

Quality 12-Month Agriculture, Food, and Natural Resources (Q12) Program Manual

1 INTRODUCTION

Pursuant to Tennessee Code Annotated “(T.C.A.) § 49-5-416(b)”, all Tennessee secondary agricultural education programs that were 12-month programs (since 1992-93 fiscal year), shall be maintained as 12-month programs by the local board of education, so long as a Quality Agricultural Education (Q12) Program, as determined by criteria established by the Tennessee Department of Education, is maintained.

Pursuant to Attorney General’s opinion, Tenn. Op. Gen. No. 05-137, the only way a school system may maintain a 12-month agricultural program is if the program is a Q12 program meeting the criteria adopted by the Tennessee Department of Education. This manual defines a Q12 program in Tennessee and lists criteria to be implemented by local education agencies (LEAs) in Tennessee to maintain a Q12 program.

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

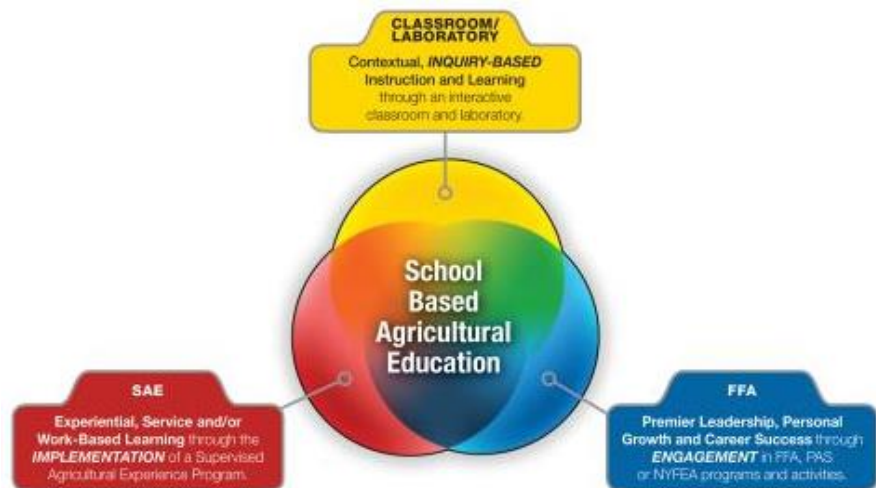


Figure 1: Three Circle Model of Agriculture, Food, & Natural Resources Education

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

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

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

2 CRITERIA FOR A Q12 PROGRAM

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

In order to meet the definition of a

Q12 programs must have documentation of all five size, scope, and quality indicators (SSQIs), as well as meet a majority of the expectations outlined for the three components of

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

agriculture, food, and natural resources. The expectations, which can be used by district personnel to set expectations for agriculture educators, are found below.

SSQI #	Size, Scope, and Quality (SSQI) Indicators	Q12 Program Expectations
1	Offer approved program(s) of study with sequenced courses of sufficient size to meet the needs identified by the local advisory council and aligned to local and regional employment opportunities.	<p>Sequential courses follow state approved program(s) of study in the Agriculture, Food, and Natural Resources career cluster.</p> <p>Justification for the selection of each Agriculture, Food, and Natural Resources program of study is on file. Justification includes clear links to community need supported by local and regional labor and workforce data, as well as postsecondary offering</p> <p>A Q12 program should have an active business and industry advisory council made up of local agriculture stakeholders who meet regularly to support implementation of the program.</p>
2	Allows students to develop academically and receive adequate training to be successful in high skill, high	All courses are following the most up-to-date course standards, employing the recommended equipment

	<p>wage, and/or in-demand opportunities.</p>	<p>for the courses, and are utilizing resources provided by the state for quality lessons and laboratory activities – all found on the Agriculture, Food, and Natural Resources webpage at http://tn.gov/education/article/cte-cluster-agriculture-food-natural-resources.</p> <p>Agriculture educator can document lesson plans and project-based learning that was taught in collaboration with a general education course. (For example, an alignment between <i>Small Animal Science</i> and <i>Biology I</i>.)</p> <ul style="list-style-type: none"> • .
3	<p>Ensures students have access to quality educators in the classroom and provides opportunities for educator professional development to support their continued growth.</p>	<p>Agriculture educator is properly trained, licensed, and endorsed. Educator has completed any required state training aligned to the courses being taught. (For example, <i>Personal Finance</i> training if teaching the <i>Agribusiness</i> program of study.)</p> <ul style="list-style-type: none"> • Educators attend at least one professional

		<p>development activity each year to ensure they are abreast of changes in course standards, agricultural instructional methodology, and innovations in technology in the industry.</p> <ul style="list-style-type: none"> • Activities may include (1) state-sponsored training or conferences, (2) industry-sponsored workshops, conferences, or seminars; and (3) externships with businesses.²
4	<p>Supports student and parent understanding of how personal interests, abilities, and values might predict success in academic and career fields and how to form goals accordingly.</p>	<p>Programs of study include the opportunity to build career awareness, knowledge and skill, along with an opportunity for all agriculture-focused students to engage in an SAE.</p> <ul style="list-style-type: none"> • Documentation exists that shows a majority of students participating in at

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

		<p>least one SAE over the course of a program of study.</p> <ul style="list-style-type: none"> Teachers devote a minimum of 20 days supervising students' SAE programs each summer and during district intersession days.
5	<p>Allows students to demonstrate their college and career readiness through work-based learning experiences, career and technical student organizations (CTSO) participation, and early postsecondary credit attainment, including industry certification(s).</p>	<p>Where appropriate, districts have embedded opportunities for students to earn early postsecondary credit(s) through available statewide or locally articulated dual credit or dual enrollment courses aligned with the program of study being offered.</p> <p>An FFA chapter is (a) chartered and active, (b) aligned to the agriculture program, (c) participates in available local, regional, and statewide events, and (d) includes FFA Advisor(s) who direct and submit:</p> <ul style="list-style-type: none"> at least one proficiency award application (per teacher in a multiple teacher program) for

		state consideration each year, and <ul style="list-style-type: none"> • at least one State FFA Degree application (per teacher in a multiple teacher program) based on students' SAEs each year.
--	--	---

3 MONITORING OF COMPLIANCE WITH PUBLISHED CRITERIA

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

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

For examples of recommended documentation to support compliance with published criteria, as well as templates that can be used by the CTE director for yearly evaluation and documentation, please see the following³:

- List of Recommended Activities: Appendix B (pg. 7) of this manual.
- [Local Program Application Guide](#)

³ Please note: Forms found in this document are no longer required to be submitted to the Tennessee Department of Education, but they are recommended templates for documenting the published criteria that should remain on file at the local district level for review during risk based monitoring.

- [Quality Twelve-Month Agriculture, Food, and Natural Resources \(Q12\) Program Criteria Report](#): Download the excel template, which can be used by a CTE director, to annually monitor teachers and to document compliance.
- [Quality 12-Month Agriculture, Food, and Natural Resources \(Q12\) Program Final Report](#): Download the excel template, which can be used by a CTE Director, to annually monitor teachers and to document compliance.

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

LEAs who employ agriculture educators on 12-month contracts must continue annually to meet expectations of published criteria for a Q12 program (outlined above) in order to be in compliance with state law.

4 APPENDIX A: DEFINITIONS

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

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

SAE – a student-led, instructor supervised, work-based learning experience that results in measurable outcomes within a predefined, agreed upon set of Agriculture, Food, and Natural Resources (AFNR) technical standards and career ready practices aligned to a career plan of study. . Types of SAEs include:

- **Foundational SAE:** – This type of program is great for beginning students and those who are uncertain about their interest, where a student experiences the “big picture” of agriculture and its many related careers.. Students can enrich their agricultural literacy and experiences by adding one or more Immersion SAE’s.
- **Immersion SAE:** Extension of the Foundational SAE and contribute to a student’s growth in an authentic contextualized manner in career exploration and planning, employability skills, financial management and planning, workplace safety and agricultural literacy in on of the five areas:
 - **Research: Experimental, Analysis, or Invention** – where a student conducts or participates in research using the scientific process. Agriculture is a science-based industry and there are limitless opportunities for research-based experiences.
 - **Ownership/Entrepreneurship** – where a student is a business owner. The student plans and operates a related enterprise or business. Examples may include producing and marketing livestock, crops, nursery plants or forest products, providing a service such as lawn care, processing agricultural products, repair, designing or fabricating agriculture equipment.
 - **Placement**⁴ – (including internships) where a student is employed, either for pay or non-pay. These experiences may be located in agribusinesses, school labs, farms and ranches or in community facilities.
 - **School-Based Enterprise** – where a student-managed, can be entrepreneurial or placement in a school setting that provides goods or services that meet the

⁴ Any placements considered for school enrollment need to adhere to the Work-Based Learning Framework, policies, and implementation guidelines found at <http://tn.gov/education/topic/work-based-learning>.

- needs of an identified market. They involve the student in all aspects of the business and must replicate the workplace environment as closely as possible.
- Service Learning – where a student-managed a service activity where students are involved in the development of a needs assessment, planning the goals, objectives and budget, implementation of the activity, promotion, and evaluation/reflection of a chosen project. The student(s) are responsible for raising necessary funds for the project (if funds are needed). A project must be a stand-alone project and not part of an ongoing chapter project, or community fundraiser.

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

5 APPENDIX B: RECOMMENDED ACTIVITIES

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

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

Recommended Activities	Recommended Days ⁵
Supervised Agriculture Experience (SAE) activities, aligned with size, scope, & quality indicators 1, 2, 4, & 5	
Direct supervision of student SAE programs, including school laboratory activities	20-25
Processing and evaluating student SAE records	Up to 2
Educator professional development activities, aligned with size, scope, & quality indicator 3	
Professional development workshops (including SAE implementation, general education pedagogy, industry workshops, and seminars)	Up to 5
Institute for CTE Educators and TAAE Convention	Up to 5

⁵ Recommended days are based on an expectation of 40 working days above and beyond the typical 200 school days, for a total of 240 working days. LEAs may modify these recommendations proportionally for contracts that include more or less days.

Cooperative activities with other agriculture agencies (e.g. University of Tennessee Agricultural Extension, Natural Resources Conservation Service, Agricultural Cooperatives, Farm Bureau, Farm Credit Services, Tennessee Department of Agriculture, U.S. Department of Agriculture, etc.)	Up to 2
Student instructional and industry activities, aligned with size, scope, & quality indicators 2 & 5	
Facilities upkeep and maintenance	Up to 5
Direct instruction to students (e.g. small group activities, demonstrations, practice for competitive events)	Up to 5
Participation in fairs, livestock/dairy shows at county, district, regional, state, or other levels	Up to 5
Career and technical student organization (FFA) events, aligned with size, scope, & quality indicator 5	
FFA Leadership Camp	Up to 5
Washington Leadership Conference	Up to 5
Forestry Camp	Up to 6