

## Louisiana Immersion SAE Supervision Plan

This supervision plan was developed from resources in the teacher guide of SAE for All. Go to [www.saeforall.org](http://www.saeforall.org) for all resources

### Louisiana SAE for all student plan

Set aside classroom time throughout the term for SAE development, coaching and feedback. Conduct SAE conversations with each student. **Keep a copy of the answers to these questions on file.** Encourage record keeping, skill attainment and growth of all SAE's as students progress through your program.

### Instructional Time Estimated

Four 50-minute periods (4% of instructional time)

**Immersion SAE:** When students are ready to enrich their agricultural education experience with an Immersion SAE, you will need to be ready to point students in the right direction. Remember that you do not need to be the expert on all things. From placement opportunities to research ideas, there are support structures in your school and community that are willing and able to assist. Tap into the local workforce center for summer job programs, Small Business Administration (SBA) office for assistance on creating business plans and other entrepreneurship resources, civic groups for service-learning opportunities and your school's science department for research ideas. Each of these groups will have trained professionals to assist and mentor or supervise a student.

For students with Immersion SAEs, review each student's documentation (i.e., SAE agreement, training plan, business plan, research plan or service learning plan) and ask the following:

1. What has happened since our last SAE conversation? What have you accomplished? What challenges have you faced?
2. What does that mean for your SAE plan? Your experience? You and your career path?
3. Now what are your next steps? What will you try differently in the future? What impact do you think this will have?
4. Over the next few days, weeks and months, where can I be of assistance with your SAE? Would an on-site visit be helpful?

For off campus types of SAEs (including Placement/Internship and Ownership/Entrepreneurship) it may be important to conduct an on-site visit to ensure a safe work environment, correct a workplace issue or develop the Training or Business Plan. You also should encourage keeping records of hours worked, dollars invested/earned as well as journaling skills attained. Go to [www.theaet.com](http://www.theaet.com) for journaling and record keeping resources.

## APPENDIX



# SUPERVISED AGRICULTURAL EXPERIENCE (SAE) AGREEMENT

**SAE** is a student-led, instructor supervised, 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 your career plan of study.

This agreement must be completed for all **Placement/Ownership Immersion SAEs**. Its intent is to define the scope of the experience, responsibilities and roles and identify any safety issues to address.

**A.** This agreement is in effect for the \_\_\_\_\_ school year.

- 1. Description of SAE:** (List all roles and responsibilities the student will have. Be as specific as possible.)
- 2. Resources and materials:** (List items that will be required for the SAE and note who (e.g., student, teacher, parent/guardian, employer) will provide the items.)
- 3. Profit/Loss Responsibility:** (If the experience includes the potential for a profit or loss, describe who will receive the profit or incur the liability.)

**B. SAE Risk Assessment Results:** (Student, guardian, teacher and employer will complete the *Safety in Agriculture for Youth SAE Risk Assessment* and include findings and action items here.)

**C.** [Add school district specific or employer specific requirements here.]

## SIGNATURES

Student

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Parent/Guardian

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Agriculture Instructor

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Employer or Mentor

## APPENDIX



# SUPERVISED AGRICULTURAL EXPERIENCE (SAE) TRAINING PLAN

**SAE** is a student-led, instructor supervised, 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 your career plan of study.

This agreement must be completed for all **Internship Immersion SAEs**. Its intent is to define the scope of the experience, knowledge and skills to be developed, responsibilities and roles and safety issues to address.

**A.** This agreement is in effect for the \_\_\_\_\_ school year.

- 1. Description of intern's role and responsibilities:** (List all roles and responsibilities the student will have. Be as specific as possible.)
- 2. Learning outcomes:** (Define the knowledge and skills that will be targeted for development during the internship.)
- 3. Method of supervision:** (List the primary contact(s) who will provide on-site supervision, coaching and evaluation of the intern.)
- 4. Resources and materials:** (List items that will be required for the SAE and note who (e.g., student, teacher, parent/guardian, employer) will provide the items.)
- 5. Performance evaluation:** (Describe how and when the student will be evaluated during the internship.)
- 6. Compliance with Child Labor Requirements in Agricultural Occupations Under the Fair Labor Standards Act (Child Labor Bulletin 102)** (If the student placement is in a Hazardous Occupation, confirm that the placement documentation meets the requirements for Student-Learner Exemption from Hazardous Occupations Orders (HO/As) in Agriculture.)
  - a. The student-learner is enrolled in a course of study and training in a vocational education training program in agriculture under a recognized state or local educational authority or in a substantially similar program conducted by a private school.
  - b. Such student-learner is employed under a written agreement which provides the following:
    - i. That the work of the student-learner is incidental to the training.
    - ii. That such work shall be intermittent, for short periods of time, and under the direct and close supervision of a qualified and experienced person.

## APPENDIX



### *SUPERVISED AGRICULTURAL EXPERIENCE (SAE) TRAINING PLAN CONTINUED*

- iii. That safety instruction shall be given by the school and correlated by the employer with on-the-job training.
- iv. That a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

**B. SAE Risk Assessment Results:** (Student, guardian, teacher and employer will complete the *Safety in Agriculture for Youth SAE Risk Assessment* and include findings and action items here.)

**C.** [Add school district specific or employer specific requirements here.]

#### **SIGNATURES**

Student

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Parent/Guardian

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Agriculture Instructor

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Employer

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## APPENDIX



# SUPERVISED AGRICULTURAL EXPERIENCE (SAE) BUSINESS PLAN

**SAE** is a student-led, instructor supervised, 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 your career plan of study.

A Business Plan must be completed and approved for all **Entrepreneurship and School-Based Enterprise Immersion SAEs**. Its intent is to define the scope of the business and clarify responsibilities and roles and identify any safety issues to address.

**A. This Business Plan\*** is in effect for the \_\_\_\_\_ school year.

- 1. Business Description:** (Describe the overall goal and unique value proposition of your business. List the products and services you will provide and how they meet a need in the marketplace.)
- 2. Market Analysis:** (Present the findings of your market research and analysis. This section should highlight your industry knowledge and define your primary target market.)
- 3. Competitor Assessment:** (Summarize findings on competitors to your proposed business. Identify any barriers you may face in entering the market.)
- 4. Marketing Plan:** (Outline your overall marketing and sales strategy. This section will answer the question, "How will you create a customer base?")
- 5. Operating Plan:** (Describe the organizational structure for the business. List all roles and responsibilities the student(s) will have.)
- 6. Financial Plan:** (Prepare financial projections that include an income statement, balance sheet, cash flow statements and expected capital expenditures.)

*\* Videos and tutorials on writing a business plan are available through the U.S. Small Business Administration.*

**B. SAE Risk Assessment Results:** (Student, guardian, teacher and employer will complete the *Safety in Agriculture for Youth SAE Risk Assessment* and include findings and action items here.)

**C.** [Add school district specific or employer specific requirements here.]

### SIGNATURES

Student \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Agriculture Instructor \_\_\_\_\_

## APPENDIX



# SUPERVISED AGRICULTURAL EXPERIENCE (SAE) RESEARCH PLAN

**SAE** is a student-led, instructor supervised, 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 your career plan of study.

A Research Plan must be completed and approved for all **Research Immersion SAEs**. Its intent is to define the scope of the research, clarify responsibilities and roles and identify any safety issues to address.

**A. This Research Plan\*** is in effect for the \_\_\_\_\_ school year.

- 1. Type:** (Experimental, Analytical or Invention)
- 2. Title of Research Project:** (Provide a clear and descriptive title for your research project.)
- 3. Abstract:** (Present a summary of what you will be researching. Include why you are researching this topic or area and what you hope to discover.)
- 4. Introduction:** (Summarize in two to three paragraphs the problem you are addressing or invention you are creating. Be sure to include the reason behind your proposed research. Explain why it is important and what you hope to accomplish by completing the work. This is also where you can include predictions about your potential outcomes.)
- 5. Literature Review:** (In this section, highlight the findings of research by credible sources on the topic or issue in question. The literature review will provide proposal reviewers insights into what experts already know about the topic.)
- 6. Methods and Results:** (Describe your hypothesis and proposed research methods. Be as descriptive as possible.)
- 7. Discussion:** (In this section, include any potential weaknesses or complications you may face with your research.)

**B. SAE Risk Assessment Results:** (Student, guardian, teacher and employer will complete the *Safety in Agriculture for Youth SAE Risk Assessment* and include findings and action items here.)

**C.** [Add school district specific or employer specific requirements here.]

### SIGNATURES

Student \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

Agriculture Instructor \_\_\_\_\_

## APPENDIX



# SUPERVISED AGRICULTURAL EXPERIENCE (SAE) SERVICE LEARNING PLAN

**SAE** is a student-led, instructor supervised, 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 your career plan of study.

A Service Learning Plan must be completed and approved for all **Service Learning Immersion SAEs**. Its intent is to define the scope of the service, clarify responsibilities and roles and identify any safety issues to address.

**A.** This **Service Learning Plan\*** is in effect for the \_\_\_\_\_ school year.

- 1. Project Title:** (Provide a clear and descriptive title for your service project.)
- 2. Need:** (Present a summary of the need discovered, how it was identified and how the service will meet the need.)
- 3. Goals/Outcomes:** (List the goals and outcomes of the service activity. Describe a plan for evaluation at the end of the project.)
- 4. Learning outcomes:** (Define the knowledge and skills that will be targeted for development during the project.)
- 5. Plan:** (When and where will the service take place and who will be involved. List all roles and responsibilities student(s) will have.)
- 6. Resources:** (Describe financial, time and other resource needs for the project. Explain how these needs will be met.)

**B. SAE Risk Assessment Results:** (Student, guardian, teacher and employer will complete the *Safety in Agriculture for Youth SAE Risk Assessment* and include findings and action items here.)

**C.** [Add school district specific requirements here]

## SIGNATURES

Student

Parent/Guardian

Agriculture Instructor



THE SAE FOR ALL RESOURCES  
WERE DEVELOPED BY



AND SPONSORED BY

