



Reference - <https://saeforall.org/wp-content/uploads/2019/06/Immersion-Service.pdf>

### Service Learning SAE

“A **SERVICE LEARNING SAE** is conducted by **one or more students** in which they **plan, conduct and evaluate** a project designed to provide a service to the school, public entities or the community. It must provide **benefit to an organization, group or individuals** other than the FFA chapter. The project must be **preapproved by a review committee that includes local stakeholders** in addition to the agriculture teacher. It will be of sufficient scope to enable development of student **skills and abilities aligned to the AFNR** Technical Standards and **Career Ready Practices.**”



### School-Based Enterprise SAE

A **SCHOOL-BASED ENTERPRISE SAE** is an Entrepreneurship SAE with a twist. The difference is that the operation is **based at the school and involves a group of students working cooperatively**. Creates and updates a Supervised Agricultural. Quality aspects are:

- Operates the business under the **overview of a board of directors to which the student management team** provides reports throughout the **business operation** cycle.
- Structures the business to provide for **varying levels of student responsibility** to allow for **skill development and student advancement**
- Operates the business in a realistic workplace environment providing real world workplace expectations for the students involved

# School-Based / Service-Learning Award

The following are an outline of the award process and tips to help in each area.

## Step # 1 – Setup the Award Application & Students

1. Choose Basic Setup:

- Choose "Basic Setup" to select your "type" of award application
- Select students that have aligned with the SAE area and represent your "team of students"

*Tips – view students Timeframe of records for their SAEs and be sure they cover your school year*

## Step #2 – Team Project Essay (Rubric tips)

1. Project's goals ...clear goals of the project
  - a. how they connect to the objectives/mission of the project...clear connection to mission
  - b. include the project's impact on the chapter, its members, and/or the intended audience. ...connect in how this project connects to quality standards
2. Management team...describe your student team leaders. Also, Board of Directors or Advisory Committee...the organization of enterprise leaders that help in overall mgmt.
3. Daily operations, including the annual timeline for project operation...describe your daily operations and student roles and total of all students involved.

## Step #3 – Student Essay (Rubric tips) – Each student completes / Not viewed by others

1. Student Responsibility
  - a. Your current role and responsibility in this project (Clear roles in the project that align to daily operations questions & match their records)
  - b. Also describe how your role and responsibility has changed or grown over the time of your involvement in this project/SAE. (How have they grown in engagement over time & match records)
2. SAE and Career Plans
  - a. Future plans / use it in other SAEs or your career choices / education (plans to continue the project and how it connects to their personal interest)
3. Student SAE Skills
  - a. Skills gained & illustrated in journal records (summary of skills & one that match their records)

## Step #4 – Student SAE Records on Connected Projects

#	Student	Records (click to download)	# Skills	Avg Eval	Hours (#)
1	Diana Gomez Mancilla	From: 8/30/2021 To: 6/25/2022	193		272.0 (71)
2	Sherlyn Garcia	From: 8/30/2021 To: 6/10/2022	69		226.0 (41)
Total			262	0	498.0

Scored on (each student review / one-score):

1. SAE plans – clear / align to essays & roles
2. SAE skills – align with project type & essay
3. SAE Records – journals align to roles & skills
4. SAE Review & Skills – skills match roles and show high evaluation values.