



Advisory & Supervised Agriculture Experience (SAE) Manual

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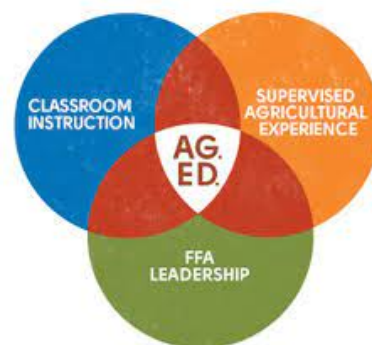
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Overview

The three circle model of Agriculture / Aquaculture Education, as shown to the right, provides opportunities for students to participate in leadership development, personal growth and career success. Three components; Classroom Instruction, FFA Leadership and Supervised Agricultural Experience (SAE) make up all Agriculture / Aquaculture classrooms across the country.



The Sound School Advisory will center on the development, implementation, and completion of an annual SAE plan.

Goals

1. Explore areas of interest and related career opportunities
2. Develop job skills, leadership, and professionalism
3. Prepare students for postsecondary educational and career opportunities
4. Incorporate personal finance education

The primary purpose of this manual is to establish clear expectations, procedures, and policies regarding SAE and Advisory.

Specifications

1. Advisory will occur during a student's double-period ASTE course.
 - a. 9th-11th Grade Students will switch advisors at the mid-year.
2. Teachers will conduct advisory 1-period every 6 day rotation. (It is the recommendation of the Aquaculture Coordinator that teachers designate the time when courses meet for a single period at the end of the school day).
3. 9th and 10th Graders will be placed on Foundational SAE plans with universal goals and requirements. 11th and 12th Graders will develop Immersion SAEs¹.
4. Students will document their SAEs using the Agriculture Experience Tracker (AET).
5. Advisory/SAE credit will be graded and tracked in PowerSchool as a P/F course.
6. SAEs will incorporate personal finance education aligned with CT's Financial Literacy standards and graduation requirement.

¹ For 12th graders, the senior capstone project will be their SAE.

What is an SAE?

Supervised Agricultural Experience (SAE) is an integral part of agricultural education, it is the career piece that provides students with actual, real-world experiences. It not only allows students to demonstrate what was learned in the classroom but also provides the student the opportunity for mastery-based learning.

SAE programs consist of all practical agriculture activities of educational value conducted by students outside of class and laboratory instructional time or on school-released time for which systematic instruction and supervision are provided by teachers, parents, employers, mentors, and others.

Conducting SAE programs has many benefits for the students involved; students can gain experience in agriculture and/or agriculturally related areas, earn money, achieve independence, advance in the FFA, establish a background in agriculture and/or agriculturally related area, develop competencies needed for careers, develop a record of employment, gain self-confidence, learn to work with others, gain an understanding of the scope of projects, earn adequate income related to needs of student, and complement home situations.

Along with classroom/laboratory instruction and leadership training through the FFA, the SAE program truly prepares students to be college and career ready.

Mandatory **Supervised Agriculture Experience (SAE) programs** offer students opportunities to participate in agriculture related activities. SAE activities offer students the opportunity to explore areas of agriculture, aquaculture, college and career readiness and additional interests such as; fishing, FFA leadership, horticulture, diving, rowing, sailing, beekeeping, carpentry, plumbing, and more. **Every year, students design a goal-specific SAE plan with their ASTE advisor and meet their goals through their chosen activities or program.** The Sound School offers a variety of after school activities and directed labs to fulfill this requirement. **Students may complete an SAE on or off campus, during the school day or beyond.**

SAE For All

A New Definition-

Supervised Agricultural Experience (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 a career plan of study.

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, and takes place in a

real-world environment or simulated workplace environment (e.g., virtual program or school lab/greenhouse/farm). **SAEs may even occur on the school campus or during the school day.**

Foundational SAE

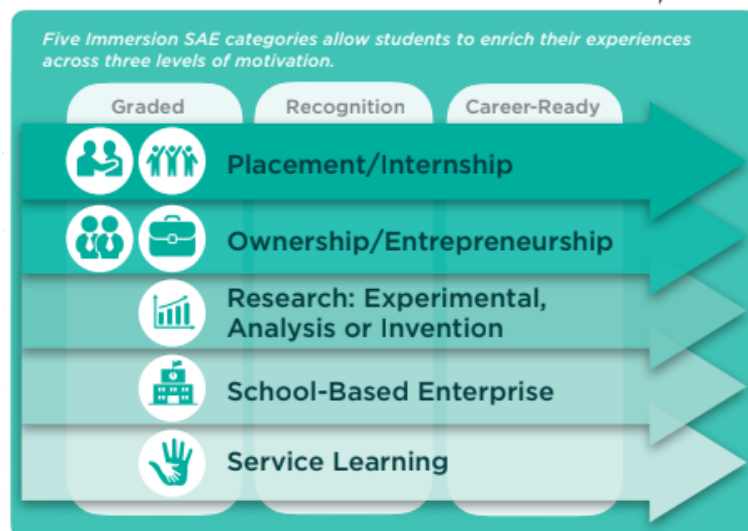
The Foundational SAE is conducted by all students in the agricultural education program including students that are on a four-year sequence and those who enroll for a semester. It consists of the following five components:



Immersion SAE

Supervision of Immersion SAEs is a critical component that is overseen by the local agriculture instructor. The local teacher may delegate supervision responsibilities to other trusted adults. Supervision may be conducted in a variety of methods in addition to on-site visitations.

Immersion SAEs can happen in the school facilities and occasionally during the school day if the program is student-managed, outside formal instructional time, simulates a real-world work environment, is tied to a career plan and is otherwise not connected to directed laboratory instruction by the teacher. There are 5 categories of Immersion SAE:



Placement/Internship***

Review the CSDE SAE Placement Guide for additional information regarding student placements particularly: 1. *What constitutes an appropriate placement, and* 2. *What forms or paperwork might be required by the Department of Labor.* A copy of the guide is available in the [ASTE-Shared Google Drive](#).

Here is a link to: [Sound School Based Placement Opportunities](#) available to students.

For more information on SAE for ALL and the types of Immersion SAEs please refer to the [SAE for All Student Handbook](#) or [SAE for All Teacher Handbook](#).

Grade Level Specific Requirements

9th and 10th graders will be placed on Foundational SAE plans with universal goals and requirements. 11th and 12th graders will develop Immersion SAEs. The senior SAE will also function as a 12th graders senior capstone project.

Tracking & Grading

- **SAE is a Pass/Fail course worth 1.0 credit per year. SAE does NOT affect GPA.**
- All SAE assignments with deadlines and supporting materials will be preloaded into Grade Level SAE Google Classrooms. Student progress and work will be submitted and monitored through AET. Advisors will report student grades through PowerSchool.

I. Google Classroom

Each grade level will have a designated Google Classroom managed collectively by that grade-level ASTE team. The Google Classroom will be preloaded with all related SAE tasks, deadlines, and supporting materials. The classroom will be organized into the following sections:

1. SAE Planning & Overview
2. Marking Period Tasks
3. FFA
4. Community Service
5. Grade Level Announcements

II. AET

SAE assignments will be posted in Google Classroom, but students **MUST** complete all required tasks and journals in AET. Assignments will not be considered complete until they are submitted through AET.

III. PowerSchool

1. All SAE assignments with deadlines will be preloaded in PowerSchool.
2. Assignments will be marked as “Completed” or “Missing”
3. If a student does not complete required SAE tasks during a marking period, they should be assigned a grade of “Incomplete” for that marking period until assignments are completed.
4. Any student who does not complete SAE requirements by the end of MP4, will be assigned a grade of “Incomplete” for the year. Students have through August of the school year to complete their SAE. After that the course grade will revert to a “Fail”.

FFA Advisory: Expectations for ASTE Students & Teachers

SAE is student-led. The FFA Advisory period is designed for students to have designated time to work on their SAE documentation with their advisors. Advisors will:

1. Review SAE requirements and deadlines.
2. Support development of personal and career goals.
3. Provide feedback on student SAE progress.
4. Ensure students have access to supporting materials.
5. Support students in accessing AET and documenting their SAE.

ADVISORS are here to GUIDE, SUPPORT, and ASSIST, but STUDENTS are responsible for completing and documenting their SAE. Successful completion of an SAE **WILL** require students to put in time and effort beyond their advisory period.

Appendix I: SAE Requirements by Grade Level

Grade 9

Grade Level	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
9	Complete SAE Plan Signed by student, advisor, and parent/guardian	Career Exploration	AET Resume	Safe Boating Certification - Completed in Tech 1 during second or third marking period
	Completed AET Profile with professional headshot	Discover FFA Lesson	Professional Communication	AET Annual Report and Reflection
	Sound School Directed Lab Fair & Reflection	Greenhand Degree Application		

Grade 10

Grade Level	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
10	Complete SAE Plan Signed by student, advisor, and parent/guardian	Update Resume Builder on AET	Sound School Pathways Tour & Reflection	Minimum 1 SAE Project Journal Entries accounting for 2 additional hours of participation in Directed Lab or equivalent with photos (NOTE- Students need a total of 60 logged project hours for the year)
	Update AET Profile with a headshot	Leadership / Personality Traits	Career Exploration- Field and Virtual Trips	Chapter Degree Application (if eligible*)
	Attend Directed Lab Fair and upload worksheet to AET.	Start OSHA 10 Course (5hrs)	Minimum 4 SAE Project Journal Entries accounting for 8 additional hours of participation in Directed Labs or equivalent with photos	AET Annual Report and Reflection
	Minimum 1 SAE Project Journal Entries accounting for 2 hours of participation in Directed Labs or equivalent with photos	Minimum 4 SAE Project Journal Entries accounting for additional hours of participation in Directed Labs or equivalent with photos	Complete OSHA 10 Certification Course (5hrs)	

Grade 11

Grade Level	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
11	Complete SAE Plan Signed by student, advisor, and parent/guardian	Minimum 10 SAE Project Journal Entries accounting for 20 additional hours with photos	Mid Year Progress Presentation	Minimum 5 SAE Project Journal Entries accounting for 10 additional hours with photos (NOTE- Students need a total of 60 logged project hours for the year)
	Update AET Profile with a headshot	Update Resume Builder on AET	Minimum 10 SAE Project Journal Entries accounting for 20 additional hours with photos	EVERFI: Financial Literacy® for High School Modules 10-11
	Minimum 5 SAE Project Journal Entries accounting for 10 hours with photos	EVERFI: Financial Literacy® for High School Modules 4-6	EVERFI: Financial Literacy® for High School Modules 7-9	AET Annual Report and Reflection
	EVERFI: Financial Literacy® for High School Modules 1-3			SAE Final Presentation

Grade 12

Grade Level	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
12	Complete Capstone Proposal and SAE Plan Signed	Minimum 15 SAE Project Log Entries in AET accounting for 30 additional hours with photos	Minimum 15 SAE Project Log Entries in AET accounting for 30 additional hours with photos	Minimum 5 SAE Project Log Entries accounting for 10 additional hours with photos (NOTE- Students need a total of 80 logged project hours for the year)
	Update AET Profile with a headshot	Update Resume Builder on AET	EVERFI: Build: Credit Fundamentals™	EVERFI: Healthcare Literacy: Navigating Medical Care™
	Minimum 5 SAE Project Log Entries accounting for 10 hours with photos	EVERFI: Pathways: Financing Higher Education™		AET Annual Report and Reflection
	EVERFI: Grow: Financial Planning for Life™	Midyear Capstone Progress Presentation		Capstone Final Presentation