (Ball et al., 2016; Croom et al., 2009; Knobloch et al., 2016; Lundry et al., 2015; Russell et al., 2010). Depending on the teacher's strengths, individuals from the community could be recruited as resources to assist in preparation for the contest (Bell, 1985).

Leadership Development Event (LDE)

Another form of competition for students to apply their skills is with FFA are LDEs. Students can participate in LDEs that allow students to compete in events that analyze their confidence, responsibility, citizenship, ability to collaborate and public speaking skills to communicate effectively (Russel et al.,2009; Townsend & Carter, 1983). The context for LDEs depends on what area of the agricultural industry it relates to (National Coordinating Council for Career and Technical Student Organizations, n.d.). Students must take appropriate content, be prepared to answer questions, and effectively perform a speech or debate. Just like CDEs, LDEs can foster engagement and recruitment to allow students to have the opportunity to compete at

the local level and advance to the state or national level (Ball et al., 2016; Croom et al., 2009; Knobloch et al., 2016; Lundry et al., 2015; Russell et al., 2010).

Supervised Agricultural Experience (SAE)

In addition to the program, agricultural programs have hands-on activities and SAEs to serve and increase students learning and application. Students can choose from four types of SAE projects: entrepreneurship, placement, experimentation, and exploration (Aldridge, 2014). A student's SAE occurs out of a classroom, on their own time, to personally cultivate and advance their skills based upon their interest. The use of SAEs is important for career preparation (Camp et al., 2000; Dryer & Osborne, 1995; Newcomb et al., 2004; Steele, 1997; Talbert et al., 2005). The practicality of SAEs allows students to transfer their classroom knowledge and skills to improve their personal growth and understanding of their chosen area of career field (Talbert et al., 2005).

These SAE projects must also reflect the interdisciplinary nature of agriculture education and scaffold students' knowledge and the complexity of their SAEs, which begin in middle school (Luft, 1990; Rossetti & McCaslin, 1994). These skills develop, enabling students to gain experience and application to the real world, enabling them to advance their employability skills and apply agricultural knowledge to a real-world setting, increasing each student's personal interest in agriculture and financial management (Talbert et al., 2005; Talbert et al., 2010). In agriculture programs, SAEs are vital, increasing student engagement of other members due to their interest. If SAEs are successful, the student increases their personal growth and confidence, and depending on their SAE's advancement, it can also be turned into proficiency, which competes at local, state, and national levels.

Program of Work (POW)

All agricultural education teachers who teach middle school or high school or have a Young Farmer program are evaluated annually based on the criteria of their POW (*Appendix D*). Agricultural education teachers are evaluated on their ability to complete this test of standards yearly, reflecting the activities and involvement within their program (Georgia Agricultural Education, FFA, and Foundation, n.d.).

Theoretical Framework

Dewey

Dewey's philosophy of experiential learning originally centered on having students think critically about the real world. Dewey's hands-on application approach sets agriculture education apart from other forms of education. Students need to generate connections from academic concepts to the real world. These connections were made through inductive and deductive reasoning with hands-on, concrete experiences that allowed students to apply their skills and knowledge (Dewey 1910, 1938, 1997; Lass & Moss, 1987; Parr & Edwards, 2004). After the hands-on experience, students have to participate in observation and reflective thoughts to generate conceptual bridges between what students learn and the application of it to real life that demonstrate the curriculum's interconnectedness between educational concepts (Conroy et al., 1999; Owens et al., 2002; Wardlow, 1989). Dewey's proponent of incorporating academic content such as science and mathematics into agriculture is valid in today's curriculum. The interconnectivity of agricultural content with academic concepts ensures that students'

experiences are relevant to the real world (Hendrix et al, 2024; McKibben et al., 2024a; McKibben & Murphy, 2021; Stripling & Roberts, 2013).

Overall, the concept of experiential learning theory is defined by having an intended outcome, the project's duration, the level of knowledge and application, and the setting of where and when experiential learning occurred. Experiential learning also has intended outcomes of exposure, participation, identification, internalization, and dissemination of knowledge and skills in a real-world context (Steinaker & Bell, 1979). These experiences foster student comprehension and understanding and allow students to gain experience.

Kolb

Kolb expanded upon Dewey's theory of hands-on experiential learning and focused on the process. This process allows students to determine their comprehension within agricultural education through experiences and by creating connections to content and the real world. Students must reflect on the activity or experience to determine what needs to be altered to redirect or improve the previous results or transfer understanding into new applications. This period of reflection after an experience can be seen in hands-on activities and projects within the classroom, SAEs, field trips, or industry-related experiences that allow students to assess what they know and its relation and application to the industry.

There are four stages of learning within Kolb's process of learning that are continual. Kolb's learning process allows the learner to begin at any point to gather information and begin to transform the knowledge through the four-stage process of active experimentation, reflective

observation, concrete experiences, and abstract conceptualization (Kolb 1984; Kolb, 2013; Kolb & Kolb, 2009) (*Figure 2*).

Students are engaged in or have some form of experience with two transformations of knowledge and two forms of experimentation (*Figure 2*). These experiences are condensed into an active experiment where students are engaged in an immersive experience. Then, the students will have concrete experience that will allow them to engage and apply their knowledge and skills. After completing the experience, the student reflects on what is happening through reflective observation. The final stage is an abstract conceptualism where students try to take what is learned and apply that information in another similar situation.

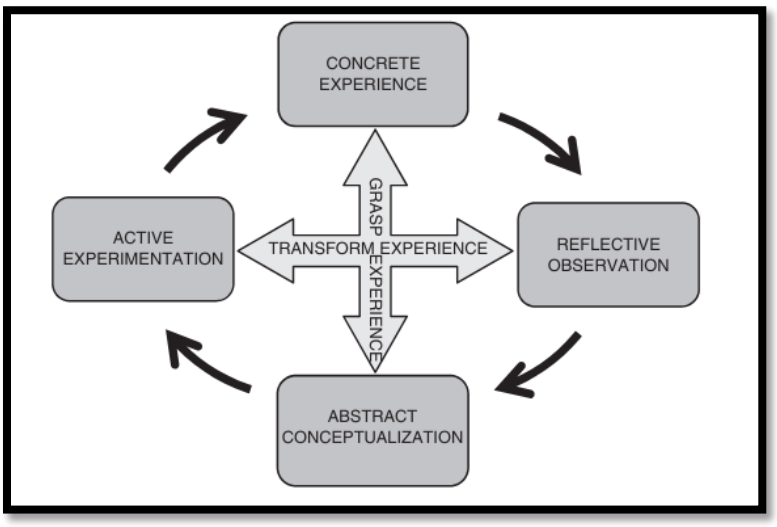

Figure 2. Experiential Learning Cycle

Kolb's process depends on the student's personal motivation to engage in the experience. The learner determines each point emphasis and learning is driven by the student (Arnold, 2006; Smith & Rayfield, 2017). Kolb's perspective of education requires individuals to have meaningful experiences to provide personal motivation to become actively involved in learning.

The students must apply the knowledge and skills they are taught to the experience, which enables them to build concrete experiences to demonstrate mastery, which can be applied to new experiences and situations.

Vygotsky

Vygotsky created the Social Cultural Theory that incorporated the Zone of Proximal Development (ZPD) that allowed the pedagogy of education within agricultural education to alternate between instructor centered to student centered learning. Two types of skills must be learned: general social and context specific. Within agricultural education, this includes students working with the community and other learners to generate new ideas and concepts based on what is being taught and advance their understanding. This collaboration aids students in understanding cultural concepts and the acceptability of society and the community. Vygotsky also considered instructions to transform knowledge through the ZDP (Cole, 2009). Learning occurs between the interactions of interpersonal and intrapersonal levels (Vygotsky, 1978). Students build their context and view of the world through their cultural experiences that create their inner ideals and beliefs. When students go out into the community and experience the culture of the world and industry, their paradigms of thought begin to shift as they gain perspective.

This theory also incorporates the concept of scaffolding curriculum and skills that relate to the world. These hands-on, real-world experiences enable students to have a higher order process of thinking that occurs within the individual in not only their content knowledge but also the cultural forms, content, and application of that knowledge (Veer & Ijzendoorn, 1985). Vygotsky also focuses on the sequential organization of the curriculum. That allowed individuals

to apply previous knowledge and skills to a new experience by working through it actively through experiences that introduce or strengthen skills or content being learned (Veer & LJzendoorn, 1985). These experiences and curriculum must be organized for generalizations to occur to increase a learner's understanding of the foundational framework (Veer & LJzendoorn, 1985). The organization of exposure increases the application of the content to a real-world setting based on the knowledge and skills learned.

Definitions of Terms

School Based Agricultural Education (SBAE): is a form of agricultural education that is commonly in 6th -12th grades that focuses on positively developing students in formal and informal settings while using the three ring/circle model to engage students in intracurricular leadership and career experiences (Bowling & Ball, 2020; Phipps et al., 2008).

Career Development Event (CDE): a contest that prepares students for agricultural careers by educating them on life skills that are beneficial in the agricultural industry (Lundry et al., 2015).

Curriculum: material that teaches and explains the scientific teaching of agriculture and its foundations in a sequential order (Sitienei & Morrish, 2014).

Leadership Development Event (LDE): a type of contest within FFA where leadership abilities, communication, and personal competencies such as teamwork and public speaking are necessary skills that are needed in agricultural careers (Ullrich et al., 2006).

Supervised Agricultural Experience or Supervised Agricultural Experience Program (SAE/SAEP): a component of the three ring/circle model that allows students to work and learn

independently to acquire knowledge skills to be career ready in their area of interest (Georgia Department of Education, 2024).

National FFA Organization (FFA): one of the components of the three ring/circle model that allows students to cultivate leadership skills and personal growth (Bolton et al, 2018; Georgia Department of Education, 2024).

The program of Activities (POA) is a document generated by student officers and the advisor to define the chapter's goals for the year. It meets the needs of the programs and community members in three areas: growing leaders, building communities, and strengthening agriculture (POA Resource Guide, 2024).

Program of Work (POW): a list of activities that Georgia agricultural educators are required to complete yearly and be evaluated on to determine their performance as teachers within their program. (CTAE Administrators Budget / Form Information, 2024).

Agricultural Education (AgEd): composed of the three-ring models, allowing students to learn about agricultural curriculum in a hands-on (Georgia Department of Education, 2024).

Three Circle/Ring Model: is a model that has three equal-sized components (SAE, FFA, and Class/lab) that govern the dynamics of all agricultural education programs that are connected and equally important when teaching agricultural education (Georgia Department of Education, 2024).

Chapter Summary

The assessment of agricultural education programs depends on the terms of the assessment. The NPQI assesses the overall program as a whole to look for strengths and weaknesses within a program to ensure members of the students are receiving what they need to be successful within the industry. Program assessments such as NPQI from the NCAE try to ensure all agricultural programs are of high-quality and relevant to the industry demands or opportunities for higher education.

Georgia's agricultural education is set up internally to provide abundant support. Georgia's legislation, state staff, Georgia FFA Foundation, and each program's community support of FFA Alumni, Young Farmer programs, and Advisory committees allow programs access to relevant industry information that supports the industry to ensure the content and skills being learned are relevant. Most of Georgia's agricultural education programs deem success as an increase in membership, program expansion, and competitive success or mastery in CDEs, LDEs, Proficiencies, and completion and competitiveness of POAs (Bowling et al., 2020).

Chapter Three
Methods

Introduction of the Evaluation Assessment

This quantitative research study used descriptive and correlational statistics to evaluate national quality program indicators within Georgia agricultural education programs. The factors observed within this study were the rigor level used in the agricultural educational curriculum, which included the use and application of academic principles, and the same rigor as an academic class. National quality program standards also analyzed what industries are in the community, and if the agricultural curriculum reflected the industrial and business opportunities within the community. These national program standards also relate to how programs are structured and what exposure they allow students to interact with college and industry-level exposure within agriculture. The preferred model to evaluate the program was to use iterative data, in which the personnel who conducted the program provided feedback and answered questions on a Likert-based scale. This assessment included aspects of academic rigor, community industry, community and college interaction, and the structure of the curriculum.

Implementation of Assessment

The survey approval from the IRB and graduate board occurred in Spring 2024, and the instrument was administered to a random sample of agricultural educators within the state of Georgia. The instrument was sent out digitally through e-mail using information collected from the Agricultural Education listserv in June 2024. Results were analyzed and determined by August 2024.

All Georgia Agricultural Education teachers were administered a needs-based instrument. A pilot study was conducted before the administration of the formal instrument to determine any

problematic areas. The evaluation or assessment model used to evaluate Georgia's FFA program was based on factors that contributed to an agricultural education program's rigor based on the national quality standards. Agricultural educators are required to complete POWs, are comprised of teachers taking agricultural courses to stay relevant in the industry, competing in the minimum amounts of contests for both LDEs and CDEs, attend teacher professional conferences, student leadership conferences, committee meetings with local businesses or individual in Agricultural, along with the activities and completion of each chapter's POA.

This needs assessment determined what areas are critical to encourage, maintain, and improve while enforcing rigor within agricultural education programs. This assessment included the content rigor of the curriculum, community industry interaction and opportunities from within the community, community and college interaction, and the structure of curriculum development.

Instrument Description

The construct of community need consisted of the following subconstruct activities within the program: program itself, program cultivation of skills, program and advisory committees, program need and student interest, program and industry, and state standards. The second main concept of the program's curriculum, sequential organization, and advancement, pertains to the following subconstructs: the program's structure, student skills, advanced course opportunities, and courses. The third construct of technical content and academic skills integration comprises the following subconstructs: academic integration and application of stem within course content, rigor within course curriculum, and academic rigor. Each subconstruct was compared to their major constructs to determine the relationship and significance. The end

of the instrument contained demographic questions for the participants to respond to questions related to how many agricultural students they had in classes, what percentage of students were active in their program, how participants obtained their certification as teachers, if participants had alternative certification what was it in, how many years the participants had taught at their current school, how many years had they been teaching, ethnicity, and gender.

Population and Sample

Current Georgia Agricultural Education educators was the population of focus. Educators chosen for this study came from a random sample of agricultural teachers for the 24-25 school year. The instrument was administered through Qualtrics, and the participants' e-mail was obtained from the Georgia Agricultural Education public database. The instrument was distributed through e-mail, followed by another reminder e-mail. All educators were offered to participate in this study and complete the instrument that assessed Georgia's agricultural educators' perception of community need, the organizational structure of their program, and the academic rigor and skills taught within their curriculum.

Data Collection

Study

An instrument was generated and distributed to randomly selected individuals (*N*= 270) from the Georgia Agricultural Educator public database. This instrument pertained to the following National Program Quality Standards: community need, program curriculum sequential organization and advancement, and technical content and academic skills integration. Each of the three areas of interest had written statements for which participants responded using a Likert scale (1 -Strongly Disagree, 2 – Somewhat Disagree, 3 – Neither Agree or Disagree, 4 –

Somewhat Agree, 5 – Strongly Agree). Interpretations from the use of this scale were based on Lindner and Lindner (2024). This instrument was distributed a week before attending the Georgia Vocational Agricultural Teacher Association (GVATA) Summer 2024 Teachers Conference in Athens, Georgia. During the GVATA Summer conference, individuals who had not completed the instrument or only opened it were reminded and asked to complete it. At the selected conference, individuals were asked to complete the instrument using a QR code (n = 11) or a hard paper copy (n = 2), since they no longer had access to their previous e-mail accounts. After GVATA, all the information on the Georgia Agricultural Education Directory was corrected to reflect participants' e-mails. In the upcoming year, nine substitutions were made for educators who did not return to the profession this year (n = 9). Once the participant population list was updated to accurately reflect the current school year's teachers, the instrument was sent out again for participants to answer. In addition, the school cyber security system did not allow all selected participants to receive the instrument (n = 33).

Data Analysis

For this study, the following statistics were determined from a sample of agricultural education teachers from Georgia (N = 600). From this population, roughly 46% of this sample population responded (n = 98). This instrument was sent out to express Georgia's community preparation and understanding of Georgia's agricultural education program rigor in the following areas: community and college interaction, the program's curriculum sequential organization and advancement, and the program's academic rigor. The five scale instrument was tested for reliability by using Cronbach’s alpha for each of the three main constructs: Community Need, Program Curriculum Sequential Organization and Advancement (Scaffolding), and Academic

Rigor for Technical Content and Academic Skills Integration among programs. The three main constructs, the responses were generated from Community need Section1_1 to Section1_29 to generate the community need matrix for the community need construct. While Section2_1 to Section2_19 were used to generate the scaffolding matrix for the program construct. Finally, the third major construct was generated using Section3_1 to 3_18 to generate the matrix for rigor and academia within a program construct. All statistical analysis was performed in SPSS. Cronbach's alpha determined the reliability of the information collected from the participants of this study and the three major constructs (*Table 2*).

Subconstructs were generated from the three main constructs based on categories, due to the concepts of the statements that were made within the instrument. Each of the subconstructs had a composite score that comprised the questions for the survey that related to that particular subconstruct. Along with the scores for the instrument were used to determine an overall composite score for all three of the major constructs. Then, a parametric correlation was performed by using Pearson's correlation to determine the significance and the strength of relationships between the three major constructs for community need, curriculum sequential organization and advancement (scaffolding), technical content, and academic rigor skills integration among programs and each sub-construct within their respected category to determine their significance.

All three constructs also had their mean (*M*), and standard deviation (*SD)* was calculated for the individuals that participated ($n = 98$). Then, a Pearson correlation test was conducted at a 95% confidence interval to determine which subconstructs were statistically significant to the three major constructs. Each minor construct was compared to their responding major construct,

and the regression/correlation was performed to determine if the relationship of the significance could relate to the factor. The participants' demographics were also determined by their frequency (*f*) and means (*M*).

Chapter Summary

In review, the original pilot study was sent out through Qualtrics to a small population of Georgia Agricultural Educators using a public database. The instrument's responses determined its reliability to be low when the Cronbach alpha was low. After revision, another round of this instrument was sent out to Georgia Agricultural Educators ($N = 60$), and 83% responded ($n = 50$).

The instrument was then reassessed and reconstructed to align with the National Standards of Program Quality of "The Council standard 1A. Once constructed, the instrument was administered using Qualtrics to Georgia Agricultural educators again ($n = 213$), multiple attempts were made to follow up with individuals who did not respond (Lindner, 2002; Lindner, et al., 2001). The overall response rate was 46% ($n = 98$) (Lindner, 2002; Lindner, et al., 2001). The original population ($N = 600$) decreased due to the teacher retirement, position change, or cyber security ($n = 213$). To control for non-response bias, responses were categorized as early (responding to the first request) or late (responding to the last request) and compared. No statistically significant differences were found, indicating that the results are representative of the population (Lindner, 2002; Lindner et al., 2001). The results were also gathered at GVATA in the summer of 2024 to combat the changes in e-mail addresses due to

taking new positions or retirement. The results were then tested for reliability in SPSS version 29 using Cronbach alpha. The results were determined to be reliable ($\alpha > 0.70$). Then, three main constructs were determined within this instrument: community need, program curriculum sequential organization and advancement, and academic rigor and technical content and skills. Each of the three areas of interest had written statements for which participants responded using a Likert scale (1 -Strongly Disagree, 2 – Somewhat Disagree, 3 – Neither Agree or Disagree, 4 - Agree, 5 – Strongly Agree). At closer examination, subconstructs were determined within the three main constructs. A composite score was then determined for each of the subconstructs within each major construct. Then, means and standard deviations were determined, and Pearson's correlation test was performed to determine the significance and strength of each subconstruct's relationship to the main construct.

Chapter Four
Findings

Reliability

The reliability of this study was determined by using Cronbach alpha with community need ($\alpha = 0.92$), program sequential organization and advancement ($\alpha = 0.90$), and Academic rigor and advancement ($\alpha = 0.95$). This determined that all three of the main constructs were determined to be reliable (Table 1). The consensus from the population for the majority of all the statements was that the participants agreed each of the three major constructs was significant (Table 14, 16, 18).

Table 1.

Analysis results for the validity of Cronbach alpha for the study's three main constructs community need, Program's Curriculum Sequential Organization and Advancement (Scaffolding), and Technical Content and Academic Skills.

Constructs	α
Community Need	0.92
Advanced Courses and Curriculum Scaffolding	0.90
Academic Rigor and Advancement within Programs	0.95

The descriptive statistics for the three main constructs of this study were determined. All three means for the main constructs were determined to align with "agree" on the five-point Likert scale. The range between the means was 0.24. The largest mean of the three constructs was community need ($M = 4.22$, $SD = 0.51$). While the advanced courses and curriculum scaffolding had the lowest mean ($M = 3.98$, $SD = 0.59$).

Demographics for Participants in the Study

The class size that had the highest frequency was 126-155 students ($f = 13$), the next highest frequency was 286-425 ($f = 8$), 156-185 ($f = 8$), and 96-125 ($f = 8$). The frequencies for the ranges of 326-355 and higher were between 0-3 (Table 2).

Table 2.

Frequency ranges for the participant's number of students that are in agricultural classes. (*n* = 73).

Students within agricultural classes	*f*
8 - 35	6
36 - 65	2
66 - 95	4
96 - 125	8
126 - 155	13
156 - 185	8
186 - 225	4
226 - 255	7
256 - 285	1
286 - 325	8
326 - 355	1
356 - 385	1
386 - 425	1
426 - 455	1
456 - 485	1
486 - 525	2
526 - 555	2
556 - 585	0
586 - 625	3

Of the individuals within this study, the majority had 0-10% (*f* = 14) or 22-31% (*f* = 11) of active FFA members within their program. The lowest percentage range for FFA member participation was 82-91% (*f* = 0). The next three lowest percentage ranges were 32-41 (*f* = 5*),* 62-71 (*f* = 4*),* and 72 -81(*f* = 3*)* (Table 3).

Table 3.

Frequency ranges for the participant's number of active FFA members within their program. (*n* = 71).

Percentage of Active FFA Members	*f*
0-10	14
11-21	9

22-31	11
32-41	5
42-51	8
52-61	6
62-71	4
72-81	3
82-91	0
92-101	9

The gender composition of the participants who completed this instrument was almost even. Male participants only being slightly higher (*f* =41), compared to the females who participated (*f* =38) (Table 4).

Table 4.

The composition of genders of participants in this study (n = 87).

Gender of Agricultural teacher in Georgia	*f*
Male	38
Female	41

The ethnicity of most of the participants identified as white (*f* = 73), and the remaining participants identified as African American (*f* = 5) or other (*f* =1) (Table 5).

Table 5.

The composition of Ethnicity of participants in this study (n =79).

Ethnicity	*f*
African American	5
White	73
Other	1

The highest frequency for the years of teaching experiences was 0-5 years (*f* = 23). The next two highest frequencies were between 16-20 years (*f* =20) and 6-10 years (*f* = 15). The lowest frequency was between the years of 31-35 years (*f* = 1) (Table 6).

Table 6.

The frequency of participants ranges from their years of teaching experience (n = 87).

Years of Experience	*f*
0 – 5	23
6 – 10	15
11 – 15	9
16 – 20	20
21 – 25	6
26 – 30	3
31 – 35	1

The highest frequency for the duration of years a teacher as spent at their current school was 0-5 (*f* = 46). The next two highest frequencies were 6-10 years (*f* =14) or 16-20 years (*f* =10). The lowest frequency was 21-25 years (*f* =1), which was followed by the range of 26-30 (*f* = 2) (Table 7).

Table 7.

Frequency of participants' duration of years they have spent at their current school (n = 79).

Years of Experience	*f*
0 – 5	46
6 – 10	14
11 – 15	6
16 – 20	10
21 – 25	1
26 – 30	2

Most participants got their teaching certification during their undergraduate degree *(f* = 50), or their Masters *(f* =20). While the remaining participants achieved their certification through the industry *(f* = 8) (Table 8).

Table 8.

Frequency of participant's method of certification to teach. (n = 78).

Certification method	*f*
Industry	8
Undergraduate Degree	50
Masters	20

The majority of participants who completed this study received their first certification to teach agricultural education (*f* = 73). The minority of participants did not receive their agricultural education certification first (*f* = 6) (Table 9).

Table 9.

Frequency of participants whose first certification was in education to teach agriculture. (n = 78).

First certification	*f*
Yes	73
No	6

The participants who did not receive their first certification in agriculture education had the same frequency for the following areas of certification: animal science (*f* = 1), early childhood (*f* = 1), mathematics (*f* = 1), middle grades education (*f* = 1), middle grades math/science (*f* = 1), and science education (*f* = 1) (Table 10).

Table 10.

Frequency of participants areas whose first certification was not to teach agriculture. (n = 78).

Areas of other certification	*f*
Animal Science	1
Early Childhood	1
Mathematics	1
Middle Grades Education	1
Middle Grades Math/Science	1
Science Education	1

The mean for the following descriptive statistics for the individuals in this study were determined. The mean for students within an agricultural class/program (*M*= 218), was higher than the highest frequency range of 126-155 (*f* = 13) (Table 2). The percentage of active FFA members was 40% (*M*= 40.71). Participants who engaged in this study had a mean of 11 for the

number of years taught (*M* = 11.76) *and* had spent a mean of seven years teaching at one school (*M* = 7.14) (Table 10). The majority of the participants identified their gender to be male (*f = 41*) and have a white ethnicity *(f* =73) (Table 4, Table 5). Most participants received their first certification to teach agricultural education (*f* =73), when obtaining their undergraduate degree (*f* = 50) (Table 8, Table 9).

Table 11.

Mean for the descriptive statistics for participants who participated in this study.

Questions	*n*	*M*
Students in ag classes	73	218.22
Percentage of chapter is active FFA members	71	40.71
Years taught	79	11.76
Time teachers have been at their school	79	7.14

NPQI Constructs

The construct that had the largest mean and (*M* = 4.22) smallest standard deviation *(SD* = 0.51) was community need (Table 12). Advanced courses and scaffolding construct had the lowest mean (*M* = 3.98). While the degree of academic rigor within agricultural programs had a mean (*M* = 4.07) that was between the other two constructs. The constructs of advanced courses and scaffolding (*SD* = 0.59) and academic rigor (*SD* = 0.68) had larger standard deviations. Overall, the range between all three main constructs was 0.24.

Table 12.

Descriptive statistics of mean and standard deviation for the main construct of community need, Program's Curriculum Sequential Organization and Advancement (Scaffolding), and Technical Content and Academic Skills within agricultural education programs in Georgia.

Main Constructs	*M*	*SD*	*N*
Community need	*4.22*	*0.51*	*85*
Advanced courses and curriculum scaffolding	*3.98*	*0.59*	*80*
Academic rigor within programs	*4.07*	*0.68*	*75*

Question One: Determine the connectivity of Agricultural Education programs in Georgia to their community industry and advisory committees that reflect state standards and local community needs.

The descriptive statistics for the seven different subconstructs that relate to the main construct of community need all align with the Likert scale of "agree" to "strongly agree" based on the mean composite score. However, the subconstructs of program activities (M = 4.62) and state standards (M = 4.62) had the highest mean (Table 13). The subconstruct with the lowest mean was in-house programming (M = 3.84) (Table 13). The range between the lowest and highest mean is 0.78. The other subconstructs of Community industry (M = 4.18), Advisory Committee (M = 4.25), Industry skills (M = 4.61), and Student Need and Interest (M = 4.30) fall within that range (Table 13).

Table 13.

Descriptive statistics of mean and standard deviation for the subconstruct of community need within agricultural education programs in Georgia.

Subconstructs for Community Need	*M*	*SD*	*N*
Community industry	4.18	0.61	87
Program activities	4.62	0.52	87
Industry skills	4.61	0.60	87
In-house programing	3.84	0.72	87
Advisory committee	4.25	0.63	87
Students need and interest	4.30	0.62	86
State standards	4.62	0.53	86

Pearson's correlations were performed between all the subconstructs. Pearson's correlation determined that the strength of the relationships between all community need subconstructs was statistically significant (Table 14). The following Pearson's correlations have moderate positive relationships. Community industry and program of activities were determined to be statistically significant *(*r = 0.55*,* $p < 0.01$*).* The correlation between the community industry and program activities is a moderately positive relationship *(*r = 0.55). The community industry and

agricultural skills taught within an agricultural education program had a moderately positive relationship *(r* = 0.54*, p* < 0.01). The Person correlation determined that guidance departments and their in-house understanding of agricultural education programs are significant and have a moderately positive relationship *(r* = 0.59*, p* < 0.01). The relationship between the program of activities and program state standards is statistically significant but has a positive relationship *(r* = 0.56*, p* < 0.01*).* The relationship between agricultural skills taught within agricultural education programs and advisory committees for agricultural programs was statistically significant, and it reflects a positive relationship *(r* = 0.58*, p* < 0.01*)* (Table 14). However, the relationship between agricultural skills taught within agricultural education programs and program state standards was statistically significant, and the relationship between these two subconstructs have a positive relationship *(r* = 0.58 *p* < 0.01*).* While the relationship between the guidance departments' in-house understanding of agricultural education programs and advisory committees for agricultural programs was statically significant, and the relationship between these two subconstructs was determined to be a positive relationship *(r* = 0.604*, p* < 0.01). The relationship between the subconstruct of guidance departments in-house understanding of agricultural education programs and student need and interest was statistically significant, while the relationship between these two subconstructs was moderately positive *(r* = 0.53*, p* < 0.01*).*

While the following subconstructs revealed strong positive relations, the subconstructs between the community industry and advisory committees for the agricultural education program were significant and had a strong positive relationship (*r* = 0.69*, p* < 0.01). Pearson's correlation determined the relationship between the program of activities and agricultural skills taught

within agricultural education programs to be statistically significant and strongly positive *(r* = 0.74*, p* < 0.01). The strongest relationship was between the program of activities and the agricultural skills *(r* = 0.74). The relationship between the program of activities and advisory committees for agricultural programs was statistically significant, and the two subconstructs have a strong positive relationship *(r* = 0.67*, p* < 0.01). Pearson's correlation also revealed that the relationship between community needs, and student needs and interests is significant and has a strong positive correlation *(r = 0.62, p* < 0.01). The relationship between the subconstructs of agricultural skills taught within agricultural education programs and student needs and interests was statistically significant and has a strong positive relationship *(r* = 0.64*, p* < 0.01). While the relationship between the subconstructs program of activities and student need and interests are statistically significant, with a moderately positive relationship *(r = 0.65, p* < 0.01*) (*Table 14*).*

The following subconstructs have weak positive relationships. The first low subconstruct is between the program of activities and guidance departments' in-house understanding of agricultural education program was statically significant but has a weak relationship *(r* = 0.45*, p* < 0.01). While the relationship between community needs and program state standards was statistically significant, the relationship is positively weak *(r* = 0.39*, p* < 0.01). The relationship between community needs and state standards was the weakest relationship *(r* = 0.39). Although the relationship between the subconstructs of agricultural skills taught within agricultural education programs and guidance departments' in-house understanding of agricultural education programs was statistically significant, it had a moderately weak relationship *(r* = 0.42*, p* < 0.01). While the relationship between the guidance department's in-house understanding of the

agricultural education program and program state standards was statistically significant, and the relationship is positively weak *(r* = 0.41*, p* < 0.01) *(*Table 14*).*

Table 14.

Pearson's correlation and the strength of the relationship between the main construct of community needs and agricultural education programs in Georgia and the different subconstructs with a confidence interval of 95%.

Relationship	*p*	*r*
Program of activities and agricultural skills taught within the agricultural education program	<0.01*	0.74
Community industry and advisory committees for the agricultural education program	<0.01*	0.69
Program of activities and advisory committees for agricultural programs	<0.01*	0.61
Program of activities and student needs and interest	<0.01*	0.65
Agricultural skills taught within agricultural education programs and student needs and interest	<0.01*	0.64
Community needs and student need and interest	<0.01*	0.62
Guidance departments in-house understanding of agricultural education programs and advisory committees for agricultural programs	<0.01*	0.60
Guidance departments in-house understanding of agricultural education program	<0.01*	0.59
Agricultural skills taught within agricultural education program and program state standards	<0.01*	0.58
Agricultural skills taught within agricultural education programs and advisory committees for agricultural programs	<0.01*	0.58
Program of activities and program state standards	<0.01*	0.56
Community industry and program activities	<0.01*	0.55
Community industry and agricultural skills taught within agricultural education program	<0.01*	0.54

Guidance departments in-house understanding of agricultural education programs and student need and interest	<0.01*	0.53
Program of activities and guidance departments in-house understanding of agricultural education program	<0.01*	0.45
Agricultural skills taught within agricultural education program and guidance departments in-house understanding of agricultural education program	<0.01*	0.42
Guidance departments in-house understanding of agricultural education program and program state standards	<0.01*	0.41
Community needs and program state standards	<0.01*	0.39

*Correlation is significant at the 0.01 level.

Question Two: Determine the significance of sequential organization factors for the agricultural curriculum within Georgia agricultural education enables student to gradually increase their knowledge and skill level.

The descriptive statistics for the subconstructs under sequential organization factors for the agricultural curriculum had a range of 0.61. The means for all subconstructs aligned with the "agree" ranking within a Likert scale. The largest mean among this subconstruct was Program structure (M = 4.27) (Table 15). The lowest mean was with the subconstruct of advanced courses and advancement opportunities (M = 3. 66). The remaining subconstruct that related to student skill was (M = 4.15) (Table 15).

Table 15.

Descriptive statistics of mean and standard deviation for the subconstruct of scaffolding within agricultural education programs in Georgia.

Subconstructs for Scaffolding	*M*	*SD*	*N*
Program structure	4.27	0.53	80
Student skills	4.15	0.72	81
Advanced courses and advancement opportunities	3.66	0.74	81

The Pearson correlation for the subconstructs under the main construct program scaffolding and organization were all statistically significant (Table 16). The relationship between student skills and advanced courses and opportunities was statistically significant, and the relationship was moderately positive ($r = 0.523$, $p < 0.01$). The relationship between the subconstruct between program structure and advanced courses and opportunities was statistically significant; the relationship was a moderately strong positive relationship ($r = 0.575$, $p < 0.01$). However, the relationship between program structure and student skill within an agricultural education program had a strong positive relationship ($r = 0.685$, $p < 0.01$). The relationship between program structure and student skill had the strongest positive relationship among all three constructs (Table 16).

Table 16.

Pearson's correlation and the strength of the relationship between the main construct of program scaffolding and organization within agricultural education programs and Georgia and the different subconstructs with a 95% confidence interval.

Relationship	*p*	*r*
Program structure and student skill within and student skill within an agricultural education program	<0.01*	0.69
Program structure and advanced courses and opportunities	<0.01*	0.58
Student skills and advanced courses and opportunities	<0.01*	0.52

*Correlation is significant at the 0.01 level.

Question Three. Determine if agricultural education programs within Georgia incorporated academic standards and rigor that bring rigor to the program that integrates with college/career content or interaction.

The main construct of rigor and academic standards that integrate advancement are broken down into three subconstructs: academic rigor within programs, rigor within programs,

and academic and rigor within programs. All three of these subconstructs align in the Likert scale of "agree." The lowest mean was for the subconstruct of rigor within programs (M = 4.04) (Table 17). While the subconstruct with the highest mean is the academic rigor within programs (M = 4.15). The other mean for subconstruct falls within academic and rigor within programs (M = 4.05), which falls within a range between all three subconstructs is 0.11.

Table 17.

Descriptive statistics of mean and standard deviation for the subconstruct of academics and rigor within agricultural education programs in Georgia.

Subconstructs for Academic Rigor	*M*	*SD*	*N*
Academic Rigor within programs	4.15	0.73	78
Rigor within programs	4.04	0.77	77
Academic and rigor within programs	4.05	0.74	79

The following subconstructs were analyzed using Pearson's correlation and were all determined to be statistically significant and have a strong positive relationship (Table 18). The relationship between academics within agricultural education programs and the incorporation of rigor and academic structure and standards within agricultural education programs was statistically significant and strongly positive (r = 0.761, p < 0.01). However, the relationship between academics within agricultural education programs and the incorporation of rigor and academic structure, and standards had the weakest relationship out of the subconstructs (r = 0.761). At the same time, the relationship between academics within agricultural education programs and the incorporation of rigor and academic structure and standards within agricultural education programs was statistically significant and had the strongest positive relationship out of all the subconstructs (r = 0.891, p < 0.01). The relationship between rigor within agricultural education program classes and the incorporation of rigor and academic structure and standards

within agricultural education programs was statistically significance and had a strong positive relationship ($r = 0.863$, $p < 0.01$).

Table 18.

Pearson's correlation between academic content, rigor, and advancement within agricultural education programs with a 95% confidence interval.

Relationship	*p*	*r*
Academics within agricultural education programs and the incorporation of rigor and academic structure and standards within agricultural education programs	<0.01	0.89
Rigor within agricultural education program classes and the incorporation of rigor and academic structure and standards within agricultural education programs	<0.01	0.86
Academic and rigor within agricultural education programs and the incorporation of rigor and academic structure and standards within in agricultural education programs	<0.01	0.76

*Correlation is significant at the 0.01 level.

Chapter Summary

In conclusion of this chapter, the overall findings are as follows for the main constructs and subconstructs. The validity of this study was proven to be statistically significant using Cronbach alpha for community need ($\alpha = 0.92$), program sequential organization and advancement ($\alpha = 0.90$), and academic rigor (0.95) (Table 1). The overall mean for all three constructs aligns with "agree" using the five-point Likert scale (Table 3). In addition, all subconstructs derived from the major constructs' portions were determined to be statistically significant (Table 14,16,18). Most subconstructs aligned with the "agree" scale when using the five-point Likert scale (Table 13,15,17). However, some overall component means were low, such as the subconstruct for in-house program understanding with guidance ($M = 3.84$) (Table

13). While the other low subconstruct was with programs offering advanced courses and opportunities for advancement within their program (M = 3.66) (Table 15).

The Pearson correlations determined all of the subconstructs to be significant. However, the strength of these correlations varied among each major and subconstruct. The subconstructs within academic content, rigor, and advancement had the strongest relationships with each other, with the weakest relationship being between academic incorporation into programs to incorporate rigor and structure and standards within the program (r= 0.761) (Table 18). While the subconstructs for the major construct of program scaffolding and organization within agricultural education programs proved to have moderately strong relationships between its subconstructs, program structure and student skill within a program (r = 0.685), and the weakest relationship was between student skill and course advancement opportunities (r = 0.523) (Table 16). Finally, the majority of main constructs that relate to community needs had moderately to strongly positive relationships among subconstructs. However, the following subconstructs had weak relationships between subconstructs: the program of activities and inhouse guidance departments (r = 0.451), agricultural skills and in-house guidance in understanding the set of agricultural programs (r = 0.418), in-house guidance and understanding of agricultural programs and state standards (r = 0.407), and the lowest relationship was between the community and program state standards (r = 0.388). While the largest two subconstructs was between program of activities and the agricultural skills *(*r = 0.74), and community industry and advisory committees (r = 0.69).

Chapter Five
Conclusions and Recommendations

Conclusions

This study concluded that all three main constructs and subconstructs derived from the national program Quality Indicator Standards are significant (Table 14, 16, 18). However, some statistics demonstrated potential issues or areas for improvement of Georgia's agricultural education programs. This study also highlighted some positive aspects of Georgia's agricultural education programs.

Some of the positives within this study concluded that programs rely heavily on their POA and advisory committees to guide the direction of their program. However, only some of the advisory committee's suggestions are implemented. There was a strong indication that agricultural education programs in Georgia incorporate academic elements and rigor within their curriculum. However, it was also statistically significant that not all programs can facilitate the level of rigor or resources that allow their students to be exposed to higher post-secondary education knowledge and skills that would later serve them in the industry or college.

Current State of Agricultural Programs

Agricultural education programs fall under Career and Technical Education (CTE), courses that align under different technical pathways that educate students about their chosen field. Instructors within these pathways must convey the essential knowledge and skills needed to perform in their chosen area of industry (Roberts & Ball, 2009). All programs within CTE work with industries within the community to serve on advisory committees to provide the programs with feedback on what their students need or maybe lacking to be industry ready. Agricultral program’s curriculum and skills need to be shaped to align with rigor and relevance

of the industry (Edwards, 2004; Parr & Edwards, 2004; Parr et al.,2006; Parr et al., 2007; Parr et al.,2008; Phipps et al., 2008; Young, 2006; Young et al., 2009).

Industry Certification with Programs

Career fields focus on student accountability, technical assessments, and associated credentials (Holzer & Baum, 2017). Some agricultural programs allow students to achieve credentials created by businesses, industry, or nationally recognized standards to show student commitment and proficiency in that job-specific skill. Certifications awarded by businesses or industry associations verify that an individual has acquired the necessary knowledge, skills, and abilities to perform a specific occupation or skill, such as operating industry-standard equipment and/or software for students to gain relevant skills and experience (Leventoff, 2018).

Industry Demand

One common goal in all CTE programs is to prepare students who are about to enter the workforce and become educated citizens of society (Gordon & Schultz, 2020; Rojewski, 2002). However, over the past 15 years many colleges and universities have struggled to produce qualified graduates for agriculture and natural resource openings, which has resulted in the closure of some agricultural programs (Goecker et al., 2004; Goecker et al., 2010; Goecker et al., 2015; Smith et al., 2017; Thieman et al., 2016). Many students perceive the agricultural industry as outdated and obsolete (Beyl et al., 2016). The agricultural industry's irrelevance is due to students needing to understand the careers and opportunities associated with the agricultural industry today or the lack of general interest or the relevancy of the program's content and activities (Beyl et al., 2016).

The gap between college and career readiness is an issue, and courses need to connect the gap between academic concepts and principles and real-world applications, experiences, and career opportunities (Murray, 2012; National FFA Organization, 2014). In making agricultural education material relevant to today's industry, it is essential to use community industry to expand student perceptions, ideas, and expectations while connecting with professional perceptions. Programs need to utilize their POA, resources and use committees such as FFA Alumni, Young Farmers, and Advisory Committees to align the program and student interest with the industry. These opportunities could take the form of changing the courses offered, attending various experiences, internships, and college and industry tours (Perry et al., 2019). These opportunities in the programs and its POA empower students to apply and utilize their knowledge and skills firsthand while engaging with other industry professionals or members of higher education. High school agricultural programs need to connect with college programs to provide information and clarity to students about the demands of the industry, which would enable them to become college-ready and expose them to the new content of the curriculum (Colorado et al., 2022). Universities have seen a demand for increased rigor and strenuous requirements within the classwork and activities to ensure students are prepared for today's modern industry demand or the knowledge and skills needed to increase their capabilities in higher education (Cline, 2007).

Government reports have stated that by the year 2022, there will be 11 million workers who will lack the education needed to perform within the workplace (Ryan, 2016). Even students who are a part of CTE focus on training students to be career-ready and focus on global competition, employer engagement, college and career readiness, programs of study, and

data/return on investment. Most students will need more academic, technical, and soft skills for their chosen careers (Kreamer, 2014). The training requirements for jobs have increased. The need for a curriculum to incorporate academic education and technical skills requires additional schooling and training (Holzer, 2015). The deficit of skills and content creates a gap that leaves a demand for qualified workers (Restuccia et al., 2018). Students who gain certification still must endure more training to meet the needs of technology and content demands utilized within the industry (Advance CTE & Association for Career and Technical Education [Advance CTE & ACTE], 2020). Most jobs require additional education beyond the high school level (Dare, 2006 Kreamer, 2014). To prepare the future workforce, students and programs within CTE, such as agriculture, will need to ensure their curriculum content is relevant with a high degree of rigor in terms of skills and academic content to ease student movement into their position as a member of the workforce or to be college ready (Dare, 2006). Today's industry expects entry-level workers to have the same knowledge and skills as their college counterparts (ACT, 2006).

Students who are not confident or have not been educated in depth about the curriculum or its relevance to real-world connections express the need not to enter the workforce in that field. Students in agricultural programs need constant exposure and awareness of the industry and higher education professionals of their interest to ensure they possess the career skills needed, industry experiences, and in-house opportunities (Ryan, 2016). Students must make significant gains to prepare for the 21st-century workforce (Stone et al., 2008). Agricultural programs are aligned with scientific research and inquiry that expect students to have accountable and problem-solving skills. Therefore, there is a need for student preparation to

possess the capability to transition into the world's current model of higher education and the workforce (Doerfert, 2011).

Agricultural Program components at work

Agricultural programs are based on the three-circle model, which includes FFA, SAE, and class/lab. The goal of agricultural programs is to allow students to challenge themselves and set high expectations while developing intricate academic content-relevant knowledge and critical thinking skills for their careers within the industry (Conley, 2012). In addition, many agricultural programs also involve the community industry to assist in guiding their direction while giving back to the community through a POA. Agricultural programs also have an aspect within their program under FFA in which students gain the opportunity to participate in CDEs (Smalley &Sands, 2018).

At the same time, SAEs are a critical aspect that allows students to plan academically and engage in critical thinking regarding real-world experiences (Rank & Retallick, 2017). School based agricultural programs should have content that reflects the necessary rigor and relevance to fit the mold of the current industry (Edwards, 2004; Parr & Edwards, 2004; Parr et al., 2006, 2008, 2009; Phipps et al., 2008; Young, 2006; Young et al., 2009). As an agricultural educator in a high school program, student success should be maximized within a program by aligning and working together to provide students with positive, impactful experiences and skills (Table 14). This experience can occur within or outside the classroom by using connections to the industries within the community or the agricultural industry, as well as college tours or engagement to provide multiple opportunities for students to accept the role of accountability and ownership of their learning. Some agricultural programs that partner with local companies or colleges that

enable students to pursue certifications may recruit students and increase student engagement within a program (Hyslop, 2009; Stone, 2017). Students may see this as a free trial period to test the waters within a part of the industry.

Agricultural Programs and Career Development Events at Work

The idea of CDEs has been in FFA since it started in 1928. One aspect that has encouraged CDEs is its link to the practicality of the agricultural industry. The purpose of training or competing in a CDE is for all students to engage in real-world aspects of an agricultural career that encourage students to increase and understand the industry's knowledge and skills within a competitive real-world application setting (National FFA, 2014). The material that is taught to prepare students for CDEs is useful to multiple career fields and bridges across various aspects of the agricultural industry. However, studies have determined that many students who make the national level of a CDE express no interest in going into agriculture as a career. Also, a study revealed that students who had greater success with CDEs are from smaller communities. The fact that programs that come from smaller communities have greater success could be attributed to community industry and program support. Students being trained for a CDE should also have the essential contents of a contest covered through classroom content to ensure they are prepared and have a basic understanding. It is essential for content and skills assessed within the contest to align with the current philosophies and methods utilized within the industry.

Therefore, considering the results of this study and the addition of others, it would call for the curriculum and skills that pertain to CDEs to be updated or reevaluated to be deemed relevant (Table 14). The influence of college and agricultural industry members should be

considered when reevaluating materials for CDEs since these contests aim to prepare students for the industry or college. The curriculum and skills that are being asked to be demonstrated for the CDE need to be deemed essential and be significant enough to be taught within the classroom as the core curriculum for both the contest and industrial purposes, which was not the case in the study performed by Smalley & Sands were the large majority of research participants did not learn the content of the CDE within the classroom (Smalley & Sands, 2018). Those wanting to go into an area of agriculture should invest time into the classroom content and then prepare students for CDEs by expanding on the content they have learned.

Additional studies have also revealed that some teachers do not feel prepared to meet the current content knowledge and skills requirements for CDEs, affecting the team or individual student's preparation and ability to participate in the contest. In this case, the educator should reach out to community members or personnel within the industry to teach the concepts (Smalley & Sands, 2018). Professional development should be available, and recommendations should be made for providing industry standards into the curriculum and incorporating CDE content into the classroom to encourage preparedness for the industry and increase rigor.

Demographics of Participants

Out of the participants of this study, five out of the fifty individuals who responded had experience teaching another subject besides teaching or agriculture. The variety of subjects that were taught were science, environmental science, math, and history. Teachers who do not have an agricultural industry or an agricultural education background could contribute to the lack of industry and community standards since some of these teachers have yet to gain experience in the agricultural industry. Also, it could relate to the ability to make connections to increase

student involvement and exposure to the current agricultural industry. Instructors with no industry experience in agriculture could gain the knowledge and skills or have access to the resources to educate students to prepare them for industry or higher education.

Need for Professional Development

There are content knowledge gaps among agricultural educators (Croom et al, 2023; Snider et al., 2021). The quality of a teacher is determined by their background, educational practices and effectiveness, and professional knowledge and skills of their content (Blömeke et al., 2016; Đeri´c, 2019; Goe, 2007; Nilsen et al., 2018; Organization for Economic Cooperation and Development, 2020). Upon certification, all agricultural educators are deemed qualified to teach all agricultural courses despite their level of preparation (Auburn University, 2024; Kansas State University, 2024; New Mexico State University, 2024). Studies have shown that though some teachers possess a high self-efficacy within some content areas, very few teachers maintain that same self-efficacy across all courses (Croom et al; 2023; Harlin et al, 2007; Lynch, 2009; Snider et al., 2021).

Within the realm of STEM, the area of agricultural education receives the least attention in maintaining the curriculum's relevance with technology and scientific understanding and incorporation of those concepts into the curriculum (Scherer et al., 2019; Wang & Knoblock, 2018). However, studies have found that some agricultural educators lack the confidence to teach science, math, technology, and engineering, even though this has proven to be a high area of need among teachers (Clemons et al., 2018). Professional development should include an accelerated agricultural curriculum incorporating new and emerging technologies, and academic

principals should expand content relevancy within an agricultural classroom. Teachers should receive constant relevant professional development (Nilsen et al., 2018).

Educators need to be exposed to and have a high mastery of these technological and advanced scientific concepts, such as chemistry and biological sciences, to ensure students have the information they need to understand all aspects of the industry (Coley et al., 2015). Teachers' proficiency should be considered; it is hard to teach without a basic understanding of the industry's new technology and scientific principles (King et al., 2019). A teacher's proficiency in their content area should continually improve in professional development that lets them align their curriculum more accurately to the industry.

The agricultural educator's understanding of new curricula and technology for the industry is low and is a concern for industry and higher education, creating a need for professional development. Professional development should strive to educate and increase each agricultural educator's self-efficacy and mastery in both aspects of educational content and technology that apply to the agricultural industry (Baker, 2012). Even though agricultural educators understand the concepts of integrating science, math, and literacy, they need more confidence to confidently teach scientific principles (Clemons et al, 2024; Scales et al., 2009). Agricultural literacy is operationally defined as the relationship between awareness and understanding of agriculture, the environment, and the public (Clemons, et al., 2018)

Doubts of agricultural education programs creating or maintaining this curriculum program of rigor with the integration of academic principles and real-world experiences are due to the absence of professional development, access to rigors, and relevant curriculum (Boone,

1990; Moore & Moore, 1984; Osborne, 1999; Warmbrod, 1969; Virginia Department of Education, 2013).

Curriculum and Industry

A curriculum needs to be created and implemented that reflects this current time in the agricultural industry, which allows for the innovations of the modern industry to be taught that would reflect the current needs and develop the new technologies and methods that will be used in the future and not remain in the past (Bobbitt 1918:1971; Eisner, 1992; Peddiwell et al., 1939). To accommodate the demands to sustain and advance the agricultural profession and its rapid changes within the agricultural demands of a growing population, the readiness of graduates must increase the rigor and content of the curriculum to adhere to the industry's needs (Taba, 1962). A curriculum that is not relevant will become obsolete (Peddiwell et al., 1939). This idea is relevant due to the statistical analysis performed and its weak relationship (*Table 14).* Relevant curricula will respond to the changes and demands of local conditions created due to the growing population demands and needs worldwide (Lincoln, 1992; Tyler & Bobbitt, 1992; Wheeler, 1967). The change in the agricultural industry needs to be addressed by utilizing the curriculum in a moldable and precise way that creates an essential aspect for constant and relevant updates and improvements.

The authentic experience of learning the relevancy of the curriculum in firsthand accounts using the application of the curriculum is reliant on the collaboration of industry in the community, higher education, and other agricultural industrial resources. Agricultural programs need to focus on attaining the current curriculum and how it is organized for the progression of the curriculum educational experiences that foster learning, align and integrate industry nuances

and the curriculum that is being taught (Anderson & Krathwohl, 2001; Brady & Kennedy, 2002; Jackson, 1992; Nicholls & Nicholls, 1972). High-quality learning utilizes hands-on, real-world applications to reinforce content and academic principals that facilitate cognitive abilities such as critical thought and higher-order thinking for students ability to learn content (Bailey & Meritt, 1997; Gerber et al., 2001; National Research Council, 1988; Phipps et al., 2008; Stone et al., 2006; Stone et al., 2008; Thoron & Myers, 2011; Von Secker & Lissitz, 1999; Washburn & Myers, 2010).

Programs need to provide interesting curricula and applications that utilize current content, skills, and technologies that allow students to be challenged and consider advanced concepts that require a broader aspect of knowledge from multiple perspectives and areas of academic content (Edwards, 2004; Parr et al., 2006; Parr et al., 2008; Parr et al., 2009; Phipps et al., 2008; Young et al., 2009). Three areas are needed to maintain the growth and sustainability of school based agricultural education programs: relevant courses and content that allow for student engagement that promotes critical thinking and hands-on learning, leadership and personal growth through FFA, and real-world experiences (Theil & Marx, 2019). Strong et al. (2013) noted that understanding students' leadership characteristics will help students when they enter the workforce. The progression of agricultural curriculum is to advance into a high-quality, rigorous academic curriculum is a top five priority of the NRA, "Efficient and Effective Agricultural Education Programs." Teachers' ability to hold students accountable to meet the increased levels of rigorous instruction agricultural program standards is essential and should be the new norm in all areas of CTE (Edwards, 2004; Stone et al., 2008).

Agricultural education programs engage students heavily in inquiry-based learning. Results of students who are in agriculture programs have increased achievement and high-order thinking, thus increasing their self-efficacy, due to the nature of inquiry based-learning and engagement opportunities for real-world connections and curriculum rigor (Doerfert, 2011; Edwards, 2004; Phipps et al., 2008; Thoron & Meyers, 2011; Thoron & Burleson, 2014; Ulmer et al., 2013). Some students within agricultural education programs see the opportunity to gain certification as an addition to the program and the chance for a student to hone their skills to practice and enhance skills they may later use in life. Students could also be aware of employers, industries, or education programs within their community that are seeking employees without it being public knowledge. In a community with an increase in local industry jobs, more students will feel led to take CTE classes to learn the skills and knowledge necessary to fill those openings (Sublett & Griffith, 2019). Programs need to align the curriculum with suggestions per their advisory committee to ensure the certification and curriculum meet the demands of the local community and the agricultural industry. Agricultural programs need to consider what certifications are incentivized through their policies, legislation, and programs to ensure the standards and curriculum align with the student's and industry's needs and interests.

Need Increased Rigor and updated Curriculum

The world of the agricultural industry is changing rapidly at an unprecedented rate with the utilization of new technology that increases labor productivity, income, and food security (Dennis et al., 2009; Martens & Berrett, 2013). While these new technologies are innovative and changing the face of the agricultural industry, they also create a hole within the industry for the upcoming generation who lack the knowledge and skills. The responsibility of bridging this gap

falls to current and future agricultural educators (Cooley et al., 2015; Lindner et al., 2016; National Academics of Science and Engineering and Medicine, 2018). Georgia's agricultural programs were determined to have levels of rigor in this study (Table 18).

One must assess the degree of rigor a program has. The idea of rigor is generated from a combination of theories from Braxton (1993) and Bloom's Taxonomy. Students are to have a high level of cognitive achievement within agriculture by having a foundational understanding and application of the content to intelligently problem-solve, create innovations, or assess alternative ways to solve processes and contextually apply critical information. Either way, rigor should encourage students to strive for excellence and be challenged and become their own teachers, allowing for higher levels of learning (Miller et al., 1999; Unks, 1979). Within agriculture, students have to be able to apply general academic concepts while thinking critically about the context in which they are used.

In addition to working with other students, they work closely with community members or the school system to complete their POA. Having and using a program's POA within the community enables students to actively search for solutions that empower and improve students' self-efficacy (Fosnot, 1996; Keegan, 1986; Newcomb et al., 1993; Purkiss, 1995; Taylor, 1996 Newcomb et al., 1993). These efforts with the community are to complete an agricultural program's POA, which entails a degree of social rigor. Other areas of rigor are also performed within the classroom by learning content and skills. Students' rigor concerning industry connection and higher education needs to be examined. Students need to be engaged in a higher level of rigor that allows them to meet community needs and standards to utilize the new technology and scientific resources that allow them to operate at higher cognitive levels for

thinking, reasoning, and discussing the industry critically and engaging in the higher tiers of blooms taxonomy in an immersive way. Even though the results for the instrument aligned with agree for the level of rigor within a classroom, there is still a possibility that some agricultural education programs need more effort or degree of rigor. The result is possible lower-level cognitive outcomes due to the curriculum and opportunities they provide within the classroom. Lower levels of rigor could be due to low levels of funds, resources, community connection, teacher efficacy, or the drive of the educator.

However, the agricultural curriculum may have opportunities for academic rigor, where students must actively learn, apply effort, and have high cognitive levels. These opportunities foster increased engagement and accountability for students interacting with the curriculum and industry (Miller et al., 1999). Educators need to be aware of the methods used to educate students on the new technologies within the agricultural industry. A study by Friedel and Anderson II in 2017 determined that positive student engagement is associated with opportunities for student field trips, homework, contacting experts, and written assignments, while negative engagement is related to applying skills in a lab.

Even though the core principles of instruction relate to identifying the needs, methods, and level of student engagement when teaching about new and innovative technologies that facilitate a base for the foundation of agricultural principles for students. There are two basic principles for student engagement: the individual who is the instructor and the content to which they teach. Students need increased levels of engagement to expand upon these opportunities and to think holistically of the real world in their educational process (King, 2019). Today's agricultural programs have shifted from understanding agriculture, natural resources, and their

systems to understanding and applying scientific principles and thinking critically in using both simultaneously in a high-technology field (Allmaras et al., 2018).

Therefore, students' increased exposure to industry professionals and industry experiences as field trips allow students to integrate content knowledge within the field for how new technologies or concepts are used to foster greater student engagement (Bird et al., 2013). Agricultural education programs foster curiosity, knowledge, and engagement in the changing industry. In addition to building relationships with industry professionals, and transferable skills and how to develop them in an applicable setting (Kaufman et al., 2019). Agricultural educators must consider the contents of their program to face today's modern challenges and those of the future (Cervero & Wilson, 2006). Agriculture has increased in complexity (Miller, 1976). Students' exposure to the needs of the changing industry is critical. To do this, students need to be exposed to and actively construct relationships across areas of the industry to increase their knowledge and understanding of how the industry is connected to itself and the world's demands (Kaufman et al., 2010). This interaction would positively facilitate and encourage students to obtain transferable knowledge skills within the industry that are both technical and practical to navigate the industry and society.

The statistics within this study show that the relationship between curriculum and community industrial needs was statistically weak (Table 14). The results determined from the weak relationship between community needs and curriculum demonstrate the need to alter the curriculum within agriculture and natural resources to align more accurately with the industry. The needed curriculum shift should focus on student preparation for current and futuristic careers. Revitalizing the curriculum should ensure that students have access to the skills and

knowledge to make capable and informed decisions about the advancement of the agricultural industry to remain sustainable (Coley et al., 2015; Lindner et al., 2016; Scherer et al., 2019). Therefore, the curriculum presented to students will require teachers to address the needs of their learners by educating them on the most current technologies and management strategies for agricultural systems. The foundational information and skills obtained within agricultural education programs are vital to the future of emerging technologies for the industry's future (King et al., 2019).

Agricultural education programs need access to industry software and technology and the content and skills needed in modern agriculture. It is essential for students preparing to enter this industry to be exposed to similar technologies. Although the financial cost of this may be a burden, students entering the realm of agricultural education need to be exposed to this conceptual foundation to have adequate mastery and comprehension of their performance. King determined that students have the lowest understanding of vertical farming, food science, current processing industry methods, and ecological natural resource systems, which are currently in demand and are some of the newest and innovative technologies (King et al., 2019; Rogers, 2003). All three tie into the areas of biological and environmental science and the utilization of technology. Hence, it stresses the need for an increased integration of technology and scientific principles into agriculture.

Other studies have also determined the need for curriculum integration due to the lack of technological advances and management practices, which has created a disconnect between students and their preparation for the industry (Rogers, 2003; Scherer et al., 2019; Wang & Knobloch, 2018). Including new technology and applying STEM and other scientific principles

would increase student involvement and interest due to their ability to apply their knowledge and skills through technology with the curriculum in a hands-on way. Applying scientific principles and other areas of academics along with technology would also attract students to the industry with different perspectives and insights. Teachers disregarding this curriculum integration could decrease program growth or interest due to the lack of hands-on application and use of modern technology (Phipps et al., 2008). In addition, it fosters a fake interest in the industry due to the content not being relevant to today's industry. Agriculture and natural resource curricula are constantly developing. The curriculum must be taught by teachers willing to adjust and embrace the new technologies and content that allow the students future success (Allmaras et al., 2018; Dennis et al.,2009; King et al., 2019).

The agricultural and natural resource industry's evolution requires its students and instructors to be life-long learners. Students who choose to be in an agricultural and natural resource pathway need to be of the mindset of a life-long learner. The curriculum should not only foster the newest technologies and scientific concepts but also allow students to develop problem-solving skills and application of critical thinking for their future and the future of agriculture. By presenting students with high-quality learning experiences, educators must stay relevant to emerging trends and technologies. Today's new technologies will become commonplace and deemed entry-level as students continue as the industry's dynamic changes and evolves.

Curriculum and industry

Curriculum needs to be created and implemented that reflects this current time in society, which allows for the innovations of the modern industry to be taught that would reflect the future

besides remaining residual in the past (Bobbitt 1918:1971; Eisner, 1992; Peddiwell et al., 1939). The alignment or curriculum should be considered when determining how to partner with the community and industry to expose students to what agriculture is and what it offers (Colorado et al., 2022). To accommodate the demands to sustain and advance the agricultural profession and its rapid changes within society, the readiness of graduates must increase the curriculum needs to accommodate industry needs (Taba, 1962). Curriculum that is not relevant will disappear (Peddiwell et al., 1939). This idea is relevant due to the statistical analysis performed and its weak relationship (Table 16). Relevant curriculum does respond to the social changes and demands of local conditions, as well as the demands and needs of society and the overall community of the world (Lincoln, 1992; Tyler & Bobbitt, 1992; Wheeler, 1967). The evolution of the agricultural industry needs to be addressed by utilizing the curriculum in a flexible, decisive manner that generates a foundation for constant and relevant updates and improvements.

The authentic experience of learning the relevancy of the curriculum in firsthand accounts using the application of the curriculum is reliant on the collaboration of industry in the community, higher education, and other agricultural and industrial resources. Agricultural programs need to focus on attaining the current curriculum and how it is organized for the progression of their curriculum educational experiences that foster learning, align and integrate industry nuances and the curriculum that is being taught (Anderson & Krathwohl, 2001; Brady & Kennedy, 2002; Jackson, 1992; Nicholls & Nicholls, 1972). High-quality learning utilizes hands-on real-world applications to reinforce content and academic principles that facilitate cognitive abilities such as critical thought and higher-order thinking for students ability to learn content (

Bailey & Meritt, 1997; Gerber et al., 2001; National Research Council, 1988; Phipps et al., 2008; Stone et al., 2006; Stone et al., 2008; Thoron & Myers, 2011;Von Secker & Lissitz, 1999; Washburn & Myers, 2010).

Programs need to provide invigorating curricula and applications that utilize current content, skills, and technologies that allow the student to be challenged and consider advanced concepts that require a broader aspect of knowledge from various perspectives and areas of academic content (Edwards, 2004: Parr et al., 2006; Parr et al., 2008; Parr et al., 2009; Phipps et al., 2008; Young et al., 2009). Three areas are needed to maintain the growth and sustainability of school based agricultural education programs: relevant courses and content that allow for student engagement that promotes critical thinking and hands-on learning, leadership and personal growth through FFA, and real-world experiences (Albritton & Roberts, 2020). The progression of the agricultural curriculum to advance into a high-quality, academically rigorous curriculum is a top five priority of the National Research Association (NRA), "Efficient and Effective Agricultural Education Programs." Teachers' ability to hold students accountable to meet the increased levels of rigorous instruction agricultural program standards is essential and should be the new norm in all of CTE (Edwards, 2004; Stone et al., 2008).

Agricultural education programs tend to have increased achievement and high-order thinking, thus increasing their self-efficacy, utilizing the process of inquiry based-learning and engagement opportunities for real-world connections and curriculum rigor (Doerfert, 2011; Edwards, 2004; Phipps et al., 2008; Thoron & Meyers, 2011; Thoron & Burleson, 2014; Ulmer et al., 2013). Some students within agricultural education programs see the opportunity to gain certification as an addition to the program and the chance for a student to hone their skills as a

way to practice and enhance skills they may later use in life. Students could also be aware of employers, industries, or education programs within their community that are seeking employees without it being public knowledge. In a community with an increase in local industry jobs, more students will feel led to take CTE classes to learn the skills and knowledge necessary to fill those openings (Sublett & Griffith, 2019). Programs need to align the curriculum with suggestions per their advisory committee to ensure the certification and curriculum meet the demands of the local community and agricultural industry. Agricultural programs must consider what certifications are incentivized through their policies, legislation, and programs to ensure the standards and curriculum align with the student's and industry's needs and interests.

Organizational Understanding of Programs

The sequential organization of the curriculum observed in this study was significant, ensuring the essential aspect of having students prepared and exposed to proper and relevant curricula and skills to advance their competency and application (Table 16). The alignment or curriculum should be considered when determining how to partner with the community and industry to expose students to what agriculture is and what it offers (Colorado et al., 2022). Therefore, going forward, agricultural programs have the opportunity to be K-12, and it is essential to have curriculum and exposure to the program that encourage student participation and structured integration of skills and content. New curricula needs to possess a form of continuity that allows for organizational scaffolding within vertical repetition and cross-curriculum integration of major curriculum areas such as math, scientific principles, management strategies, and technology. Elements taught within course-specific course content need to focus on specific content that teaches knowledge and skills that are integrated throughout that demand

mastery and increase in complexity (Hopkins, 1937). These forms of integration would allow students to have transferable skills and knowledge to other aspects of the agricultural industry. There is a need to have an industry-relevant curriculum that is current and what is required now in the industry, and it is necessary to align students and future curricula for what is to come.

Advisory

Agricultural programs should utilize advisory committees comprising the community industry and additional committees or programs with connections or contributions that could provide opportunities to prepare students for contests or the real world (Smalley & Sands, 2018). Agricultural educators need to stay relevant with the newest trends and technologies, educate students, and work with community industry stakeholders, supporting program members and administration to gain resources and access to learning experiences (King et al., 2019). There is a need to support the developmental links between education and its external environment, relating to the community and agricultural industry (Iredale, 1996; Jamieson, 1985).

Children and students need to be aware of the economics and industrial understanding of their world. The perspectives and understanding they conceive now allow them to determine the outcome of their future world. Students gain insight and understanding of how the world works through firsthand experiences (Iredale, 1996). The skills and knowledge of the industry are constantly changing, and the curriculum content must be altered with these advances in mind (Belcher, 1988). There must be a critical alliance between the industry and CTE education (Belcher, 1988). The needs of teachers to become industry-adequate must be identified to determine how to find and create beneficial professional development (King et al., 2019). Generating beneficial professional development would entail community stakeholders and

supporting program support members, colleges, and other levels of industry to create professional development courses or grants that would supply educators with appropriate content and resources to encourage student engagement and emersion within the program.

The impact of advisory committees in this study proved significant in exposing students to the industry (Table 14). Students must also be exposed to various levels and aspects of the industry through field trips and the inclusion of the local industry within the community. Most agricultural education programs closely resemble the industry demographics of the community since agricultural programs tend to work closely with the community industry to meet future needs. Even though agricultural programs utilize advisory committees and community stakeholders, agricultural programs need to reflect on the knowledge of the changing industry and develop soft skills that align with problem-solving, political advocacy, and communication (Kaufman et al., 2010). It is vital that the community industry provides information and engaging hands-on opportunities for students to gain experiences and access to new technologies and the future direction of the industry to make relevant curricula and meet the demands of the industry (Kaufman et al., 2010). When assessing curriculum, student needs and the direction of the industry are of the utmost consideration, Advisory committees can assist in narrowing that gap through providing feedback and opportunities. The curriculum should reflect all needs and standards of the industry, such as skills, contextual knowledge, competency, and accountability, which produce an employable person (Mather et al., 1977). In agriculture, there is a demand for students to have a proficient level of competence in technical agriculture within the current industry. Integrating curriculum with the community allows it to reflect the community and industry's needs and create and sustain public relations (Iredale, 1996).

Need for collaboration

Studies have found that counselors and educational systems question the value of agricultural education due to the interaction with the instructor and the discipline (Baker, 2012). Agricultural program participants should be educated in a curriculum that prepares them for content-specific applications and skills relevant to their career choice and allows them to maintain course rigor and intentionally choose courses that benefit them (Conley & McGaughy, 2012; Murray, 2012). Being selective and intentional with how students select and choose courses aligned with a pathway can ensure that students learn the necessary content and soft skills within the proper progression of courses. Collaboration should also occur to between agricultural educators and in-house school personal to determine program sequentialization and requirements needed to conduct a rigorous and competent program. It also provides opportunities within their program community to prepare students for their local community's economic needs or higher education. Higher education and industry professionals should assist in creating and aligning the relevancy of the academic principles of the coursework that generates the utilization and transfer of the knowledge and skills gained into a real-world setting (Conley & McGaughy, 2012; Dailey et al., 2001). While creating industry connections and opportunities for students (Kosloksi, 2014; Lewis, 2006; Rhodes, 2014).

Collaboration and changes from higher education and local industry would allow local high school teachers to provide students with a more advanced and accurate curriculum. The curriculum needs to be openly collaborative and interdisciplinary with academics and the industry to provide career and college readiness with an emphasis on science, technology, engineering, and math (STEM) (Myers & Dyer, 2004; Myers & Thompson, 2009; Osborne,

2011; Warnick et al., 2004). School administrators need to be aware of the curriculum advances within agriculture to ensure they can provide and advocate for the program needs and ensure funding, program growth, and student selection to generate and maintain a high-quality and industry-relevant program (Edwards, 2004; Paulsen & Martin, 2013). In addition, it ensures that students excel and transition between courses to generate appropriate frameworks to determine a high degree of competency to be present to sustain an agricultural industry and ensure proper organization and accurate, relevant content. Programs that offer certifications increase our understanding of student career and college readiness. Therefore, programs that offer certifications or have a curriculum that needs to be aligned to reflect the industry's needs correctly must have qualified staff and the necessary equipment to offer those certifications. For the future of agricultural programs to remain relevant and succeed, programs will need access to resources for students, and their ability to prepare for the industry will be needed to meet the increasing demands of their community and the world.

It is essential to determine what frameworks need to be present to sustain an agricultural industry and have proper organization and relevant content. Studies have shown that overall program experience quality increases with inquiry-based learning, and real-world experiences influence educational pursuits such as engaging with professionals and gaining hands-on industrial experience (Rank & Retallick, 2016). One aspect is clear: there will need to be an increase in collaborative teams that allow educators, community industries', and higher education to work together more consistently for students to gain exposure to the agricultural industry and its evolving technology (Snoke & Underwood, 1999: 2000; Snoke et al., 2002; Sudweeks & Allbritten, 1996; Thomas & De Villers, 2002; Trauth et al., 1993).

Recommendations

The evidence regarding this, the improvement within Georgia's agricultural programs based on the template for the Nation Program Quality indicator within substandard one demonstrates the significance of using advisory committees to guide and direct their program. However, one issue was the disconnect from the curriculum state standards to the industry. The disconnect between our industry and state-generated curriculum standards also ties into the preparation of agricultural teachers within Georgia. Teachers need to be sure they have a solid understanding of their field's foundational skill sets and degree of academic comprehension. There should also be opportunities for professional development that focus on the new innovative technologies and management techniques that align with industry or higher education. In addition to teachers acquiring comprehension of the latest training and technological advances that align with the curriculum, teachers need to incorporate these skills into their daily lessons and curriculum for students to gain exposure to industry-relevant skills and materials.

The general public's assumptions and the generational gaps within the society of people who have a historical view of what agriculture is and need to gain perspective and acquisition for modern agriculture education. It is essential for this perspective to be altered and enlightened to ensure that school systems, administrators, and guidance counselors adhere to the educational programs' order of courses, which this study also shows some disconnect. The in-house components of a school system need to work collaboratively to ensure the student's needs are being attained within the program. Students also need to be aware and prepared for the workforce or opportunities within higher education that are within agricultural education. Some of these negative projections of how "simple" agriculture leads to the disassociation of rigor and

integration of academics within the curriculum content since it is seen as "easy" or a within-house "sitting service." It is dire to align rigorous curriculum and standards for the agricultural courses by incorporating new technologies and industry-relevant material for students and in-house personnel to adhere to the proper essentialization that compounds upon content-relevant skills and knowledge.

There also needs to be constant collaboration between the community industry, higher education, and agricultural educational programs. This degree of constant collaboration will enable students to gain relevant experiences and expose them to real-world aspects of the agricultural industry. In addition, students observe the relevance of the curriculum within the context and application of the industry. The subconstruct about advanced courses for skills and opportunities had a lower Likert scale value. This lower Likert scale value indicates that agricultural education programs in Georgia cannot always foster and increase opportunities for students to take advanced courses, hone their skills, or gain industry or higher education-relevant experiences.

In today's world, students need constant exposure to opportunities that allow them to connect and conduct themselves within the world. Many students can not travel or have experiences they can relate to school. Other aspects of experiences, such as field trips, allow students to gain firsthand full immersion experiences within the industry where they can experience, be hands-on, and make inferences and connections. College tours, industry tours, or apprenticeships allow students to understand the significance of the content and skills taught when asked to collaborate or engage in a workforce scenario.

This study demonstrated the need for collaboration between advisory committees and agricultural education programs. The ability to foster and sustain similar relationships within the local community industry and industries related to courses and the content being taught will increase student engagement and perception of the industry and program as a whole. This engagement and rapport with advisory committees that are tied to industry or higher education programs have the potential to act as forms of recruitment for the student to have a career in an area of agricultural industry or institute of higher education.

Summary

Agricultural education programs within Georgia were statistically significant in the three main constructs analyzed within the first standard of the National Program Quality indicator: community need, sequential organization within a program, and academics and rigor. The subconstructs created within their respective main constructs were analyzed to determine the strength of each relationship. Subconstructs were also used to determine and gauge agricultural educators' responses depending on their Likert score.

The analysis of these results concluded that advisory committees have a strong relationship with agricultural education programs. Some relationships, such as in-house program understanding, which pertains to guidance and administration, were decent but weaker, showing a disconnection between proper sequentialization of courses within the program. While the Likert scale rating for students to gain advanced courses for skills and opportunities had a lower Likert score. Georgia's agricultural education programs lack the rigor in the curriculum to provide students with the content and knowledge they need for advancement, or they are not exposed to opportunities that allow them to generate a contextual understanding of the

application of skills and knowledge needed to be industry or higher-education-ready. The relationship between program state standards for the curriculum and the community industry was weak, demonstrating a curriculum disconnect between the state of Georgia and our industries.

The teachers and students need to be exposed to industry-relevant curricula related to the knowledge and skillsets needed to enter the workforce or pursue higher education. In addition, teachers need to endure standards of professional development that utilize industry-relevant technology and practices and have a mastery of foundational understanding of academic subjects whose principles pertain to that level of industry. Student engagement within the community and agricultural industry needs to increase to gain exposure to the realities of the industry and make connections to the classroom content. Educational programs need to maintain and continue to utilize their advisory committees. As well as actively collaborate frequently with industries related to the course content and higher education institutions to maintain relevant standards and expectations of those institutions.

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Appendix A: IRB Approval Documentation

AUBURN UNIVERSITY HUMAN RESEARCH PROTECTION PROGRAM (HRPP)

EXEMPT REVIEW APPLICATION

For assistance, contact: **The Office of Research Compliance (ORC)**
Phone: **334-844-5966** E-Mail: **IRBAdmin@auburn.edu** Web Address: **http://www.auburn.edu/research/vpr/ohs**
Submit completed form and supporting materials as one PDF through the IRB Submission Page
Hand written forms are not accepted. Where links are found hold down the control button (Ctrl) then click the link..

1. Project Identification

Today's Date: October 31, 2023

Anticipated start date of the project: November 27, 2023 Anticipated duration of project: 1 Year

a. **Project Title: Retention factors of Agricultural Education Programs in Georgia**

b. **Principal Investigator (PI): Hannah Dinkins** Degree(s): PhD Rank/Title: Graduate Student Department/School: Curriculum and Teaching
Role/responsibilities in this project: **Conduct and analyze research**
Preferred Phone Number: **336-480-7746** AU Email: hed0045@auburn.edu

Faculty Advisor Principal Investigator (if applicable): Jason McKibben
Rank/Title: Assistant Professor Department/School: Curriculum and Teaching

Role/responsibilities in this project: **Oversee and assist with study**
Preferred Phone Number: **979-587-1065** AU Email: jdm0184@auburn.edu

Department Head: Paul Fitchett Department/School: Curriculum and Teaching
Preferred Phone Number: **334-844-3233** AU Email: pgf0011@auburn.edu
Role/responsibilities in this project: **Oversee and assist with study**

c. **Project Key Personnel –** Identify all key personnel who will be involved with the conduct of the research and describe their role in the project. Role may include design, recruitment, consent process, data collection, data analysis, and reporting. (To determine key personnel, see decision tree**).** *Exempt determinations are made by individual institutions; reliance on other institutions for exempt determination is not feasible. Non-AU personnel conducting exempt research activities must obtain approval from the IRB at their home institution.*

Key personnel are required to maintain human subjects training through CITI. Please provide documentation of completed CITI training, with course title(s) and expiration date(s) shown. As a reminder, both IRB and RCR modules are required for all key study personnel.

Name: Hannah Dinkins Degree(s): **PhD**
Rank/Title: Graduate Student Department/School: Curriculum and Teaching
Role/responsibilities in this project: **analyze and collect information from individuals over the age of 18**
- AU affiliated? ☒ Yes ☐ No If no, name of home institution: Click or tap here to enter text.
- Plan for IRB approval for non-AU affiliated personnel? Click or tap here to enter text.
- Do you have any known competing financial interests, personal relationships, or other interests that could have influence or appear to have influence on the work conducted in this project? ☐ Yes ☒ No
- If yes, briefly describe the potential or real conflict of interest: Click or tap here to enter text.
- Completed required CITI training? ☒ Yes ☐ No If NO, complete the appropriate CITI basic course and update the revised Exempt Application form.
- If YES, choose course(s) the researcher has completed: Human Sciences Basic Course 5/31/2026

Choose a

The Auburn University Institutional Review Board has approved this Document for use from 12/13/2023 to ----------
Protocol # 23-628 EX 2312

Name: Jason McKibben Degree(s): Click or tap here to enter text.
Rank/Title: Assistant Professor Department/School: Agriculture
Role/responsibilities in this project: Oversee
- AU affiliated? ☒ Yes ☐ No If no, name of home institution: Click or tap here to enter text.
- Plan for IRB approval for non-AU affiliated personnel? Click or tap here to enter text.
- Do you have any known competing financial interests, personal relationships, or other interests that could have influence or appear to have influence on the work conducted in this project? ☐ Yes ☒ No
- If yes, briefly describe the potential or real conflict of interest: Click or tap here to enter text.
- Completed required CITI training? ☒ Yes ☐ No If NO, complete the appropriate CITI basic course and update the revised EXEMPT application form.
- If YES, choose course(s) the researcher has completed: Choose a course Expiration Date
  Choose a course Expiration Date

Name: Click or tap here to enter text. Degree(s): Click or tap here to enter text.
Rank/Title: Choose Rank/Title Department/School: Choose Department/School
Role/responsibilities in this project: Click or tap here to enter text.
- AU affiliated? ☐ Yes ☐ No If no, name of home institution: Click or tap here to enter text.
- Plan for IRB approval for non-AU affiliated personnel? Click or tap here to enter text.
- Do you have any known competing financial interests, personal relationships, or other interests that could have influence or appear to have influence on the work conducted in this project? ☐ Yes ☐ No
- If yes, briefly describe the potential or real conflict of interest: Click or tap here to enter text.
- Completed required CITI training? ☐ Yes ☐ No If NO, complete the appropriate CITI basic course and update the revised EXEMPT application form.
- If YES, choose course(s) the researcher has completed: Choose a course Expiration Date
  Choose a course Expiration Date

d. Funding Source – Is this project funded by the investigator(s)? Yes ☒ No ☐
Is this project funded by AU? Yes ☐ No ☒ If YES, identify source Click or tap here to enter text.
Is this project funded by an external sponsor? Yes ☐ No ☒ If YES, provide name of sponsor, type of sponsor (governmental, non-profit, corporate, other), and an identification number for the award.
Name: Click or tap here to enter text. Type: Click or tap here to enter text. Grant #: Click or tap here to enter text.

e. List other AU IRB-approved research projects and/or IRB approvals from other institutions that are associated with this project. Describe the association between this project and the listed project(s):
Click or tap here to enter text.

2. Project Summary

a. Does the study *TARGET* any special populations? Answer YES or NO to all.

Minors (under 18 years of age; if minor participants, at least 2 adults must be present during all research procedures that include the minors)	Yes ☐ No ☒
Auburn University Students	Yes ☐ No ☒
Pregnant women, fetuses, or any products of conception	Yes ☐ No ☒
Prisoners or wards (unless incidental, not allowed for Exempt research)	Yes ☐ No ☒
Temporarily or permanently impaired	Yes ☐ No ☒

b. Does the research pose more than minimal risk to participants? Yes ☐ No ☒

If YES, to question 2.b, then the research activity is NOT eligible for EXEMPT review. Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research is not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or test. 42 CFR 46.102(i)

c. Does the study involve any of the following? *If YES to any of the questions in item 2.c, then the research activity is NOT eligible for EXEMPT review.*

Procedures subject to FDA regulations (drugs, devices, etc.) Yes ☐ No ☒

Use of school records of identifiable students or information from instructors about specific students. Yes ☐ No ☒

Protected health or medical information when there is a direct or indirect link which could identify the participant. Yes ☐ No ☒

Collection of sensitive aspects of the participant's own behavior, such as illegal conduct, drug use, sexual behavior or alcohol use. Yes ☐ No ☒

d. Does the study include deception? Requires limited review by the IRB* Yes ☐ No ☒

3. MARK the category or categories below that describe the proposed research. Note the IRB Reviewer will make the final determination of the eligible category or categories.

☐ **1.** Research conducted in established or commonly accepted educational settings, involving normal educational practices. The research is not likely to adversely impact students' opportunity to learn or assessment of educators providing instruction. 104(d)(1)

☒ **2.** Research only includes interactions involving educational tests, surveys, interviews, public observation if at least ONE of the following criteria. (The research includes data collection only; may include visual or auditory recording; may NOT include intervention and only includes interactions). **Mark the applicable sub-category below (I, ii, or iii). 104(d)(2)**

☐ **(i)** Recorded information cannot readily identify the participant (directly or indirectly/ linked);
OR
- surveys and interviews: no children;
- educational tests or observation of public behavior: can only include children when investigators do not participate in activities being observed.

☐ **(ii)** Any disclosures of responses outside would not reasonably place participant at risk; **OR**

☐ **(iii)** Information is recorded with identifiers or code linked to identifiers and IRB conducts limited review; no children. **Requires limited review by the IRB.***

☐ **3.** Research involving Benign Behavioral Interventions (BBI)** through verbal, written responses including data entry or audiovisual recording from adult subjects who prospectively agree and ONE of the following criteria is met. (This research does not include children and does not include medical interventions. Research cannot have deception unless the participant prospectively agrees that they will be unaware of or misled regarding the nature and purpose of the research) **Mark the applicable sub-category below (A, B, or C).** 104(d)(3)(i)

☐ **(A)** Recorded information cannot readily identify the subject (directly or indirectly/ linked); **OR**

☐ **(B)** Any disclosure of responses outside of the research would not reasonably place subject at risk;
OR

☐ **(C)** Information is recorded with identifies and cannot have deception unless participants prospectively agree. **Requires limited review by the IRB.***

☐ **4.** Secondary research for which consent is not required: use of identifiable information or identifiable bio-specimen that have been or will be collected for some other 'primary' or 'initial' activity, if one of the following criteria is met. Allows retrospective and prospective secondary use. **Mark the applicable sub-category below (i, ii, iii, or iv).** 104 (d)(4)

☐ **(i)** Bio-specimens or information are publicly available;

☐ **(ii)** Information recorded so subject cannot readily be identified, directly or indirectly/linked investigator does not contact subjects and will not re-identify the subjects; **OR**

☐ **(iii)** Collection and analysis involving investigators use of identifiable health information when us is regulated by HIPAA "health care operations" or "research" or "public health activities and purposes" (does not include bio-specimens (only PHI and requires federal guidance on how to apply); **OR**

☐ **(iv)** Research information collected by or on behalf of federal government using government generated or collected information obtained for non-research activities.

☐ **5.** Research and demonstration projects which are supported by a federal agency/department AND designed to study and which are designed to study, evaluate, or otherwise examine: (i)public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or service under those programs. (must be posted on a federal web site). 104.5(d)(5) (must be posted on a federal web site)

☐ **6.** Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives and consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture. The research does not involve prisoners as participants. 104(d)(6)

**Limited IRB review – the IRB Chair or designated IRB reviewer reviews the protocol to ensure adequate provisions are in place to protect privacy and confidentiality.*

***Category 3 – Benign Behavioral Interventions (BBI) must be brief in duration, painless/harmless, not physically invasive, not likely to have a significant adverse lasting impact on participants, and it is unlikely participants will find the interventions offensive or embarrassing.*

**** Exemption categories 7 and 8 require broad consent. The AU IRB has determined the regulatory requirements for legally effective broad consent are not feasible within the current institutional infrastructure. EXEMPT categories 7 and 8 will not be implemented at this time.*

4. Describe the proposed research including who does what, when, where, how, and for how long, etc.

a. Purpose

The intention of this research is to determine what factors affect student retention from the aspects of licensed agricultural teachers who are over the age of 18. The instrument will be sent to agricultural education teachers within the state of Georgia through google using g-mail for them to determine what influences their retention rates.

b. Participant population, including the number of participants and the rationale for determining number of participants to recruit and enroll. Note if the study enrolls minor participants, describe the process to ensure more than 1 adult is present during all research procedures which include the minor.

The population of the study will be agricultural educators within the state of Georgia (N= 590), a sample of that population will be selected. Potential participant will meet the following strata: 22 years of age or older, currently teaching the agricultural education, currently teaching agriculture education grades 7-12 in Georgia, and possess a current and valid Georgia teaching license. Agricultural educators who will be selected (n = 10) per each of the six areas in Georgia. Agricultural educators who meet the selection criteria will be determined using the Georgia Agricultural Education Directory. This is a public database.

c. Recruitment process. Address whether recruitment includes communications/interactions between study staff and potential participants either in person or online. *Submit a copy of all recruitment materials.*

Potential participants will be contacted electronically through the Georgia Agricultural Educational directory, a publicly available database. A link for the informed consent will be included in the email. Participants will indicate their desired to participate by clicking the informed consent link. If yes, participants will be redirected to the questionnaire. Participants declining their involvement will be redirected to a thank you message.

d. Consent process including how information is presented to participants, etc.

The information of the instrument will be present through a digital online survey on Qualtrics. Before beginning the participants will be provided an electronic link to the informed consent letter in the recruitment email.

e. Research procedures and methodology

Agricultural educators will meet the following strata: 22 years of age or older, currently teaching the agricultural education, currently teaching agriculture education grades 7-12 in Georgia, and possess a current and valid Georgia teaching license, will be administered a Qualtrics electronic survey instrument to answers questions about their program. Participant data will be collected and analyze to determine what factors effect retention, participant characteristics, and perceptions of support in relation to their agricultural programs.

f. Anticipated time per study exercise/activity and total time if participants complete all study activities.
The questionnaire should require no more than 15 minutes of the potential participant's time.

g. Location of the research activities.
Potential participants will complete the electronic questionnaire in a location of their choice.

h. Costs to and compensation for participants? If participants will be compensated describe the amount, type, and process to distribute.
There will be no costs and compensation for participants.

i. Non-AU locations, site, institutions. *Submit a copy of agreements/IRB approvals.*
Click or tap here to enter text.

j. Describe how results of this study will be used (presentation? publication? thesis? dissertation?)
The results of this study will be used to completed my dissertation for the competition of my doctoral degree.

k. Additional relevant information.
Click or tap here to enter text.

5. Waivers
Check applicable waivers and describe how the project meets the criteria for the waiver.

☐ Waiver of Consent (Including existing de-identified data)

☒ Waiver of Documentation of Consent (Use of Information Letter, rather than consent form requiring signatures)

☐ Waiver of Parental Permission (in Alabama, 18 years-olds may be considered adults for research purposes)
https://sites.auburn.edu/admin/orc/irb/IRB 1 Exempt and Expedited/11-113 MR 1104 Hinton Renewal 2021-1.pdf

a. Provide the rationale for the waiver request.
Click or tap here to enter text.

6. Describe the process to select participants/data/specimens. If applicable, include gender, race, and ethnicity of the participant population.
Potential participant will meet the following strata: 22 years of age or older, currently teaching the agricultural education, currently teaching agriculture education grades 7-12 in Georgia, and possess a current and valid Georgia teaching license.

7. Risks and Benefits
7a. Risks - Describe why none of the research procedures would cause a participant either physical or psychological discomfort or be perceived as discomfort above and beyond what the person would experience in daily life (minimal risk).
Participants will experience no risk more than what would be expected in everyday life.

7b. Benefits – Describe whether participants will benefit directly from participating in the study. If yes, describe the benefit. And, describe generalizable benefits resulting from the study.
The benefits of this study will allow educators to determine what areas of their program need to be improved. In addition to what factors implement retention among programs. This will allow educators to determine what factors allow students to become more engaged and involved within the agricultural program and industry.

8. Describe the provisions to maintain confidentiality of data, including collection, transmission, and storage. Identify platforms used to collect and store study data. *For EXEMPT research, the AU IRB recommends AU BOX or using an AU issued and encrypted device. If a data collection form will be used, submit a copy.*

Collected Qualtrics electronic data will be stored in the PI Auburn University box folder. Data access will receive data will be assigned a random number to protect their confidentially. The survey and collected results are anonymous there for no potential for a loss of confidentiality to exist. Only the PI and faculty advisor will have access to the confidential data that is collected.

Collected electronic data will be stored in auburn university Qualtric database. Data access will be

a. If applicable, submit a copy of the data management plan or data use agreement.

9. Describe the provisions included in the research to protect the privacy interests of participants (e.g., others will not overhear conversations with potential participants, individuals will not be publicly identified or embarrassed).
Individuals results and data will be classified as a number to protect their identify to ensure their privacy.

10. Does this research include purchase(s) that involve technology hardware, software or online services?

☐ **YES** ☒ **NO**

If YES:

A. Provide the name of the product Click or tap here to enter text.
and the manufacturer of the product Click or tap here to enter text.

B. Briefly describe use of the product in the proposed human subject's research.
Click or tap here to enter text.

C. To ensure compliance with AU's Electronic and Information Technology Accessibility Policy, contact AU IT Vendor Vetting team at vetting@auburn.edu to learn the vendor registration process (prior to completing the purchase).

D. Include a copy of the documentation of the approval from AU Vetting with the revised submission.

11. Additional Information and/or attachments.

In the space below, provide any additional information you believe may help the IRB review of the proposed research. If attachments are included, list the attachments below. Attachments may include recruitment materials, consent documents, site permissions, IRB approvals from other institutions, data use agreements, data collection form, CITI training documentation, etc.

Click or tap here to enter text.

Required Signatures *(If a student PI is identified in item 1.a, the EXEMPT application must be re-signed and updated at every revision by the student PI and faculty advisor. The signature of the department head is required only on the initial*

Revised 09/13/2023

submission of the EXEMPT application, regardless of PI. Staff and faculty PI submissions require the PI signature on all version, the department head signature on the original submission)

Signature of Principal Investigator: Hannah Dinkins **Date:** 12/5/23

Signature of Faculty Advisor (If applicable): Jason Mc Kibben **Date:** 05/December/2023

Signature of Dept. Head: Paul G. Fitchett Digitally signed by Paul G. Fitchett Date: 2023.12.01 09:34:34 -06'00' **Date:**

Version Date: 10/31/2023

To whom it may concern,

The following study is for completion of my dissertation research for Auburn's Doctoral Program. Participants in this study must meet the following criteria: 22 years of age or older, currently teaching the agricultural education, currently teaching agriculture education grades 7-12 in Georgia, and possess a current and valid Georgia teaching license. The focus for this study is to determine factors that influence retention of agricultural educational programs within the state of Georgia. Completion of this survey will provide insight into what agricultural educational programs needs. Your participation in this survey in voluntary. However, it is greatly appreciated and needed within our state's programs. Please select the appropriate response to proceed with this survey.

Thank you for your time.

Thanks,

Hannah Dinkins

Recruitment Script (electronic)

My name is Hannah Dinkins, I'm a doctoral candidate for the Agriscience Education Program at Auburn University. I would like to invite you to participate in my research study, for the completion of my degree, which investigates the perceptions of licensed agricultural education teachers within the state of Georgia to determine what factors effect retention rates of programs. You are being asked to participate because you are an Agricultural Education teacher who is at least 22 years old and licensed within the state of Georgia. Your participation is completely voluntary, and participation can be discontinued at any time.

As a participant, you will be asked to participate by answering an Auburn University Qualtrics survey that will last approximately 15 minutes.

Attached to this email is the consent form which is required of you to participate in this study. If you choose to participate, please click on and complete the Qualtrics survey link that is attached in this email.

The risks associated with this study are minimal and not greater than risks ordinarily encountered in daily life. Your responses will be confidential. If you choose to participate you will be assigned a pseudonym and all identifiable information will be deleted at the conclusion of your participation. I appreciate your time and consideration for this research project. I look forward to viewing your responses.

Hannah Dinkins

Hed0045@auburn.edu

336-480-7746

AUBURN UNIVERSITY HUMAN RESEARCH PROTECTION PROGRAM (HRPP)

REQUEST for MODIFICATION

For Information or help completing this form, contact: **The Office of Research Compliance (ORC)**
Phone: **334-844-5966** E-Mail: **IRBAdmin@auburn.edu**

- **Federal regulations require IRB approval before implementing proposed changes.**
- **Change means any change, in content or form, to the protocol, consent form, or any supportive materials (such as the investigator's Brochure, questionnaires, surveys, advertisements, etc.). See Item 4 for more examples.**

1. Today's Date	**5/28/2024**

2. Principal Investigator (PI) Name: Hannah Dinkins			
PI's Title:	PhD candidate	**Faculty PI (if PI is a student):**	Jason McKibben
Department:	Curriculum & Teaching	**Department:**	Curriculum & teaching
Phone:	336-480-7746	**Phone:**	979-587-1065
AU-E-Mail:	Hed0045@auburn.edu	**AU E-Mail:**	Jdm0184@auburn.edu
Contact person who should receive copies of IRB correspondence (Optional):	Click or tap here to enter text.	**Department Head Name:**	Paul Fitchett
Phone:	Click or tap here to enter text.	**Phone:**	334-844-3233
AU E-Mail:	Click or tap here to enter text.	**AU E-Mail:**	Pgf0011@Auburn.edu

3. AU IRB Protocol Identification	
3.a. Protocol Number: 26-628	
3.b. Protocol Title: Retention factors of Agricultural Education Programs in Georgia	
3. c. Current Status of Protocol – For active studies, check ONE box at left; provide numbers and dates where applicable	
☐ **Study has not yet begun; no data has been entered or collected**	
☒ **In progress If YES, number of data/participants entered: 47** ☐ **Is this modification request being made in conjunction with/as a result of protocol renewal? ☐ YES ☒ NO** ☐ **Adverse events since last review If YES, describe:** Click or tap here to enter text. ☐ **Data analysis only**	**Current Approval Dates** **From: 12/13/2023** **To:** Click or tap to enter a date.
☐ **Funding Agency and Grant Number:** Click or tap here to enter text.	**AU Funding Information: NA**
☐ **List any other institutions and/ or AU approved studies associated with this project: NA**	

The Auburn University Institutional Review Board has approved this Document for use from
06/08/2024 to ----------
Protocol # 23-628 EX 2312

4. Types of Change
Mark all that apply, and describe the changes in item 5

☐ **Change in Key Personnel**
List the name(s) of personnel being added to or removed from the study and attach a copy of the CITI documentation for personnel being added to the study.

☐ **Additional Sites or Change in Sites, including AU classrooms, etc.**
Attach permission forms for new sites.

☐ **Change in methods for data storage/ protection or location of data/ consent documents**

☐ **Change in project purpose or project questions**

☐ **Change in population or recruitment**
Attach new or revised recruitment materials as needed; both highlighted version & clean copy for IRB approval stamp

☐ **Change in study procedure(s)**
Attach new or revised consent documents as needed; both highlighted revised copy & clean copy for IRB approval stamp

☒ **Change in data collection instruments/forms (surveys, data collection forms)**
Attach new forms as needed; both highlighted version & clean copy for IRB approval stamp

☐ **Other**
(BUAs, DUAs, etc.) Indicate the type of change in the space below, and provide details in the Item 5.c. or 5.d. as applicable. Include a copy of all affected documents, with revisions highlighted as applicable.
Click or tap here to enter text.

5. Description and Rationale

5.a. For each item marked in Question #4 describe the requested change(s) to your research protocol, and the rationale for each.

The initial collection of data was conducted, and it was determined that additional information needed to be gathered from the population to fully address the objectives of the study. The attached question bank will be used. The questions will be given to the participants in the form of scale questions where they are able to determine their level of agreement to the statements.

5.b. Briefly list (numbered or bulleted) **the activities that have occurred up to this point, particularly those that involved participants.**

- Recruitment
- Data collection
- Initial data analysis

5.c. Does the requested change affect participants, such as procedures, risks, costs, benefits, etc.

No change.

5.d. Attach a copy of all "IRB stamped" documents currently used. (Information letters, consent forms, flyers, etc.)

Attached

5.e. List all revised documents and attach two copies of the revised documents – one copy which highlights the revisions and one clean copy of the revised documents for the IRB approval stamp.

New instrument question bank

6. Signatures

Principal Investigator: Hannah Dinkins

Faculty Advisor PI, if applicable: Jason Mc Kibben

Version Date: **5/28/2024**

AUBURN UNIVERSITY HUMAN RESEARCH PROTECTION PROGRAM (HRPP)

EXEMPT REVIEW APPLICATION

For assistance, contact: **The Office of Research Compliance (ORC)**
Phone: **334-844-5966** E-Mail: **IRBAdmin@auburn.edu** Web Address: **http://www.auburn.edu/research/vpr/ohs**
Submit completed form and supporting materials as one PDF through the IRB Submission Page
Hand written forms are not accepted. Where links are found hold down the control button (Ctrl) then click the link..

1. Project Identification

Today's Date: October 31, 2023

Anticipated start date of the project: November 27, 2023 Anticipated duration of project: 1 Year

a. **Project Title: Retention factors of Agricultural Education Programs in Georgia**

b. **Principal Investigator (PI): Hannah Dinkins** Degree(s): PhD Rank/Title: Graduate Student Department/School: Curriculum and Teaching
Role/responsibilities in this project: **Conduct and analyze research**
Preferred Phone Number: **336-480-7746** AU Email: hed0045@auburn.edu

Faculty Advisor Principal Investigator (if applicable): Jason McKibben
Rank/Title: Assistant Professor Department/School: Curriculum and Teaching

Role/responsibilities in this project: **Oversee and assist with study**
Preferred Phone Number: **979-587-1065** AU Email: jdm0184@auburn.edu

Department Head: Paul Fitchett Department/School: Curriculum and Teaching
Preferred Phone Number: **334-844-3233** AU Email: pgf0011@auburn.edu
Role/responsibilities in this project: **Oversee and assist with study**

c. **Project Key Personnel –** Identify all key personnel who will be involved with the conduct of the research and describe their role in the project. Role may include design, recruitment, consent process, data collection, data analysis, and reporting. (To determine key personnel, see decision tree**).** *Exempt determinations are made by individual institutions; reliance on other institutions for exempt determination is not feasible. Non-AU personnel conducting exempt research activities must obtain approval from the IRB at their home institution.*

Key personnel are required to maintain human subjects training through CITI. Please provide documentation of completed CITI training, with course title(s) and expiration date(s) shown. As a reminder, both IRB and RCR modules are required for all key study personnel.

Name: Hannah Dinkins Degree(s): **PhD**
Rank/Title: Graduate Student Department/School: Curriculum and Teaching
Role/responsibilities in this project: **analyze and collect information from individuals over the age of 18**
- AU affiliated? ☒ Yes ☐ No If no, name of home institution: Click or tap here to enter text.
- Plan for IRB approval for non-AU affiliated personnel? Click or tap here to enter text.
- Do you have any known competing financial interests, personal relationships, or other interests that could have influence or appear to have influence on the work conducted in this project? ☐ Yes ☒ No
- If yes, briefly describe the potential or real conflict of interest: Click or tap here to enter text.
- Completed required CITI training? ☒ Yes ☐ No If NO, complete the appropriate CITI basic course and update the revised Exempt Application form.
- If YES, choose course(s) the researcher has completed: Human Sciences Basic Course 5/31/2026

Choose a

The Auburn University Institutional Review Board has approved this Document for use from 12/13/2023 to ----------
Protocol # 23-628 EX 2312

Name: Jason McKibben Degree(s): Click or tap here to enter text.
Rank/Title: Assistant Professor Department/School: Agriculture
Role/responsibilities in this project: Oversee
- AU affiliated? ☒ Yes ☐ No If no, name of home institution: Click or tap here to enter text.
- Plan for IRB approval for non-AU affiliated personnel? Click or tap here to enter text.
- Do you have any known competing financial interests, personal relationships, or other interests that could have influence or appear to have influence on the work conducted in this project? ☐ Yes ☒ No
- If yes, briefly describe the potential or real conflict of interest: Click or tap here to enter text.
- Completed required CITI training? ☒ Yes ☐ No If NO, complete the appropriate CITI basic course and update the revised EXEMPT application form.
- If YES, choose course(s) the researcher has completed: Choose a course Expiration Date
  Choose a course Expiration Date

Name: Click or tap here to enter text. Degree(s): Click or tap here to enter text.
Rank/Title: Choose Rank/Title Department/School: Choose Department/School
Role/responsibilities in this project: Click or tap here to enter text.
- AU affiliated? ☐ Yes ☐ No If no, name of home institution: Click or tap here to enter text.
- Plan for IRB approval for non-AU affiliated personnel? Click or tap here to enter text.
- Do you have any known competing financial interests, personal relationships, or other interests that could have influence or appear to have influence on the work conducted in this project? ☐ Yes ☐ No
- If yes, briefly describe the potential or real conflict of interest: Click or tap here to enter text.
- Completed required CITI training? ☐ Yes ☐ No If NO, complete the appropriate CITI basic course and update the revised EXEMPT application form.
- If YES, choose course(s) the researcher has completed: Choose a course Expiration Date
  Choose a course Expiration Date

d. Funding Source – Is this project funded by the investigator(s)? Yes ☒ No ☐
Is this project funded by AU? Yes ☐ No ☒ If YES, identify source Click or tap here to enter text.
Is this project funded by an external sponsor? Yes ☐ No ☒ If YES, provide name of sponsor, type of sponsor (governmental, non-profit, corporate, other), and an identification number for the award.
Name: Click or tap here to enter text. Type: Click or tap here to enter text. Grant #: Click or tap here to enter text.

e. List other AU IRB-approved research projects and/or IRB approvals from other institutions that are associated with this project. Describe the association between this project and the listed project(s):
Click or tap here to enter text.

2. Project Summary

a. Does the study *TARGET* any special populations? Answer YES or NO to all.

Minors (under 18 years of age; if minor participants, at least 2 adults must be present during all research procedures that include the minors)	Yes ☐ No ☒
Auburn University Students	Yes ☐ No ☒
Pregnant women, fetuses, or any products of conception	Yes ☐ No ☒
Prisoners or wards (unless incidental, not allowed for Exempt research)	Yes ☐ No ☒
Temporarily or permanently impaired	Yes ☐ No ☒

b. Does the research pose more than minimal risk to participants? Yes ☐ No ☒

If YES, to question 2.b, then the research activity is NOT eligible for EXEMPT review. Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research is not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or test. 42 CFR 46.102(i)

c. Does the study involve any of the following? *If YES to any of the questions in item 2.c, then the research activity is NOT eligible for EXEMPT review.*

Procedures subject to FDA regulations (drugs, devices, etc.) Yes ☐ No ☒

Use of school records of identifiable students or information from instructors about specific students. Yes ☐ No ☒

Protected health or medical information when there is a direct or indirect link which could identify the participant. Yes ☐ No ☒

Collection of sensitive aspects of the participant's own behavior, such as illegal conduct, drug use, sexual behavior or alcohol use. Yes ☐ No ☒

d. Does the study include deception? Requires limited review by the IRB* Yes ☐ No ☒

3. MARK the category or categories below that describe the proposed research. Note the IRB Reviewer will make the final determination of the eligible category or categories.

☐ **1.** Research conducted in established or commonly accepted educational settings, involving normal educational practices. The research is not likely to adversely impact students' opportunity to learn or assessment of educators providing instruction. 104(d)(1)

☒ **2.** Research only includes interactions involving educational tests, surveys, interviews, public observation if at least ONE of the following criteria. (The research includes data collection only; may include visual or auditory recording; may NOT include intervention and only includes interactions). **Mark the applicable sub-category below (I, ii, or iii). 104(d)(2)**

☐ **(i)** Recorded information cannot readily identify the participant (directly or indirectly/ linked);
OR
- surveys and interviews: no children;
- educational tests or observation of public behavior: can only include children when investigators do not participate in activities being observed.

☐ **(ii)** Any disclosures of responses outside would not reasonably place participant at risk; **OR**

☐ **(iii)** Information is recorded with identifiers or code linked to identifiers and IRB conducts limited review; no children. **Requires limited review by the IRB.***

☐ **3.** Research involving Benign Behavioral Interventions (BBI)** through verbal, written responses including data entry or audiovisual recording from adult subjects who prospectively agree and ONE of the following criteria is met. (This research does not include children and does not include medical interventions. Research cannot have deception unless the participant prospectively agrees that they will be unaware of or misled regarding the nature and purpose of the research) **Mark the applicable sub-category below (A, B, or C).** 104(d)(3)(i)

☐ **(A)** Recorded information cannot readily identify the subject (directly or indirectly/ linked); **OR**

☐ **(B)** Any disclosure of responses outside of the research would not reasonably place subject at risk;
OR

☐ **(C)** Information is recorded with identifies and cannot have deception unless participants prospectively agree. **Requires limited review by the IRB.***

☐ **4.** Secondary research for which consent is not required: use of identifiable information or identifiable bio-specimen that have been or will be collected for some other 'primary' or 'initial' activity, if one of the following criteria is met. Allows retrospective and prospective secondary use. **Mark the applicable sub-category below (i, ii, iii, or iv).** 104 (d)(4)

☐ **(i)** Bio-specimens or information are publicly available;

☐ **(ii)** Information recorded so subject cannot readily be identified, directly or indirectly/linked investigator does not contact subjects and will not re-identify the subjects; **OR**

☐ **(iii)** Collection and analysis involving investigators use of identifiable health information when us is regulated by HIPAA "health care operations" or "research" or "public health activities and purposes" (does not include bio-specimens (only PHI and requires federal guidance on how to apply); **OR**

☐ **(iv)** Research information collected by or on behalf of federal government using government generated or collected information obtained for non-research activities.

☐ **5.** Research and demonstration projects which are supported by a federal agency/department AND designed to study and which are designed to study, evaluate, or otherwise examine: (i)public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or service under those programs. (must be posted on a federal web site). 104.5(d)(5) (must be posted on a federal web site)

☐ **6.** Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives and consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture. The research does not involve prisoners as participants. 104(d)(6)

**Limited IRB review – the IRB Chair or designated IRB reviewer reviews the protocol to ensure adequate provisions are in place to protect privacy and confidentiality.*

***Category 3 – Benign Behavioral Interventions (BBI) must be brief in duration, painless/harmless, not physically invasive, not likely to have a significant adverse lasting impact on participants, and it is unlikely participants will find the interventions offensive or embarrassing.*

**** Exemption categories 7 and 8 require broad consent. The AU IRB has determined the regulatory requirements for legally effective broad consent are not feasible within the current institutional infrastructure. EXEMPT categories 7 and 8 will not be implemented at this time.*

4. Describe the proposed research including who does what, when, where, how, and for how long, etc.

a. Purpose

The intention of this research is to determine what factors affect student retention from the aspects of licensed agricultural teachers who are over the age of 18. The instrument will be sent to agricultural education teachers within the state of Georgia through google using g-mail for them to determine what influences their retention rates.

b. Participant population, including the number of participants and the rationale for determining number of participants to recruit and enroll. Note if the study enrolls minor participants, describe the process to ensure more than 1 adult is present during all research procedures which include the minor.

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f. Anticipated time per study exercise/activity and total time if participants complete all study activities.
The questionnaire should require no more than 15 minutes of the potential participant's time.

g. Location of the research activities.
Potential participants will complete the electronic questionnaire in a location of their choice.

h. Costs to and compensation for participants? If participants will be compensated describe the amount, type, and process to distribute.
There will be no costs and compensation for participants.

i. Non-AU locations, site, institutions. *Submit a copy of agreements/IRB approvals.*
Click or tap here to enter text.

j. Describe how results of this study will be used (presentation? publication? thesis? dissertation?)
The results of this study will be used to completed my dissertation for the competition of my doctoral degree.

k. Additional relevant information.
Click or tap here to enter text.

5. Waivers
Check applicable waivers and describe how the project meets the criteria for the waiver.

☐ Waiver of Consent (Including existing de-identified data)

☒ Waiver of Documentation of Consent (Use of Information Letter, rather than consent form requiring signatures)

☐ Waiver of Parental Permission (in Alabama, 18 years-olds may be considered adults for research purposes)
https://sites.auburn.edu/admin/orc/irb/IRB 1 Exempt and Expedited/11-113 MR 1104 Hinton Renewal 2021-1.pdf

a. Provide the rationale for the waiver request.
Click or tap here to enter text.

6. Describe the process to select participants/data/specimens. If applicable, include gender, race, and ethnicity of the participant population.
Potential participant will meet the following strata: 22 years of age or older, currently teaching the agricultural education, currently teaching agriculture education grades 7-12 in Georgia, and possess a current and valid Georgia teaching license.

7. Risks and Benefits
7a. Risks - Describe why none of the research procedures would cause a participant either physical or psychological discomfort or be perceived as discomfort above and beyond what the person would experience in daily life (minimal risk).
Participants will experience no risk more than what would be expected in everyday life.

7b. Benefits – Describe whether participants will benefit directly from participating in the study. If yes, describe the benefit. And, describe generalizable benefits resulting from the study.
The benefits of this study will allow educators to determine what areas of their program need to be improved. In addition to what factors implement retention among programs. This will allow educators to determine what factors allow students to become more engaged and involved within the agricultural program and industry.

8. Describe the provisions to maintain confidentiality of data, including collection, transmission, and storage. Identify platforms used to collect and store study data. *For EXEMPT research, the AU IRB recommends AU BOX or using an AU issued and encrypted device. If a data collection form will be used, submit a copy.*

Collected Qualtrics electronic data will be stored in the PI Auburn University box folder. Data access will receive data will be assigned a random number to protect their confidentially. The survey and collected results are anonymous there for no potential for a loss of confidentiality to exist. Only the PI and faculty advisor will have access to the confidential data that is collected.

Collected electronic data will be stored in auburn university Qualtric database. Data access will be

a. If applicable, submit a copy of the data management plan or data use agreement.

9. Describe the provisions included in the research to protect the privacy interests of participants (e.g., others will not overhear conversations with potential participants, individuals will not be publicly identified or embarrassed).
Individuals results and data will be classified as a number to protect their identify to ensure their privacy.

10. Does this research include purchase(s) that involve technology hardware, software or online services?

☐ **YES** ☒ **NO**

If YES:

A. Provide the name of the product Click or tap here to enter text.
and the manufacturer of the product Click or tap here to enter text.

B. Briefly describe use of the product in the proposed human subject's research.
Click or tap here to enter text.

C. To ensure compliance with AU's Electronic and Information Technology Accessibility Policy, contact AU IT Vendor Vetting team at vetting@auburn.edu to learn the vendor registration process (prior to completing the purchase).

D. Include a copy of the documentation of the approval from AU Vetting with the revised submission.

11. Additional Information and/or attachments.

In the space below, provide any additional information you believe may help the IRB review of the proposed research. If attachments are included, list the attachments below. Attachments may include recruitment materials, consent documents, site permissions, IRB approvals from other institutions, data use agreements, data collection form, CITI training documentation, etc.

Click or tap here to enter text.

Required Signatures *(If a student PI is identified in item 1.a, the EXEMPT application must be re-signed and updated at every revision by the student PI and faculty advisor. The signature of the department head is required only on the initial*

Revised 09/13/2023

submission of the EXEMPT application, regardless of PI. Staff and faculty PI submissions require the PI signature on all version, the department head signature on the original submission)

Signature of Principal Investigator: Hannah Dinkins **Date:** 12/5/23

Signature of Faculty Advisor (If applicable): Jason Mc Kibben **Date:** 05/December/2023

Signature of Dept. Head: Paul G. Fitchett Digitally signed by Paul G. Fitchett Date: 2023.12.01 09:34:34 -06'00' **Date:**

Version Date: 10/31/2023

To whom it may concern,

The following study is for completion of my dissertation research for Auburn's Doctoral Program. Participants in this study must meet the following criteria: 22 years of age or older, currently teaching the agricultural education, currently teaching agriculture education grades 7-12 in Georgia, and possess a current and valid Georgia teaching license. The focus for this study is to determine factors that influence retention of agricultural educational programs within the state of Georgia. Completion of this survey will provide insight into what agricultural educational programs needs. Your participation in this survey in voluntary. However, it is greatly appreciated and needed within our state's programs. Please select the appropriate response to proceed with this survey.

Thank you for your time.

Thanks,

Hannah Dinkins

Recruitment Script (electronic)

My name is Hannah Dinkins, I'm a doctoral candidate for the Agriscience Education Program at Auburn University. I would like to invite you to participate in my research study, for the completion of my degree, which investigates the perceptions of licensed agricultural education teachers within the state of Georgia to determine what factors effect retention rates of programs. You are being asked to participate because you are an Agricultural Education teacher who is at least 22 years old and licensed within the state of Georgia. Your participation is completely voluntary, and participation can be discontinued at any time.

As a participant, you will be asked to participate by answering an Auburn University Qualtrics survey that will last approximately 15 minutes.

Attached to this email is the consent form which is required of you to participate in this study. If you choose to participate, please click on and complete the Qualtrics survey link that is attached in this email.

The risks associated with this study are minimal and not greater than risks ordinarily encountered in daily life. Your responses will be confidential. If you choose to participate you will be assigned a pseudonym and all identifiable information will be deleted at the conclusion of your participation. I appreciate your time and consideration for this research project. I look forward to viewing your responses.

Hannah Dinkins

Hed0045@auburn.edu

336-480-7746

Questions

- My program reflects the agricultural industries in the community.
- My program reflects my community's agricultural industries skills?
- My program allows students to participate in agricultural activities.
- My program allows students to develop agricultural skills.
- My program allows students to meet the needs of the local agricultural industry.
- My local counselors know how my program pathway.
- My counselor(s) knows the agricultural pathways within my program.
- What pathways are taught in your program?
- My program reflects the needs of the local agricultural community.
- My program has an advisory committee.
- My program has an advisory committee that is made up of local agricultural industry stakeholders.
- My program's advisory committee guides the program's direction.
- There are multiple agricultural educators within my program.
- Agricultural educators within my program meet regularly with advisory committee members.
- Advisory committee members are sensitive to my program's needs.
- Advisory committee members within my program discuss upcoming needs in the community's agricultural industries.
- My program has annual revisions.
- My program has annual evaluations.
- My program reflects the agricultural needs of students.
- My program is aligned with students' agricultural interests.
- My program puts on agricultural events to showcase its students.
- My program participates in activities within the community.
- My counselors are aware of my agricultural program.
- My counselors know the progression within my course of study.
- My counselors are able to accurately place students within my agricultural program.
- My program is compliant with state agricultural standards.
- My program is compliant with state facility regulations.
- My program is compliant with agricultural industry standards.
- My program uses state standards to determine what agricultural content to teach.
- My program uses state standards to determine what agricultural skills are taught.
- My program continually builds upon itself.
- My program builds upon students' previous agricultural material.
- My program builds upon students' previous agricultural skills.
- My program begins with foundational agricultural material first.
- My program is a progression of agricultural content knowledge.
- My program offers advanced agricultural courses.
- My program offers postsecondary agricultural opportunities for students.
- My program provides students with the hands-on application of agricultural content to prepare them for college.
- My program offers certification for agricultural students.
- My program has advanced agricultural program courses.

- My program allows students to be industry ready.
- My program prepares students to be college ready for their chosen area of agriculture.
- My program has common standards that are covered among all agricultural teachers within my program.
- My program provides students with the fundamentals for advanced agricultural courses.
- My program scaffolds the agricultural program.
- My program makes a continuous effort to provide students with sequentially taught courses.
- My program offers advanced agricultural content.
- My program allows students to make industry application connections.
- My program allows students to make agricultural industry applications to the community.
- My program's agricultural content utilizes core academic content.
- In my program I give students agricultural assessments that require them to use common academic standards.
- I hold students to a high level of rigor.
- I ensure that all my assignments are rigorous.
- I ensure my courses are rigorous.
- I hold my student to the same level of rigor as a core academic course.
- My program reinforces content learned in other academic areas.
- My program has an agricultural curriculum that reinforces content from core academic areas.
- My program has the same rigor as an academic course.
- I align core academic standards within my curriculum to the technical agricultural standards that are concurrent with the technical application.
- My program's courses align with core academic standards.
- My program offers multiple courses that align with core academic standards.
- My program has technical application of academic content.
- My program uses agricultural state standards that create rigor in my program.
- My program has agricultural state standards that create rigor for agricultural disciplinary skills.
- My program has rigor that reflects the agricultural industries within the community.
- My program has rigor that prepares students for agricultural post-secondary education standards.
- My state standards are rigorous.
- Students within my program have the ability to complete an agricultural pathway.
- Students within my program have the ability to complete multiple agricultural pathways.
- Students within my program have the opportunity to interact with agricultural post-secondary institutions.
- Students within my program are familiar with agricultural post-secondary institutions.
- Students within my program are made aware of agricultural post-secondary institutions.
- Students within my program are made aware of agriculturally based industries.
- Students within my program are made aware of agricultural industry opportunities.
- Students within my program are familiar with agricultural industry opportunities.
- Students within my program are dual enrolled in agricultural courses.
- Students within my program are aware of certification opportunities in agriculture that are offered.
- Students who are enrolled in my program can gain post-secondary credit in an area of agriculture.

- Students who are enrolled in my program can gain agricultural certifications.
- In my program, I do collaborate with post-secondary institutions.
- In my program, I work to collaborate with post-secondary institutions.
- In my program, I collaborate with post-secondary institutions to align curriculum standards.
- In my program, I collaborate with post-secondary institutions to provide students with current agricultural content.
- In my program, I do collaborate with post-secondary institutions to gain guidance on the latest technology for the agricultural industry.
- In my program 50% or more of students are on track to get a post-secondary degree in agriculture.
- In my program 50% or less of students are on track to get a post-secondary degree in agriculture.
- In my program, 50% of students are on track for a form of agricultural certification after high school.
- In my program, 50% or less of students are on track to get an agricultural certification after high school.
- My program uses all three rings/circles of the three-ring model.
- Please indicate the level of programmatic focus on the three circles of Agricultural education (sum of 100 question)
- My program provides students with a method of documentation to keep records for their Supervised Agricultural Experience (SAE)
- My program provides students with a form of record keeping.
- My program provides students with a form of record keeping that allows them to track their progress.
- My program provided students with a form of record keeping that allows them to reflect on their progress.
- My program provided students with a form of record keeping that allows them to reassess their progress.
- In my program, I have a form of documentation that allows me to accurately assess student comprehension or courses.
- I have a form of documentation that enables me to access student's pathway comprehension.
- I keep records of students' progress.
- I document how my program aligns with community industries.
- I track students' progress in agricultural competencies.
- I track students' progress in agricultural involvement.
- I track students' success based on the guidance of my advisory committee.
- I have documentation for each student that relates to their personal level of achievement in FFA.
- I have incorporated FFA, SAE, and Lab/Classroom in equal portions into my curriculum.
- I have incorporated FFA, SAE, and Lab/class in unequal portions into my curriculum.
- In my program, students learn post-secondary educational skills.

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Appendix B: National Program Quality Standards

THE COUNCIL
A national partnership for excellence in agriculture and education.

A Project by The National Council for Agricultural Education

NATIONAL QUALITY PROGRAM STANDARDS FOR AGRICULTURE, FOOD AND NATURAL RESOURCE EDUCATION

A TOOL FOR SECONDARY (GRADES 9-12) PROGRAMS

TABLE OF CONTENTS

COMMONLY USED ACRONYMS

ACTE	Association for Career and Technical Education
ADA	American with Disabilities Act
AET	Agricultural Experience Tracker
AFNR	Agriculture, Food and Natural Resources
AG-STEM	Agriculture, Science, Technology, Engineering and Mathematics
ASCD	Association for Supervision and Curriculum Development
The Council	National Council for Agricultural Education
CASE	Curriculum for Agricultural Science Education
CDC	Centers for Disease Control and Prevention
COP	Communities of Practice
CTE	Career and Technical Education
EPA	Environmental Protection Agency
ESL	English as a Second Language
FFA	National FFA Organization
LPS	Local Program Success
MSDS	Material Safety Data Sheet
NAAE	National Association of Agricultural Educators
NATAA	National Agriscience Teacher Ambassador Academy
NEA	National Education Association
OSHA	Occupational Safety and Health Administration
POA	Program of Activities
POS	Program of Study
PCRN	Perkin's Collaborative Resource Network
RGC	Revision Governing Council
SAE	Supervised Agricultural Experience
SMART	Specific, Measurable, Attainable, Relevant, Timely

INTRODUCTION

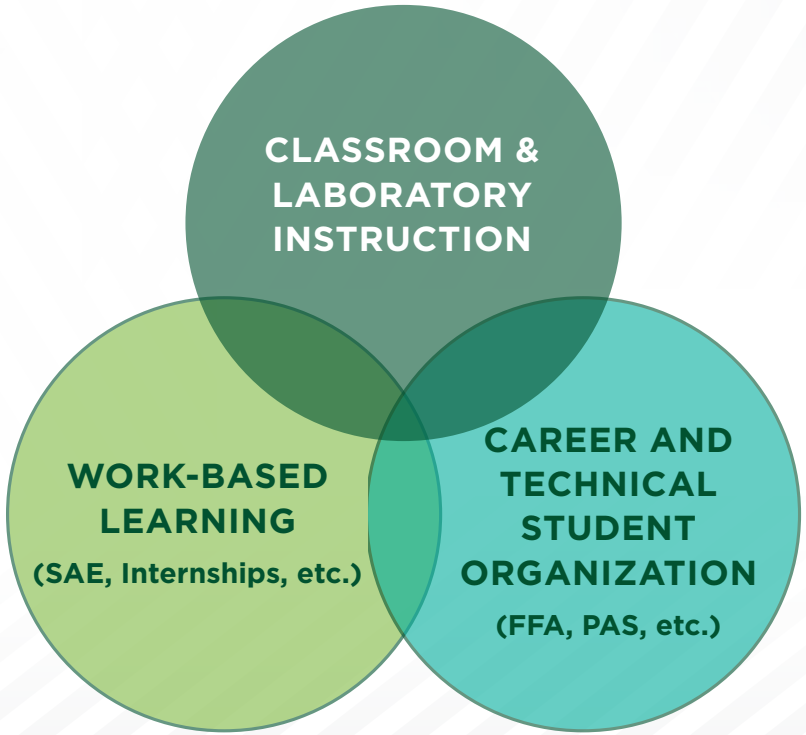
PURPOSE

The National Quality Program Standards for Secondary (Grades 9-12) Agriculture, Food and Natural Resource Education is a tool designed for local agriculture, food and natural resource education programs to analyze their program and develop clear goals and objectives for program growth. This tool is designed to be used by local teacher(s) in cooperation with, administrators, community partners, advisory committees, FFA support groups and/or an external assessment team. These standards reflect all components of an agriculture, food and natural resource education program including:

- Classroom and laboratory instruction
- Work-Based Learning (referred to in this document as, "Experiential, project, and work-based learning through SAE")
- Career and Technical Student Organization (referred to as, "Leadership and personal development through FFA")

Just as agriculture varies throughout our nation and around the world, so will our agriculture, food and natural resource education programs. Adoption and use of these standards is voluntary; states and local entities are encouraged to adapt the standards to meet local needs. States should use these standards in conjunction with state and local advisory committees to determine the most relevant and appropriate quality standards for their programs.

AGRICULTURAL EDUCATION



Three circle model of agricultural education.

BACKGROUND AND REVISION PROCESS

The National Council for Agricultural Education (The Council) strives to stimulate positive growth in agriculture, food, and natural resource education. Since its beginning in December 1983, The Council has provided leadership for stakeholders in agriculture, food, and natural resource education. In 2012, The Council identified the review and revision of the National Quality Program Standards as a goal in its 2012-15 Strategic Plan.

The National Quality Program Standards were developed by The Council in 2009 as the result of a need to provide a consistent delivery of high-quality agricultural education programs across the nation. The hallmarks of these standards focused on relevant instruction, rigorous clear goals, continuous program improvement, and the development of essential skills for student success. Input from local, state, and national leaders was sought and obtained regarding the qualities of highly successful agricultural education programs. The 2016 revisions focused on ensuring that the standards:

- Maintain their relevance and utility as a guide for consistent delivery of high-quality agriculture, food, and natural resource education programs across the nation
- Provide a tool for local teacher(s), administration, community partners and/or stakeholders, advisory committees, FFA support groups, and/or external assessment teams to build high-quality local agriculture, food, and natural resource education programs
- Help local teacher(s), administration, community partners and/or stakeholders, advisory committees, FFA support groups, and/or external assessment teams develop clear goals and objectives for meeting and exceeding the quality standards

A revision governing committee was appointed by The Council to achieve these goals and ensure the integrity of the process. Vivayic, a learning solutions company, facilitated the process to revise the standards in partnership with The Council and the revision governing committee.

The multi-stage review and revision process began in 2015 and was informed by input and guidance of secondary and post-secondary agriculture, food, and natural resource educators and administrators as well as business, industry, state, and national leaders in career and technical education. A detailed overview of the process is included in Appendix A and a list of individuals who provided input is included in Appendix B.

A goal of the National Quality Program Standards revision project is to identify strategies for encouraging adoption and use of this body of work. In addition to the revisions to update the technical content and improvements to the clarity and consistency of the standards, several other steps were taken during the revision to work toward this goal. To achieve the goal of maintaining relevancy and utility with the standards, the RGC began the review process by comparing the current standards to various national and regional “high-quality” CTE frameworks. This allowed for identification of gaps and adjustments to language to connect with federal CTE initiatives. This review also informed the rigor needed to meet and/or exceed state and federal performance levels.

ORGANIZATION

This document outlines quality program standards for seven areas aligned to "7 Keys of Local Program Success".

Standard 1A: Program Design and Instruction – Curriculum & Program Design
Standard Statement: A standards-based curriculum in agriculture, food, and natural resource education is delivered through programs of study that incorporates classroom and laboratory instruction; experiential, project, and work based learning through SAE and leadership and personal development through FFA.
Standard 1B: Program Design and Instruction – Instruction
Standard Statement: Programs promote academic achievement and technical skill attainment of all students.
Standard 1C: Program Design and Instruction – Facilities & Equipment
Standard Statement: The facilities and equipment support implementation of the program and curriculum by providing all students opportunities for the development and application of knowledge and skills.
Standard 1D: Program Design and Instruction – Assessment
Standard Statement: Programs utilize multiple methods to assess student learning that illustrates academic achievement and skill development.
Standard 2: Experiential, Project, and Work-Based Learning Through SAE
Standard Statement: Student learning (or instruction) is enhanced through continuous experiential, project, and work-based learning through SAE.
Standard 3: Leadership and Personal Development Through FFA
Standard Statement: All students participate in intra-curricular leadership and personal development through FFA.
Standard 4: School and Community Partnerships
Standard Statement: School and community partners are engaged in developing and supporting a quality program.

Standard 5: Marketing
Standard Statement: Key stakeholders are continually asked, involved, recognized and informed about all components of the integrated program.
Standard 6: Certified Agriculture Teachers and Professional Growth
Standard Statement: Competent and technically certified agriculture, food and natural resource teachers provide the core of the program.
Standard 7: Program Planning and Evaluation
Standard Statement: A system of needs assessment and evaluation provides information necessary for continual program development and improvement.

STRUCTURE

Each standard is organized as follows:

- ***Standard Statement*** – A broad statement of expectation describing model characteristics of a high-quality secondary agriculture, food, and natural resource education program
- ***Definitions*** – Common terms and abbreviations found within the Quality Indicators and/or rubric
- ***Quality Indicator*** – Measurable statements of expectation for each standard area that describe specific characteristics of a high-quality secondary agriculture, food, and natural resource education program
- ***Rubric*** – A tool to help analyze where the program is at in terms of meeting the expectation outlined in the quality indicator. Each rubric is divided into five levels: 1) Not At Expectation, 2) Approaching Expectation, 3) Meets Expectation, 4) Exceeds Expectation, and 5) Exemplary. Levels 3, 4 and 5 build upon each other; if the program reflects the qualities described under Exemplary, it should also reflect the qualities described for Meets Expectation and Exceeds Expectation. ALL secondary agriculture, food, and natural resource education programs should strive to at least be at levels 3, 4, or 5 for each quality indicator.

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #1 **Program of Study (POS), reflecting the needs of the community, has been developed in accordance with state requirements.**	**Indicator Rubric**	Students and counselors are aware of available POS and utilize it to guide student enrollment decisions.	More than one POS reflecting the needs of the community that prepare career readiness skills are offered, have been developed in accordance with state requirements, and are reviewed and revised annually by stakeholders.	At least one POS, reflecting the needs of the community, has been developed in accordance with state requirements.	POS options have been evaluated based upon the needs of the community.	POS is limited or non-existent.	
	Suggested Evidence	• Inclusion of POS in student handbook. • Documented student interviews validating this awareness and utilization. • Documented guidance counselor interviews validating this awareness and utilization.	• State CTE Office verification of compliance for more than one POS and documentation of the annual review and revisions to the POS.	• State CTE Office verification of compliance for one POS.	• Documented discussions with teacher(s) and stakeholders regarding POS options. • Documented evaluation of POS options aligned with community needs.	• Little to no documentation of POS work.	**PROGRAM EVIDENCE**

- ***Suggested Evidence*** – Suggestions for documentation that could be used to show evidence of a program meeting a particular level. This is not an all-encompassing list and will vary based upon each agriculture, food, and natural resource education program. States and/or local entities are encouraged to use the suggested evidence as a starting place and may define additional sources of evidence that are specific to their local needs.
- ***Program Evidence*** – To be completed by the local teacher(s), administration, community partners and/or stakeholders, advisory committees, FFA support groups, and/or external assessment teams during the program review
- ***Guidance For Next Steps*** – Action steps and corresponding resources to help the local teacher(s) and key stakeholders improvement upon the rubric level in which the program fell

Following the standards is a ***Program Growth Target Planning Guide***. This guide is designed to help a local program identify, prioritize and organize growth targets into a manageable plan. The process will result in a realistic and clear set of action items for growth. Program leadership is encouraged to involve their advisory committee and other key stakeholders in completing this analysis and plan.

ACKNOWLEDGEMENTS

The revision process relied upon input from more than 46 volunteers representing secondary and post-secondary agriculture, food, and natural resource educators and administrators as well as business, industry, state, and national leaders in career and technical education. The input from these volunteers was fundamental to achieving the project goals. A listing of individuals providing input is included in Appendix B.

The members of the Revision Governing Council are to be commended for their leadership, thoughtful inputs, and dedication to achieving the goals of this project. Members of the Revision Governing Council appointed by the National Council for Agricultural Education included:

- Michael Womochil, Agricultural Education Program Director, Colorado - Chairperson
- Terry Hughes, Career Pathways Director, New York
- Dr. Randy Showerman, State Supervisor for Agricultural Education, Michigan
- Dr. John Ewing, Associate Professor of Agricultural Education, Pennsylvania
- Matthew Kreifels, Director of Agricultural Education, Nebraska
- Kurt Dillon, Agricultural Education Program Consultant, Kansas
- Jeff Hicken, Agriculture, Food, and Natural Resources Education Consultant/State FFA Advisor, Wisconsin
- Glenn Orthel, Agriculture and Natural Resources Division of Professional-Technical Education Program Management, Idaho
- Brad King, Agriculture Education Specialist/CTE Manager, Montana
- Donna Westfall-Rudd, Associate Professor & Graduate Teaching Scholars Program, Virginia
- Nancy Trivette, Program Leader, Agricultural Education/CASE State Leader, New Jersey
- Michael Honeycutt, Managing Director, National Council for Agricultural Education – Project Director

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JOHN DEERE

As a special project of the National FFA Foundation

NATIONAL QUALITY PROGRAM STANDARDS

STANDARD 1A:

PROGRAM DESIGN AND INSTRUCTION – CURRICULUM AND PROGRAM DESIGN

Standard Statement: A standards-based curriculum in agriculture, food, and natural resource education is delivered through programs of study that incorporates classroom and laboratory instruction; experiential, project, and work based learning through SAE and leadership and personal development through FFA.

Definition:

- Key Stakeholders – **Program:** students, teachers, and Advisory Committee; **School:** administrators, counselors, staff, and school board members; **Community:** parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners
- Program of Study (POS) – an organized sequence of academic, career, and technical content that prepares students to make successful transitions to post-secondary education and the workplace

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #1 **Program of Study (POS), reflecting the needs of the community, has been developed in accordance with state requirements.**	**Indicator Rubric**	Students and counselors are aware of available POS and utilize it to guide student enrollment decisions.	More than one POS reflecting the needs of the community that prepare career readiness skills are offered, have been developed in accordance with state requirements, and are reviewed and revised annually by stakeholders.	At least one POS, reflecting the needs of the community, has been developed in accordance with state requirements.	POS options have been evaluated based upon the needs of the community.	POS is limited or non-existent.	
	Suggested Evidence	• Inclusion of POS in student handbook. • Documented student interviews validating this awareness and utilization. • Documented guidance counselor interviews validating this awareness and utilization.	• State CTE Office verification of compliance for more than one POS and documentation of the annual review and revisions to the POS.	• State CTE Office verification of compliance for one POS.	• Documented discussions with teacher(s) and stakeholders regarding POS options. • Documented evaluation of POS options aligned with community needs.	• Little to no documentation of POS work.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #2 **The courses in the Program of Study (POS) are organized logically and sequentially from introductory to advanced levels.**	**Indicator Rubric**	Advanced courses within each POS are in alignment with post-secondary program standards.	Logically and sequentially organized POS include course descriptions, objectives, prerequisites, and are aligned to AFNR Content Standards.	The courses in the POS are organized logically and sequentially from introductory to advanced levels.	The courses are organized logically but do not follow a sequence of learning.	Organization and sequencing of courses is limited or non-existent.	
	Suggested Evidence	• Documentation of alignment with post-secondary program standards for each POS.	• Documentation of course descriptions, objectives, prerequisites, and AFNR Content Standard alignment for each POS.	• Documentation of logically and sequentially organized courses within each POS.	• Documentation of organized course offerings for each POS.	• Documentation of course offerings lacking organization and sequencing for each POS.	**PROGRAM EVIDENCE**
Quality Indicator #3 **The technical content is aligned with core academic content standards.**	**Indicator Rubric**	Students are assessed on contextual core academic standards at the same level of rigor as in the academic course.	All courses include direct instruction of aligned core academic content standards concurrent with technical application.	The technical content for each course is aligned with core academic content standards.	Alignments between technical and academic content are being identified but are not complete for all courses.	Alignment between the technical content and core academic standards is limited or non-existent.	
	Suggested Evidence	• Sample assessments from each course detailing the contextual core academic standards.	• Lesson plans detailing the direct instruction used to teach the core academic content standards. • Documentation of teaching methods used aligning with core academic standards concurrent with technical application.	• Documentation of the alignment of each course's objectives with core academic content standards.	• Documentation of plan for alignment with core academic standards.	• Little or no documentation for alignment to core academic standards.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #4 **The Program of Study (POS) allows students to gain post-secondary education credits through dual or concurrent enrollment programs or other means.**	**Indicator Rubric**	Students receiving advanced credit that continue on the pathway are succeeding in their pursuit of a post-secondary degree or certificate.	Teacher annually collaborates with post-secondary institution to ensure curricular alignment and to receive instructional support and guidance.	The curriculum is aligned with one or more post-secondary institutions via credit transfer or dual enrollment agreement.	Groundwork has been laid for articulation agreements but have yet to be implemented.	The curriculum is not articulated with post-secondary institutions.	
	Suggested Evidence	• Documented interviews with former students. • Documented post-secondary faculty interviews. • College transcripts from former students.	• Collaboration meeting dates, planning notes, and meeting summaries.	• Documentation of credit transfer and/or dual enrollment agreements.	• Documentation of articulation agreements.	• No documentation of articulation agreements.	**PROGRAM EVIDENCE**
Quality Indicator # 5 **Each Program of Study (POS) includes knowledge and skill development through a balance of the three components of agriculture, food, and natural resource education, as listed below.** • Classroom and laboratory instruction • Experiential, project, and work-based learning through SAE • Leadership and personal development through FFA	**Indicator Rubric**	Each POS includes options for students to document competency attainment in the classroom as well as through SAE and FFA experiences.	Each POS incorporates a well-planned and appropriate balance between all three components that is verified annually by stakeholders.	Each POS incorporates a well-planned and appropriate balance between all three components.	Each POS incorporates all three learning methods but does not reflect an appropriate balance in the approach.	Each POS does not clearly define the balanced inclusion of all three components.	
	Suggested Evidence	• Documentation of competency attainment.	• Meeting minutes and documentation of stakeholder verification.	• Student handbook detailing how the three components are represented within each POS. • Course catalog detailing how the three components are represented within each POS. • Course calendar detailing how the three components are represented within each POS.	• Student handbook detailing how the three components are represented within each POS. • Course catalog detailing how the three components are represented within each POS.	• Little or no documentation of the balanced inclusion of classroom and laboratory instruction, or SAE and FFA experiences.	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

QUALITY INDICATOR #1	
Program of Study (POS), reflecting the needs of the community, has been developed in accordance with state requirements.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Connect students to their career interests using the National FFA's "Career Profile Worksheet" or a series of other available resources such as PCRN's "Guidance and Counseling" page. • Meet with guidance staff to discuss the Agriculture, Food and Natural Resource "Career Clusters Pathways to College & Career Readiness" to help guide conversations when advising students.	• Review your state requirements for POS and conduct a needs assessment with community program stakeholders through a business survey found on the National FFA webpage. • Utilize the "Chapter P: Community-Based Program Planning" resources found on the National FFA webpage. • Review the Perkin's Collaborative Resource Network's "Programs of Study" website to help write a Program of Study.
QUALITY INDICATOR #2	
The courses in the Program of Study (POS) are organized logically and sequentially from introductory to advanced levels.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Organize courses sequentially and align to "CASE Pathways" on the Curriculum for Agricultural Sciences Education (CASE) webpage. • Align courses in POS to The Council's "National AFNR Content Standards." • Work with post-secondary institutions and local guidance staff to align program standards found on the National FFA webpage.	• Utilize samples from CTE's "Agriculture, Food & Natural Resources" list to organize courses.
QUALITY INDICATOR #3	
The technical content is aligned with core academic content standards.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Collaborate with core academic teachers to identify enhancements for agriculture, food, and natural resource classroom (e.g., connect with English department for writing prompt examples or persuasive writing techniques; work with the math department to incorporate fractions, geometry, or probability and statistics into curriculum, etc.). • Incorporate team units taught with core academic teachers (e.g., genetics with a biology teacher; fertilizer calculations with a math teacher; or writing strategies with an English teacher).	• Review the Curriculum for Agricultural Sciences Education's (CASE) Matrices and implement alignment of core academic standards with technical content standards. • Review the Agriculture, Food and Natural Resource (AFNR) Example Crosswalks in the AFNR Career Cluster Content Standards document.

QUALITY INDICATOR #4	
The Program of Study (POS) allows students to gain post-secondary education credits through dual or concurrent enrollment programs or other means.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Read the publication "Articulation and Dual Credit" found on the National FFA webpage and connect with postsecondary institutions with which the program is articulated. • Follow up with students who successfully completed a POS in high school. Discussion items may include: current field of study correlation with high school POS, students' success in current field of study via transcripts, or it may include a more formal-type of survey.	• Research your state's participation in dual enrollment at the Education Commission of the States' "High School Database." • Discuss options for dual enrollment with local guidance staff by providing a list of post-secondary institutions in your area that could be a potential partner, then contacting institutions to determine if articulation agreements can be obtained.

QUALITY INDICATOR #5	
Each Program of Study (POS) includes knowledge and skill development through a balance of the three components of agriculture, food, and natural resource education (i.e., classroom and laboratory instruction; experiential, project, and work-based learning through SAE; and leadership and personal development through FFA).	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Review program goals and mission statement annually with key stakeholders, reflecting on the balanced approach incorporating classroom and laboratory instruction; experiential, project, and work-based learning through SAE; and leadership and personal development through FFA.	• Utilize the "Agriculture Teacher's Manual" resource section 6 "Program Planning" found on the National FFA webpage to set program goals and to develop a program mission statement. • Identify area(s) of imbalance and develop focused goals to improve incorporation into the program. Utilize the National FFA's "Agriculture Teacher's Manual," resource section 10-6 "Step-by-Step SAE Program Development Checklist" for improvement with SAE and section 9-5 "Step-by-Step FFA Chapter Development Checklist" for improvement in FFA.

STANDARD 1B:

PROGRAM DESIGN AND INSTRUCTION – INSTRUCTION

Standard Statement: Programs promote academic achievement and technical skill attainment of all students.

Definition:

- Key Stakeholders – **Program:** students, teachers, and Advisory Committee; **School:** administrators, counselors, staff, and school board members; **Community:** parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners
- Program of Study (POS) – an organized sequence of academic, career, and technical content that prepares students to make successful transitions to post-secondary education and the workplace

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #1 **Classroom and laboratory instruction integrates and/or is supplemented by experiential, project, and work based learning through SAE and leadership and personal development through FFA.**	**Indicator Rubric**	SAE and FFA elements that support classroom instruction are integrated throughout and/or used to supplement the entire course curricula to enhance skills such as team-building, critical thinking, problem-solving, and communication.	SAE and FFA elements that reflect contextualized work-based, project-based, and problem-based learning approaches are integrated into and/or are used to supplement the entire course curricula.	Classroom and laboratory instruction integrates and/or is supplemented by SAE and FFA.	Classroom instruction includes the mention of SAE and FFA during class time, but not in conjunction with the actual lesson.	The inclusion of SAE and FFA into classroom instruction is limited or non-existent.	
	Suggested Evidence	• Sample unit or lesson plans depicting the use of SAE and FFA to enhance skills such as team-building, critical thinking, problem-solving and communication.	• Sample unit or lesson plans depicting the use of work-based, project-based, and problem-based learning approaches and the use of SAE and FFA to supplement course curricula.	• Documentation of specific course units devoted to SAE and FFA. • Sample SAE or FFA classroom extension activities.	• Documented mention of SAE and FFA during class time (e.g., verbal announcements before or after the lesson, notes on board, etc.).	• Unit or lesson plans lacking the mention of SAE and FFA components.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #2 **Instruction integrates the application of core academic standards.**	**Indicator Rubric**	Cross-disciplinary teams are used to review, evaluate, and revise the integration of the application of core academic standards.	The integration and application of core academic standards is intentional, going beyond obvious connections.	Instruction integrates the application of core academic standards, and that integration is documented.	Instruction integrates the application of core academic standards where obvious, but documentation is limited.	The integration of core academic standards is limited or non-existent.	
	Suggested Evidence	• Documented cross-disciplinary coursework, plans, or student output from special projects, or individual lessons designed to collaborate with another discipline to apply core academic standards.	• A unit or entire course outline that connects course objectives to the application of core academic standards.	• Documented lesson plans are aligned to core academic standards. • Documentation of assessments with core academic standards represented.	• Lesson plans that infrequently connect AFNR lessons to core academic standards. • Lessons that are connected to core academic standards but do not do so overtly.	• Lesson plans or other instructional documents lacking integration of application of core academic standards.	**PROGRAM EVIDENCE**
Note: Quality indicators three through six are based on the Council of Chief State School Officers (CCSSO), Interstate Teacher Assessment, and Support Consortium (InTASC) Model Core Teaching Standards. It is recommended that the performance level for these indicators be determined by the local teacher evaluation system.							
Quality Indicator #3 **Teacher(s) demonstrates an understanding that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.**	**Indicator Rubric**	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	**LEVEL OF PERFORMANCE**
	Suggested Evidence	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	**LEVEL OF PERFORMANCE**
Quality Indicator #4 **Teacher(s) demonstrate(s) a deep and flexible understanding of the Agriculture, Food, and Natural Resource content area and is able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.**	**Indicator Rubric**	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	
	Suggested Evidence	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	**PROGRAM EVIDENCE**
Quality Indicator #5 **Teacher(s) understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways.**	**Indicator Rubric**	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	
	Suggested Evidence	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #6 **Teacher(s) engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.**	**Indicator Rubric**	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	Align to local teacher evaluation system performance.	
	Suggested Evidence	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	• Copy of most recent teacher evaluation.	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

For guidance on improving Quality Indicators three through six, work with the local administrator and school district resources.

QUALITY INDICATOR #1	
Classroom and laboratory instruction integrates and/or is supplemented by experiential, project, and work based learning through SAE and leadership and personal development through FFA.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Form an advisory committee using the California Department of Education's "Advisory Committee Manual" as a guide in order to make elements of SAE and FFA locally relevant.	• Read "Promising Practices: SAE Presentation" from National FFA's "Local Program Success Guide."
QUALITY INDICATOR #2	
Instruction integrates the application of core academic standards.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Attend a CASE training. • Attend the National Agriscience Teacher Ambassador Program or any workshops put on by an NATAA fellow.	• Read "Building Bridges from Subject to Subject to Enhance College and Career Readiness" from "The Agricultural Education Magazine." • View the University of Florida's AG-STEM Lab website.

STANDARD 1C:

PROGRAM DESIGN AND INSTRUCTION – FACILITIES AND EQUIPMENT

Standard Statement: The facilities and equipment support implementation of the program and curriculum by providing all students opportunities for the development and application of knowledge and skills.

Definition:

- ADA – American with Disabilities Act
- Consumable supplies – items that are purchased, used, and intended to be replaced (e.g., welding rod, seeds, etc.)
- Equipment – items used for completing a task (e.g., microscopes, welders, saws, irrigation systems, soil mixers, etc.)
- Facility – physical infrastructure for facilitating instruction; may include classroom, laboratory (e.g., greenhouse, mechanics, aquaculture, hydroponics, animal handling facility, computer, land, etc.), teacher office or work area, storage areas, washrooms, and /or a program library
    - NOTE: There are no established national standards for facility dimensions or layout, or equipment or other materials.
- Health standards - air, temperature, water, acoustics, ventilation, light, and particulate control
- Instructional technology – the hardware and/or software used primarily for instruction (e.g., computer, computer software, LCD projectors, SMART board, etc.)
- Key Stakeholders – **Program:** students, teachers, and Advisory Committee; **School:** administrators, counselors, staff, and school board members; **Community:** parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners
- MSDS – Material Safety Data Sheet
- Program of Study (POS) – an organized sequence of academic, career, and technical content that prepares students to make successful transitions to post-secondary education and the workplace
- Tool – a handheld item used for manual or mechanical work (e.g., saw, wrench, etc.)

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #1 **Facility size and layout provides for effective delivery of all Programs of Study (POS) offered.** (Note: As recommended or required, facility sizes vary by location. Use information provided by local or state facilities directors for the most relevant information.)	**Indicator Rubric**	A documented five year plan is in place for upgrading the existing physical infrastructure and expanding to new POS in line with community and industry needs.	Facility and size layout exceeds all pertinent standards or guidelines for all offered POS and has the capacity to add additional POS as needed.	Facility size and layout meets all pertinent standards or guidelines for all offered POS.	Facility size and layout does not meet all pertinent standards or guidelines for all offered POS, but a written plan is underway to remedy the issue(s).	Facility size and layout is inadequate or non-existent for all offered POS and there is no written plan to remedy the issue(s).	
	Suggested Evidence	• A documented community and industry needs assessment aligned with the current facility size and layout. • A written budget and implementation plan for future facility expansion aligned to community and industry needs.	• Documentation that facility size and layout exceeds minimum standards or guidelines for all offered POS.	• Documentation that facility size and layout meets minimum standards or guidelines for all offered POS.	• Documentation that facility size and layout do not meet minimum standards or guidelines along with a written plan for making the facility meet size and layout requirements.	• Documentation that facility size and layout do not meet minimum standards or guidelines. • No documentation regarding facility size.	**PROGRAM EVIDENCE**
Quality Indicator #2 **Facility is in compliance with existing local, state, and federal safety and health standards.**	**Indicator Rubric**	A plan is in place to regularly systematically inspect and upgrade the facility to ensure all local, state, and federal safety and health standards will continue to be exceeded in the future.	Facility exceeds all existing local, state, and federal safety and health standards.	Facility meets all existing local, state, and federal safety and health standards.	Facility does not meet all existing local, state, and federal safety and health standards, but a documented plan is in place for addressing all issues(s).	Facility does not meet current local, state, and federal safety and health standards.	
	Suggested Evidence	• Documented plan for systematically inspecting and upgrading the facility detailing a plan to continue exceeding the safety and health standards.	• Documentation of exceeding safety and health standards from an internal or external evaluator.	• Documentation of passing a safety and health inspection from an internal or external evaluator.	• Documented plan for addressing all issues that do not meet existing health and safety standards.	• Documentation of failure to pass a safety and health inspection.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #3 **Training and evaluation are in place so individuals using the facility create a safe working environment.**	**Indicator Rubric**	Training and evaluation for safety procedures that mirror industry standards is developed and reviewed periodically with community partners.	Systems are designed for supporting ongoing student-led monitoring and regulation of workplace safety.	All individuals using the facility have been trained on proper safety procedures relevant to the POS.	A training and evaluation plan is in place but has not been implemented for all individuals using the facility.	A training and evaluation plan for individuals using the facility is limited or non-existent.	
	Suggested Evidence	• Documented review process from community partners.	• Documented system for student monitoring and regulation.	• Documented completion of training and evaluation by all individuals using the facility.	• Documented training and evaluation plan.	• No training and evaluation plan.	**PROGRAM EVIDENCE**
Quality Indicator #4 **Facility is clean, organized, and maintained to provide an environment conducive to learning.**	**Indicator Rubric**	Standard operating procedures are evaluated by key stakeholders for their effectiveness and alignment with real-world practices and procedures.	Standard operating procedures are in place and implemented cooperatively by students and teachers to ensure the facility is clean, organized, and maintained.	Standard operating producers are in place to ensure the facility is clean and maintained with all tools, equipment, consumable supplies, and instructional technology logically organized.	The facility is clean and maintained with all tools, equipment, consumable supplies, and instructional technology logically organized, but no standard operating procedure is in place.	Cleanliness, organization, and maintenance of the facility is lacking and/or non-existent.	
	Suggested Evidence	• Key stakeholder and industry partner evaluations aligned with revisions to current standard operating procedures.	• Documented standard operating procedures aligned with assigned responsibilities and roles.	• Documented standard operating procedure for the cleanliness, organization, and maintenance of the facility.	• Documented organizational system used for the cleanliness, organization, and maintenance of the facility.	• Documented complaints regarding the cleanliness, organization, and maintenance of the facility. Written notices requesting improved cleanliness or organization and written maintenance requests that are unfulfilled.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #5 **Facility is designed to be accessible and accommodating to all students.**	**Indicator Rubric**	Key stakeholders regularly evaluate the facility and suggest changes to continually exceed minimum criteria for accessibility to all students.	Facility exceeds minimum criteria for accessibility to all students.	Facility meets state and federal accessibility requirements.	Barriers are evident, but an accessibility plan is underway for eliminating accessibility problems.	Barriers to accessibility are present with no plan to change.	
	Suggested Evidence	• Evaluations from key stakeholders aligned with the revisions made to facilities.	• Documented modifications to the facilities, equipment, or other infrastructure to exceed ADA compliance certification and/or other standards.	• ADA compliance certification.	• Written plan for addressing accessibility violations.	• Documentation of barriers noted during a review of the facility.	**PROGRAM EVIDENCE**
Quality Indicator #6 **Storage space is sufficiently sized and organized for both student and teacher materials, supplies, and equipment.**	**Indicator Rubric**	Overflow storage is available for meeting excess material, supply, and/or equipment needs.	An inventory management system is operational to check supplies in and out.	Storage space is sufficiently sized and organized for both student and teacher materials, supplies, and equipment.	Storage space is available, but it is less than is currently needed and/or is poorly organized.	Storage space lacks sufficient size and organization for materials, supplies, and equipment or is non-existent.	
	Suggested Evidence	• Facilities map with designated overflow storage.	• Documentation of functional locks on storage spaces that require them. • Documented excess storage (i.e., additional space). • A documented inventory management system.	• Documented alignment of current available storage size and dimensions with existing standards or guidelines. • Photo or video evidence showing all materials, supplies, and equipment in their designated space.	• Documented overflow of materials, supplies, and/or equipment into undesignated space due to a lack of storage.	• Documented gross overflow of materials, supplies, and equipment. • No storage is available, and materials, supplies, and equipment are kept with no apparent organizational system.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #7 **An inventory of equipment, tools, consumable items, and instructional technology is completed and includes a plan for new purchases and replacements.**	**Indicator Rubric**	A long-term plan for equipment and instructional technology upgrades for each program of study is developed with input from key stakeholders.	The inventory process and plan for new purchases and replacements is evaluated by key stakeholders.	An inventory of equipment, tools, consumable items, and instructional technology is completed, and there is an organized plan for new purchases and replacements.	An inventory of equipment, tools, consumable items, and instructional technology is completed.	An inventory of equipment, tools, consumable items, and instructional technology is limited or non-existent.	
	Suggested Evidence	• Written long-term plan for equipment and instructional technology upgrades aligned with input from key stakeholders.	• Written feedback from key stakeholders regarding the inventory process and plan for new purchases and replacements.	• Complete inventory records and a written plan for new purchases and replacements.	• Completed inventory records.	• Little or no inventory records.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	**LEVEL OF PERFORMANCE**
Quality Indicator #8 **Equipment, tools, and instructional technology are safe, adequately maintained, and current to industry standards.**	**Indicator Rubric**	Community partnerships have been used to provide access to state-of-the-art equipment, tools, and instructional technology that mirror industry standards.	Routine safety inspections and maintenance of the equipment, tools, and instructional technology is performed and mirrors industry conditions.	All equipment, tools, and instructional technology are current to industry standards, have had an annual safety inspection, and are adequately maintained in working condition. All non-compliant items have been removed, repaired, or replaced.	An inspection of the equipment, tools, and instructional technology is underway, but not completed, therefore some non-compliant items may be present.	Equipment, tools, and instructional technology are unsafe and/ or adequately maintained, and/or are not current to industry standards.	
	Suggested Evidence	• Industry inspections and/ or certification of equipment. • Photo or video comparisons between the agriculture, food, and natural resource facilities and relevant industry facilities. • Written partnership describing how access will be provided.	• Documented maintenance of equipment returning it to a like-new condition. • Written inspection, maintenance plans, and logs.	• Documented validation of industry standards by inspector or expert in the relevant industry (e.g., local welder provides written evidence that the welding equipment is up to industry standards) and a completed record of equipment maintenance.	• Record of equipment maintenance along with documentation of equipment needing updating.	• Documented evaluation of equipment detailing equipment in need of maintenance.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #9 **The quantity of tools, equipment, and consumable supplies are adequate for equipping all students enrolled at all times.**	**Indicator Rubric**	A system is in place and being implemented to routinely replenish tools, equipment, and consumable supplies to ensure they meet industry standards.	A replacement cycle or plan to replenish supplies is in place and being implemented.	Tools, equipment, and consumable supplies are adequate for serving the largest number of students using the facility in a given class period.	Tools, equipment, and/or consumable supplies are inadequate for serving the largest number of students using the facility in a given class period or instructional strategies have been effectively modified to accommodate all students.	Tools, equipment, and/or consumable supplies are insufficient to meet instructional needs.	
	Suggested Evidence	• Inspection by industry partner to provide written documentation of the quality of tools, equipment, and consumable supplies and the written plan to replenish those items regularly.	• The documented implementation of the replacement cycle or plan including such things as procedures for ordering, making payments, etc.	• A written inventory of tools, equipment, and consumable supplies matched to current student enrollment. • A written plan for how the lesson or class has been modified to accommodate the number of students enrolled to fit the current tools, equipment, or consumable supplies without sacrificing student learning. • Documented evidence (e.g., photos, video, etc.) of all students engaged in instructional activities with adequate resources.	• Written evidence that the inventory of tools, equipment, and consumable supplies matched to current student enrollment meets the needs of all but the largest classes of students enrolled. • Documentation of instructional strategies used to accommodate for inadequate tools, equipment, and/or consumable supplies.	• Written explanation of the inadequacy of tools, equipment, and/or consumable supplies based on the number of students enrolled.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #10 **Equipment, tools, and instructional technology is current, available, and used effectively for delivering instruction.**	**Indicator Rubric**	Interdisciplinary teams further enhance equipment, tools, and instructional technology access with the inclusion of industry-based technology.	Access to equipment, tools, and instructional technology is being enhanced by the cooperation of jointly-led interdisciplinary teaching teams.	Equipment, tools, and instructional technology is current, available, and used effectively for delivering instruction.	The availability of current equipment, tools, and instructional technology is limited, but what is available is effectively and readily used in delivering instruction.	The use of available equipment, tools, and instructional technology to deliver instruction is limited or non-existent.	
	Suggested Evidence	• Documentation of the industry-based technologies used and notes which member on the interdisciplinary teams is responsible for their usage.	• Documentation of the cooperation of interdisciplinary teaching teams and how they increased the use of instructional technology.	• Documentation of the instructional technology available, identification of a current model year of the instructional technology, and specific details about how it's used.	• Documentation of the instructional technology available, the model year of the instructional technology, and specific details about how it's used.	• Lesson plans detailing the use of instructional technology.	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

QUALITY INDICATOR #1	
Facility size and layout provides for effective delivery of all Programs of Study (POS) offered.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Conduct a partner needs assessment using the "Local Program Success Guide to Local Program Success Version 2"; "Partner Needs Assessment Sheet 4-10" and "Partner Needs and Resources Sheet 4-12." • Conduct a long range plan using the "Local Program Success Guide to Local Program Success Version 2"; "Annual and Long-Range Program Plan 5-20."	• Contact your local or state facilities director about size requirements or recommendations. • Read "Planning and Designing Today's Career Tech Facility" published by ACTE. • Review sample recommended facility sizes and layouts published by state departments of education (e.g., Texas, Georgia, New York, etc.) • Review sample recommended equipment guides from state departments of education (e.g., Virginia, North Carolina, etc.)
QUALITY INDICATOR #2	
Facility is in compliance with existing local, state, and federal safety and health standards.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Conduct your own safety audit after reading the EPA guide to "Chemical Use and Management" and/ or the EPA guide to "Air and Water Quality." • Develop your own protocols after reading the OSHA Safety and Health Topics on "Agricultural Operations." • Develop a plan for improving air quality around welding areas using the "National Air Filtration Association Guidelines: Welding Fumes."	• Contact your local or state facilities director about health and safety requirements or recommendations. • Conduct a review using the "Agricultural Education Safety Check Sheet" from Oklahoma.
QUALITY INDICATOR #3	
Training and evaluation are in place so individuals using the facility create a safe working environment.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Create your own safety guide using the "California Agricultural Teacher's Essential Guide to Safety" as an example.	• Use Georgia's Farm Bureau "Ag in the Classroom" materials to develop your own training program.

QUALITY INDICATOR #4

Facility is clean, organized, and maintained to provide an environment conducive to learning.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Set goals keeping the facility clean, organized, and maintained using the "Local Program Success Guide to Local Program Success Version 2" and "Goal Setting Outline 6-10." • Develop policies and procedures based on the "Classroom Policies and Procedures" from section 3-6 of the "Agriculture Teacher's Manual" found on the National FFA webpage.	• Develop a cleaning schedule and organizational plan after reading "Back to School Classroom Organization" tips. • Supplement your organization plan by getting your own organization tips from the "Teach on a Mission" blog post "Classroom Organization."

QUALITY INDICATOR #5

Facility is designed to be accessible and accommodating to all students.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Make your program more accessible by using the videos, PowerPoint slides, posters, and the teacher's guide provided by "AgrAbility."	• Reference the "ADA & Reasonable Accommodation Quick Reference Guide" from the ADA.

QUALITY INDICATOR #6

Storage space is sufficiently sized and organized for both student and teacher materials, supplies, and equipment.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Develop a plan for storage size and layout based on the guidelines in Section 3.1 from the "Facilities Guide for Career and Technical Education" Kentucky Department of Education. • See pictures of a well-organized facility from Vidmar Smart Versatile Storage, Education Storage Photo Gallery.	• Estimate adequate storage space based on page 31 of the "California Agricultural Education: Strategies Manual for Program Improvement."

QUALITY INDICATOR #7

An inventory of equipment, tools, consumable items, and instructional technology is completed and includes a plan for new purchases and replacements.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Create an inventory guide based on the description on pages 3-4 of the "Program Planning Handbook" from Missouri. • Incorporate FFA Alumni after reading how "Veteran Teachers Share How Alumni Help Build Success" on page 4-23 of the "Guide to Local Program Success (2nd ed.)" found on the National FFA webpage. • Use a digital app like TractorPal to help keep track of equipment maintenance.	• Develop your own system to inventory program tools and equipment after reading "Promising Practices: Inventory System for Program tools and equipment" found on the National FFA webpage. • Check manufacturers owner's manual for maintenance information (e.g., Briggs & Stratton, Campbell Hausfeld, Craftsman, Lincoln Electric, Miller Welders, Ryobi, etc.)

QUALITY INDICATOR #8	
Equipment, tools, and instructional technology are safe, adequately maintained, and current to industry standards.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Design your own safety inspection checklist modeled after the Missouri "Agricultural Education Safety Checklist" found via the Missouri Department of Elementary and Secondary Education.	• Develop your own safety guide based on the "California Agricultural Education: Strategies Manual for Program Improvement." • Review the CDC's "Safety Guide for Career and Technical Education."
QUALITY INDICATOR #9	
The quantity of tools, equipment, and consumable supplies are adequate for equipping all students enrolled at all times.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Conduct a long range planning effort using the "Local Program Success Guide to Local Program Success Version 2" and the "Annual and Long-Range Program Plan 5-20."	• Review Makerspace's "High School Makerspace Tools & Materials" to prepare your own budget. • Make your own considerations by reading "Before We Teach: Considerations for Managing the Modern Agri-Science Classroom" on page 20 of the "Agricultural Education Magazine" from NAAE.
QUALITY INDICATOR #10	
Equipment, tools, and instructional technology is current, available, and used effectively for delivering instruction.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Read "Promising Practices: Developing a community connection" found on the National FFA webpage. • Involve the business community recommendations in section 17-2 and 17-5 of the "Agriculture Teacher's Manual" found on the National FFA webpage.	• Read "Promising Practices: Technology Integration" on the LPS promising practices page. • Use the graphic on the "Fun to Teach ESL" blog to help you connect technology with Bloom's Taxonomy.

STANDARD 1D:

PROGRAM DESIGN AND INSTRUCTION – ASSESSMENT

Standard Statement: Programs utilize multiple methods to assess student learning that illustrates academic achievement and skill development.

Definition:

- Authentic Assessment – a performance-based evaluation of application, knowledge, and skill on a meaning product or purpose
- Key Stakeholders – **Program:** students, teachers, and Advisory Committee; **School:** administrators, counselors, staff, and school board members; **Community:** parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners
- Program of Study (POS) – an organized sequence of academic, career, and technical content that prepares students to make successful transitions to post-secondary education and the workplace
- Scaffolding – providing necessary learning supports to help students incrementally master a skill or ability

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	**LEVEL OF PERFORMANCE**
Quality Indicator #1 **Academic performance is evaluated through authentic assessments relevant to the Program of Study (POS).**	**Indicator Rubric**	Academic performance is evaluated in a manner relevant to the POS and assessments indicate career and/or college readiness skills.	Academic performance is evaluated through authentic assessments and academic supports are in place to improve student performance.	Academic performance is evaluated through authentic assessments that are based on academic alignments that exist within each POS.	Academic performance is minimally evaluated through classroom assignments.	The assessment of academic performance required in each POS is limited or non-existent.	
	Suggested Evidence	• Evidence of use of assessment results for continued student and program growth. • Assessment results are used to further career and/or college readiness skills.	• Documentation of both formal and informal academic assessments specific to students. • Evidence of supports in place for students to scaffold academic performance.	• Documentation of completed assessments for each POS. • Evidence of academic assessment alignment to local and state standards.	• Sample assignments and corresponding lesson(s).	• Little to no evidence of academic assessments.	**PROGRAM EVIDENCE**
Quality Indicator #2 **Technical performance is evaluated through authentic assessments relevant to the Program of Study (POS).**	**Indicator Rubric**	Technical performance is evaluated in a manner relevant to the POS and assessments indicate career and/or college readiness skills.	Technical performance is evaluated through assessments that are based on the POS and technical supports are in place to improve student performance.	Technical performance is evaluated through assessments that are based on the POS and integrated with local and state standards.	Technical performance is minimally evaluated through classroom assignments.	The assessment of technical performance required in each POS is limited or non-existent.	
	Suggested Evidence	• Evidence of use of assessment results for continued student and program growth. • Assessment results are used to further career and/or college readiness skills.	• Documentation of both formal and informal technical assessments specific to students. • Evidence of supports in place for students to scaffold technical performance.	• Documentation of completed assessments for each POS. • Evidence of technical assessment alignment to local and state standards.	• Sample assignments and corresponding lesson(s).	• Little to no evidence of technical assessments.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #3 **Student growth is continually evaluated as it relates to their experiential, project, and work-based learning program through SAE.**	**Indicator Rubric**	Student growth and continual evaluation are reflective and beneficial to the student, program, and key stakeholders.	Student's participation in their SAE is continually evaluated and reflects clear goals, outcomes, and is in relation to career interests.	Student's participation in their SAE is evaluated on a continual basis for knowledge and skill growth.	Student's participation in a SAE program is evaluated on a limited basis.	The evaluation of student's SAE program is limited or non-existent.	
	Suggested Evidence	• Measureable outcomes due to partnerships, through written, verbal, or other means (e.g., increased program support by a business where student has SAE, due to their model performance; letter of recommendation for student by key stakeholders due to performance, etc.).	• Documentation of stated goals and outcomes related to participation in SAE. • Evidence of SAE documents on file (e.g., SAE Contact Report 2-22; SAE Documentation Form 2-20; SAE Student Journal 2-16, etc.).	• Documentation of evidence of continual evaluation of SAE knowledge and growth.	• Samples of evaluation methods for SAE-specific experience. • Evidence of SAE evaluation for each student.	• Little to no evidence of SAE evaluation.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #4 **Students document their knowledge and skill attainment in the Program of Study (POS) through a cumulative file or portfolio.**	**Indicator Rubric**	Students take initiative to develop a highly reflective, working portfolio that indicates rigorous college and/or career readiness as a result of full engagement in the agriculture, food, and natural resource education POS.	Student provides evidence of a reflective file or portfolio that documents their POS experience.	Student can provide evidence of a cumulative file or portfolio that documents their POS experience.	Student can provide documentation of their agriculture, food, and natural resource education POS experience in a limited manner.	Student documentation of their agriculture, food, and natural resource education POS experience is non-existent.	
	Suggested Evidence	• Complete reflective portfolio including college and/ or career ready documents (e.g., resume, personal reflective pieces, letters of recommendation, etc.) with evidence of the ability to continually grow the portfolio as the student advances.	• Reflective pieces added to the cumulative file or portfolio that contributes to the student's overall experience in the POS. • Documents within the portfolio or file are cumulative and well-organized.	• Evidence of a cumulative file or portfolio that accurately reflects overall student experience in the POS.	• Limited documents that provide evidence of student experience in the POS. • Documents within the portfolio or file are not cumulative or organized.	• No evidence of a file or portfolio that documents student experience.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #5 **Program demonstrates grading procedures that incorporate all three components of agriculture, food, and natural resource education:** • Classroom and laboratory instruction, • Experiential, project, and work-based learning through SAE, • Leadership and personal development through FFA.	**Indicator Rubric**	An approved, weighted grading procedure that incorporates measures from all three components is shared with students and stakeholders.	An approved grading procedure incorporates measures from all three components and is weighted to best prepare the learner for the specific program of study.	An approved grading procedure incorporates measures from all three components.	An approved grading procedure is in place but only encompasses two of the three components.	An approved grading procedure is not in place or only encompasses one of the three components.	
	Suggested Evidence	• Evidence of grading procedures that are responsive to program proficiency. • Grading procedures are readily accessible to stakeholders.	• Documented alignment with local, state, and national guidelines.	• Documentation of an approved grading procedure with local and state alignment. • Evidence of evaluation of all three components.	• Evidence of approved grading procedure with limited capabilities. • Grading procedure does not evaluate all three components of the program of study.	• No evidence of an approved grading procedure.	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

QUALITY INDICATOR #1	
Academic performance is evaluated through authentic assessments relevant to the Program of Study (POS).	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Learn planning tips on incorporating assessment with core academic content. Read the National Association of Agricultural Educator's Magazine Volume 87 Issue 1, "Assessing Student Achievement." • Strengthen your differentiation skills in the classroom and with assessment. Visit the National FFA webpage under "Classroom and Laboratory Instruction" and check out the "Instructors Guide" (PDF) under "Agribility – Cultivating Accessible Agriculture."	• Gather ideas for creating and implementing specific grading plans and testing procedures that complement the program of study. Go to the "Classroom Management" section of the Agriculture Teacher's Manual, specifically "Grading (12-6)" and "Testing, Grading, and Record-Keeping Plan 12-7." • Learn tips on authentic assessment. Check out National Education Association's "Authentic Assessment Toolbox."
QUALITY INDICATOR #2	
Technical performance is evaluated through authentic assessments relevant to the Program of Study (POS).	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Strengthen your technical assessment skills. Check out the "National Association of Agricultural Educator's Magazine" volume 86 issue 2, specifically the article "Differentiation in Action: From the Lesson Plan to the Assessment, Using Differentiated Instruction to Improve Career and Technology Skills for the Modern Workplace" by Michelle Pavelock & Julie Harlin.	• Gather ideas for creating and implementing specific grading plans and testing procedures that complement the program of study. Go to the "Classroom Management" section of the Agriculture Teacher's Manual, specifically "Grading (12-6)" and "Testing, Grading, and Record-Keeping Plan 12-7." • Learn tips on authentic assessment. Check out the National Education Association's "Authentic Assessment Toolbox."
QUALITY INDICATOR #3	
Student growth is continually evaluated as it relates to their experiential, project, and work-based learning program through SAE.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Keep documentation on individual students and their SAE's with the "Program Supervision Record" found in the "Agriculture Teacher's Manual (10-10)." Create a file for each student and their relative documents. • Utilize the "SAE Tools" in the "SAE Templates" section of the National FFA webpage to increase student engagement and as a useful tool for growth measurement.	• Review SAE program requirements and student involvement opportunities as approved by The National Council for Agricultural Education. • Gather general record-keeping tips to find what works best for you and your classroom. Use these new tips to aid with continual evaluation of student SAE's. See section IX on "SAE Assessment Tools" in the "SAE Handbook" for details.

QUALITY INDICATOR #4

Students document their knowledge and skill attainment in the Program of Study (POS) through a cumulative file or portfolio.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Give students a chance to reflect on and strengthen the overall program of study. Give students the "Agriculture Education Program" and "FFA Student Survey in the Marketing Handbook (5-9)" on the National FFA webpage. Utilize the data from the surveys in a strategic manner that benefits both the student and the program. • Make sure your teaching portfolio is up-to-date, and use it as a working model for the students to access. For tips on creating and updating your teaching portfolio, go to the National FFA webpage and access the "Agriculture Teachers Manual, Creating Your Portfolio (1-2)." Also check out "Professional Portfolio Maintenance (23-7)." • Encourage students to begin a cumulative file or portfolio at the beginning of their program of study. Offer classes or workshops (possibly in combination with other school teachers) on portfolio development, including an emphasis on college/career readiness documents and skills. Check out the National Education Association (NEA)'s June 2011 "Advocate Online" article titled "Teaching Through Portfolios."	• View the slide show "Basics of Coaching Individuals" found on the National FFA webpage under "Professional and Program Growth." • Encourage and equip students to begin a cumulative file or portfolio at the beginning of their program of study. Offer classes or workshops (possibly in combination with other school teachers) on portfolio development. Check out the National Education Association (NEA)'s June 2011 "Advocate Online" article titled "Teaching Through Portfolios."

QUALITY INDICATOR #5

Program demonstrates grading procedures that incorporate all three components of agriculture, food, and natural resource education (e.g., classroom and laboratory instruction; experiential, project, and work-based learning through SAE; and leadership and personal development through FFA).

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Manage approved grading procedures in a format or program that will allow for data compilation and strategic planning to improve the overall program. • Keep up-to-date documentation on alignment of grading procedures with local, state, and national guidelines. Refer to your state Department of Education online to access current standards and objectives specific to your program. • Develop an organizational strategy for optimal access of grading procedures and other important files for stakeholder access.	• Gather ideas for creating and implementing specific grading plans and testing procedures that complement the program of study. Go to the "Classroom Management" section of the "Agriculture Teacher's Manual," specifically "Grading (12-6)" and "Testing, Grading, and Record-Keeping Plan (12-7)." • Ask administration or CTE director for samples of local grading procedures pertinent to the program of study and all three components. • Reference the "Agriculture Teacher's Manual" on sections specific to Classroom/Lab, SAE, and FFA to make sure that all three sections are represented well in the grading procedures.

STANDARD 2:

EXPERIENTIAL, PROJECT, AND WORK-BASED LEARNING THROUGH SAE

Standard Statement: Student learning (or instruction) is enhanced through continuous experiential, project, and work-based learning through SAE.

Definition:

- Supervised Agricultural Experience (SAE) – the method by which school-based agricultural education allows local programs to extend beyond the classroom and into the community in order to develop an individual student's industry and career-based competencies; SAE programs available to and appropriate for students of school-based agricultural education include: Exploratory, Placement/Internship, Ownership/Entrepreneurship, Research, School-Based Enterprise, and Service Learning
- Adult mentor – parents/guardians, employers, volunteer coordinator, coaches, etc.
- SAE visit – "...does not equate to an onsite visit by the teacher every time and in every instance. Supervision can occur in groups, using computer technology, using social media, or any other appropriate measures that allow teachers to be as efficient with their time as possible. However, this does not mean that onsite instructional visits are not valuable for many types of SAE." – "Philosophy and Guiding Principles for Execution of the Supervised Agricultural Experience Component of the Total School Based Agricultural Education Program"
- Key Stakeholders – Program: students, teachers, and Advisory Committee; School: administrators, counselors, staff, and school board members; Community: parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #1 **SAE is an integral component of the agriculture, food, and natural resource education program, with all students maintaining an Exploratory SAE and Career Plan of Study.**	**Indicator Rubric**	All students have a documented SAE or maintain multiple SAEs based on their Career Plan of Study.	Students implement an additional SAE beyond Exploratory and are able to articulate their growth and development.	All students maintain an Exploratory SAE including a Career Plan of Study.	All students maintain a Career Plan of Study.	SAE programs are not available through the agriculture, food, and natural resource education program.	
	Suggested Evidence	• Documentation of student's SAE. • Documentation of the participation of students in multiple SAEs related to their Career Plan of Study. • Documented grades for SAE.	• Documented conversations with students regarding an SAE beyond Exploratory.	• Documentation of student's Exploratory SAE.	• Documentation of student's Career Plan of Study.	• No documentation of SAE. • No contractual time allotted to agriculture, food, and natural resource educator(s) to complete SAE tasks.	**PROGRAM EVIDENCE**
Quality Indicator #2 **SAE is aligned to agriculture, food, and natural resource (AFNR) pathways and local agriculture, food, and natural resource education curriculum standards.**	**Indicator Rubric**	Students are able to articulate how the skills and competencies gained through participation in their SAE aligns to their career goals at an appropriate level based on their years of involvement with the SAE.	Students can articulate the AFNR career pathway in which their SAE fits.	SAE programs fit within at least one AFNR content standard and are aligned to local agriculture, food, and natural resource education curriculum standards.	SAE programs are aligned to local agriculture, food, and natural resource education curriculum standards, but not specific AFNR pathways.	Alignment of SAE to AFNR pathways and local agriculture, food, and natural resource education standards is limited or non-existent.	
	Suggested Evidence	• Documented discussion with students on how the skills and competencies gained through their SAE can help them in the future.	• Documented conversations with students regarding their SAE and the AFNR career pathway their SAE fits within.	• Teacher-created list of student SAE programs, noting their alignment with at least one AFNR pathway and the local agriculture, food, and natural resource education curriculum standards.	• Teacher-created list of student SAE programs aligned to local agriculture, food, and natural resource education curriculum standards.	• Little or no alignment of SAE to any agriculture, food, and natural resource education standards.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #3 **SAE is assessed by measuring student growth against a relevant set of career-based skills, knowledge, and competencies.**	**Indicator Rubric**	SAE program work is designed to collect data on career-ready practices and/or AFNR content standards that measures skills, competencies, and knowledge; and the data is analyzed annually to show student growth.	Students can articulate growth of skills and competencies through participation in their SAE at an appropriate level based on student's years of involvement with the SAE.	SAE programs are assessed against relevant career-based skills, knowledge, and competencies at an appropriate level based on student's years of involvement with the SAE.	Parameters used to measure student growth in student's SAE do not directly relate to career-based skills, knowledge, and competencies.	Parameters to measure student growth in the SAE are non-existent.	
	Suggested Evidence	• Completed "Outcomes/ Efficiencies" and "Skills, Competencies, and Knowledge" pages of the proficiency application pages. • Other record keeping system documentation that tracks student growth related to specific skills, competencies, and knowledge.	• Documented conversations with students regarding the skills and competencies they have gained through their SAE.	• Documented parameters used to measure student growth in SAE relevant to career-based skills, knowledge, and competencies.	• Documented parameters used to measure student growth in SAE.	• No documented parameters used to measure student growth in SAE.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #4 **SAE programs are student-planned and based on their Career Plan of Study.**	**Indicator Rubric**	Students have an active leadership role in the development, review, and revision of their SAE and can articulate how their decision-making has affected their SAE at an appropriate level based on their years of involvement with the SAE.	Students can explain how their personal planning and engagement in their SAE aligns to their Career Plan of Study.	Students take an active leadership role in guiding their SAE experience based on their Exploratory SAE and the developed Career Plan of Study.	Students experience a disconnect between their current SAE role and their goals for their Career Plan of Study.	Student leadership in guiding their SAE experience is limited or non-existent.	
	Suggested Evidence	• Documented conversation with students regarding the cause and effect of the decisions they have made within their SAE.	• Documented conversation with students regarding the correlation between the leading and management of their SAE and their Career Plan of Study. • Copy of student-created action plans and personal reflections on the plan, making adjustments when needed to ensure success.	• Documented conversation with students regarding their role in leading their SAE experience. • Copy of a student-created action plan for their SAE and detail their leadership role within each step of the plan.	• Documented conversation of students being passive in verbalizing how they play a leadership role in their SAE. • Copy of student-created action plan for their SAE and documentation that the leadership roles within each step are conducted by individuals other than the student.	• Documented conversation with students lacking the ability to verbalize the leadership role they plan in their SAE. • No student-created action for the growth of their SAE.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #5 **Students maintain accurate SAE documentation to meet state and local requirements.**	**Indicator Rubric**	Students have a portfolio that aligns SAE experiences with career goals, noting any gaps and includes a plan for additional skill attainment at an appropriate level based on their years of involvement with the SAE.	Students can provide documentation of an established SAE that includes artifacts demonstrating skills, competency, and knowledge attainment at an appropriate level based on their years of involvement with the SAE.	Students' SAE documentation is accurate according to state and local requirements.	Students can verbally articulate their SAE program, but no documentation exists.	SAE documentation is limited or non-existent.	
	Suggested Evidence	• Portfolio or record-keeping system that includes financial history, skills and knowledge gained, credentials or certifications earned and a section on career planning with evidence of reflection.	• Students can provide résumé with SAE-related information. • Students can provide SAE record book or journal. • Completed Proficiency Award applications. • AET/Ag Ed Network documents. • Other record-keeping documents related to SAE.	• Students can provide a work journal reflecting on personal growth. • Documented annual updates of proficiency awards, skills, and competency gains.	• Documented conversations with students regarding the components of their SAE.	• No records or knowledge of records can be shared by students.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #6 **Teacher(s) meets local and state expectations for providing direct supervision of and guidance for each student's SAE.**	**Indicator Rubric**	Teacher(s) encourages adult mentors to provide continuous, individualized instruction and support of SAE.	Coaching and feedback by teacher(s) is documented and part of the graded component of agriculture, food, and natural resource coursework.	Local and state expectations are being met for SAE supervision and guidance.	Students receive SAE supervision and guidance annually.	SAE supervision and guidance is limited or non-existent in the agriculture, food, and natural resource education program program.	
	Suggested Evidence	• SAE Adult Mentor Meeting agenda. • A handout given to adult mentors giving tips on how to encourage growth of the student with their SAE. • Proficiency application (in entirety or certain pages) shared with adult mentor so that the mentor can help the students grow and reflect about the areas recorded in the application. • Set of reflection questions used to discuss SAE with students during visit/conversation.	• Documentation that shows the feedback process of the evaluation of SAE outcomes, beyond just a numerical or letter grade.	• Documented attainment of local and state requirements for SAE supervision (i.e., two student conferences, evaluations, or on-site visits per semester).	• Log of meeting with students about SAE.	• SAE is not part of the agriculture, food, and natural resource education program.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #7 **SAE programs are documented by agreements between the student and adult supervisor(s).**	**Indicator Rubric**	SAE program documentation includes a plan for career readiness within an identified program of study.	SAE program documentation incorporates attaining appropriate safety and/or OSHA certifications to perform job functions.	SAE programs are documented by agreements between the student and adult supervisor(s) and address parameters regarding labor standards.	SAE programs are documented by agreements between the student and adult supervisor(s) but do not address parameters regarding labor standards.	Agreement document of the SAE program between student and adult supervisor(s) is limited or non-existent.	
	Suggested Evidence	• An agreement showing a career readiness growth plan for the SAE and the role of the student and adult supervisor(s) in achieving the plan.	• Agreement signed by student and adult supervisor(s) addressing appropriate safety and/or OSHA certification to perform job functions.	• Agreement signed by student and adult supervisor(s) that addresses parameters involved with youth labor standards.	• Simple agreement noting expectations of student and adult supervisor(s).	• Limited or no SAE agreement documents between student and adult supervisor(s).	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

QUALITY INDICATOR #1	
SAE is an integral component of the agriculture, food, and natural resource education program, with all students maintaining an Exploratory SAE and Career Plan of Study.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Utilize electronic or hard copy system to help students document SAE work. • Have student work on/complete a proficiency application. • Use SAE template "SAE Student Journal 2-16" to guide record the student's SAE. SAE templates are found on the National FFA webpage in "Educator Resources" under the "Supervised Agricultural Experience."	• Have students utilize the SAE Idea Cards that can be purchased through the National FFA Organization. • Utilized the "Ideas for Student SAE Activities" found on the National FFA webpage. • Read the "Supervised Agricultural Experience Fact Sheet: Benefits of SAEs" that can be found on the National FFA webpage. • Examine The Council's infographic "Do you really know your SAE?" explaining the various types of SAE opportunities. • Review "The Official FFA Student Handbook Advisors Guide Lessons" "SAE Ideas" found on the National FFA webpage. • Review "The Official FFA Student Handbook Advisors Guide Lessons" "SAE Programs" found on the National FFA webpage. • Provide students opportunities to explore the SAE program using the Explore SAE webpage sponsored by AET.
QUALITY INDICATOR #2	
SAE is aligned to agriculture, food, and natural resource (AFNR) pathways and local agriculture, food, and natural resource education curriculum standards.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Hold conversations with students identifying student skills, talents, and interests to help develop an appropriate SAE. • Complete the basic setup page of the National Proficiency Award application, identifying the proficiency type within the AFNR pathways.	• Have students utilize the "National AFNR Content Standards" to identify which pathway(s) their SAE fits.

QUALITY INDICATOR #3

SAE is assessed by measuring student growth against a relevant set of career-based skills, knowledge, and competencies.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Have students utilize the "National AFNR Content Standards" to identify content standards that align to their SAE and create quantitative measurements to track growth. • Have students utilize The National FFA's "Career Ready Practices" to identify content standards that aligns to SAE and create quantitative measurements to track growth. • Have students complete the following proficiency application pages related to their SAE: - "Outcomes/Efficiencies" - "Skills, Competencies, and Knowledge"	• Have students utilize the "National AFNR Content Standards" to identify content standards that align to SAE and read "Sample Measurement" to help create a plan to measure growth.

QUALITY INDICATOR #4

SAE programs are student-planned and based on their Career Plan of Study.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Students complete the following sections of a proficiency application: o "Performance Review A" - questions two and three o "Performance Review B" - all prompts o "Performance Review C" - all prompts o "Skills, Competencies, Knowledge" - all prompts	• Use SAE template "On Site SAE Evaluation 2-21" to guide a conversation about the student's SAE. SAE templates are found on the National FFA webpage in "Educator Resources" under the "Supervised Agricultural Experience."

QUALITY INDICATOR #5

Students maintain accurate SAE documentation to meet state and local requirements.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Have students keep a portfolio of records that is reflected upon annually in relation to career goals. • Have students complete and/or update a proficiency application.	• Have students complete a work journal that reflects on personal growth at work. • Have students complete the "Skills, Competencies, and Knowledge" page on a proficiency application.

QUALITY INDICATOR #6	
Teacher(s) meets local and state expectations for providing direct supervision of and guidance for each student's SAE.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Schedule a meeting with all current and potential adult mentors to help them further understand the goals of an SAE and the students growth with an SAE.	• Invite administration to attend an SAE visit/conversation with students to highlight the value of the continual individualized instruction and support from the Agricultural Instructor on the work based learning experience (SAE). • Use SAE template "Worksite Survey 2-17" to guide a conversation about the student's SAE. SAE templates are found on the National FFA webpage in "Educator Resources" under the "Supervised Agricultural Experience."
QUALITY INDICATOR #7	
SAE programs are documented by agreements between the student and adult supervisor(s).	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Review the United States Department of Labor's "Youth & Labor: Safety & Health" safety standards and how they relate to student SAE programs.	• Use SAE Handbook Section "Legal and Safety Awareness" (PDF) to locate safety and labor regulations and create an agreement document. SAE templates are found on the National FFA webpage in "Educator Resources" under the "Supervised Agricultural Experience."

STANDARD 3:

LEADERSHIP AND PERSONAL DEVELOPMENT THROUGH FFA

Standard Statement: All students participate in intra-curricular leadership and personal development through FFA.

Definition:

- Key Stakeholders – **Program:** students, teachers, and Advisory Committee; **School:** administrators, counselors, staff, and school board members; **Community:** parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners
- Program of Activities (POA) – A tool used by FFA chapters to plan and develop goals for the year and outline steps needed to meet the goals.

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #1 **All students enrolled in the agriculture, food, and natural resource education program have the opportunity to be a member of the FFA.**	**Indicator Rubric**	All students are FFA members.	The majority of enrolled students have chosen to be FFA members.	All students have been provided the opportunity to be a member of the FFA.	A limited number of students are aware of FFA and its opportunities.	No FFA chapter exists to complement the classroom component of the program.	
	Suggested Evidence	• Submitted and approved FFA roster. • Documentation of National FFA Affiliation Agreement.	• Documentation of agriculture, food, and natural resource education program enrollment and FFA membership.	• Documentation of opportunities for all students to become a FFA member and when the opportunities were shared with or made available to students. • Documentation of the integration of FFA into classroom and laboratory instruction and SAE. • Documentation of alternative ways offered to students to finance their membership (i.e., earn membership through fundraising or activities).	• Documented conversations with students regarding their opportunity to be a FFA member.	• No FFA chapter.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #2 **Students build a progressive leadership and personal development plan.**	**Indicator Rubric**	Students are continuously working toward achieving their goals, reflecting, and setting new goals to progress their leadership and personal development.	Students are actively pursuing their goals.	Students have written goals for leadership and personal development and can articulate these goals in conversation.	Students can articulate something they strive for pertaining to leadership and personal development but lack a progressive plan.	Student goals specifically pertaining to leadership and personal development are limited or non-existent.	
	Suggested Evidence	• Documentation of the progression, reflection, and attainment of students' goals throughout their FFA membership.	• Documentation of the alignment of students' activities and participation with their progressive plan.	• Documented conversations with students about their progressive plan.	• Documentation of student goals pertaining to leadership and personal development. • Documented conversations about student goals pertaining to leadership and personal growth.	• Limited documentation of student goals. • Limited documented conversations with students about their goals.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #3 **All students participate in meaningful leadership and personal development activities in each component of the agriculture, food, and natural resource education program, as listed below.** • Classroom and laboratory instruction • Experiential, project, and work-based learning through SAE • Leadership and personal development through FFA	**Indicator Rubric**	Students document leadership and personal development skill attainment and artifacts.	Students receive coaching and feedback on their leadership and personal development performance in all three components.	Student participation in leadership and personal development takes place in all three components.	Student participation in leadership and personal development takes place in only two of the three components.	Student participation in leadership and personal development is limited or only takes place in one of the three components.	
	Suggested Evidence	• Students' artifacts and documentation of their leadership and personal development skill attainment.	• Documentation of coaching and feedback sessions.	• Documentation of students' participation in leadership and personal development aligned to each of the three components.	• Documentation of students' participation in leadership and personal development aligned to two of the three components.	• No participation in leadership and personal development activities. • Documentation of students' participation in leadership and personal development aligned to one of the three components.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #4 **The FFA Chapter constitution and bylaws are up-to-date and approved by chapter members.**	**Indicator Rubric**	The plan for the review and approval of the chapter constitution and bylaws is led by chapter officers and provides the opportunity for all members to participate and contribute to the review.	Chapter officers lead the plan for the review and approval of the chapter constitution and bylaws.	The constitution and bylaws are up-to-date and approved by chapter members.	Chapter constitution and bylaws exist but are out-of-date and not approved by chapter members.	Chapter constitution and bylaws are non-existent or the approval of them is limited.	
	Suggested Evidence	• Documented plan for the review and approval by chapter members of the chapter constitution and bylaws.	• Documented plan for the review by chapter officers.	• Copy of up-to-date chapter constitution and/or bylaws on file along with the date of review and revisions made.	• Outdated copy of the chapter constitution and bylaws.	• No copy of the chapter constitution and bylaws.	**PROGRAM EVIDENCE**
Quality Indicator #5 **FFA members are involved in the planning and implementation of a Program of Activities (POA).**	**Indicator Rubric**	All FFA members are involved in the planning, implementation, and continuous evaluation and improvement of the POA.	Committees under the direction of committee chairs lead the planning and implementation of the POA.	Chapter members lead the planning and implementation of the POA.	The FFA advisor leads the planning and implementation of the POA.	A published POA does not exist.	
	Suggested Evidence	• Documentation of implementation and evaluations of each activity along with the assigned roles for each FFA member. • Completed National Chapter Award application.	• Documentation of POA and committee assignments. • Documented conversations with students about the components of the POA.	• Copy of the POA detailing chapter members' assigned involvement in the planning and implementation of the POA.	• Copy of the POA lacking details of chapter member assignments for its planning and implementation.	• No POA.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #6 **The FFA Chapter conducts regularly scheduled chapter meetings.**	**Indicator Rubric**	Monthly meeting agendas, minutes, and reports from previous years as well as the current year are kept on file for future use and reference. These are regularly evaluated by members for meeting improvements.	The use of agendas, minutes, and proper reports along with correct parliamentary procedure are used to conduct monthly meetings.	Monthly meetings are conducted using an agenda, minutes, and the proper reports.	Monthly meetings are held, but without the use of an agenda, minutes, and reports.	Periodic meetings are held, but the use of an agenda, minutes, and reports are limited; or no chapter meetings are being held.	
	Suggested Evidence	• File of previous years' and the current year's agendas, minutes, and reports. • Documentation of evaluations.	• Meeting minutes stating details of the use of parliamentary procedure.	• Agendas, minutes, and reports from monthly meetings.	• Documentation of monthly meetings.	• Documentation of periodic meeting dates. • No documentation of FFA meetings.	**PROGRAM EVIDENCE**
Quality Indicator #7 **An awards recognition program planned and conducted by FFA members is in place.**	**Indicator Rubric**	In addition to FFA members, the awards recognition program is planned and conducted with the input and participation of key stakeholders.	The awards recognition program not only recognizes FFA members for their achievements but also showcases the efforts of the program's key stakeholders.	The awards recognition program is planned and conducted by FFA members.	The awards recognition program is planned and conducted by the FFA advisor and/or chapter officers.	The implementation of an awards recognition program is limited or non-existent.	
	Suggested Evidence	• Documentation of an awards recognition program and minutes from the planning meeting(s) detailing participant roles.	• Documentation of the key stakeholders recognized at the chapter's awards recognition program.	• Documentation of an awards recognition program and minutes from the planning meeting(s) detailing FFA member participation.	• Documentation of a current awards recognition program. • Minutes from a planning meeting(s) for the awards recognition program.	• Documentation of past awards recognition programs. • No documentation of awards recognition programs.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #8 **The FFA Chapter has a current budget, which provides the financial resources to support the Program of Activities (POA).**	**Indicator Rubric**	A final report of the closed-out chapter budget is presented to FFA members annually, with opportunity for input and suggestions for modifications to take forward to the next year.	The chapter has a current budget, which supports the POA and includes financial records and is provided to the FFA membership at monthly FFA meetings.	The FFA chapter budget is current and provides resources to support the POA.	The chapter finances support the POA, but a current chapter budget is missing.	The chapter's budget is non-existent or financial resources are unable to support the POA.	
	Suggested Evidence	• Copy of the final chapter budget with comments from FFA members regarding suggestions for modifications to make in future years.	• Documentation of the treasurer's report as presented at the monthly FFA meeting.	• Copy of the chapter budget reflecting sufficient funds to support the POA.	• Documentation of the FFA chapter finances supporting the POA.	• Chapter budget reflecting the lack of funds to support the POA. • No chapter budget.	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

QUALITY INDICATOR #1	
All students enrolled in the agriculture, food, and natural resource education program have the opportunity to be a member of the FFA.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Complete the "National FFA Affiliation Membership Agreement" and pay associated fees.	• Utilize the "REV It Up: Recruitment & Retention Promotional Guide" found on the National FFA webpage to increase FFA membership.

QUALITY INDICATOR #2	
Students build a progressive leadership and personal development plan.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Guide students to complete the "Personal Growth Plan" module found on the National FFA webpage.	• Lead students through "Life Knowledge Goal-Setting Lesson" found on the National FFA webpage. • Help students to develop goals using the "Life Knowledge: Goal Setting Strategies" lesson found on the National FFA webpage. • Empower students to better communicate about their goals with others using the "Life Knowledge: Forming Key Messages" lesson found on the National FFA webpage.

QUALITY INDICATOR #3	
All students participate in meaningful leadership and personal development activities in each component of agriculture, food, and natural resource education (i.e., classroom and laboratory instruction; experiential, project, and work-based learning through SAE; and leadership and personal development through FFA).	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Participate in this module to learn the "Basics of Coaching Individuals" found on the National FFA webpage. • Refer students to the list of Career Development Events and Conferences found on the National FFA webpage to discover and understand opportunities and to encourage participation. • Implement a system for members to document their personal and leadership development activities and keep artifacts to represent this participation.	• Review National FFA's sample lesson plans and how they integrate SAE and FFA into regular classroom instruction and extend these outside of the classroom.

QUALITY INDICATOR #4	
The FFA Chapter constitution and bylaws are up-to-date and approved by chapter members.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Create a plan for the review and revision of constitution and bylaws using "Robert's Rules of Order."	• Create an FFA chapter constitution and bylaws using the sample provided on the National FFA webpage.

QUALITY INDICATOR #5	
FFA members are involved in the planning and implementation of a Program of Activities (POA).	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Students conduct evaluation after each activity and complete "FFA Chapter Final Report: Form POA-4" found on the National FFA webpage. • Students complete and file "FFA Chapter Committee Meeting Report: Form POA-3" found on the National FFA webpage after each committee meeting is held. • Students complete and submit the National Chapter Award Application found on the National FFA webpage.	• Create a calendar of FFA events and activities using a free resource such as timeanddate.com. Be sure to include important dates for Local Chapters and Advisors from The National FFA organization. • Gather advice from successful FFA advisors in your area or read "Promising Practices: Program of Activities Planning" to help set goals for each activity/event planned by students, utilizing the "FFA Chapter Activity Planning Sheet: Form POA-2" found on the National FFA webpage. • View sample Program of Activity documents found on the National FFA webpage, and create a Program of Activities. • Guide FFA chapter officers to perform duties expected of each office; refer to "Chapter Officer Responsibilities" list found on the National FFA webpage.

QUALITY INDICATOR #6	
The FFA Chapter conducts regularly scheduled chapter meetings.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Follow "Robert's Rules of Order" to conduct FFA Chapter Meetings. • Create a filing system for meeting agendas, minutes, treasurer reports, and committee reports for later use. • Review sample meeting evaluations found on the National FFA webpage and have students conduct an evaluation after each chapter meeting.	• View the "Sample FFA Meeting Agenda (Section 9-6)" in the "Agriculture Teacher's Manual" found on the National FFA webpage and implement chapter meeting agendas. • Review other chapters' committee reports and have students submit committee reports at the chapter meetings. • View sample secretary's minutes and treasurer's reports from Robert's Rules of Order and implement at chapter meetings. • Utilize "Chapter Meetings (Section 9-7)" in the "Agriculture Teacher's Manual found on the National FFA webpage.

QUALITY INDICATOR #7	
An awards recognition program planned and conducted by FFA members is in place.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Review the FFA "Banquet Planning Instructor's Guide" found on the National FFA webpage for ways to incorporate key stakeholders.	• Utilize the Educator Resource - "Banquet Planning Guide" found on the National FFA webpage to make plans for a recognition program. • Shop for awards, pins, and certificates to use for recognition through the National FFA webpage.
QUALITY INDICATOR #8	
The FFA Chapter has a current budget, which provides the financial resources to support the Program of Activities (POA).	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Work with school treasurer to conduct audit of financial records. • Create a financial record-keeping system using the resources from the Kentucky FFA's "Chapter Resources" website.	• Create a chapter budget to support the POA utilizing resources from the Michelle Guthrie Chapter Office Development website.

STANDARD 4:

SCHOOL AND COMMUNITY PARTNERSHIPS

Standard Statement: School and community partners are engaged in developing and supporting a quality program.

Definition:

- Key Stakeholders – **Program:** students, teachers, and Advisory Committee; **School:** administrators, counselors, staff, and school board members; **Community:** parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #1 **Key stakeholders are regularly informed regarding the goals, objectives, activities, and accomplishments of the agriculture, food, and natural resource education program.**	**Indicator Rubric**	Key stakeholders are knowledgeable about the program goals, objectives, activities, and accomplishments and are able to use them effectively to advance and collaborate the program.	Key stakeholders are knowledgeable about the program goals, objectives, activities, and accomplishments and are able to use them to effectively advance the program.	Key stakeholders are informed and conversant about the program goals, objectives, activities, and accomplishments.	Key stakeholders have minimal knowledge of the program goals, objectives, activities, and accomplishments.	Key stakeholders have little to no knowledge of the program goals, objectives, activities, and accomplishments.	
	Suggested Evidence	• Written program review and evaluation process along with completed reviews and evaluations by stakeholders. • Evidence of stakeholders using knowledge to advance the program at multiple fronts. • Documented evidence of highly interactive communication between the program and stakeholders.	• Evidence of stakeholders receiving program information via multiple channels (e.g., mailed correspondence, emails, newsletters, blog posts, etc.). • Documentation of stakeholders utilizing current program information for the betterment of the program.	• Minutes from meetings with stakeholders where program pieces were discussed. • Conversations with stakeholders reflect a working knowledge of the program as a direct result of communication efforts.	• Documented education and outreach program. • Evidence of one method of outreach with stakeholders sharing program pieces.	• Written education and outreach program lacking implementation. • Education and outreach program is non-existent.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #2 **Key stakeholders engage with the agriculture, food, and natural resource education program.**	**Indicator Rubric**	Key stakeholders are highly engaged with the program and encourage additional stakeholders to expand their involvement in the overall success and visibility of the local chapter.	Key stakeholders engage with the program supporting its goals and its impact, utilizing their resources to benefit the program on a regular basis.	When prompted, key stakeholders engage with the local agriculture, food, and natural resource education program for the benefit of the students, program, school, and community.	Stakeholders do not actively engage with the agriculture, food, and natural resource education program.	Key stakeholders have limited or non-existent engagement with the agriculture, food, and natural resource education program.	
	Suggested Evidence	• Evidence of nomination for local, state, and national accolades for the program of study by stakeholders. • Documentation of additional resources allocated for the program through stakeholders, due to success of program.	• Documented evidence of stakeholders reaching out to engage with the program voluntarily (not program-prompted). • Evidence that stakeholders utilize their personal and professional resources for the betterment of the program.	• Documented conversations with stakeholders and students reflect a positive outlook on the program of study with some basic knowledge of benefits and resources. • Evidence of program-prompted stakeholder engagement with the program in meaningful ways.	• Stakeholders have limited engagement with the program. • Evidence that any stakeholder engagement is highly prompted by the program and is not voluntary.	• Little or no documentation of stakeholder engagement with the program.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #3 **Key stakeholders are recognized for their support of the agriculture, food, and natural resource education program.**	**Indicator Rubric**	Key stakeholders are recognized by the program in multiple forms, venues, and instances.	Key stakeholders are recognized by the program in multiple forms.	Key stakeholders are recognized for their contributions and support of the agriculture, food, and natural resource education program in a timely and appropriate manner.	Minimal or untimely recognition of key stakeholders.	Key stakeholders are not recognized for their contributions to the program.	
	Suggested Evidence	• Documentation of stakeholder recognition through local and regional media outlets. • Evidence of continued recognition over the course of a school year.	• Documentation of multiple forms of stakeholder recognition (e.g., letters, banquets, etc.). • Evidence of stakeholder recognition within the school as well as the community.	• Documentation of thank you letters (or appropriate substitute) to stakeholders in a timely manner.	• Minimal evidence of stakeholder recognition in any manner. • Documentation of recognition reveals tardy efforts.	• No evidence of the program recognizing stakeholders in any manner.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #4 **Teacher(s) participates in key stakeholder activities.**	**Indicator Rubric**	Teacher(s) takes an active leadership role within key stakeholder activities and events.	Teacher(s) is actively involved in key stakeholder activities in ways that directly benefit the agriculture, food, and natural resource education program.	Teacher(s) is an active member of key stakeholder activities.	Teacher(s) is a member of key stakeholder activities but interactivity is limited.	Teacher(s) is not involved with key stakeholder activities.	
	Suggested Evidence	• Documented leadership roles within stakeholder. • Evidence of unprompted feedback or recognition from stakeholder regarding the value of the teacher in a leadership role.	• Documentation of teacher participation in stakeholder as it aligns with benefits to the agriculture, food, and natural resource education program. • Documentation of expanded or increased partnership with stakeholders as a direct result of active participation.	• Documentation of the teacher's membership and active participation in stakeholder (e.g., meeting minutes, activity attendance, etc.). • Teacher keeps records of contributions to the organizations as part of their professional file or portfolio.	• Documentation of teacher membership in stakeholder activities.	• No evidence of teacher membership in stakeholder activities.	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

QUALITY INDICATOR #1

Key stakeholders are regularly informed regarding the goals, objectives, activities, and accomplishments of the agriculture, food, and natural resource education program.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Create goals for the program specific to community partnerships. Use the "Annual and Long Range Program Plan in the Marketing Handbook (5-20)" found on National FFA webpage to further define goals, objectives, and activities. Use these action steps to relate to stakeholders. • Gather ideas for marketing and outreach of the program. View and complete the "Program Marketing Action Plan in the Marketing Handbook (5-18)" found on the National FFA webpage to assist.	• Partnerships are essential to the program. View the "Partnerships" video on the National FFA webpage to being thinking about the opportunities for your program. • Lay out basic program goals that can be used to relay information to stakeholders. Use the "Agriculture Program Goals and Evaluation (5-22)" found on the National FFA webpage to assist. • Print out the "Get Up to Speed" brochure in the "Recruitment and Retention Promotional Guide / Rev It Up Materials" on the National FFA webpage and pass out to stakeholders to help disseminate basic program knowledge. • Communication is key to relay information and create lasting partnerships. Begin to explore multiple modes of communication including mailings, electronic newsletters, social media, etc. Review "Ten Tips for Staying in Touch with your Agriculture Community (17-5)" in the "Agriculture Teacher's Manual" found on the National FFA webpage.

QUALITY INDICATOR #2

Key stakeholders engage with the agriculture, food, and natural resource education program.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Create a climate of advocacy, especially with your students. Gather tips and even lesson plans from the National Association of Agricultural Educators. • Conduct program evaluations using the "Local Program Success Marketing Handbook, Ag Ed & Student Survey (5-9)," "Parent & Guardian Survey (5-14)," and "Student Survey (5-16)." Use the surveys found on the National FFA webpage to renew interest in the program, and utilize the results to further advocacy efforts. • Use your well-managed support groups to help create needed and well-defined action. Use the "Partner Core Group Action Plan (4-15)" in the "Partnership Handbook" found on the National FFA webpage to assist. • Start, expand, or renew interest in the Advisory Committee for program support. Visit the National FFA webpage and explore the "Advisory Committee Manual" for tools and helpful hints.	• Learn tips for increasing stakeholder, community partner, and student support by visiting the National FFA webpage and browsing the "Partner Handbook." • In the "Partnership Handbook," check out the "Partner Priority List (4-11)" to aid focus. • Gather ideas for strategic communication with stakeholders to increase advocacy for the program. Read "Ways to Strengthen Agricultural Education (22-6)" in the "Agriculture Teacher's Manual" found on the National FFA webpage. • Think about strategies to get everyone from the student to the community involved in your program and school. Read "Parent, Family, Community Involvement in Education" by the National Education Association to gather ideas for successful partnerships. • Start, expand, or renew interest in the Advisory Committee for program support. Visit the National FFA webpage and explore the "Advisory Committee Manual" for tools and helpful hints.

QUALITY INDICATOR #3	
Key stakeholders are recognized for their support of the agriculture, food, and natural resource education program.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Review and follow the "News Release Guidelines (5-11)" on the National FFA webpage for an additional way to thank stakeholders and support organizations at appropriate times through the media. • Create additional outlets for stakeholder and support recognition as deemed appropriate by the school or division, including (but not limited to) program blog, electronic newsletters, YouTube channel, etc.	• Set up an annual schedule of events with emphasis on recognition of stakeholders. In the "Agriculture Teacher's Manual," reference the "Comprehensive Calendar of Events (3-15)" and "Schedules, Calendars and Due Dates (3-14)" found on the National FFA webpage to guide planning. • Create a timetable and format for appropriate appreciation given to stakeholders (e.g., handwritten thank you notes). Have resources available (e.g., cards, stamps, etc.), and model this for your students. Incorporate this as part of your overall program. • Gather ideas for recognizing stakeholders. Refer to the "Recognition Checklist (5-12)" in the "Marketing Handbook" found on the National FFA webpage for tools and assistance.

QUALITY INDICATOR #4	
Teacher(s) participates in key stakeholder activities.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Actively seek leadership positions within stakeholder activities that complement your skill set(s) and the program. Review the "Agriculture Teacher's Manual" "You as a Leader (21-4)" found on the National FFA webpage for tips on overall professional success. • Seek out personal assessments and opportunities that enhance your overall knowledge of your skill sets and learning styles. Apply the results in practical ways within your leadership roles. Explore the "National Association of Agricultural Educators Magazine, Volume 81 Issue 5," "Soaring With Your Strengths: Using Learning Style & Personality Type Preferences to Enhance Community Development" by Gregory A. Davis.	• Gather ideas for interacting with the local agriculture community. Review "Ten Tips for Staying in Touch with Your Agriculture Community (17-5)" in the "Agriculture Teacher's Manual" found on the National FFA webpage. • Create a list of local stakeholders. Use the "Agriculture Employment Survey (5-24)" in the "Marketing Handbook" on the National FFA webpage to get a snapshot of community businesses and individuals who may want to partner. Actively seek out opportunities within these entities to develop relationships for the betterment of the program.

STANDARD 5:

MARKETING

Standard Statement: Key stakeholders are continually asked, involved, recognized, and informed about all components of the integrated program.

Definition:

- Key Stakeholders – **Program:** students, teachers, and Advisory Committee; **School:** administrators, counselors, staff, and school board members; **Community:** parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners
- Strategic Marketing Effort – a coordinated plan directing the use of time and other resources to expand the visibility and positive perception of the program

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #1 **A strategic marketing effort is in place with pieces being implemented by the appropriate key stakeholders.**	**Indicator Rubric**	Data and evaluations from the strategic marketing effort are used by the agriculture, food, and natural resource teacher(s) and key stakeholders to guide program direction.	The strategic marketing effort is being implemented, evaluated, and updated annually.	The agriculture, food, and natural resource teacher(s) and key stakeholders have established and are implementing a strategic marketing effort.	The agriculture, food, and natural resource teacher(s) and key stakeholders have established a strategic marketing effort.	A strategic marketing effort is non-existent or the implementation of it is limited.	
	Suggested Evidence	• Data and evaluation of strategic marketing efforts linked to program planning evaluations.	• Documentation of the implementation of the strategic marketing effort, copies of evaluations, and date in which revisions were made.	• Documentation of the completion of the roles and responsibilities assigned in the marketing effort.	• Documentation of detailed roles and responsibilities in the marketing effort being assigned to the agriculture, food, and natural resource teacher(s) and key stakeholders.	• Written strategic marketing plan lacking detailed roles and responsibilities for implementation. • No strategic marketing plan.	**PROGRAM EVIDENCE**
Quality Indicator #2 **A recruitment and retention plan is yielding steady or increasing student enrollment.**	**Indicator Rubric**	Data regarding the effectiveness of the recruitment and retention plan is synthesized and used to guide the revisions of the plans.	The implementation of a recruitment and retention plan has yielded steady or increasing student enrollment that reflects the diversity of the school population.	The implementation of a recruitment and retention plan has yielded steady or increasing student enrollment.	A recruitment and retention plan has been developed or revised and implemented but has not yet yielded results.	A recruitment and retention plan is non-existent or the implementation of the plan is limited.	
	Suggested Evidence	• Synthesized data regarding the recruitment and retention plan aligned with revisions made.	• Year-to-year data regarding student enrollment as it relates to school diversity.	• Enrollment numbers from year-to-year.	• Documentation of the implementation of the recruitment and retention plan.	• Written recruitment and retention plan. • No recruitment and retention plan.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #3 **Relevant agriculture, food, and natural resource education program data is utilized for marketing and communication purposes.**	**Indicator Rubric**	Data-driven key messages have been developed, integrated into the marketing plan, and distributed to key stakeholders.	Program data is used to show the impact of the program on students, the local district, and the local community.	Program data is utilized for marketing as well as communicating program strengths and needs to key stakeholders and outside entities.	Marketing and communication are shared with stakeholders but do not include program data.	Program data is limited or non-existent.	
	Suggested Evidence	• Specific examples of the data-driven messages aligned to where they appear in distributed materials.	• Documentation of communication materials depicting the impact of the program on students, the local district, and the local community.	• Documentation of the evidence of data in marketing and communication materials.	• Sample marketing and communications lacking the use of program data.	• Little or no program data exists.	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

QUALITY INDICATOR #1	
A strategic marketing effort is in place with pieces being implemented by the appropriate stakeholders.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Conduct long range planning using the "Local Program Success Marketing Handbook," "Annual & Long Range Plan (5-20)," and "Ag Prgm Goals & Evaluation (5-22)" found on the National FFA webpage. • Use Section 22 of the National FFA's "Agriculture Teacher's Manual," "Program Evaluation and Improvement" to guide program evaluation efforts and future planning. • Learn strategic planning tips shared in "Chapter P: Community-Based Program Planning" found on the National FFA webpage. • Conduct program evaluations using the "Local Program Success Marketing Handbook," "Ag Ed & Student Survey (5-9)," "Ag Employment Survey (5-24)," "Parent & Guardian Survey (5-14)," and "Student Survey (5-16)" found on the National FFA webpage.	• Gather ideas for creating and implementing a new marketing program using Chapter 20 of the Agriculture Teacher's Manual," "Marketing Your Program and FFA" found on the National FFA webpage. • View "Marketing, It's More Than You Think," a National FFA Organization Resource listed in the "Agriculture Teacher's Manual" found on the National FFA webpage. • Learn tips for implementation shared in "Chapter P: Community-Based Program Planning" found on the National FFA webpage. • Create a marketing plan using the "Local Program Success Marketing Handbook," Program Marketing Plan (5-18)" found on the National FFA webpage.
QUALITY INDICATOR #2	
A recruitment and retention plan is yielding steady or increasing student enrollment.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Focus on the key points shared in the "Energize With FFA" found on the National FFA webpage to target in on life skills and experiences in which a diversity of students can benefit.. • Share with students the various career opportunities available in agriculture using the "Super Highway for Success!" brochure found on the National FFA webpage. • Distribute the "Student Survey 5-16.xls" from the "Local Program Success Handbook" found on the National FFA webpage to spark interest among a variety of students, particularly the diversity of the local school.	• Develop a recruitment and retention plan using steps set up in the "Rev It Up: Recruitment & Retention Promotional Guide" found on the National FFA webpage. • Use the surveys available in the "Local Program Success Handbook" found on the National FFA webpage to help create the recruitment and retention plan (e.g., "Ag Ed & Student Survey 5-9.xls," "Parent & Guardian Survey 5-14. xls," "Student Survey 5-16.xls," etc.).

QUALITY INDICATOR #3	
Relevant agriculture, food, and natural resource education program data is utilized for marketing and communication purposes.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Review "Chapter P: Community-Based Program Planning" found on the National FFA webpage paying particular attention to the articles pertaining to gathering input and collecting data and using that to then make changes or implementations to the program.. • Review page 161 of "Promising Practices" in "A Guide to Local Program Success (2nd ed.)" found on the National FFA webpage for ideas on how to incorporate data in messaging.	• Review the "Promising Practices" on page 159 of "A Guide to Local Program Success (2nd ed.)" found on the National FFA webpage for ideas on how to incorporate data in messaging.

STANDARD 6:

CERTIFIED AGRICULTURE TEACHERS AND PROFESSIONAL GROWTH

Standard Statement: Competent and technically certified agriculture, food, and natural resource teachers provide the core of the program.

Definition:

- Association for Supervision and Curriculum Development (ASCD) – the association provides expert and innovative solutions in professional development, capacity building, and educational leadership essential to the way educators learn, teach, and lead
- Communities of Practice (COP) – a NAAE web-based resource for curricular, FFA, SAE, and professional development for agriculture, food, and natural resource teachers
- Key Stakeholders – **Program:** students, teachers, and Advisory Committee; **School:** administrators, counselors, staff, and school board members; **Community:** parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners
- National Association of Agriculture Educators (NAAE) – has subordinate state associations connected, as well as six regions across the nation for networking, professional development, and recognition
- Provisional Certification – certificate that is entry level and usually has no renewal or limited renewal opportunities
- Temporary Certification – certificate to teach that is either due to emergency certification and holds additional requirements by state authority to move to a beginning level teacher certification (traditional entry certification levels)

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #1 **Each teacher is state certified to teach agriculture, food, and natural resource education.**	**Indicator Rubric**	Teacher(s) has an advanced degree from an accredited college or university and is certified above the basic state level.	Teacher(s) has a bachelor's degree and is certified within the state to teach agriculture, food, and natural resource education, and certification is beyond provisional.	Teacher(s) is appropriately certified based upon state and local school district requirements.	Teacher(s) is a non-traditional (lateral) entry teacher in agriculture, food, and natural resource education with temporary state certification in agriculture, food, and natural resource education.	Teacher(s) does not hold a certificate for teaching agriculture, food, and natural resource education.	
	Suggested Evidence	• Documentation of advanced degree and certification above the basic state level.	• Documentation of degree from approved college/ university and certification beyond provisional.	• Documentation of degree from approved college/ university. • Documentation of state-granted certificate to teach agriculture, food, and natural resource education.	• Documentation of temporary or emergency license to teach agriculture, food, and natural resource education.	• No documentation of certification to teach agriculture, food, and natural resource education.	**PROGRAM EVIDENCE**
Quality Indicator #2 **The agriculture, food, and natural resource teacher(s) contract includes adequate time and compensation to meet the local and state requirements of a comprehensive agriculture, food, and natural resource education program.**	**Indicator Rubric**	The agriculture, food, and natural resource teacher(s) prepares a calendar of work for activities outside the regular school year in collaboration with the appropriate administrator.	The agriculture, food, and natural resource teacher(s) maintains and submits a log of hours worked outside of the regular school year calendar to the appropriate administrator for review.	The agriculture, food, and natural resource teacher(s) has adequate time in their contract to meet state requirements and accomplish tasks (including summer activities) required by the program.	The agriculture, food, and natural resource teacher(s) is employed and compensated for time during the school year calendar while school is in session.	The agriculture, food, and natural resource teacher(s) is employed as a part-time teacher or is a substitute teacher.	
	Suggested Evidence	• Calendar of activities teacher(s) plans to participate in outside of the regular school year developed in collaboration with the appropriate administrator.	• Hour logs for summer activities.	• Documentation of the correlation between contract time and the teacher(s) meeting the state requirements and accomplish tasks required by their program.	• Current teacher contract.	• Part-time teacher contract. • No teacher contract.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #3 **The FFA advisor(s) is a certified agriculture, food, and natural resource teacher(s).**	**Indicator Rubric**	The FFA advisor(s) is a fully certified agriculture, food, and natural resource teacher who volunteers to serve or assist at district, regional, state, or national FFA activities.	The FFA advisor(s) is a fully certified agriculture, food, and natural resource teacher who seeks out and participates in leadership, personal growth, and career success professional development.	The FFA advisor(s) is a fully state certified agriculture, food, and natural resource teacher.	The FFA advisor(s) is a staff member for the school district, but not the certified agriculture, food, and natural resource teacher.	The FFA advisor(s) is not on the school district staff.	
	Suggested Evidence	• Documentation of volunteerism at district, regional, state, or national FFA activities. • Calendar of work detailing volunteerism at district, regional, state, or national FFA activities.	• Documentation of participation in leadership, personal growth, and career success professional development. • Calendar of work detailing participation in leadership, personal growth, and career success professional development.	• Documentation of a state certified agriculture, food, and natural resource teacher serving as the FFA advisor(s).	• Documentation of a licensed staff member serving as the FFA advisor(s).	• No certified agriculture, food, and natural resource teacher is on contract with the school district.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #4 **Teacher(s) actively participates in state and national professional agriculture, food, and natural resource education associations.**	**Indicator Rubric**	Agriculture, food, and natural resource teacher(s) is a member of and holds a leadership position in a professional organization at and/or above the state level.	Agriculture, food, and natural resource teacher(s) is a member of a professional organization and attends functions above the state level.	Agriculture, food, and natural resource teacher(s) is member(s) of and participates in the NAAE and ACTE.	Agriculture, food, and natural resource teacher(s) is a member of a professional organization but is not attending professional functions.	Agriculture, food, and natural resource (s) is not a member of state or national professional association.	
	Suggested Evidence	• Proof of state officer assignment for state professional organization. • Proof of Regional NAAE or ACTE officer assignment. • Proof of Regional NAAE or ACTE committee member assignment. • Proof of Regional NAAE or ACTE delegate assignment. • Proof of Regional or National NAAE or ACTE officer assignment.	• Record of attendance at professional functions of an organization above the state level. • Proof of ASCD membership and documentation of participation. • Proof of state teacher association membership and documentation of participation. • Proof of ACTE state level association membership and documentation of participation.	• Proof of NAAE and ACTE state level association membership. • Record of attendance at state level professional development functions.	• Proof of membership. • No evidence of attending professional functions in the last calendar year.	• No evidence of membership in state or national professional association.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #5 **Teacher(s) is an advocate for agriculture, food, and natural resource education as a career opportunity.**	**Indicator Rubric**	Teacher(s) is an advocate at state and/or national level with elected and government officials to impact agriculture, food, and natural resource education as a profession and a career.	Teacher(s) works at the state and/or national level on agriculture, food, and natural resource education advocacy and career programs.	Teacher(s) is an advocate and spokesperson for a career in teaching agriculture, food, and natural resource education and promotes agriculture, food, and natural resource education as a career choice.	When prompted, the teacher(s) speaks positively about agriculture, food, and natural resource education as a career but does not actively promote the career.	The promotion of agriculture, food, and natural resource education as a career opportunity by the teacher(s) is limited or non-existent.	
	Suggested Evidence	• Documentation of the teacher(s) meeting with elected officials and/or government officials regarding agriculture, food, and natural resource education as a career path.	• Documented participation in national and/or state level work to promote agriculture, food, and natural resource education advocacy and career programs.	• Documentation of the promotion of agriculture, food, and natural resource education as a career opportunity. • Documented conversations initiated by the teacher(s) advocating for a career in agricultural education.	• Documented conversations not initiated by the teacher(s) regarding agriculture, food, and natural resource education as a career.	• Little or no documentation of the promotion of agriculture, food, and natural resource education as a career opportunity.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #6 **Teacher(s) contributes to the technical and pedagogical (instructional) knowledge base of the profession.**	**Indicator Rubric**	Teacher(s) organized and presented a professional workshop or curricular resource for teachers at a national/regional level.	Teacher(s) organized and presented a professional workshop or curricular resource for teachers in agriculture, food, and natural resource education at a state level.	Teacher(s) organized and presented a professional workshop or curricular resource for teachers in agriculture, food, and natural resource education at a district level.	Teacher(s) attended a professional workshop or curricular resource share program.	No participation in any effort that contributed to the knowledge of the profession.	
	Suggested Evidence	• Documentation of authorship of a submission to a professional publication on technical or teaching knowledge. • Documented formal research on content or instructional knowledge. • Documentation of serving as a COP facilitator. • Documentation of the presentation of a workshop for a regional/ national level professional development program.	• Documentation of the presentation of a workshop for a state level professional development program. • Documentation of the teacher(s) serving as a mentor teacher at a state level mentor program.	• Documentation of a workshop presented at a local, district, and/or area professional organization. • Documentation of teacher(s) taking a leadership role in a local, district, or area professional organization. • Documentation of the addition of innovative resources, curriculum, and/ or formal resource shared at the local, district, and/or state levels.	• Documentation of attendance at a workshop on technical or instructional knowledge. • Documented use a statewide, regional, or national technical resource share (i.e., COP).	• No documentation of the teacher(s) sharing knowledge through the profession.	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

QUALITY INDICATOR #1	
Each teacher is state certified to teach agriculture, food, and natural resource education.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Begin a post-bachelorate program to gain certification in agriculture, food, and natural resource education. Information can be found through NAAE. • Add additional certifications for licensure to add breadth of instructional opportunities beyond agriculture, food, and natural resource (e.g., science, technology, mathematics, etc.). • Earn an advanced degree in agriculture, food, and natural resource education or related fields.	• Contact school administrator for certification requirements and pathway to certificate (above temporary). • Contact state university or college that credentials agriculture, food, and natural resource teachers and work to create a pathway to certificate. Information can be found through NAAE. • Contact state licensing agency and work to find certification for agriculture, food, and natural resource teachers (either traditional or non-traditional entry).
QUALITY INDICATOR #2	
The agriculture, food, and natural resource teacher(s) contract includes adequate time and compensation to meet the local and state requirements of a comprehensive agriculture, food, and natural resource education program.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Collect data as a teacher to document contract hours/days not covered by school calendar year to justify and explain balance of time through summer to prove contract day requirements. • Review examples are local/state level documents and forms for contract reporting. • Utilize AET or other web-based record keeping system to log and report extra time spent with students and the purpose/role of supervision.	• Work to gain full employment in local school district (if only part time or as a substitute teacher). • Work with advisory committee, administration, and teachers to develop an adequate contract that covers education experiences beyond the school calendar year. Contact state or regional CTE/Ag Ed supervisors for examples of compensation packages that meet local needs.

QUALITY INDICATOR #3	
The FFA advisor(s) is a certified agriculture, food, and natural resource teacher(s).	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Use the National FFA's "Program of Activities" to develop a strong program of activities to encourage strong FFA events. • Utilize local stakeholders to help advocate for teachers to be the FFA advisor.	• Use FFA Alumni, local booster club, or advisory board to advocate for a full-time FFA Advisor who is a hired agriculture, food, and natural resource teacher. • Talk with State and Regional CTE Coordinators regarding the value and purpose of FFA Advisor contracts. • Work to include language in the agriculture, food and natural resource teacher's contract that they must also serve as FFA advisor. Regional CTE director should contact neighboring FFA advisors or alumni for support. • The National FFA website outlines minimum expectations for FFA advisors and agriculture, food, and natural resource education teachers.
QUALITY INDICATOR #4	
Teacher(s) actively participates in state and national professional agriculture, food, and natural resource education associations.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Read "NAAE Leadership and Volunteer Opportunities" to learn about all regional and national level leadership experiences/opportunities to help move the profession and individual member forward. • Go to ACTE "Get Involved" page under the "Leadership" tab on the home page. This resource outlines many avenues for members to be active in issues, dialogs, and policy formation for CTE. • Visit the ASCD website for professional development. It includes opportunities to grow as a professional in specific content areas.	• Join state/national professional associations (i.e., NAAE, ACTE, and their associate state level organizations). • Contact neighboring CTE teachers within the school district, school, or geographical FFA district (region) to discover a pathway to membership in state and national associations. • Regional CTE or Perkins coordinators for states have contacts for state associations. • Use the ACTE webpage to find state and local ACTE contacts. • Use the NAAE online webpage to find state and local agriculture education association contacts.

QUALITY INDICATOR #5	
Teacher(s) is an advocate for agriculture, food, and natural resource education as a career opportunity.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Work with state and national committees on the STAR (Recruitment/ Retention Program) for agriculture, food, and natural resource education teachers. Work on school, state, regional, and national levels to promote positive experiences in agriculture, food, and natural resource education in order to bring in high quality, highly motivated young professionals into the profession. • Use online resources from the National FFA webpage regarding all aspects of program planning and implementation, including professional development.	• Participate in the annual Teach Ag Day programs managed by NAAE. • NAAE provides numerous web-based curriculum ideas, activities, and programming to promote agriculture, food, and natural resource teaching as a career.

QUALITY INDICATOR #6	
Teacher(s) contributes to the technical and pedagogical (instructional) knowledge base of the profession.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Contact local, regional, state, or national professional association leadership bodies and offer up willingness to present information regarding specific workshops at local, state, and national conferences (e.g., NAAE, ACTE, etc.). • Author and submit an article for "Agriculture Education Magazine" through NAAE. • Seek out local, regional, or state publications to submit articles to regarding teaching strategies and curricular resources.	• Join NAAE COP to give and receive information regarding specific curricular and instructional best practices. • Join a professional learning community within local school district or regional CTE program where regular meetings, web-based conferences, and resource sharing will stimulate discussion, development, and implementation of curriculum and delivery methods. • Seek out ACTE or NAAE state level association annual conferences and workshops for professional growth and development. Seek out programming that enhances current POS for local school needs and demands of high wage/high demand careers. • On NAAE COP, find a thread or question that you have experience or expertise in and share a document(s) and/or thoughts that may assist another teacher in your similar situation.

STANDARD 7:

PROGRAM PLANNING AND EVALUATION

Standard Statement: A system of needs assessment and evaluation provides information necessary for continual program development and improvement.

Definition:

- Key Stakeholders – **Program:** students, teachers, and Advisory Committee; **School:** administrators, counselors, staff, and school board members; **Community:** parents, employers, FFA support organizations (e.g., FFA Alumni, Friends of the FFA, FFA booster club, etc.), policy makers, post-secondary institutions, local media, and other business and industry partners
- Performance Data Measure Requirements –
  1. Student Performance Data on Local and State Assessments
  2. Student Demographics (e.g., gender, race, Perkins, etc.)
  3. Student Enrollment and Attendance (e.g., grade, course, etc.)
  4. Student Retention
  5. Technical Skill Assessment Scores
  6. Follow-Up Placement
  7. Graduation Rate
  8. Program of Study (POS) Graduate Data
- Program of Study (POS) – an organized sequence of academic, career, and technical content that prepares students to make successful transitions to post-secondary education and the workplace

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #1 **Relevant agriculture, food, and natural resource education program data is collected and reported to key stakeholders and other entities as determined by local and state requirements.**	**Indicator Rubric**	Synthesized program data is linked to economic and workforce trends and career readiness skills and is used to guide program design and direction.	Program data is collected, synthesized, and used to guide programmatic decisions regarding the program goals, objectives, and activities.	The program is in good standing with the state department and local school district, having submitted all required data by the assigned deadlines.	The program is not in good standing with the state department or local school district as required data is missing, limited, or not submitted in an adequate timeframe.	Relevant program data is non-existent or unavailable for use by key stakeholders and other local and state entities.	
	Suggested Evidence	• Documented analysis of the synthesized program data linked to economic workforce trends and career readiness skills and to specific program decisions and revisions.	• Documented program data linked to the programmatic decisions (e.g., program goals, objectives, activities, etc.).	• Documentation that local and state department has received required program data.	• Documentation of the submission dates and deadlines.	• Notices from local and/or state entities regarding the absence of program data.	**PROGRAM EVIDENCE**
Quality Indicator #2 **Survey of key stakeholders is taken relative to their expectations and current assessment of program quality and the success of students.**	**Indicator Rubric**	Teacher(s) uses key stakeholder feedback to meet with administration and advisory board to adjust instructional strategies, student recruitment, and offerings based upon program needs.	Key stakeholder survey collection is conducted, feedback compiled, and teacher(s) uses information to adjust, confirm, and/or modify current program instruction and offerings to meet program needs.	Key stakeholder survey is conducted and feedback compiled into report and available for review.	Key stakeholder information is informally collected through conversations, and no formal documentation may exist.	Key stakeholder data is not collected nor recorded.	
	Suggested Evidence	• Agenda for meeting with administration and advisory board noting the inclusion of key stakeholder data and program evaluation.	• Data from key stakeholders aligned to adjustments, confirmations, and/or modifications to the current program instruction and offerings to meet program needs.	• Compiled data from key stakeholders are on file and available for review.	• Teacher(s) uses informally-collected feedback from conversations and other communications from key stakeholders.	• Little to no data is collected regarding key stakeholder information.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	**EXCEEDS EXPECTATION 4**	**MEETS EXPECTATION 3**	**APPROACHING EXPECTATION 2**	**NOT AT EXPECTATION 1**	
Quality Indicator #3 **A representative (reflective of the agriculture, food, and natural resource populations and local community) advisory committee for the agriculture, food, and natural resource program authorized by the local board of education meets regularly to advise program direction and development.**	**Indicator Rubric**	The representative advisory committee meets regularly and collaborates in the creation and pursuit of the program's strategic plan.	The representative advisory committee meets regularly and provides guidance to the program and identifies SAE opportunities for students.	The program has an advisory committee (representative of local community) that meets regularly for program review and planning.	Program has an advisory committee that meets less than once a year and/or is not representative of the local community.	Advisory committee existence is limited to non-existent.	
	Suggested Evidence	• Document advisory committee meeting agenda and minutes with the inclusion of discussions and activities pertaining to the program's strategic plan.	• Documented advisory committee meeting agenda and minutes with the inclusion of discussions regarding SAE opportunities for students.	• Documented list of advisory committee members reflecting local demographics and minutes from their meetings. • Documented advisory committee bylaws depicting regular meeting dates, roles, and responsibilities, details about membership demographics, etc.	• Documented list of committee members, but lacking regular annual meeting pattern, or no record of meetings. • Advisory committee exists, yet membership is not balanced between industry, educational, and local community (i.e., imbalanced population demographics).	• No advisory committee.	**PROGRAM EVIDENCE**

QUALITY INDICATOR		Program meets or exceeds quality expectation			Program does not meet quality expectation		LEVEL OF PERFORMANCE
		EXEMPLARY 5	EXCEEDS EXPECTATION 4	MEETS EXPECTATION 3	APPROACHING EXPECTATION 2	NOT AT EXPECTATION 1	
Quality Indicator #4 **A five-year strategic plan addressing the seven standards of the National Quality Program Standards document is created and implemented based on performance data, key stakeholder survey, and advisory committee input.**	**Indicator Rubric**	Five year strategic plan for agriculture, food, and natural resource education program is created, enacting goals and benchmarks, and reviewed annually to maintain viability.	Five year strategic plan for education program is created and is being implemented to achieve the goals set forth.	A five year strategic plan has been created using key stakeholder input, student performance data, advisory committee input, and the National Quality Program Standards analysis.	Teacher(s) has a set of program goals, yet comprehensive document for a five year strategic plan is not in place.	Limited or no evidence of a five year strategic plan.	
	Suggested Evidence	• Documentation of the enactment of the strategic plan along with the annual review and adjustments in enacting outcomes.	• Documentation of the achievement of goals set forth in the five year strategic plan.	• Documentation of the five year strategic plan compiled collaboratively through surveys and data review.	• Documentation of a list of goals for the program.	• No strategic plan. • Outdated strategic plan.	**PROGRAM EVIDENCE**
Quality Indicator #5 **An agriculture, food, and natural resource program budget is in place and provides the financial resources to support the current and planned needs of the program.**	**Indicator Rubric**	Program budget aligns to the program's five year strategic plan.	The program budget is built collaboratively by the teacher(s) and administration to maximize the value of local, state, and federal funds.	The program budget is current and provides resources to support the current and planned needs of program.	The program finances support the current and planned needs of the program, but no defined budget exists.	The program's budget is non-existent or financial resources are unable to support the current and planned needs of the program.	
	Suggested Evidence	• Documentation of alignment between budget and five year plan.	• Documentation of budget development process.	• Copy of program budget reflecting sufficient funds to support the current and planned needs of the program.	• Documentation of the program finances supporting the current and planned needs of the program.	• Program budget reflecting the lack of funds to support the current and planned needs of the program. • No program budget.	**PROGRAM EVIDENCE**

GUIDANCE FOR NEXT STEPS

Use the Tools and Guidance for Improvement and Growth to complete the action plan outlined in your Program Growth Target Planning Guide.

QUALITY INDICATOR #1	
Relevant agriculture, food, and natural resource education program data is collected and reported to key stakeholders and other entities as determined by local and state requirements.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Read pages 5-18 of the United States Department of Education's "Using Student Achievement Data to Support Instruction Decision Making" (and then further investigation that pertains to your district based upon those pages) to build up skills for analysis and compilation of data. • Read pages 39-45 of the United States Department of Education's "Using Student Achievement Data to Support Instruction Decision Making" and have school district administration appoint a data-system advisory council to ensure appropriate representation of key stakeholders and data driven actionable items. • Use historical data from exit and update surveys to create graphical and tabular representation of student experiences post-graduation. Use this data to make sure POS is hitting marks, on track to trends and movements in industry, and supporting facts for program offerings. • Contact state or local reporter for CTE data and use historical data to analyze concentrators, completers, and CTE course completers and learn how to give and get data for yearly (annual) data submission processes. Take data collected and share with local advisory committee and administration for program planning. • Review The Council's "National ANFR Content Standards" to obtain information on career readiness skills to be taught in secondary agriculture, food, and natural resource education programs.	• Meet with school staff and administration to collect student performance data and compile into a database (preferably, electronic) to be able to sort and compare for analysis. • Create a spreadsheet of student data (e.g., grade, race, class enrollment, other performance data as appropriate by district/state expectations, etc.) and take time each grading period to update information regarding student performance in coursework, SAE development, and FFA participation to begin a habit of data collection and reporting. This is useful for compiling FFA/Department of Education/CTE state and national reports as well as local school district reports. • Upon near conclusion of high school senior year, have seniors complete an exit survey that includes questions that are projections of the next 12 months of the graduates' plans. • At one year post-graduation, resurvey graduates on changes in their life plan. Examine results to see if POS was appropriate for preparation of post-secondary experiences (e.g., employment, training, educational pathways, etc.).

QUALITY INDICATOR #2

Survey of key stakeholders is taken relative to their expectations and current assessment of program quality and the success of students.

Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• Read pages 39-45 of the United States Department of Education's "Using Student Achievement Data to Support Instruction Decision Making" and have school district administration appoint a data-system advisory council to ensure appropriate representation of key stakeholders and data driven actionable items. • Use ideas from FFA's "Program Planning Resources" found on the National FFA webpage. Then "Program Planning," then again hyperlink "Program Planning" and on page P-7 (bottom half) there are examples and resources on how to collect key stakeholdership information for program planning.	• Schedule regular and planned interviews of key stakeholders to determine if their needs are being met by agriculture, food, and natural resource education and the FFA program. Keep written records of conversations for future references. • Create an online survey form (e.g., GoogleForms) for routine and regular assessment of expectations and outcomes of agriculture, food, and natural resource and FFA chapter programing by key stakeholders/stakeholders. Share regularly (e.g., yearly, bi-annually, etc.) links to surveys and compile data to be shared with advisory committee, administration, and CTE coordinator. • Review The National FFA's "The Agriculture Teacher's Manual," chapters 17 and 19, "Working With and Business Community" and "Working with FFA Alumni and Young Farmers" for information regarding a how to survey stakeholders.

QUALITY INDICATOR #3

A representative (reflective of the agriculture, food, and natural resource populations and local community) advisory committee for the agriculture, food, and natural resource program authorized by the local board of education meets regularly to advise program direction and development.

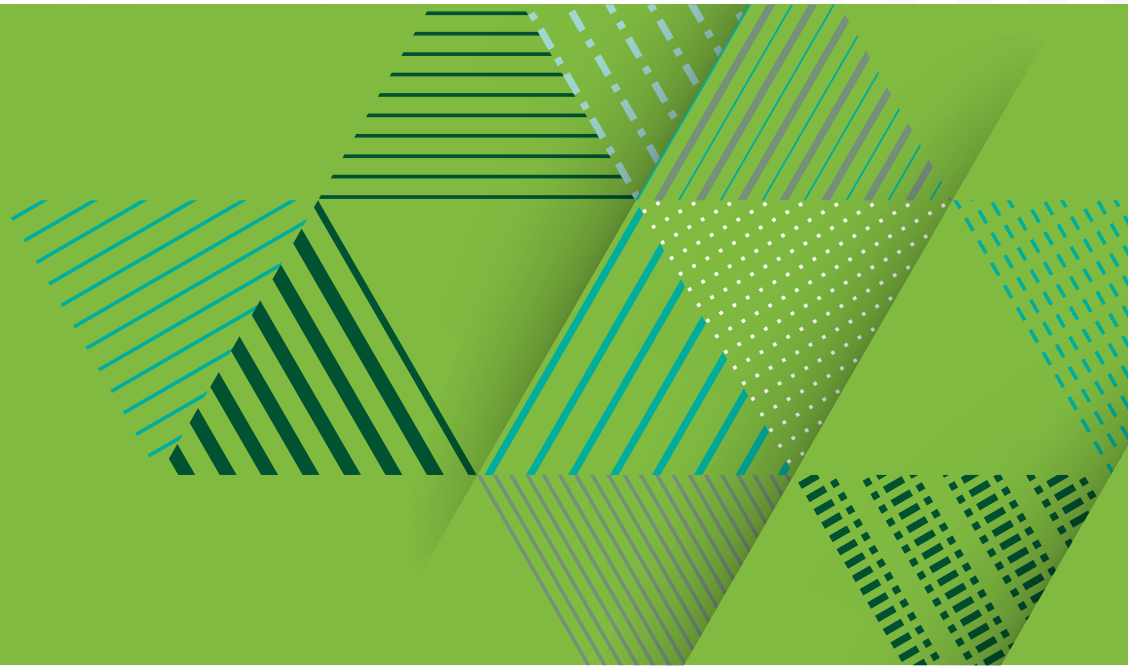
Tools and Guidance for Improvement and Growth

To Move Beyond Expectation	To Meet Expectation
• For guidance on advancing the work of an advisory committee, read "The Agriculture Teacher's Manual," chapter 18, "Working With the Advisory Committee" found on the National FFA webpage. o Specifically pages 18-5, 18-6, and 18-7 to work to document and include successful partnership with advisory committee. • Read the California Department of Education's "Agricultural Education Advisory Committee Manual" regarding the operations and function of an advisory committee. • Seek out local and state agriculture, food, and natural resource commodity rankings and reports to confirm and find balance in representation on the committee.	• Read and follow the California Department of Education's "Agricultural Education Advisory Committee Manual" (specifically appendix B, page 13) regarding the operations and function of an advisory committee. • When setting POA for FFA chapter and calendar, include discussions with and about advisory meeting timelines. Share the calendar for the entire year with the advisory committee for future planning. • Have the advisory committee work to assess stakeholder data, agriculture, food, and natural resource community diversity, and seek to recruit talent to serve on board that promotes age, demographic, and industry diversity. • Seek out county/regional workforce department for data on high wage and high demand occupations to make sure the industry is represented on the advisory board. • Seek out county/local agriculture, food, and natural resource commodity rankings and reports to confirm and find balance in representation on committee.

QUALITY INDICATOR #4	
A five year strategic plan addressing the seven standards of the National Quality Program Standards document is created and implemented based on performance data, key stakeholder survey, and advisory committee input.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Use ideas from the National FFA's "Program Planning Resources." Then "Program Planning," then again hyperlink "Program Planning" and on page P-7 (bottom half) there are examples and resources on how to collect key stakeholder information for program planning. • Use well-crafted collaborative strategic plan with SMART Goal planning to enact and stay on top of program goals. Use this resource to evaluate strategic plan to set up for success to achieve goals. An example can be found through Yale University.	• Create a short three to five page document of strategic goals and plans for the agriculture, food, and natural resource program. Utilize performance data resources, key stakeholder survey data, and advisory board to create, develop, and make program plans. The basic components of a five year strategic plan can be found in a document called "What is a Strategic Plan?" through the Office for Government School Education, State Government Victoria. • Use National FFA resources for educators to walk through the strategic planning pages P6-P12. • Use well-crafted collaborative strategic plan with SMART Goal planning to enact and stay on top of program goals. Use this resource to evaluate strategic plan to set up for success to achieve goals. An example can be found through Yale University.

QUALITY INDICATOR #5	
An agriculture, food, and natural resource program budget is in place and provides the financial resources to support the current and planned needs of the program.	
Tools and Guidance for Improvement and Growth	
To Move Beyond Expectation	To Meet Expectation
• Work with the school finance officer to conduct audit of financial records. • Schedule a meeting time with the administrator to understand the budgeting process and timeline. • Include a budget column in five-year strategic plan.	• Create a program budget utilizing sample budget worksheets and activities from state departments of education. • Work with school finance officer to determine program allocation and limitations by source of funds.

PROGRAM GROWTH TARGET PLANNING GUIDE



PROGRAM GROWTH TARGET PLANNING GUIDE

This guide is designed to help a local program identify, prioritize and organize growth targets into a manageable plan. The process will result in a realistic and clear set of action items for growth. Program leadership is encouraged to involve their advisory committee and other key stakeholders in completing this analysis and plan.

Step 1: Compile your current level of performance for each quality indicator using the tables below.

STANDARD 1A: PROGRAM DESIGN AND INSTRUCTION – CURRICULUM & PROGRAM DESIGN

Standard Statement: A standards-based curriculum in agriculture, food and natural resource education is delivered through programs of study that incorporates classroom and laboratory instruction, work-based learning and student leadership & personal development.

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. Program of Study (POS), reflecting the needs of the community, has been developed in accordance with state requirements.	
2. The courses in the Program of Study (POS) are organized logically and sequentially from introductory to advanced levels.	
3. The technical content is aligned with core academic content standards.	
4. The Program of Study (POS) allows students to gain post-secondary education credits through dual or concurrent enrollment programs or other means.	
5. Each Program of Study (POS) includes knowledge and skill development through a balance of the three components of agriculture, food, and natural resource education (i.e., classroom and laboratory instruction; experiential, project, and work-based learning through SAE; and leadership and personal development through FFA).	

STANDARD 1B: PROGRAM DESIGN & INSTRUCTION – INSTRUCTION

Standard Statement: Programs promote academic achievement and technical skill attainment of all students.

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. Classroom and laboratory instruction integrates and/or is supplemented by experiential, project, and work based learning through SAE and leadership and personal development through FFA.	
2. Instruction integrates the application of core academic standards.	
3. Teacher(s) demonstrates an understanding that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive.	
4. Teacher(s) demonstrate(s) a deep and flexible understanding of the Agriculture, Food, and Natural Resource content area and is able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.	
5. Teacher(s) understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways.	
6. Teacher(s) engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration.	

STANDARD 1C: PROGRAM DESIGN AND INSTRUCTION – FACILITIES AND EQUIPMENT

Standard Statement: The facilities and equipment support implementation of the program and curriculum by providing all students opportunities for the development and application of knowledge and skills.

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. Facility size and layout provides for effective delivery of all Programs of Study (POS) offered.	
2. Facility is in compliance with existing local, state, and federal safety and health standards.	
3. Training and evaluation are in place so individuals using the facility create a safe working environment.	
4. Facility is clean, organized, and maintained to provide an environment conducive to learning.	
5. Facility is designed to be accessible and accommodating to all students.	
6. Storage space is sufficiently sized and organized for both student and teacher materials, supplies, and equipment.	
7. An inventory of equipment, tools, consumable items, and instructional technology is completed and includes a plan for new purchases and replacements.	
8. Equipment, tools, and instructional technology are safe, adequately maintained, and current to industry standards.	
9. The quantity of tools, equipment, and consumable supplies are adequate for equipping all students enrolled at all times.	
10. Equipment, tools, and instructional technology is current, available, and used effectively for delivering instruction.	

STANDARD 1D: PROGRAM DESIGN AND INSTRUCTION – ASSESSMENT

Standard Statement: Programs utilize multiple methods to assess student learning that illustrates academic achievement and skill development.

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. Academic performance is evaluated through authentic assessments relevant to the Program of Study (POS).	
2. Technical performance is evaluated through authentic assessments relevant to the Program of Study (POS).	
3. Student growth is continually evaluated as it relates to their experiential, project, and work-based learning program through SAE.	
4. Students document their knowledge and skill attainment in the Program of Study (POS) through a cumulative file or portfolio.	
5. Program demonstrates grading procedures that incorporate all three components of agriculture, food, and natural resource education (e.g., classroom and laboratory instruction; experiential, project, and work-based learning through SAE; and leadership and personal development through FFA).	

STANDARD 2: EXPERIENTIAL, PROJECT, AND WORK-BASED LEARNING THROUGH SAE

Standard Statement: Student learning (or instruction) is enhanced through continuous experiential learning (SAE).

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. SAE is an integral component of the agriculture, food, and natural resource education program, with all students maintaining an Exploratory SAE and Career Plan of Study.	
2. SAE is aligned to agriculture, food, and natural resource (AFNR) pathways and local agriculture, food, and natural resource education curriculum standards.	
3. SAE is assessed by measuring student growth against a relevant set of career-based skills, knowledge, and competencies.	
4. SAE programs are student-planned and based on their Career Plan of Study.	
5. Students maintain accurate SAE documentation to meet state and local requirements.	
6. Teacher(s) meets local and state expectations for providing direct supervision of and guidance for each student's SAE.	
7. SAE programs are documented by agreements between the student and adult supervisor(s).	

STANDARD 3: LEADERSHIP AND PERSONAL DEVELOPMENT THROUGH FFA

Standard Statement: All students participate in intra-curricular leadership and personal development programs and activities.

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. All students enrolled in the agriculture, food, and natural resource education program have the opportunity to be a member of the FFA.	
2. Students build a progressive leadership and personal development plan.	
3. All students participate in meaningful leadership and personal development activities in each component of agriculture, food, and natural resource education (i.e., classroom and laboratory instruction; experiential, project, and work-based learning through SAE; and leadership and personal development through FFA).	
4. The FFA Chapter constitution and bylaws are up-to-date and approved by chapter members.	
5. FFA members are involved in the planning and implementation of a Program of Activities (POA).	
6. The FFA Chapter conducts regularly scheduled chapter meetings.	
7. An awards recognition program planned and conducted by FFA members is in place.	
8. The FFA Chapter has a current budget, which provides the financial resources to support the Program of Activities (POA).	

STANDARD 4: SCHOOL & COMMUNITY PARTNERSHIPS

Standard Statement: School and community partners are engaged in developing and supporting a quality program.

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. Key stakeholders are regularly informed regarding the goals, objectives, activities, and accomplishments of the agriculture, food, and natural resource education program.	
2. Key stakeholders engage with the agriculture, food, and natural resource education program.	
3. Key stakeholders are recognized for their support of the agriculture, food, and natural resource education program.	
4. Teacher(s) participates in key stakeholder activities.	

STANDARD 5: MARKETING

Standard Statement: : Key stakeholders are continually asked, involved, recognized, and informed about all components of the integrated program.

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. A strategic marketing effort is in place with pieces being implemented by the appropriate stakeholders.	
2. A recruitment and retention plan is yielding steady or increasing student enrollment.	
3. Relevant agriculture, food, and natural resource education program data is utilized for marketing and communication purposes.	

STANDARD 6: CERTIFIED AGRICULTURE TEACHERS AND PROFESSIONAL GROWTH

Standard Statement: Competent and technically certified agriculture, food and natural resource teachers provide the core of the program.

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. Each teacher is state certified to teach agriculture, food, and natural resource education.	
2. The agriculture, food, and natural resource teacher(s) contract includes adequate time and compensation to meet the local and state requirements of a comprehensive agriculture, food, and natural resource education program.	
3. The FFA advisor(s) is a certified agriculture, food, and natural resource teacher(s).	
4. Teacher(s) actively participates in state and national professional agriculture, food, and natural resource education associations.	
5. Teacher(s) is an advocate for agriculture, food, and natural resource education as a career opportunity.	
6. Teacher(s) contributes to the technical and pedagogical (instructional) knowledge base of the profession.	

STANDARD 7: PROGRAM PLANNING AND EVALUATION

Standard Statement: A system of needs assessment and evaluation provides information necessary for continual program development and improvement.

QUALITY INDICATORS	LEVEL OF PERFORMANCE
1. Relevant agriculture, food, and natural resource education program data is collected and reported to key stakeholders and other entities as determined by local and state requirements.	
2. Survey of key stakeholders is taken relative to their expectations and current assessment of program quality and the success of students.	
3. A representative (reflective of the agriculture, food, and natural resource populations and local community) advisory committee for the agriculture, food, and natural resource program authorized by the local board of education meets regularly to advise program direction and development.	
4. A five year strategic plan addressing the seven standards of the National Quality Program Standards document is created and implemented based on performance data, key stakeholder survey, and advisory committee input.	
5. An agriculture, food, and natural resource program budget is in place and provides the financial resources to support the current and planned needs of the program.	

Step 2: Review your program's current scores for each quality indicator and note indicators where your program is:

- Not at or Approaching Expectation - these are areas for growth to ensure your program is meeting expectations
- Meets Expectation or above – these are areas to build upon the good foundation you've already established

Step 3: Select up to 10 of the indicators you noted in step 2 and analyze their urgency and importance using the following questions and table.

In the Urgent column, rank the urgency of each quality indicator in order from one to 10 with one being the most urgent. Follow the same process for the Important column. Note that an indicator may be both urgent and important. The goal of this exercise is to prioritize areas to include in a growth plan.

- Which indicators are most urgent to address to ensure near-term viability of your program?
- Which indicators are most important to address to ensure your program meets student, school, community, and workforce needs in the long-term?

QUALITY INDICATORS	URGENT	IMPORTANT

Step 4: Select up to three indicators to work on over the next year.

Start with indicators that are both urgent and important, but consider including areas that are also simply important to your program's long-term success. Begin to build out an action plan for the next year using the table below. Make sure to note the owner(s) for each of the steps. Remember to engage members of your advisory committee, students, parents, and other supporters in owning and accomplishing your plan of action.

QUALITY INDICATOR	CURRENT SCORE (1-5)	TARGET SCORE (1-5)	EVIDENCE NEEDED TO ACHIEVE TARGET SCORE	SPECIFIC STEPS FOR ACHIEVING TARGET SCORE (HINT: Look at the resources for growth and development for the related indicators)	OWNER OF ACTION ITEM(S)
				Action items within the next 60 Days: • Action items within the next 6 Months: • Action items within the next 9 Months: •	
				Action items within the next 60 Days: • Action items within the next 6 Months: • Action items within the next 9 Months: •	
				Action items within the next 60 Days: • Action items within the next 6 Months: • Action items within the next 9 Months: •	

Step 5: Revisit your plan every quarter and evaluate progress.

Make adjustments to your plan to ensure you stay on track to produce the evidence needed to meet your target score for each indicator. If you meet an indicator, take time to celebrate success by honoring the individuals that were involved in achieving the milestone.

APPENDICES

APPENDIX A: REVISION METHODOLOGY

The process for revising the standards was designed to ensure input and guidance from a diverse set of educators and business and industry representatives. The process consisted of six phases:

- ***Phase 1: Appointment of a Revision Governing Committee (May – June 2015)***
  - During this phase, The National Council for Agricultural Education appointed a 12-member committee to advise the revision process.
  - Members of the committee represent a diverse group of post-secondary technical area instructors, agriculture, food, and natural resource teacher educators, and state leaders of agriculture, food, and natural resource education.
  - The governing committee hired Vivayic, Inc. to facilitate the process and support the revision of the program standards.
- ***Phase 2: Benchmarking of the 2009 Version of the National Quality Program Standards to "high-quality" CTE frameworks (June – July 2015)***
  - During this phase Revision Governing Council members were asked to compare the current standards with the following three documents:
    - "Rigorous Program of Study Frameworks"
    - "High Schools That Work Principles"
    - "CTE-REL State Summaries"
  - Revision Governing Council members identified blind spots and gaps within the documents, provided input on pieces to use in the rubric revision, and shared guidance for changes to make during the revision process in regard to the gaps and overlaps found in their assigned standards.
- ***Phase 3: Focus Group Input on the 2009 Version of the National Quality Program Standards (July – August 2015)***
  - During this phase, focus group volunteers were identified to represent local, state, and national audiences. Volunteers included local administrators, local agriculture, food, and natural resource education teachers as well as business, and industry representatives at all levels, post-secondary agriculture, food, and natural resource educators, post-secondary administrators, state staff, national organization representatives (e.g., NAAE, ACTE, etc.), curriculum developers, and National FFA Foundation Board Representatives.
  - These focus group participants were invited to share feedback on the strengths and weaknesses of the previous National Quality Program Standards through an electronic survey.

- Following the survey, focus group participants were invited to participate in a conference call to discuss the following points:
  - Relevancy of the standards
  - Rigor, attainability, and expectation of the standards
  - Missing pieces to the standards
  - Most useful feature of the document and what would make the document more useful
  - Pressing issues the revised document needs to address to advance and improve agriculture, food, and natural resource education at the local level
  - Claims to make about a program that meets all of the standards
- Survey and conference call responses were analyzed and synthesized to identify priorities for the revision process and document opportunities to encourage adoption and use of the program standards.

- ***Phase 4: Revision of National Quality Program Standards (September – November 2015)***
  - During this phase a small group of five qualified technical writers with experience in education and industry were assembled to implement the revisions identified in the previous phases.
  - The revisions were completed under the direction of Vivayic, Inc. along with review and input from the Revision Governing Committee.
  - Each standard underwent at least four iterations before being approved by the Revision Governing Committee for this validation survey.
- ***Phase 5: Validation of the revised National Quality Program Standards by Focus Group Volunteers (November 2015)***
  - During this phase a diverse group of 30 volunteers representing secondary and post-secondary agriculture, food, and natural resource educators and administration as well as business, industry, and state and national leaders in career and technical education reviewed the revised program standards to validate that they meet the objectives set forth for this body of work by the Revision Governing Committee using an electronic survey.
    - Many of the respondents also provided detailed feedback in Phase 3; however, new educators and business and industry partners were recruited to broaden the audience invited to validate the revised product.
  - Results were compiled and reviewed by the Revision Governing Committee to identify any final, mission-critical changes to make before finalizing and publishing the program standards for use by the field. These changes did not alter the original intent of the statements.
- ***Phase 6: Finalization, Approval, and Publication (December 2015 – January 2016)***
  - During this phase, the Revision Governing Committee advised on the implementation of any high-priority edits identified in the previous phase.
  - The final, revised National Quality Program Standards were presented to The Council for final review and approval.
  - The Council approved the revised National Quality Program Standards on January 21, 2016.

APPENDIX B: FOCUS GROUP ACKNOWLEDGEMENTS

The revision process relied upon input from volunteers representing education and industry provided input and subject matter expertise to shape the revision process. Their input was fundamental to achieving the project goals. Below is a list of individuals that participated in the review and revision process. One reviewer respectfully declined to have their name and organization printed in the list. The National Council for Agricultural Education thanks all individuals who provided input during this process.

NAME	ORGANIZATION	TITLE
Donelle Wolters	Self-Employed	Independent Contractor
Lee Weis	Agriculture Education	Teacher
Dr. Jill Casten	Kansas Farm Bureau	Senior Director, Training & Education
Sarah Scyphers	VAAE	Past President
Harold Mackin	Connecticut State Department of Education	Agricultural Science and Technology Education Consultant
Lee Burket, Ed.D.	Pennsylvania Department of Education	Director
NIna Crutchfield	NFFA	LPS Specialist
Brian Myers	University of Florida	Professor & Associate Chair
Tim Mattson	Savannah R-III School District	Assistant Superintendent
Sara Cobb	CASE	Online Learning Coordinator
Harold Eckler	North Shelby High School	Agriculture Education Teacher
Mark Balschweid	University of Nebraska-Lincoln; Department of Agricultural Leadership, Education and Communication	Department Head and Professor
Tom Field, PhD	Paul Engler Chair of Agribusiness Entrepreneurship, University of Nebraska, Lincoln	Director of Engler Agribusiness Entrepreneurship Program
Linda Chase	Wellington High School	Agriculture Instructor
John Clark	Buhler High School	Agricultural Education Teacher
Ellen Thompson	National Teach Ag Campaign	Project Director
Keith Schiebel	New York Association of Agriculture Educators (NYAAE)	Teacher of Agriculture, Past President NYAAE
Tiffany Morey	South Hunterdon Regional High School	Teacher of Agricultural Science/FFA Advisor

NAME	ORGANIZATION	TITLE
Donald Travis	Daytona State College,	Teaching Intern Supervisor
Jill Huntsman	Hillyard Technical Center	Assistant Director
David Nowland	North Central Missouri College	Instructor
Del Hart	Pennsylvania Department of Education	Coordinator - Programs of Study and Professional Development
Kate Blosveren Kreamer	NASDCTEc	Associate Executive Director
Shannon Washburn	Kansas State University	Assistant Dean and Professor
Tony Small	National FFA Foundation	Major Gift Officer
Josh Tjosaas	Northland College	FBM Instructor
Deb Seibert	NAAE	Representative
Cathy Scruggs	American Technical Publishers	Director of Product Development
Heidi Davis	Massaponax FFA	NBCT
Hugh Mooney	California Department of Education	North Coast Region Supervisor
Chantelle Albiani	Elk Grove Unified School District - Franklin High School	Principal
Julie Tesch	American Farm Bureau Foundation for Agriculture	Executive Director
Heather Dye	Nevada FFA Association & Foundation	Executive Director
Lindsey Liebig	California Farm Bureau Federation	Program Director
Brad Dodson	California State University, Chico	Professor
Vic Lechtenberg	Purdue University	Dean Emeritus
Jackie Lacy	Northwest Missouri State University, School of Agricultural Sciences	Instructor, Agricultural Sciences
Tyler Grandil	AZ FFA	Executive Dorector
Steven Klein	RTI International	Director, Center for Career & Adult Education and Workforce Development
Ken Allen	Industry (retired)	Past President
Travis Park	North Carolina State University	Associate Professor
Mary R. Kane	Kansas FFA Association	Executive Secretary
Leon Hanhardt	Bayfield High School	Principal
Chris Weller	State-PDE	Ag Ed State Specialists
Tim Moore	School of Ag & Natural Resources, SUNY Cobleskill	Dean

Appendix C: Program of Activities

NATIONAL
FFA ORGANIZATION

Program of Activities Resource Guide

Get every member involved!

The Program of Activities (POA) serves to define chapter goals, outline steps needed to meet those goals and act as a written guide to provide a calendar of events the chapter will follow in the year ahead. For more information, visit www.FFA.org/nationalchapter.

CONTENTS

Introduction

PURPOSE OF A PROGRAM OF ACTIVITIES:

The Program of Activities (POA) serves to define chapter goals, outline steps needed to meet those goals and act as a written guide to provide a calendar of events the chapter will follow in the year ahead for administrators, advisory committees, alumni and other stakeholders. Every year each FFA chapter takes time to plan ways to provide engaging opportunities focused on growing leaders, building communities and strengthening agriculture.

A well-planned POA will ensure chapter activities meet the needs of its members, provide direction from year to year, lead to a workable budget, provide experience in planning and serve as a reference point throughout the year.

Success is the result of creative planning and detailed preparation. In order to invest in chapter success, students set goals and plan the necessary steps to accomplish these goals. The POA provides a structure for student committees. By engaging in the development and delivery of a quality POA, students develop leadership and planning skills which are essential in all careers. The key to a quality POA is getting every member involved. In this guide, the steps to develop and implement a successful Program of Activities are outlined in four steps:

ORGANIZING A PROGRAM OF ACTIVITIES:

Divisions

Each chapter builds its POA around three major areas called divisions. Divisions focus on the types of activities a chapter conducts. The three divisions include:

- Growing Leaders
- Building Communities
- Strengthening Agriculture

Quality Standards

Each division in the POA has five quality standards that typically function as student committees within the chapter. Quality standards and dedicated student committees guide the planning, preparation and delivery of activities in each quality standard area. All chapter activities should provide:

- A balance of experiences inside and outside the classroom
- Opportunities for developing self-confidence, responsibility, citizenship, cooperation and leadership skills
- Authentic, engaging activities
- Relevant, educational experiences
- Accessibility for all students
- Flexibility that will allow chapters from various environments and with various levels of resources to be successful
- Multiple levels of participation and experiences
- Appropriate recognition for all participants
- Exposure to opportunities and educational experiences for food, agriculture and natural resources

Quality Standards include:

Growing Leaders	Building Communities	Strengthening Agriculture
Leadership	Environmental	Support Group
Healthy Lifestyle	Human Resources	Chapter Recruitment
Scholarship	Citizenship	Safety
Personal Growth	Stakeholder Engagement	Agricultural Advocacy
Career Success	Economic Development	Agricultural Literacy

For quality standard definitions and example activities, see Appendix A.

Step 1: Plan

ORGANIZING STUDENT COMMITTEES:

For successful planning, preparation and delivery of chapter activities, the POA should be organized by using student committees. The number of committees varies by chapter. The chapter vice president coordinates the work of committees and every member should serve on at least one committee.

TYPES OF COMMITTEES:

There are three types of committees: standing, executive and special.

- Standing committees: Function all year long and conduct activities that take place every year.
- Executive committee: Consist of the chapter officers. In some chapters, chairpersons of standing committees also serve on the executive committee. The executive term lasts for one year and changes when new officers are elected.
- Special committees: Function for events that do not occur every year or are not part of a standing committee. These committees are formed to carry out a special event. A special committee only lasts until the specific event assigned is completed.

SIZE OF COMMITTEES:

Each standing committee should have a minimum of three and a maximum of eight members. Three members may be enough for some committees to operate smoothly. Other committees may require more than three members because of the assigned responsibilities. Organization and size of committees will depend on:

- Chapter size – the larger the chapter, the more members per committee
- Number of activities – more activities require more members to plan, prepare and deliver
- Number of advisors
- Attitude and involvement of members
- Community and stakeholder support

STANDING COMMITTEES:

The number of committees a chapter has will depend on the size of the chapter. Since there are three divisions in the program of activities, small chapters may choose to have only three committees. These three committees would be: The growing leaders committee, the building communities committee and the strengthening agriculture committee.

Larger chapters may choose to have more than three committees. Each division has five quality standards identified to help focus chapter activities. If the chapter has one committee for each quality standard, the chapter will have 15 committees.

Chapters may have as many committees as they wish, and they may name them anything they choose. Regardless of the number and names of the committees, it is important for chapters to address each quality standard in each division. A chapter may organize student committees around the three divisions (see example #1), the quality standards (see example #2) or local needs:

Suggestions on Organization of Committees Include:

EXAMPLE #1: ORGANIZING COMMITTEES BY DIVISIONS

Division	Possible Committees
Growing Leaders	Growing Leaders Committee
Building Communities	Building Communities Committee
Strengthening Agriculture	Strengthening Agriculture Committee

EXAMPLE #2: ORGANIZING COMMITTEES BY QUALITY STANDARDS IN EACH DIVISION

Division	Quality Standards/Possible Committees
Growing Leaders	Leadership
Growing Leaders	Healthy Lifestyle
Growing Leaders	Scholarship
Growing Leaders	Personal Growth
Growing Leaders	Career Success
Building Communities	Environmental
Building Communities	Human Resources
Building Communities	Citizenship
Building Communities	Stakeholder Engagement
Building Communities	Economic Development
Strengthening Agriculture	Support Group
Strengthening Agriculture	Chapter Recruitment
Strengthening Agriculture	Safety
Strengthening Agriculture	Agricultural Advocacy
Strengthening Agriculture	Agricultural Literacy

SELECTING STANDING COMMITTEE CHAIRPERSONS:

Chapter officers coordinate the overall activities of a chapter. Committee chairperson positions provide other students with opportunities to serve in leadership roles.

It is an honor to serve as a committee chairperson, and the chapter should recognize those members serving as chairpersons. The officers appoint committee chairpersons based on the members' skills and interest in the committee.

ASSIGNING MEMBERS TO STANDING COMMITTEES:

After deciding on chairpersons, each member in the chapter should be assigned to serve on a committee. Consider the following:

- Members' interests
- Members' talents
- Suitable meeting times
- Desired representation by agriculture course, grade level, experience, etc.

Some chapters assign members to committees by agriculture course. This helps members participate by reducing issues when scheduling meetings. Another way to assign members is to have them rank their top three committee choices. The chapter vice president and committee chairpersons make their final assignments considering the members' rankings.

SUPPORT GROUPS AND STAKEHOLDERS:

Other groups and stakeholders may add to the success of the chapter's POA. These groups could include FFA alumni, agriculture boosters or other organized groups dedicated to supporting active FFA chapters. Other entities that strengthen agriculture are also great resources – for example: Corn Growers, Young Farmers, Farm Bureau, Farmers Union, Grange, chambers of commerce, service clubs, extension, fair boards, local advisor committee, parent-teacher organizations, etc. By utilizing support groups and stakeholders, ideas, funding and additional resources can be made available for chapter activities and projects.

REVIEWING THE PREVIOUS PROGRAM OF ACTIVITIES:

Committees should review the previous year's POA to note the types of activities conducted. This is a great way to gather ideas, improve the POA and prevent repeating activities that were unsuccessful.

WORKING ON THE PROGRAM OF ACTIVITIES:

Each chapter must determine when its activity year begins and ends. Some states set the months included in the academic year. Common chapter years are July 1 to June 30 or September 1 to August 31. The chapter year tells committee chairpersons when their responsibilities begin and end. Chapters should consider state FFA deadlines and information in the national chapter award program handbook when setting time lines for their activities. The months covered by the POA should be the same as the chapter's year of operation.

TIMELINE FOR POA DEVELOPMENT:

Chapters should establish a timeline for POA development. A chapter may organize the timeline by date (see example #1) or perhaps by a calendar schedule (see example #2).

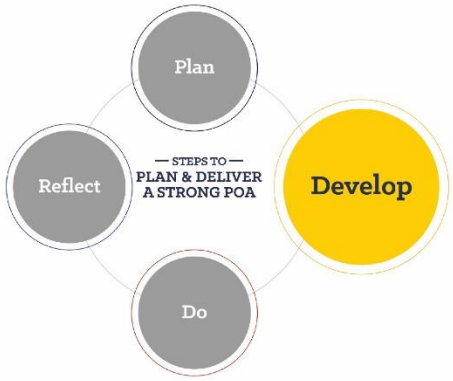
Example #1: Organizing Timeline by Date

Date	Assignment
May 1	Appoint committee chairpersons
May 10	Assign members to committees
June 1	Complete POA initial drafts
June 10	Obtain chapter approval
June 13	Secure administrative approval
June 20	Complete activity planning worksheets
July 1	Decide what will be included in the chapter handbook
July 15	Complete final copy of chapter handbook
August 1	Print chapter plans
November 30	Submit POA and chapter budget to state office
All year	Carry out the plans
All year	Evaluate

Example #2: Organizing Timeline by Calendar Schedule

Date	Assignment
Two-four weeks after new chapter officers are elected	Appoint committee chairpersons, assign members to committees
Two weeks prior to the last FFA meeting of the school year	Complete POA initial drafts
At the last meeting of the school year	Obtain chapter approval
Prior to the last day of school	Secure administrative approval
Prior to chapter officer retreat	Complete activity planning worksheets
At officer retreat	Decide what will be included in the chapter handbook
Two weeks prior to the beginning of the school year	Complete final copy of chapter handbook
One week prior to the beginning of the school year	Print chapter plans
One week after Thanksgiving break	Submit POA and chapter budget to state office
All year	Carry out the plans
All year	Evaluate

Step 2: Develop



WRITING THE PROGRAM OF ACTIVITIES:

Once chairperson(s) and committee members are selected, the POA can be developed. POA forms are available to aid in the development of the POA. These forms make it easy to:

- Write the rough draft by hand
- Present the plan to the chapter for approval or amendment
- Prepare the POA for distribution

COMPLETING POA FORM 1:

Each committee should meet and discuss activities that relate to the purpose of the committee. Once the committee selects an activity, use POA Form 1 to plan. Be sure to pay attention to special notes when completing the form. For a sample draft of POA Form 1, see Appendix B.

The committee chairperson presents a summary of the completed POA Form 1 to the membership. The chairperson informs the members of the planned activities and discusses the goals, completion dates and budget information.

Following the presentation, the chairperson should move for acceptance of the report. After a second to the motion, the chairperson and/or committee members may respond to questions or suggestions related to the report.

The chapter membership has three ways to act on the motion. They can:

- Approve the motion as presented
- Approve the motion with amendments
- Reject the motion and return it to the committee for revision

If the plan is rejected, the committee must go back to the drawing board to consider why it was not accepted and discuss how to make changes that will be acceptable to the chapter membership. Upon agreement, the committee should rewrite POA Form 1 and present it to the chapter again.

After the chapter membership approves all committee reports, the chapter vice president presents the activities to the school administration.

ACTION AFTER COMMITTEE APPROVAL:

Once approved by chapter membership and the school administration, it is now time to edit and prepare the final copy of the chapter POA. The chapter has three options:

Option 1: Standing Committees

This option has members of each standing committee complete POA Form 1 sheets for the division. This is a great way for committee chairperson(s) and committee members to be most familiar with the plans for the year ahead and spreads the workload among many members.

Option 2: Use Executive Committee

The vice president is in charge of committee work, therefore the vice president finishes the POA with the help of other executive committee members. This provides a good opportunity for the executive committee to become familiar with all plans for the coming year.

Option 3: Appoint A Special Committee

The chapter president may appoint a special committee to finish the POA. This is a great way to get more members involved in the overall development of the POA. It also offers an opportunity to take advantage of members' skill sets.

Before sharing the POA, make sure the final version:

- Has correct grammar, spelling punctuation and sentence structure
- Involves all chapter members
- Is organized well and easy to understand

ITEMS TO INCLUDE IN THE POA AND CHAPTER HANDBOOK:

The POA includes POA Form 1 sheets and a calendar of events. The chapter handbook includes the POA as well as a number of other items. The contents of the chapter handbook will vary among chapters. The executive committee decides what to include in the chapter handbook. Usually chapters include those items they believe that every member should have. They, or a special committee, collect and arrange the items to share. The chapter should share the POA and/or the chapter handbook with every member and important stakeholders.

<table>
<tr><th>Items to Include in the POA:</th><th>Suggested Items to Include in the Chapter Handbook:</th></tr>
<tr><td>POA Form 1 sheets for each committee</td><td>Table of Contents</td></tr>
<tr><td rowspan="7">Calendar of major events for the coming year
Should include activities involving large number of members, events that are interesting to the public and activities requiring outside approval such as chapter meetings, district CDEs and LDEs and national FFA week
Should not include committee meetings or routine items such as executive meetings or CDE or LDE practices.</td><td>Message from the chapter president</td></tr>
<tr><td>List of officers and members</td></tr>
<tr><td>Chapter budget</td></tr>
<tr><td>Chapter Program of Activities</td></tr>
<tr><td>Award program point system</td></tr>
<tr><td>Chapter constitution and bylaws</td></tr>
<tr><td>Chapter history including:
State and American FFA degree recipients
State and national officers
Honorary members
Outstanding award winners</td></tr>
</table>

Step 3: Do

PUTTING THE POA INTO ACTION:

Once the POA is developed and approved by members, the next step is for committee members to plan each activity using POA Form 2. What steps are necessary to achieve the goals approved by members? The committee should complete a POA Form 2 sheet for each approved activity. Large committees may assign activities to smaller groups of members or subcommittees. If the committee is small, all members can develop the POA Form 2 sheet for each activity.

COMPLETING POA FORM 2:

This form is similar to the POA Form 1 used for initial planning. Use POA Form 1 to fill out some parts of POA Form 2. For a sample draft of POA Form 2, see Appendix C.

KEEPING COMMITTEES UP TO DATE:

A timeline that includes a complete list of target dates for all committees will ensure all items are accomplished on time. This will also promote collaboration between committees.

The timeline can be arranged by committees or by months. With either method, start by listing each event with target dates in the first month of the chapter's year.

Method 1: Timeline Organized by Committees

Division: Strengthening Agriculture
Committee: Safety

Month	Day	Event
September	15	Set date for ATV safety event
October	1	Schedule facility for ATV safety event
October	15	Discuss plans for ATV safety event with FFA Alumni
November	1	Brainstorm potential partner organizations for texting and driving campaign
November	15	Post job sign-up for ATV safety event
December	15	Contact principal to schedule texting and driving school assembly

Method 2: Timeline Organized by Months

Month: September

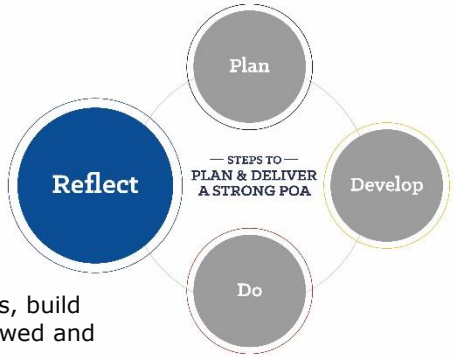
Date	Division	Committee	Event
September 1	Growing Leaders	Leadership	Promote public speaking LDEs to generate interest in members
September 15	Strengthening Agriculture	Safety	Set date for ATV safety event
September 18	Growing Leaders	Healthy Lifestyle	Conduct interest survey of members
September 25	Strengthening Agriculture	Support Group	Set up a meeting with alumni president to discuss BBQ Bash
September 25	Building Communities	Human Resources	Decorate boxes for Toys for Tots event in December

MAKING THE POA WORK:

When planning is finished, smooth delivery is key. Successful chapters:

- Give every member a copy of the POA and/or chapter handbook
- Give a copy of the POA to support groups and stakeholders
- Give each committee a copy of the national chapter award application
- Hold regularly scheduled committee meetings
- Report committees' actions to the executive committee
- Report committee's actions to the chapter membership at chapter meetings
- Evaluate each activity

Step 4: Reflect



WHY REFLECT ON THE POA?

Plans are useless without implementation. The POA is a tool used to help the chapter meet members' needs and interests. Reflecting on the POA involves looking at each activity after implementation and deciding if the event was successful in completing its goals.

Reflection is an ongoing process. A well-planned and well-implemented POA will grow leaders, build the community and strengthen agriculture. To save time and effort, the POA should be reviewed and reflected upon regularly.

STEPS TO REFLECT ON THE POA:

Reflection is simple. First, committee members should fill out the results/notes section on POA Form 2 as each step of the activity takes place.

To make the process simple, use POA Form 3 and POA Form 4 to help reflect on and evaluate the results. Keep the following questions in mind:

- Should the activity continue in the future?
- Did all members take part in and benefit from the activity?
- Were all goals achieved?
- Were the estimated costs correct?
- Was the activity based on a quality standard?
- What changes would improve this activity?
- What percent of the members participated?
- Was it an integral part of the agriculture program?
- How could we encourage involvement?

COMPLETING POA FORM 3:

Each committee may use POA Form 3 to summarize actions. This will assist the committee in preparing a report for the officers and the chapter members. This also serves as a good reference for next year's committee. For a sample draft of POA Form 3, see Appendix D.

COMPLETING POA FORM 4:

After each activity is implemented, committee members should reflect on accomplishments and make recommendations for the future. The committee may use POA Form 4 for this purpose. The committee chairperson may use the form as a report for the chapter. For a sample draft of POA Form 4, see Appendix E.

National Chapter Award Program

PROGRAM PURPOSE

The national chapter award program is designed to recognize FFA chapters that actively implement the mission and strategies of the organization. These chapters improve chapter operations using the National Quality FFA Chapter Standards and a Program of Activities that emphasizes growing leaders, building communities and strengthening agriculture. Chapters are rewarded for providing educational experiences for the entire membership. This application process assists chapters in assessing their accomplishments. For more information about the National Chapter Award Program, please visit www.FFA.org/nationalchapter.

Appendix A

GROWING LEADERS

Quality Standard	Definition	Example Activities
Leadership	Activities that help the individual develop technical, human relations and decision making skills to grow leaders.	Leadership conferences, public speaking experiences, team demonstrations, team and individual leadership competitions, new member mentor program, state leadership camps, chapter officer leadership trainings (COLT), hosting international students, 212° and 360° conferences, Washington Leadership Conference, state and national conferences
Healthy Lifestyle	Activities that promote the well-being of students mentally or physically, in achieving the positive evolution of the whole person.	Substance abuse prevention and education, personal wellness choices and consequences, personal image projection, diversity/inclusion programs, recreation/leisure activities
Scholarship	Activities that develop a positive attitude toward lifelong learning experiences.	Scholarship awards, tutoring, elementary reading programs, school and college tours, FFA scholarships, leadership conference scholarships, study skills seminars for members, chapter/school honor roll and recognition for students across school departments, academic mentoring
Personal Growth	Activities conducted that improve the identity and self-awareness of members. These activities should reflect members' unique talents and potential by reinforcing their human and employability skills. The activities should strive to enhance the quality of life and contribute to members' life goals and development.	Time management activities, self-help workshops, facing your fears, money management, financial planning, anti-bullying, diversity/inclusion programs, personal organization skills, member degrees
Career Success	Activities that promote student involvement and growth through agriculture related experiences and/or entrepreneurship and promote career readiness.	News stories, career day, guest speakers, displays of exemplary programs, facility tours, mentor programs, international seminars, shadow experiences, agricultural skills and judging events, test plots for the school agriculture department, agriscience fairs, science fairs for elementary students, computer literacy activities, SAE tours, SAE fairs

BUILDING COMMUNITIES

Quality Standard	Definition	Example Activities
Environmental	Activities conducted to preserve natural resources and develop more environmentally responsible individuals.	Urban and rural conservation programs, collaborative efforts to raise game for release/biological control, water and air quality programs, green practices, provide water testing, recycling programs, National FFA Living to Serve Grants
Human Resources	Activities conducted to improve the welfare and well-being of members and citizens of the community.	PALS (Partners in Active Learning Support), special populations involvement, at-risk programs, cultural awareness and diversity programs, provide an after school program for younger children, setup a community garden, food/toy drives, National FFA Living to Serve Grants, Farm to School Initiative
Citizenship	Activities conducted to encourage members to become active, involved citizens of their school, community and country.	Volunteerism, community service, civic duties, internships with government agencies, roadside/area cleanup, legislative breakfasts, work with local chamber of commerce, organize a charity concert, networking with governmental agencies
Stakeholder Engagement	Activities conducted to develop teamwork and cooperation between the local chapter and stakeholders.	Working with another entity to strengthen agriculture – for example, Corn Growers, Young Farmers, Farm Bureau, Farmers Union, Grange, chambers of commerce, service clubs, extension, fair boards, local advisory committee, parent-teacher organization participation, etc. (Cannot include alumni or boosters.)
Economic Development	Activities conducted to improve the economic welfare of the community.	Member entrepreneurship, community scavenger hunt, enhanced tourism, international development, historical preservation and community relations, SAE economic impact

Appendix A (Continued)

STRENGTHENING AGRICULTURE

Quality Standard	Definition	Example Activities
Support Group	Activities conducted to develop and maintain positive relations among FFA, parents and community leaders interested in supporting agricultural education.	Any activities with FFA Alumni, agriculture boosters or other organized groups dedicated to supporting active FFA chapters
Chapter Recruitment	Activities conducted to increase agricultural education enrollment and/or FFA membership and encourage greater participation.	Career class visits, agricultural demonstrations, visits to lower grades, program information mailings, petting zoos, member barbeques, National FFA Week exhibits, new member picnics, camping and fishing trips, create a mentor program for new members, a complimentary subscription to FFA New Horizons magazine
Safety	Activities that enhance safety in the community.	Firearm safety programs, ATV safety, equipment operation safety, mock crashes, general farm safety, texting and driving campaigns, safe animal handling demonstrations, pesticide application safety awareness activities, producer and consumer safety programs, personal safety programs
Agricultural Advocacy	Activities conducted to articulate and promote agricultural programs, practices, policies and/or education to elicit action.	Agriculture issue presentations, National Agriculture Day activities, parent/student orientations, advocating for agricultural legislation, Teach Ag! campaigns, engaging policy makers to promote action on hunger, engage in policy supporting agricultural education as an ideal delivery method for STEM, student representation on influential agriculture boards, interacting with local media to promote agriculture and FFA, use of social media to support agricultural causes, encouraging animal welfare practices, advancements in biotechnology and technology in agriculture
Agricultural Literacy	Activities that help consumers become better informed about the production, distribution and daily impact of food, fiber and fuel.	Food for America, Agriculture in the Classroom, Food Checkout Day, activities centered around national food promotions (i.e., dairy month), agriculturally related educational events and/or displays, educating consumers about hunger, food cost and food safety, Our Food Link activities, Food, Land & People, partnering with local fair or festival boards to include food related educational components in events, alternative fuel education, product awareness as it relates to agriculture (i.e., clothing, medicines, paper, etc.)

Appendix B

NATIONAL
FFA ORGANIZATION

Program of Activities: Form 1

DIVISION:
Strengthening Agriculture

QUALITY STANDARD:
Chapter Recruitment

NAME OF COMMITTEE:
Chapter Recruitment

COMMITTEE PURPOSE:
Plan and conduct activities to increase agricultural education enrollment and/or FFA membership and encourage greater participation.

COMMITTEE MEMBERS:
Johnny Smith, Sally Sunshine, Morgan Tucker, Chuck Barstow

COMMITTEE CHAIRPERSON(S):
Johnny Smith

Activity	Goal(s)
Activity Name: FFA Week Target Completion Date: February 25 Estimated Income: $250 Estimated Expenses: $30 Chapter Action: Approved	1. Present a brief radio program 2. Prepare feature article for news 3. Members wear official dress on designated day

Activity	Goal(s)
Activity Name: Chapter Newsletter Target Completion Date: 10th of each month Estimated Income: $0 Estimated Expenses: $60 Chapter Action: Approved	1. Publish and distribute a monthly newsletter 2. 3.

Activity	Goal(s)
Activity Name: New member picnic Target Completion Date: September 15 Estimated Income: $0 Estimated Expenses: $500 Chapter Action: Approved	1. Prepare and distribute flyers about the event 2. Members bring a side dish to share 3. Purchase and prepare main dish 4. Secure yard games and other outdoor activities to play

Appendix C

NATIONAL
FFA ORGANIZATION

Program of Activities: Form 2

DIVISION:
Strengthening Agriculture

QUALITY STANDARD:
Chapter Recruitment

COMMITTEE:
Chapter Recruitment

ACTIVITY:
FFA Week

COMMITTEE MEMBERS RESPONSIBLE:
Sally Sunshine, Morgan Tucker

Goals	Steps	Target Date	Estimated Financial Impact		Results/Notes
			Expenses	Income	
1. Present a brief radio program.	1. Discuss steps with manager of station.	October 15	$0	$0	
	2. Select three members to present the program.	January 15	$0	$0	
	3. Develop script using national FFA materials.	January 25	$0	$0	
	4. Review plans with radio manager and set recording date.	February 2	$0	$0	Date set: February 20
	5. Revise script as needed.	February 8	$0	$0	
	6. Practice!	February 15	$0	$0	
	7. Record program.	February 20	$0	$0	
2. Prepare feature article for news.	1. Discuss plans with editor.	November 1	$0	$0	
	2. Sell ads to local businesses.	January 10	$0	$250	
	3. Write articles using National FFA Week materials.	January 25	$0	$0	
	4. Take pictures and prepare captions.	February 1	$0	$0	
	5. Submit materials to editor.	February 15	$0	$0	

Appendix D

NATIONAL
FFA ORGANIZATION

Program of Activities: Form 3

DATE OF COMMITTEE MEETING:
September 1

DIVISION:
Strengthening Agriculture

QUALITY STANDARD:
Chapter Recruitment

COMMITTEE:
Chapter Recruitment

COMMITTEE MEMBERS PRESENT:
Johnny Smith, Sally Sunshine, Morgan Tucker, Chuck Barstow

COMMITTEE MEMBERS ABSENT:
None

Action(s) Taken:	Committee Member(s) Responsible:
Made assignments for activities	Chair, members
FFA Week	Sally, Morgan
Chapter Newsletter	Johnny, Chuck
New member picnic	Johnny, Sally, Morgan, Chuck

COMMENTS:
Discussed plans for activities during upcoming year. Decided to share the responsibility for the activities. Each member expressed preference for activities. Decided to meet the first Monday of each month and more if needed.

Submitted by: Johnny Smith (committee chairperson) August 24 (date)

Appendix E

NATIONAL
FFA ORGANIZATION

Program of Activities: Form 4

DIVISION:
Strengthening Agriculture

QUALITY STANDARD:
Chapter Recruitment

COMMITTEE:
Chapter Recruitment

ACTIVITY:
FFA Week

COMPLETION DATE:
February 25

Financial Impact			
Estimated Expenses	$30	Estimated Income	$250
Actual Expenses	$17.65	Actual Income	$200
Expense Variance	$12.35	Income Variance	($50)

ACCOMPLISHMENTS:

1. Chapter had a three-minute program on the radio on Monday during National FFA Week. (February 23)
2. A four-page supplement to the local newspaper was published featuring chapter activities and members. (Feb 25)

RECOMMENDATIONS:

1. Start working on the script for the radio program as soon as materials are shared by National FFA.
2. Supplies for the feature article project were lower than expected. Rather than budgeting $30, we suggest budgeting $20 next time.
3. Pictures need to be taken for the feature stories throughout the year.

Submitted by: Johnny Smith (committee chairperson) March 1 (date)

Appendix D: Program of Work

Georgia Agricultural Education
Program of Work and Performance Evaluation

2024-2025 High School Program of Work

Argene Claxton
aclaxton@gaaged.org

Recruitment and Retention
Georgia Agricultural Education
478-997-9604

Employment Begin Date
7/1/2024

Employment End Date
6/30/2025

Program of Work
Teacher Meets Standards: **NO**
System Meets Standards: **NO**

Evaluation
Teacher Meets Standards: **NO**
System Meets Standards: **NO**

POW	Item	POW Professional Accomplishments/Requirements	Evaluation
No	1	The teacher holds a valid teaching certificate in agricultural education or a provisional certificate in agricultural education.	No
No	2	The Teacher does not have any after school duties and responsibilities that would conflict with the FFA and SAE activities. *The Agricultural Education Program has three components. The classroom, FFA, and SAE combine to make the complete and balanced program. Students must be trained for Career Development Events and supervised at these activities. The students must have an SAE that requires home and worksite visits by the Agriculture Teacher. These activities occur throughout the school year and during the summer. As a result the Agricultural Education Teacher should not have any after school duties and responsibilities that would conflict with the FFA and SAE activities for which they receive extended day and extended year. This would include athletic and administrative duties or assignments.	No
No	3	The teacher will comply with the Agricultural Education Teachers Creed.	No
No	4	The teacher will be actively involved in the professional teacher organization, Georgia Vocational Agricultural Teachers Association (GVATA), which is dedicated specifically to agricultural educators in the state.	No
No	5	The teacher will attend all area meetings for agricultural education teachers (summer, fall, winter, spring).	No
No	6	The teacher will attend and participate in the GVATA Summer Leadership Staff Development Conference.	No
No	7	The teacher will attend and participate in the GVATA Mid-Winter Staff Development Conference.	No
No	8	The teacher will conduct at least two advisory committee meetings. Membership of the advisory committee will include agricultural industry and community leaders (minimum of seven). The teacher will keep proper advisory committee minutes.	No
	8A	Proposed advisory committee meeting location/dates.	
	8B	List Advisory Committee Members. Name/Title/Occupation (Minimum of Seven).	
No	9	The teacher will complete and submit detailed monthly reports by the 10th day of each month. Reports should include contacts, extended day and extended year hours which reflect participation in the 3-Component Model.	No
No	10	The teacher will attend a minimum of one Professional Learning activity conducted by the Agricultural Education Staff (minimum of 8 contact hours) in which the teacher registered for the PLU through the CTAERN. The Summer Leadership Conference and Mid-Winter Leadership Conference do not satisfy this requirement. Please list AgEd related PLU classes that they have taken the previous 2 years.	No
No	11	All agricultural courses taught will be listed on the Agricultural Education Courses list approved by the Georgia Department of Education.	No
No	12	The teacher will teach no more than 1 out-of-field segment.	No
No	13	The teacher will develop a course calendar and syllabus for each course.	No
No	14	The teacher will develop practical lesson plans and file plans for each course taught.	No

No	15	The teacher will include systematic instruction on FFA in the instructional program.	No
No	16	Each course taught will include a minimum of one unit on leadership and personal development.	No
No	17	The teacher will provide students with systematic instruction on record keeping.	No
No	18	The teacher will insure that a minimum of 60 percent of students have in place an approved Supervised Agricultural Experience Program.	No
No	19	The teacher will provide students with a state approved SAEP recordbook appropriate for their Supervised Agricultural Experience Program. The AET Record Book is an approved option.	No
No	20	The teacher will provide project supervision for each student with an approved Supervised Agricultural Experience Program per Monthly Report documentation.	No
No	21	The teacher will submit at least one proficiency application for regional consideration by the due date on the state calendar.	No
No	22	The teacher will maintain an FFA Chapter & serve as advisor.	No
No	23	Each teacher will comply with FFA Affiliation standards by including each student enrolled in their agricultural education classes on their FFA roster and pay their chapter's Affiliation fee by the due date on the state calendar.	No
No	24	The chapter and current year fiscal officers will complete an FFA Program of Activities and Budget and submit to the Region office by the due date on the state calendar.	No
No	25	The chapter officers will participate in the Georgia FFA Official Chapter Officer Leadership Training Workshop or conduct a chapter officer leadership planning retreat.	No
No	26	The chapter will hold a minimum of ten chapter meetings during the year using the official opening and closing ceremonies. Official minutes or agenda should be recorded for each meeting.	No
No	27	The chapter will conduct activities in recognition of National FFA Week.	No
No	28	The chapter will conduct a community service project.	No
No	29	The teacher will have two official delegates that register for and participate in the entire State FFA Convention.	No
No	30	The chapter will have at least one qualified applicant per teacher for the State FFA Degree (newly established departments or re-established chapters will have three years to fulfill).	No
No	31	The chapter will conduct an FFA parent/member awards banquet.	No
No	32	The Chapter will submit a National Chapter Form I application and two of the following applications to the region office:	No
No		American FFA Degree	No
No		American Star Application	No
No		National Chapter Application (Form II)	No
No		National FFA Week Recognition	No
No		State Star Application	No
No		WLC Scholarship Application	No
No	33	Each teacher will have students participate in a minimum of five CDEs. (A minimum of two must be LDEs (*); and a minimum of two CDEs must be team events. A CDE may count for a Leadership Event and a Team Event at the same time. e.g. Ag Sales would count as a Leadership CDE and a Team event, however, total CDEs must still be at least 5).	No
		Leadership Career Development Events*	
No		Agricultural Communications CDE*	No
No		Agricultural Marketing Plan CDE*	No
No		Agricultural Sales CDE*	No
No		Agriculture Education CDE*	No
No		Agriscience Fair*	No
No		Conduct of Chapter Meetings CDE*	No
No		Creed Speaking CDE*	No
No		Discussion Meet CDE*	No

No		EMC Wiring CDE*	No
No		Employment Skills CDE*	No
No		Extemporaneous Public Speaking CDE*	No
No		Parliamentary Procedure CDE*	No
No		Prepared Public Speaking CDE*	No
		Career Development Events	
No		Agricultural Mechanics CDE	No
No		Agricultural Technology & Equipment ID CDE	No
No		Dairy Cattle Judging CDE	No
No		Environmental Natural Resources CDE	No
No		Farm Business Management CDE	No
No		FFA Quiz CDE	No
No		Floral Design CDE	No
No		Floriculture CDE	No
No		Forestry CDE	No
No		Forestry Field Day	No
No		Horse Judging CDE	No
No		Land Judging CDE	No
No		Lawnmower Driving CDE	No
No		Livestock Judging CDE	No
No		Meats Judging CDE	No
No		Nursery / Landscape CDE	No
No		Poultry Judging CDE	No
No		Tractor Operation & Maintenance CDE	No
No		Vet Science CDE	No
No		Wildlife Management CDE	No
No	34	The teacher will participate with students in one or more of the following FFA Leadership activities. Please indicate projected number in attendance.	No
		Area Awards Banquet	
		FFA Success Conference	
		Georgia FFA Summer Leadership Camp	
		Greenhand Jamboree	
		State Livestock Record Book (minimum of 4 record books submitted)	
		National FFA Convention	
		Region Rally	
No	35	The teacher will maintain all facilities in a safe, neat, and aesthetically pleasing condition.	No
No	36	Local system will provide transportation and/or travel funds to meet the Agricultural Education program of work standards at no expense to the local FFA Chapter.	No
No	37	Teacher will have a planning period during school hours.	No
No	38	The local system will provide adequate budget for supplies.	No
No	39	The local system will provide adequate budget for equipment.	No
No	40	The local system will provide adequate computers.	No

No	41	The local system will provide adequate office space.	No
No	42	The local system will provide access to audio/video equipment.	No
No	43	The local system will provide specialized facilities or have an approved plan for addressing specialized facility needs.	No
No	44	The local system will provide adequate classroom facilities.	No
No	45	The local system will provide adequate funding for facility maintenance.	No
No	46	The teacher will maintain an FFA Chapter & serve as advisor.	No
No	47	The teacher will not teach more than one segment out of field per grading period.	No
No	48	The local system will compensate teacher at minimum hourly rate for extended day.	No

Teacher Signature

Date

Approve by:

Title

Date