

Do you really know your SAE?



It is necessary to grade students on the SAE component of their program.

TRUE or FALSE?

ANSWER: TRUE



Because SAE is part of an educational training program the students are exempt from youth labor standards.

TRUE or FALSE?

ANSWER: FALSE



Each student's SAE should fit into one of the National FFA Agricultural Proficiency Award categories.

TRUE or FALSE?

ANSWER: FALSE



A student's SAE must take place in a production agriculture environment.

TRUE or FALSE?

ANSWER: FALSE



A student can use work performed as part of a school based enterprise such as a plant sale or school farm as part of an SAE depending on the circumstances of the activity.

TRUE or FALSE?

ANSWER: TRUE



SAE visits must be onsite with the student and performed by the agriculture teacher every time.

TRUE or FALSE?

ANSWER: FALSE



A student's SAE must be conducted off campus and can never occur during the school day.

TRUE or FALSE?

ANSWER: FALSE



A student's SAE should be related to a career interest within one of the AFNR career pathways.

TRUE or FALSE?

ANSWER: TRUE

THE COUNCIL

Experiential learning in school-based agricultural education extends beyond the classroom into the community to develop industry and career-based competencies. This high quality approach is delivered through the supervised agricultural experience (SAE).

The SAE is a required component of a total agricultural education program and is intended for every student. Through the SAE program, students can consider multiple careers and occupations, learn expected workplace behavior and develop specific skills within an industry. They can also practice their skills in a workplace or simulated workplace environment—applying what they learn in the classroom to prepare for college and career opportunities ahead.



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Teachers should provide **SUPERVISION** of and guidance for the student's program while engaging other necessary partners such as parents and/or employers. The teacher should also provide on-site instruction when and where appropriate but be able to use other methods—social media, computer technology, written documentation and group meetings—to provide supervision and guidance.

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While it is not necessary that a program take place on a farm, ranch or other private **AGRICULTURAL** enterprise, the experience program should correlate with classroom instruction and a student's career exploration, interest and planning within one of the recognized agriculture, food and natural resources (AFNR) career pathways.

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Agricultural educators already provide **EXPERIENTIAL** learning on a daily basis. What makes the SAE component different is that the activity ties back to some level of career planning, is student rather than teacher managed, happens outside of formal classroom instruction, and takes place in a real world environment or simulated workplace environment (i.e., virtual program or school lab/greenhouse/farm). It can even happen on the school campus or during the school day.

Get started with examples that work.

SCHOOL-BASED ENTERPRISE

A student-managed operation in a school setting that provides goods or services that meet the needs of an identified market, closely replicating a workplace environment. For example: School gardens/land labs, school-based research, equipment fabrication or a school store.

RESEARCH

As agriculture has become more scientific, there is a need to conduct research to discover new knowledge to meet the needs of a growing world. There are three major kinds of research SAE programs—experimental, analytical and invention.

OWNERSHIP / ENTREPRENEURSHIP

A student plans, implements, operates and assumes financial risks in an agricultural-related activity or business. Ownership moves into true entrepreneurship when the business plan focuses on new product development, new production processes or additional market opportunities.

EXPLORATORY

Appropriate for all agricultural students, these activities are designed primarily to help students become literate in agriculture and/or become aware of possible careers in the AFNR career cluster.

SERVICE LEARNING

For this individual or small group effort, students develop a needs assessment; plan goals, objectives and budget. Students implement the activity, promotion and evaluation/reflection of a timely, stand-alone project for a school, community organization, religious institution or non-profit organization.

PLACEMENT / INTERNSHIP

A paid or non-paid placement/internship in agriculture, food or natural resources related businesses, on farms and ranches, in school laboratories, at community facilities, or in a verified non-profit organization, provides a "learning by doing" environment.



Get the facts on SAE.

ALL SAE PROGRAMS SHOULD CONFORM TO NATIONAL AND STATE YOUTH LABOR STANDARDS.

All SAE programs should also comply with all appropriate safety and/or OSHA certifications needed to perform job functions within the SAE.

AN SAE IS NOT DEFINED BY AN FFA AWARD OR RECOGNITION PROGRAM.



With more than 300 diverse careers in agriculture, it is possible for students to engage in a suitable SAE where no FFA outcome may be available.

AN SAE IS AN EXTENDED, INDIVIDUALIZED INSTRUCTIONAL COMPONENT THAT IS PART OF THE STUDENT'S CAREER PLAN OF STUDY.

Time and expertise spent in delivering this component should be valued in the teacher's performance evaluation.



AN SAE PROVIDES THE APPLICATION OF CLASSROOM LEARNING IN A SIMULATED OR REAL-WORLD SETTING.

An SAE can happen in school facilities and occasionally during the school day as long as the program is student managed, outside formal instructional time, simulates a real-world workplace environment, is tied to a career plan and is otherwise not connected to directed laboratory instruction.

Exploration of career interests, requirements and opportunities within a chosen career pathway in AFNR is a key component of a quality SAE.

DOCUMENTATION IS A KEY COMPONENT OF AN SAE.



It includes not only financial recordkeeping but also record of skills and knowledge attained, credentials or certifications earned, evidence of prior planning, evidence of reflection and evidence of career planning.

- SAE documentation should be used as a component of industry certification programs.
- SAE documentation should be used as a part of articulation agreements between secondary and post-secondary partners.
- An SAE may be utilized to conduct performance assessment of skills for Technical Skill Attainment for Perkins data reporting.

AN SAE SHOULD BE A GRADED COMPONENT OF AGRICULTURAL COURSEWORK.

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An SAE can and should be considered a source for evidence of student growth.

An SAE may also be considered for high school graduation credits.

AN SAE SHOULD BE TEACHER SUPERVISED TO CONNECT TO CLASSROOM INSTRUCTION AND ENSURE A SAFE ENVIRONMENT.

While valuable, SAE supervision does not equate to an onsite visit by the teacher every time. Supervision can occur in groups, through computer technology, social media or any other appropriate measure.

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