## **Program LOGIC Model**

Situation:
Elementary
Agricultural
Education
Teachers
have
recently
been
charged
with
teaching
agriculture,
but have
little to no

professional

Priorities:
to increase the number
of workforce-ready
elementary agricultural
education teachers by
building partnerships
with extensionresearch, county
extension, and
community
stakeholders through
the establishment of
school farms over the
course of 3 years.

Outputs Inputs Outcomes Activities Participation Short Term Medium Term Long Term UGA Faculty, Twenty-six well-trained K-5 Participation of Delivery of EAE Professionally developed Professionally developed EAE teachers Researchers, & Staff 26 EAE EAE Teachers participating in professional EAE teachers who are five professional teachers has development better equipped to teach Creation of a national model for development workshops been workshops. utilizing PCK, school professional development of EAE confirmed with farms, and farm-to-Partners: GA a focus on Creation of a national model for EAE **Cooperative Extension** Develop a model for EAE underrepresen Service, Farm Bureau, Creation of EAE school farms to increase Establishment of 10 EAE school farms ted ethnicities Georgia Organics, GA students interested in FANH local stakeholder school farms that will be Ag in the Classroom steering used as learning Creation of a national model for EAE economically Collaborators: UGA committees laboratories by EAE Develop a model for EAE farm-to-school programs disadvantaged College of Education, farm-to-school to increase teachers groups **GA** Department of students interested in FANH Increased equity and inclusion in FANH including racial Education, NC State, Sciences. Establishment of 10 EAE Increased teachers and students minorities. Tennessee State recruitment farm-to-school programs University, University efforts for equity that will be used to Infusing equity and inclusion Increased students interested in FANH of Arizona and inclusion of increase student throughout the project for EAE teachers and interests in food, both teachers & students Money & Materials Provide content for UGA agriculture, and FANH students undergraduate course in EAE teaching External Factors: Assumptions:

- 1. Underrepresented populations will have a desire to participate.
- 2. Partners are willing to share knowledge and develop interns.
- 1. Lack of funding for project.
- 2. Lack of underrepresented populations to recruit to internships.

## Evaluation

- 1. Short Term and Medium Term Outcomes: Formative assessment of short and medium term outcomes will be achieved collecting data on and reporting: a) number of teacher engaged in workshops, b) number of school farms started, c) number of farm-to-school farms started, d) presence of underrepresented populations participating
- 2. Long Term Outcomes: Summative assessment of long term outcomes will be achieved collecting and data and answering the following questions: a) Are K-5 EAE teachers wells trained in PCK b) are successful partnerships and stakeholder groups operating c) are underrepresented teachers and students actively engaged in internship program, d) are students and teachers satisfied with what they are gaining from the program, e) are the programs accomplishments worth the resources invested.