

FALL UPDATE

Virginia Department of Education

Office of Career, Technical, and Adult Education

November 17, 2022

VIRGINIA DEPARTMENT OF EDUCATION

PRESENTER

The AET

Dr. Roger Hanagriff, Associate Professor
Agricultural Business and Agricultural Education
Texas A & M University, Kingsville



PRESENTER

Virginia Tech – Farm and Agriculture Safety
Training Program

Autumn Timpano, MPH
University Chemical Hygiene Officer
Virginia Tech | Environmental Health & Safety



PRESENTER

Virginia Association Agricultural Educators (VAAE) Update

Melessa Suder

VAAE President

Agricultural Education Teacher

Culpeper County Public Schools

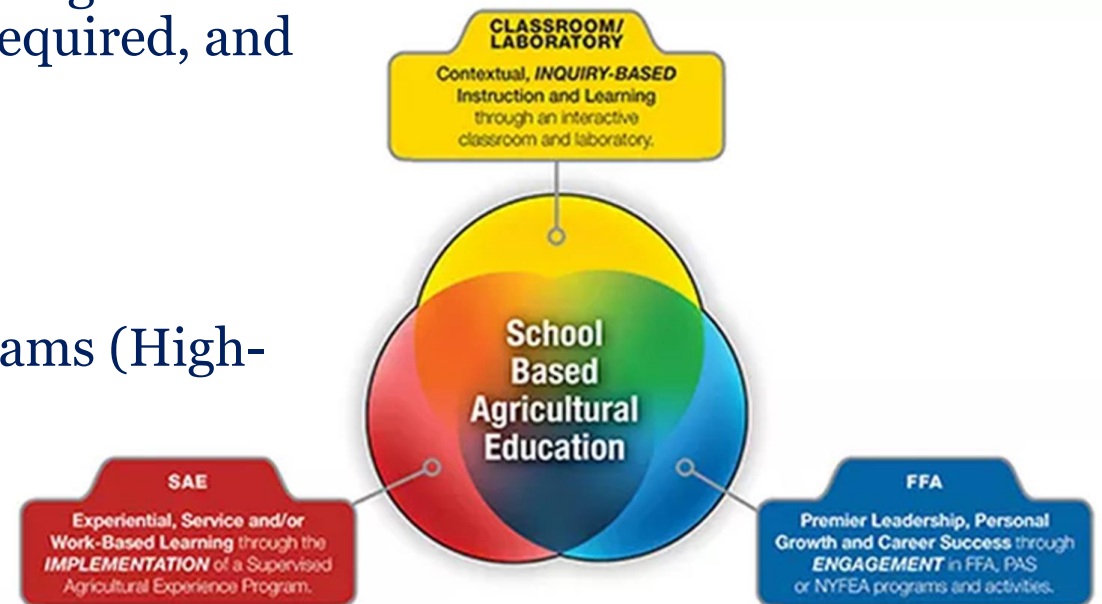


The Required Components of an Agricultural Education Program

AGRICULTURAL EDUCATION

Agricultural Education - instruction is delivered through three major components. The three inseparable, equal, required, and interdependent components include:

1. Classroom/Laboratory instruction
(Contextual Learning)
2. Supervised Agricultural Experience (SAE) Programs (High-Quality Work-Based Learning)
3. FFA - Student Leadership Organization
(National FFA Organization)



National FFA Organization's Federal Charter Amendments Act

Idaho FFA Association, <https://www.idahoffa.org/3-circle-model>.

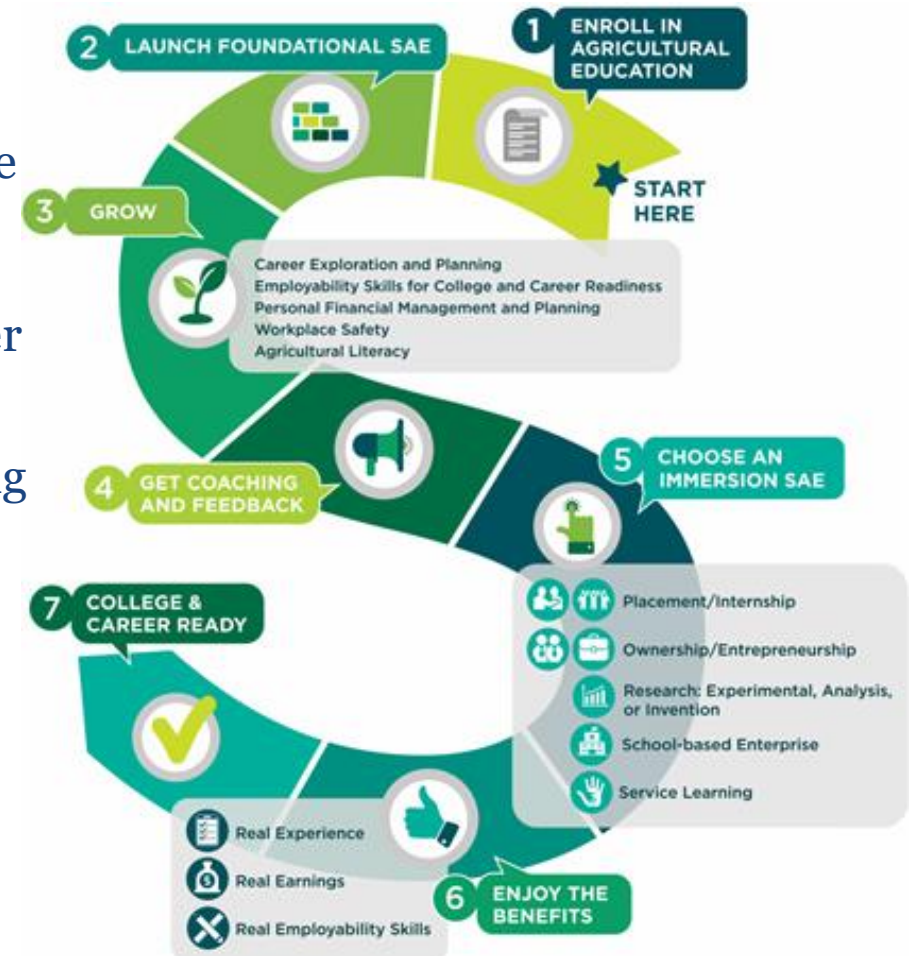
AGRICULTURE, FOOD & NATURAL RESOURCES (AFNR)

Agricultural Education includes programs of study designed to prepare students for careers in seven AFNR Career Pathways.

- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products and Processing Systems
- Natural Resource Systems
- Plant Systems
- Power, Structural and Technical Systems

AGRICULTURAL EDUCATION - SAE

- **Supervised Agricultural Experience (SAE)** is a student-led, instructor supervised, high-quality 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.
- SAE opportunities are truly endless and entirely based on exploring passions and career interests.
 - [SAE Ideas](#)
- Students will begin with a [Foundational SAE](#) (REQUIRED), then expand to include one or more [Immersion SAEs](#) (OPTIONAL but HIGHLY ENCOURAGED).



“SAE For ALL – Evolving the Essentials.” SAE For All, 4 Oct. 2022, <https://saeforall.org/>.

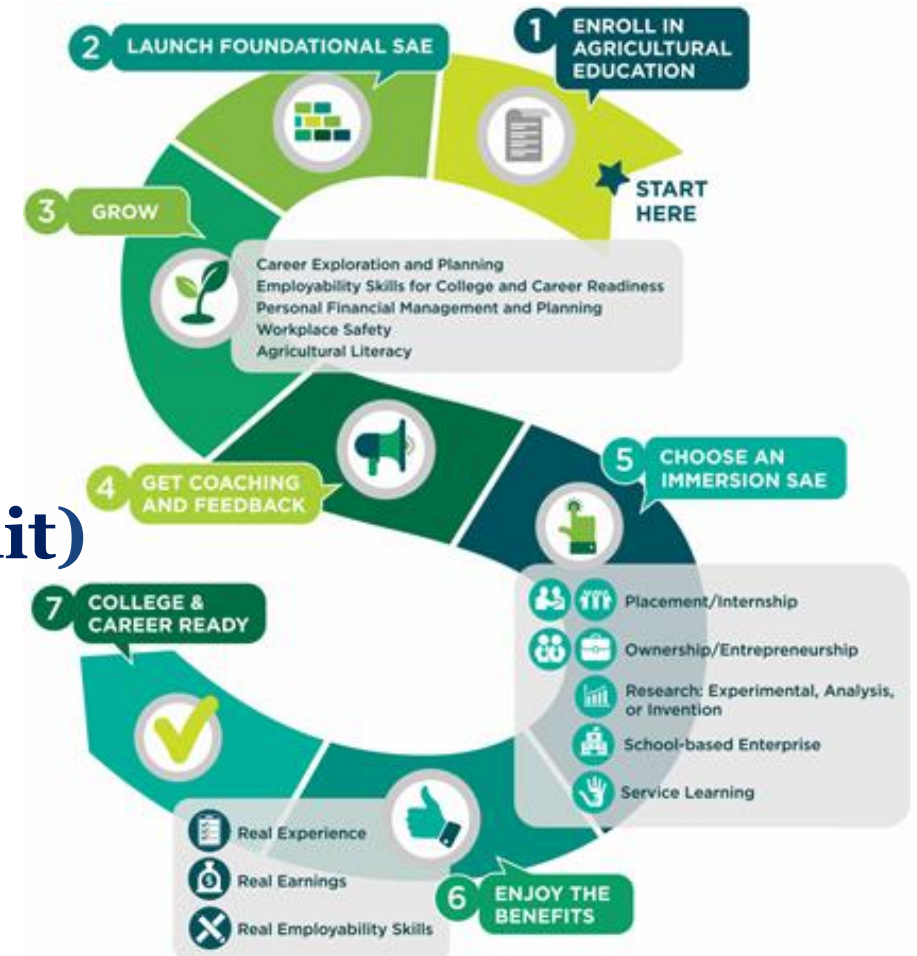
AGRICULTURAL EDUCATION - SAE

Foundational SAE - Required

- Career exploration & planning
- Personal financial planning and management
- Workplace Safety
- Employability skills for college and career readiness
- Agricultural Literacy

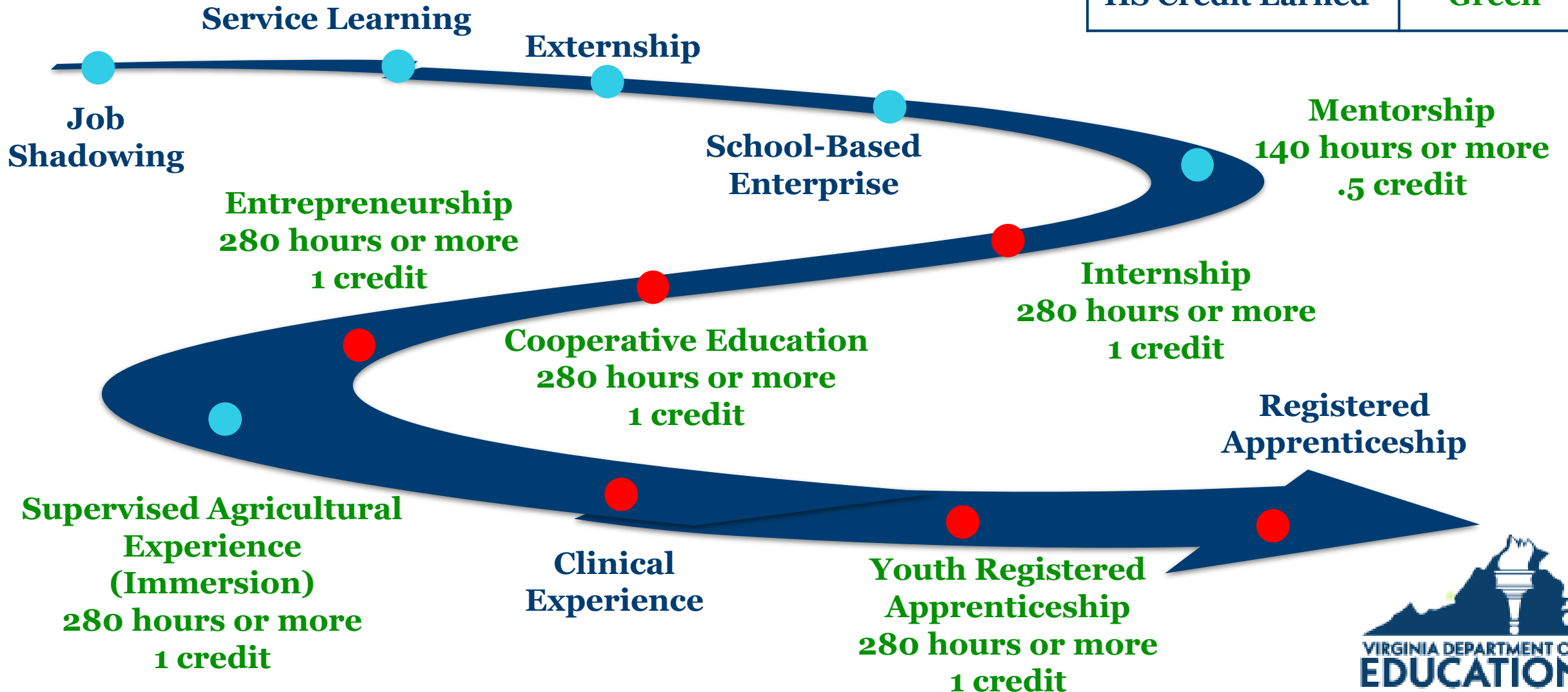
Immersion SAE (280 hours or more 1 credit)

- Entrepreneurship/Ownership
- Placement/Internships
- Research (Experimental, Analytical, Invention)
- School-Based Enterprises
- Service Learning



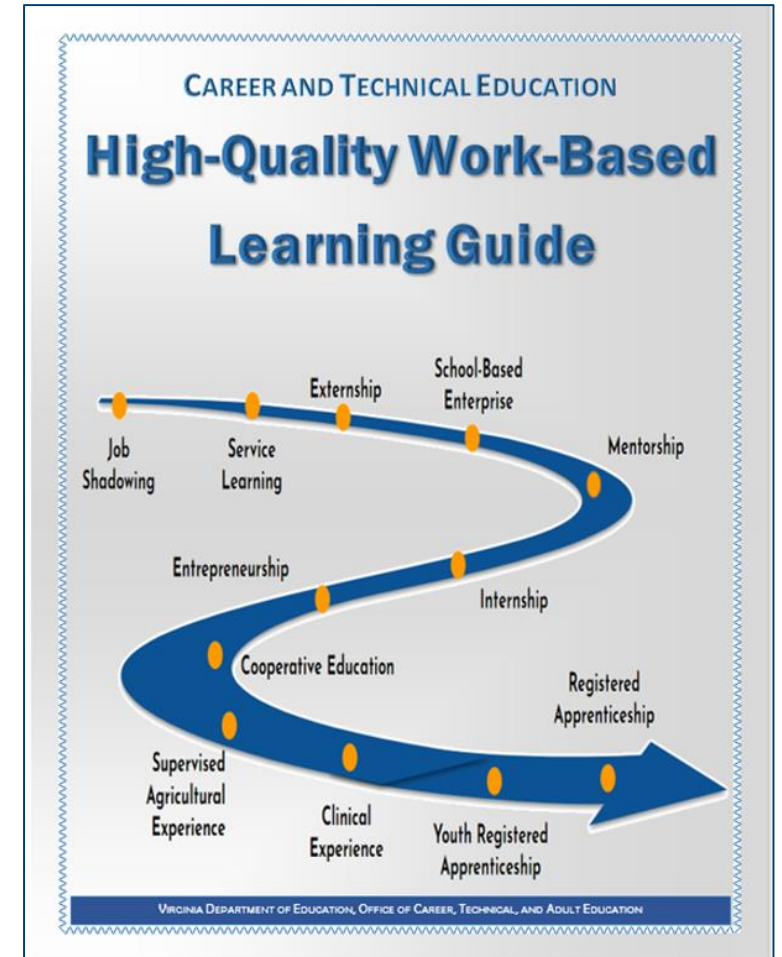
12 HQWBL EXPERIENCES

Grades 6-12	●
Grades 9-12	●
HS Credit Earned	Green



HIGH-QUALITY WORK-BASED LEARNING GUIDE

Career and Technical Education Work-Based Learning Guide (Word) is based on the redesigned methods of instruction, effective August 4, 2022.



AGRICULTURAL EDUCATION - SAE

SAE Implementation

- For SAEs to be relevant and provide valuable training to students, they must be embedded within the instructional components of an agricultural education program. For assistance with SAE development and implementation, review the Sample Instructional Plan in the Appendix of the [SAE for All Teacher's Guide](#).
- The plan provides examples of how to build SAEs into the structure of a course as well as factoring SAEs into each student's end-of-course grade.

AGRICULTURAL EDUCATION - SAE

SAE Implementation

- Agricultural education teachers have the primary responsibility for providing the supervision needed to ensure student safety, and knowledge and skill development and attainment throughout an SAE.
- However, supervision does not equate to an on-site visit by the teacher every time and in every instance. Supervision can occur in groups, using technology, social media, or other appropriate measures, permitting teachers to be efficient with their time.
- The type of visit is dependent on the type of SAE. The key factor in this decision rests with where, when, and how the teacher can best provide coaching and feedback to facilitate growth in the student's learning and skill development.

AGRICULTURAL EDUCATION - SAE

SAE Implementation

- For applicable Immersion SAEs, agricultural education teachers should have a goal of one coordination visit to the workplace per month, with a minimum of one visit per grading period.
- The visits should include conferences involving the student, agricultural education teacher, and employer to discuss the training plan and evaluate student performance and progress.

AGRICULTURAL EDUCATION - SAE

SAE Implementation - Documentation

- A key component of a quality SAE is documentation of skill and knowledge attainment; credentials or certifications earned; and evidence of planning, reflection, and career planning.

Documentation may be accomplished with

- the [Virginia SAE Record Book](#)
- the school/division's career and academic planning tool(s)
- career planning tools and templates on FFA.org
- online tools like the [AET](#) or [ePortfolios with GoogleApps](#).
- Regardless of the system used to document a student's SAE, the data is considered evidence of student growth, program of study completion, and evaluation of college and career readiness. Consult administrators or school counselors about how SAE data could fit into the school division's accountability system.

Virginia SAE Record Book

STUDENT EDITION



Name: _____

School: _____

Dates Covered: From _____ through _____

AGRICULTURAL EDUCATION - THE AET

The screenshot shows the AET website header with navigation links: About, Resources, Curriculum, Contact, Subscribe, and Log In. The main content area features the title "Best Management Practices for SAEs" and a button labeled "View Guides & Resources". Below this is a four-step process diagram:

- STEP 1: EXPLORE (represented by a teal circle with a four-pointed star icon)
- STEP 2: PLAN (represented by a yellow circle with a checklist icon)
- STEP 3: RECORD (represented by a red circle with a pencil icon)
- STEP 4: REFLECT (represented by a blue circle with a thought bubble icon)

[The AET](#) - Have a question about getting started?
info@theaet.com
(979) 436-4277

AGRICULTURAL EDUCATION - SAE

Forms

The [Virginia SAE Record Book](#) can be downloaded online from the CTE Resource Center website.

This document contains all the required forms for each SAE type. Refer to the chart for form requirements.

Immersion SAE Type	Forms Required
Placement SAE	Supervised Agricultural Experience (SAE) Agreement Supervised Agricultural Experience (SAE) Training Plan
Internship SAE	Supervised Agricultural Experience (SAE) Agreement Supervised Agricultural Experience (SAE) Training Plan
Ownership/Entrepreneurship SAE	Supervised Agricultural Experience (SAE) Agreement Supervised Agricultural Experience (SAE) Business Plan
Research SAE	Supervised Agricultural Experience (SAE) Research Plan
School-Based Enterprise SAE	Supervised Agricultural Experience (SAE) Business Plan
Service Learning SAE	Supervised Agricultural Experience (SAE) Service Learning Plan Supervised Agricultural Experience (SAE) Training Plan

AGRICULTURAL EDUCATION - SAE

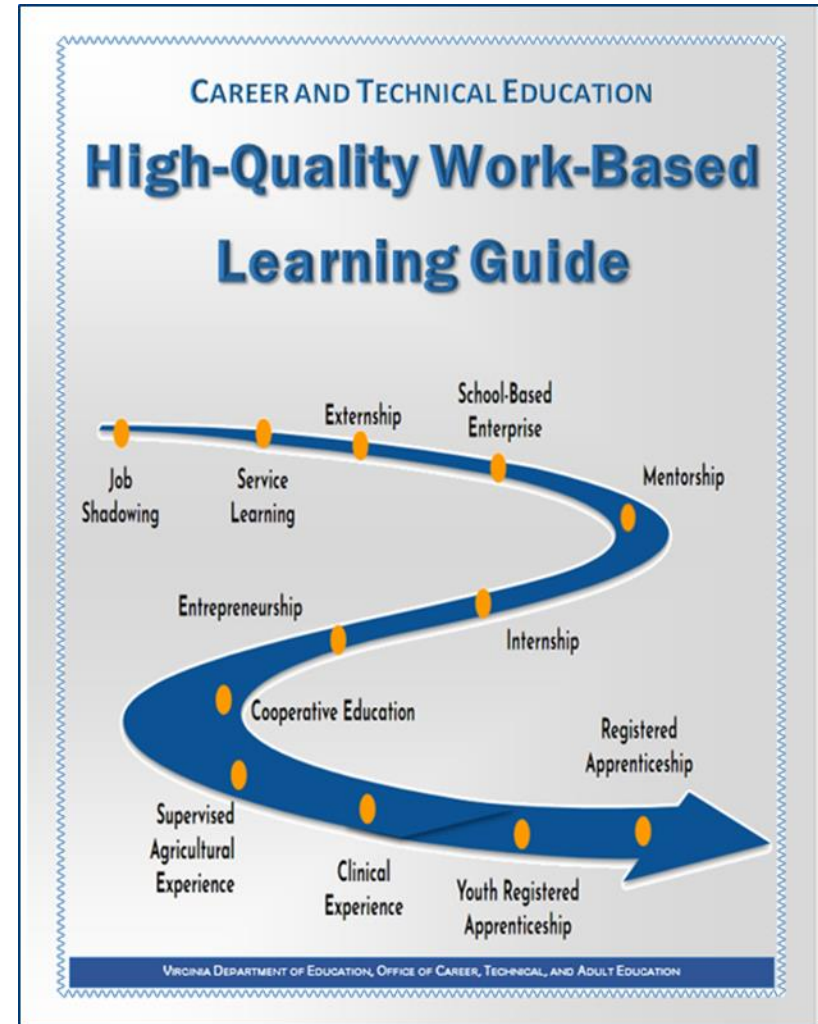
- Attention to the agricultural education program's student-to-teacher ratio is critical when supervising large numbers of students. The Sample Supervision Plan in the Appendix of the [SAE for All Teacher's Guide](#) provides an example of how to meet the supervision needs of a large program.
- Teachers should develop relationships with local employers and professionals to assist in providing regular coaching and feedback to students.
- For accountability, teachers and students should document these supervision meetings.

AGRICULTURAL EDUCATION - SAE

- For some student activities and enterprises, supervision may require additional teacher time outside of the classroom and laboratory component of the program and could occur on a year-round basis.
- Supervisory time may be required beyond the normal teaching contract and to accommodate individualized, year-round instruction, the teacher should be provided extended contract days to facilitate supervision during the summer months.

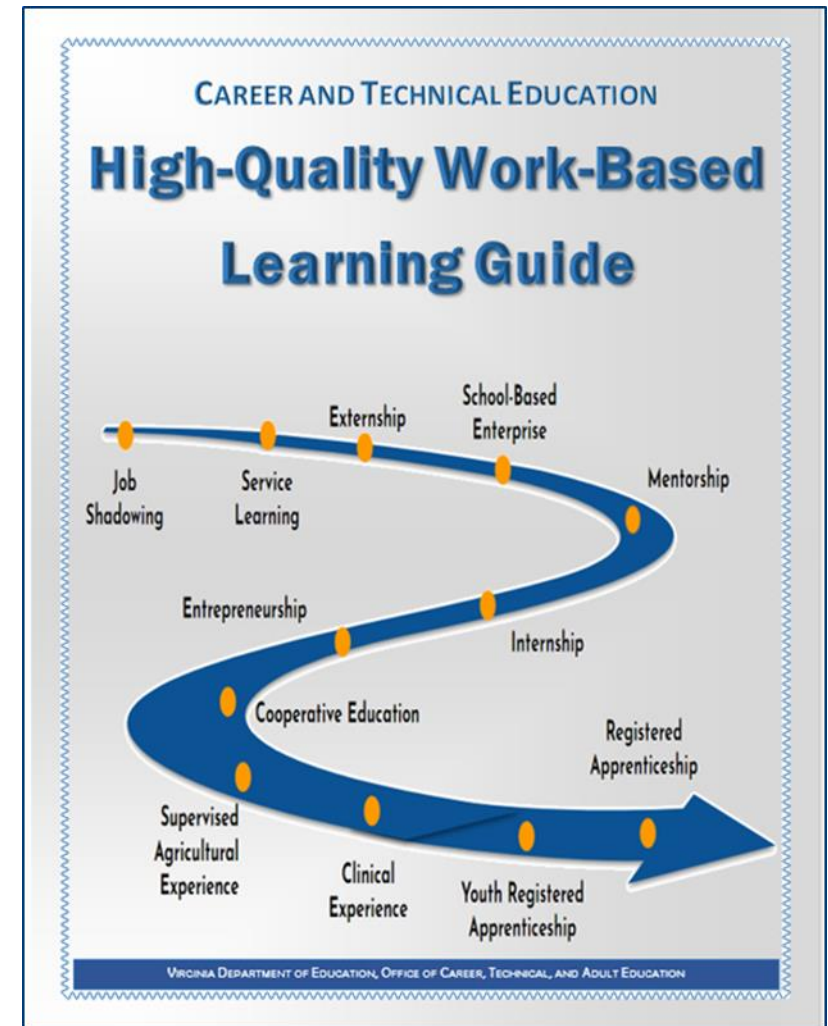
High Quality Work-Based Learning (HQWBL)

- High-Quality Work-Based Learning (HQWBL) is comprised of school-coordinated workplace experiences that are
 - related to students' career goals and/or interests
 - connected to a course, and
 - performed in partnership with local businesses and organizations.
- HQWBL experiences enable students to apply classroom instruction in a real-world business or service-oriented work environment.
- CTE programs in Virginia public schools use HQWBL experiences to engage, motivate and augment the learning process, enabling students to become career ready through HQWBL experiences, classroom instruction, and career and technical student organization participation.



High Quality Work-Based Learning (HQWBL)

- HQWBL experiences taking place during the summer must be reported during the same reporting period (school year) with which the course is associated.
- Students who took a CTE course during the Spring Semester but completed their HQWBL experience over the summer would have that experience associated to their previous school year Spring Course.
- A student that completes their HQWBL experience over the summer but does not complete the associated CTE Course until the following Fall would have their HQWBL experience associated with the upcoming Fall course.
- HQWBL experiences can only be counted one time in a reporting period and must be associated with a CTE Course that takes place during that reporting period.

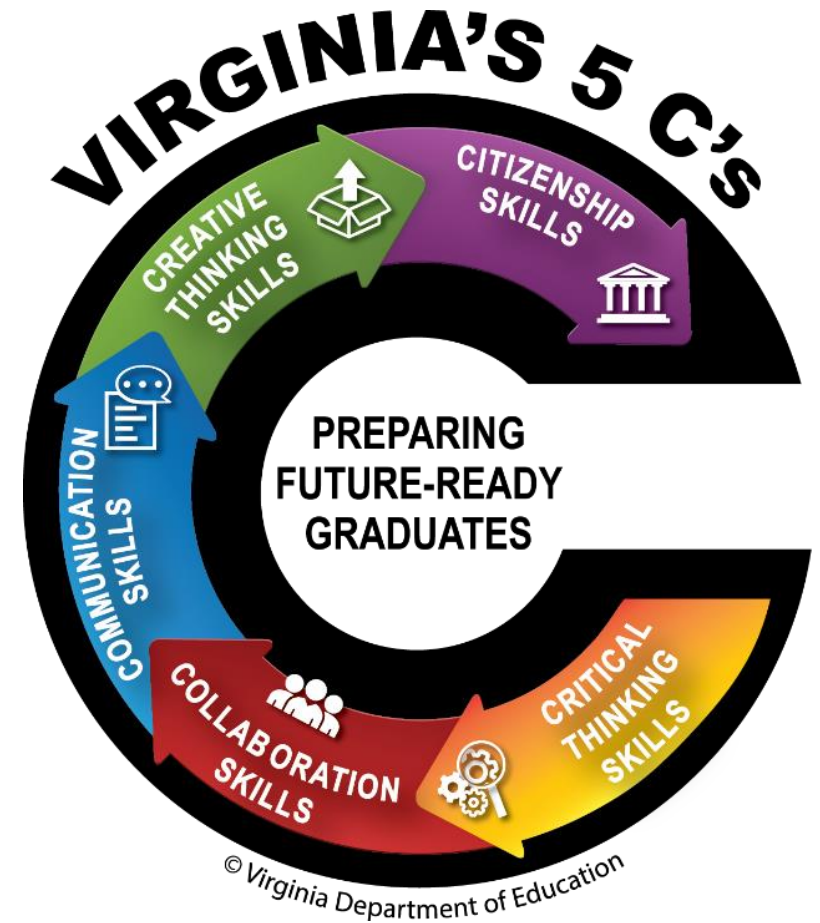


High Quality Work-Based Learning (HQWBL)

Connecting WBL to Virginia's 5 C's

HQWBL experiences reinforce Virginia's 5 C's—critical thinking, collaboration, communication, creative thinking, and citizenship—by allowing students to apply these skills in a real-world business or service-oriented work environment.

- **Collaboration:** Work with community members, peers, and mentors
- **Communication:** Write and present proposals; make requests and get permissions; publicize and present final project
- **Citizenship:** Understand laws and regulations; seek to improve the community; increase community awareness
- **Creativity:** Publicize/advertise project; solve problems; present findings
- **Critical Thinking:** Develop a project to meet a community need or solve a community problem



HQWBL Specialists

Sharon Acuff

Work-Based Learning Coordinator
sharon.acuff@doe.virginia.gov

Erika Temple

Work-Based Learning Specialist - Regions 1 & 3
erika.temple@doe.virginia.gov

Dr. Nikki Finley

Work-Based Learning Specialist - Regions 2
nikki.finley@doe.virginia.gov

Susan McNamara

Work-Based Learning Specialist - Region 4
susan.mcnamara@doe.virginia.gov

Amy Pultz

Work-Based Learning Specialist - Region 5
amy.pultz@doe.virginia.gov

Kim Radford

Work-Based Learning Specialist - Region 6
kimberly.radford@doe.virginia.gov

Dr. Jan Huffman

Work-Based Learning Specialist - Region 7
jan.huffman@doe.virginia.gov

Dr. Tamartha Hurt

Work-Based Learning Specialist - Region 8
tamartha.hurt@doe.virginia.gov

FFA UPDATE

Andy Seibel

Virginia FFA Association - Executive Secretary

FFA UPDATE – ANDREW SEIBEL

Andrew Seibel – National FFA President

It takes a highly motivated person to become a successful national FFA officer—an opportunity afforded to few members.

As our Virginia FFA Association State Secretary, Andrew represented over 30,000 FFA members enrolled in agricultural education programs across our Commonwealth.

As the National FFA President, Andrew will spend the year traveling over 120,000 miles and serving the more than 850,000 student members of the National FFA Organization.

Andrew will be the student voice on the board of directors, go on foundation visits, and attend state events, as well as prepare original content for student workshops and keynote addresses.



CREATING EXCELLENCE AWARDS

The “*Creating Excellence Awards*” promote best practices in education and recognize exemplary contributions that improve the quality of secondary and postsecondary CTE programs statewide.

- **Three Exemplary Award Categories**

- Advisory Committee
- Business and Industry Partnership
- CTE Program

- **Dates**

- **March 2023** – CTE Directors submit local award recipients’ applications to VDOE
- **April 2023** – VDOE and VCSS host judging panel
- **May 2023** – VDOE notifies regional award recipients
- **June 2023** – Awards luncheon held in Richmond, Virginia

CAREER SUCCESS STARS



- Career Success Stars - features video profiles of former CTE students highlighting their individual success stories.
- The videos are viewable on the [VDOE website](#).
- Career Success Stars is also featured via social media portals.
- A former student is featured every year for each of the 17 career clusters, entrepreneurship, military service, and internship.
- [AFNR Career Success Stars](#)

The link to the CTE Resource Center Professional Development page where the recorded sessions will be posted is:

<https://www.cteresource.org/resources/professional-development/>.

The link for Agriculture teachers, to complete an application for the Biotechnology, and the Small Engine Repair curriculum review committee meetings, taking place on January 8th and 23rd respectively: <https://p1pe.doe.virginia.gov/cteaps/>

If you are interested in joining the Virginia Farm to School Network, please contact:

Bee Thorp, MA
SNP Farm to School Specialist
VDOE
Office of School Nutrition Programs
brittany.thorp@doe.Virginia.gov

CONTACT INFORMATION

LaVeta Nutter

Specialist, Agricultural Education and Related Clusters

Office of Career, Technical, and Adult Education

Virginia Department of Education

P. O. Box 2120

Richmond, Virginia 23218-2120

LaVeta.Nutter@doe.virginia.gov

804-225-3119

General Questions Regarding Career and Technical Education should be sent to:

cte@doe.virginia.gov

CTE Website: http://www.doe.virginia.gov/instruction/career_technical/

CTE Resource Center Website: <http://CTEresource.org>