



Come Together: Strategies for Improving Program Quality through the Incentive Funding Grant

Intended Audience: Illinois Agricultural Educators

Date of Presentation: TBD

Trainer: Mr. Andrew Klein, Principal Consultant for Agricultural Education

The following learning plan has been developed using the principles of backwards design as described in *Understanding by Design (UbD)*. For an expanded look at UbD, please refer to the AFNR Teacher Guide provided by the Department of CTE & Innovation at the State Board of Education.

Learning Preview

What exactly is a “quality” program? How will you and your community work towards that vision? Where do you even start? Answer these questions and more by joining ISBE in a comprehensive breakdown of the Incentive Funding Quality Indicator program! Workshop participants will gain strategies for leveraging a local advisory group and other community resources to improve the quality of an AFNR program. Start turning weaknesses into opportunities and opportunities into strengths with this resource packed workshop!

Big Ideas

Big ideas represent major themes of the learning plan. These ideas may be repeated or revisited throughout the learning experience to enhance and deepen understanding. See table below.

Big Idea 1	<i>The Incentive Funding Grant (IFG) program provides a system of assessing program quality through eight unique goal areas relating to various aspects of school-based agricultural education programs in Illinois.</i>
Big Idea 2	<i>A local advisory group comprised of school and community leaders should be utilized to annually review and plan for future program growth, and advisory groups can work with the Agricultural Educator to achieve quality indicators throughout the year.</i>
Big Idea 3	<i>Strategic use of funding and teacher time is critical in improving program quality.</i>

Learning Objectives

	<i>Audience will know...</i>	<i>Audience will be able to...</i>
Big Idea 1	<p>1. IFG quality indicators assess wholistic program quality through eight unique goal areas.</p> <p>2. Each goal area provides a minimum standard, and within each quality indicator is a maximum number of points able to be scored, creating a diminishing return on activities after a certain level of accomplishment has been reached.</p>	<p><i>Navigate and find specific aspects of program quality as described on the IFG Quality Indicator application (1.1)</i></p> <p><i>Identify the maximum thresholds for given IFG quality indicators (1.2)</i></p>
Big Idea 2	<p>3. A local advisory is a group of partners representing education, employers, local sectors of the AFNR industry, associations, and other stakeholders in the community who provide input for program improvement.</p> <p>4. Local advisory groups can use a variety of strategies to assess and plan for program quality.</p>	<p><i>Identify members of the school or community that could add value in serving on a local advisory (2.1)</i></p> <p><i>Implement different strategies for assessing program quality given specific quality indicator applications (2.2)</i></p>
Big Idea 3	<p>5. The responsibility of program quality should be shared with students, school staff, administrators, and members of the local advisory group—not solely placed on the agricultural education teacher.</p> <p>6. Intentional planning for improving program quality is important to ensure wholistic improvement of the agricultural education program and increasing returns from the Incentive Funding Grant.</p>	<p><i>Identify key groups or individuals each quality indicator goal area could be shared with to improve program quality. (3.1)</i></p>

Essential Questions

1. Does the quality indicator application provide an accurate measurement of program quality? Explain.
2. Why does the application limit the number of points available in each indicator?
3. How do we ensure advisory members' time is being valued and utilized?
4. How do we determine the best strategy for implementing a plan to improve program quality?
5. What is the value in "sharing" the responsibility of improving program quality?
6. What are the benefits of intentional planning through IFG v. planning without IFG in mind?

Learning Tasks

- ✓ Assign workshop participants into workable small groups of 3-5 teachers.
- ✓ Ensure workshop participants have all necessary materials from the *Needs Checklist*

- ✓ **Module 1. Program Quality**
 - Play [Video Presentation What is Program Quality?](#)
 - Discuss Essential Questions 1 and 2 in small groups for no more than 5 minutes.
 - As time allows, complete [Activity 1.1](#) and [Activity 1.2](#)

- ✓ **Module 2. Local Advisory**
 - Play [Video Presentation Local Advisory](#)
 - Complete [Activity 2.1 Advisory Membership](#)
 - Complete [Activity 2.2 Planning Strategies](#)
 - Discuss Essential Questions 3 and 4 in small groups for no more than 5 minutes.

- ✓ **Module 3. Intentional Planning**
 - Play [Video Presentation Intentional Planning](#)
 - Complete [Activity 3.1 Sharing is Caring](#)
 - While working on Activity 3.1, discuss Essential Questions 5 and 6 in small groups.

- ✓ Play [Program Quality Workshop Conclusion Video](#)

Materials and Systems

Presentations

[Video 1. What is Program Quality?](#) (Click  to View)

[Video 2. Local Advisory](#) (Click  to View)

[Video 3. Intentional Planning](#) (Click  to View)

[Video 4. Conclusion](#) (Click  to View)

Audience Activities

[Activity 1.1 Navigating the Quality Indicator Application](#)  

[Activity 1.2 Maximum Points Allowed](#)  

[Activity 2.1 Advisory Membership](#)  

[Activity 2.2 Planning Strategies](#)  

[Activity 3.1 Sharing is Caring](#)  

Needs Checklist

[Local Advisory Groups Informational Page](#) 

[IFG Planning Guide](#) 

[Quality Indicators Preview Document](#) 

Laptop or Mobile Device with Internet Access 

Note Taking Materials 