

CASE 4 Learning YQCA Alignment

CASE 4 Learning and YQCA

CASE 4 Learning and the Youth for the Quality Care of Animals (YQCA) have partnered to connect the YQCA youth certification to the CASE AHVS course. CASE-certified teachers can use this alignment to integrate YQCA learning objectives and curriculum into their ASA or AHVS instruction.

YQCA certification aims to prepare students to be young producers in the animal agriculture industry. The goals of the YQCA training and certification program are to ensure the safety and well-being of animals produced by youth, ensure a safe food supply to consumers, and enhance the future of the livestock industry by educating youth so they become more informed producers, consumers, and employees in the agriculture and food industry.

The program includes information for a variety of market animals.

- Pigs
- Beef cattle
- Dairy cattle
- Sheep
- Goats
- Market rabbits
- Poultry

Become a YQCA Certified Instructor

CASE 4 Learning collaborates with YQCA to enroll all ASA and AHVS-certified teachers in YQCA. Teachers must ensure that their email and contact information stays up-to-date in MyCASE. CASE submits a list of approved teachers each fall to YQCA. After submission, a YQCA representative will contact you with instructor training information. Use the [CASE Contact page](#) to email your curriculum coordinator with questions about instructor certification.

YQCA Program Instructor Requirements:

- Complete 1-hour instructor training, scheduled and managed by YQCA staff
- Instruct YQCA youth curriculum

Administering YQCA Certification

Once the Instructor-led training is complete, certified teachers can purchase coupons for student certification. For more information about how to creating an account, registering for courses, or printing certificates, watch the videos referenced on the [Help Desk](#) of the YQCA website. Visit the [YQCA website](#) for current pricing and student certification information.

Implementing YQCA with CASE

Teachers can supplement their CASE curriculum with the YQCA curriculum to prepare students for the youth certification. Table 1 overviews the alignment for the ASA curriculum and YQCA. Table 2 provides a similar overview for AHVS. Instruct the YQCA curriculum after the lessons as outlined in the appropriate table. YQCA divides its topics into student ages, including intermediate (I) and senior (S). Both Tables 1 and 2 provide alignment for both age groups.

- **Intermediate (I)** – 12-14 years old
- **Senior (S)** – 15-18 years old

For more information, review the YQCA [Curriculum Map](#) and [Objectives](#).

ASA – YQCA Alignment

Table 1. ASA and YQCA Curriculum Alignment

ASA Lesson	YQCA Topic	YQCA Objective
Lesson 4.2 The Need for Feedstuffs	Providing Quality Feed (I)	<ul style="list-style-type: none"> Identify the components of animal feed and additives. Describe the accepted practices for storing and handling feed. Determine the considerations for storing, handling and recorded use of medicated feed.
Lesson 4.2 The Need for Feedstuffs	Providing Quality Feed (S)	<ul style="list-style-type: none"> Identify and define components of a feed tag. Correlate the components of a feed tag with the decisions youth producers make concerning feeding animals. Understand appropriate feed additive use. Understanding the regulatory process for medicated and non-medicated feed additives.
Lesson 7.1 Diseased!	Herd Health Plan (I)	<ul style="list-style-type: none"> Describe the components of a herd health plan and how they contribute to food safety and animal well-being. Perform appropriate methods of animal identification federal disease monitoring/surveillance including premise ID. • Identify the accepted protocols for animal vaccination.
Lesson 7.1 Diseased!	Herd Health Plan (S)	<ul style="list-style-type: none"> Evaluate herd health plans for youth livestock projects, identifying improvement opportunities. Implement biosecurity measures.
Lesson 7.3 Pathogens Prevented	Administering Animal Health Products (I)	<ul style="list-style-type: none"> Read the medication label to locate the amount of medication needed and the type of administration. Identify the appropriate apparatus for administration based upon the medication label & species recommendations. Perform different modes of delivery of medicated products – injections, pour-ons, topical, modified live, nasals, oral, etc.
Lesson 7.3 Pathogens Prevented	Administering Animal Health Products (S)	<ul style="list-style-type: none"> Define withdrawal time and its purpose and relation to food safety. Calculate withdrawal times. Explain the purpose of drug residue testing and when it would be appropriate to implement.
Lesson 8.3 Value Added	Consumer Education – Thinking Like a Consumer (J)	<ul style="list-style-type: none"> Understanding food animal products: Recognize the purpose of wholesale cuts and identify common retail cuts found in the grocery store; common dairy products; eggs and egg byproducts. Define the term ‘co-product’ and identify two common co-products from each species. Define common terms found on food labels (e.g., organic, natural, etc.)
Lesson 8.3 Value Added	Responsible Producing Foods (S)	<ul style="list-style-type: none"> Describe what consumers want in food animal products and how they make purchasing decisions. Correlate consumer preferences in food animal products with the Good Production Practices taught and implemented through the YQCA program.

AHVS – YQCA Alignment

Table 2. AHVS and YQCA Curriculum Alignment

AHVS Lesson	YQCA Topic	YQCA Objective
Lesson 2.2 Basic Prevention	Providing Quality Feed (I)	<ul style="list-style-type: none"> Identify the components of animal feed and additives. Describe the accepted practices for storing and handling feed. Determine the considerations for storing, handling and recorded use of medicated feed.
Lesson 2.2 Basic Prevention	Providing Quality Feed (S)	<ul style="list-style-type: none"> Identify and define components of a feed tag. Correlate the components of a feed tag with the decisions youth producers make concerning feeding animals. Understand appropriate feed additive use. Understanding the regulatory process for medicated and non-medicated feed additives.
Lesson 3.1 Genetics and Parasites	Herd Health Plan (I)	<ul style="list-style-type: none"> Describe the components of a herd health plan and how they contribute to food safety and animal well-being. Perform appropriate methods of animal identification federal disease monitoring/surveillance including premise ID. Identify the accepted protocols for animal vaccination.
Lesson 3.1 Genetics and Parasites	Herd Health Plan (S)	<ul style="list-style-type: none"> Evaluate herd health plans for youth livestock projects, identifying improvement opportunities. Implement biosecurity measures.
Lesson 4.2 Needles and Bandages	Administering Animal Health Products (I)	<ul style="list-style-type: none"> Read the medication label to locate the amount of medication needed and the type of administration. Identify the appropriate apparatus for administration based upon the medication label & species recommendations. Perform different modes of delivery of medicated products – injections, pour-ons, topical, modified live, nasals, oral, etc.
Lesson 4.2 Needles and Bandages	Administering Animal Health Products (S)	<ul style="list-style-type: none"> Define withdrawal time and its purpose and relation to food safety. Calculate withdrawal times. Explain the purpose of drug residue testing and when it would be appropriate to implement.
Lesson 5.1 Skill Assessment	Consumer Education – Thinking Like a Consumer (J)	<ul style="list-style-type: none"> Understanding food animal products: Recognize the purpose of wholesale cuts and identify common retail cuts found in the grocery store; common dairy products; eggs and egg byproducts. Define the term ‘co-product’ and identify two common co-products from each species. Define common terms found on food labels (e.g., organic, natural, etc.)
Lesson 5.1 Skill Assessment	Responsible Producing Foods (S)	<ul style="list-style-type: none"> Describe what consumers want in food animal products and how they make purchasing decisions. Correlate consumer preferences in food animal products with the Good Production Practices taught and implemented through the YQCA program.