

4 IDEAS FOR PROMOTING SAE TO STUDENTS

“START YOUNG AND SHOW OFF WHAT IS GOOD IN OLDER MEMBERS”

1. Purchasing the videos from the State FFA Convention to show in Middle School and High School freshman agriculture classes. This allows young students beginning their SAE's to see what the best SAE's in their state look like. The videos are from the Proficiency sessions of the State FFA Convention and show each winning proficiency in pictures and a script. All states may not produce these videos.
2. Do an SAE survey in your classes each year. Note what jobs or hobbies the students have and help them identify what proficiency area these jobs might fit. For example, a student with no job might have a hobby or pastime of hunting. In this area, he/she might do some habitat restoration where he/she plants trees and shrubs, takes some soil tests around the planting area, does some water sampling to see if the stream might support fish, plant some pheasants, and learn plant and wildlife identification. These activities fit into wildlife and environmental SAE's.
3. SAE chapter visits. We have, at times, taken young FFA members with new SAE's on a tour of older chapter members who have good SAE's in the areas of those younger members. This lets the younger members learn first hand those best practices and efficiencies in their SAE's as well as learn from members with successful SAE's how they did it.
4. Let success breed success. If you have a state winner or a highly rated gold proficiency application, have those who were successful come in and talk to the younger students. They can bring in their displays, if they made them, their SAE record books, and tell their story about how they succeeded. The question and answer session that follows these presentations always helps charge up the batteries for the younger FFA members.
5. If I can add a fifth one, use a good record book that is easy for beginners to use and follow. I use a diary approach that encompasses pages from proficiency applications as well as State and American FFA Degree applications. It also includes examples of SAE agreements, balance sheets, asset inventories and lists of efficiencies and skills.

4 IDEAS FOR PUBLIC RELATIONS OF SAE EFFORTS

**“LET AS MANY PEOPLE IN YOUR COMMUNITY AND SCHOOL AS POSSIBLE
KNOW ABOUT STUDENT SAE SUCCESS”**

1. Get pictures and summaries of student SAE success in the paper. If this isn't possible, use your school district newsletter. Pictures validate not only your work with students on SAE's, but also your program as one that teaches job skills.
2. Recognize successful student SAE's at all levels. At our FFA Banquet we recognize all first year SAE success with a plaque and subsequent year's success in the same SAE with a pin. Additionally, all State FFA Proficiencies are recognized no matter what their success story is.....after all, it is a state level application. Our banquet has 275 to 300 people in attendance and so this is a chance to show the public how we value and reward SAE's.
3. Take the fair pictures and tie them to the student SAE. More people relate to the fair than any other community event. Use a booth at the fair so people in the community and around the county can see what SAE's are and how they benefit students and the community.
4. Use FFA Week as the chance to let everyone know what SAE's are and how they benefit our students. We do this in FFA Radio Spots, the local newspaper, and in our own FFA Week Newsletter. Our Newsletter is 56 pages long and features all proficiencies on the state level from the last year as well as all members who are applying in the current year. For the previous year, we list the state applicants and their results and for the current year, we list those applying and what area they are applying in. We have an adjacent article explaining what an SAE is, how it benefits the students, and their progress. This lets the community identify with the SAE idea and also recognizes those places who hire our students.

4 IDEAS FOR RECOGNIZING STUDENTS FOR OF SAE EFFORTS

“TELL THE STORY”

1. See number 4 for Public Relations of SAE Efforts
2. See number 2 of SAE Public Relations of SAE Efforts
3. Publish **complete** student successes. If a student wins a State FFA Proficiency, publish what he/she wins, how he/she advances to national competition, and then the results of the national judging. Was he/she a national finalist, a national winner, did they win a trip to Costa Rica?
4. Take photos of the successful students working with younger students with new SAE's. Publish these. Photo opps and stories on all state winners are important. Forward copies of the proficiency applications to the administration so they understand the complete picture the student is-----let them see the efficiencies, skills, the resume, the hours worked and the recommendations from the advisor and/or the employer.
5. SAE's of the month—feature two top SAE's each month based on SAE visits----feature them in the local paper and/or in the school newsletter.

4 IDEAS FOR INVOLVING PARENTS, VOLUNTEERS, AND PARTNERS IN SAE

1. Visit the student when you can talk to the parent and the student at the same or the student and/or the employer at the same time. Recognize them both for their contributions to the success of the SAE thus far and explain how the parent can help the student further develop the SAE. Have them all involved with you in the initial SAE agreement and then update it together as changes are needed.
2. Do a survey of businesses in your area and see what they need in new employees. Have list of students needing work and provide that to the employers. List their strengths and talents as this will help match them to the jobs available.
3. Arrange for interviews for your students with area employers. Do a unit on hiring and bring employers in to team interview students or do one on one interviews with them.
4. Recognize parent and employer involvement at your chapter banquet. Present parents and partner employers with plaques. Use parents, volunteers and employer partners to judge local SAE proficiency applications to select those going on to state as well as the local winners.
5. Send a note to the parent, volunteer, or employer partner after each SAE visit highlighting what is going well. It builds appreciation and lets them all buy into the SAE idea better.

2 SUGGESTIONS FOR NEW/INEXPERIENCED TEACHERS TO BECOME BETTER AT SAE

1. Have a mentor for SAE help. Agriculture teachers learn by working with other agriculture teachers. Have state agriculture teacher associations have workshops on applications and how they are filled out. Teachers who understand the applications which recognize SAE development and success are more likely to want to be involved.
2. Visit your students and take a camera. Give your students a copy of the currently recognized proficiency areas where students might have SAE's. On visits, take a picture of each student you contact along with where they work or what they are doing. You need to start a photo library of each student in your classes. You can build on this library each time you visit the student. Identify SAE areas which might fit the student and make a subsequent visit as soon as possible after the first. Take along copies of SAE proficiency award applications which fit the student on the next visit (or have them available on the first visit), and use them as examples of what the student can accomplish.
3. A most important suggestion: Take along a good record book that is student friendly. It needs to be something the student can enter data in each day. I use a diary format to build record keeping skills and get students used to the idea of using the record book. Contact successful agriculture teachers and see what they use or check with your state agriculture teacher's association and/or your state office to see what they recommend.

1 SAMPLE OF ASSESSMENT USED FOR SAE SUPERVISION/EVALUATION

-Checking the record book and/or progress of the SAE is the best supervision/evaluation tool you can do.

On the progress, let the student show you what he/she has done. In crop/horticulture SAE's, look at the crop/garden, etc. and let the student show you the progress or give the history of the SAE. Use each visit as a teachable moment, if possible. For crop/garden SAE's, I often show students how to take a soil sample and then leave them a soil borer and bag to take another one. These are sent in and reviewed on the next visit, or in class when school is in session. You can also do this for forage samples. Once the students develop these skills, it becomes part of their SAE and they do it themselves.

Once a skill is taught, a teacher should expect to see it being used on the next visit or at least see some evidence of it being used.

The record book needs to be used for recording what is being done as well as the hours involved. These items are essential if the student is going to compete in proficiency areas in and above the chapter level.

Give the student examples of what should be expected in progressing in their SAE and check those items each visit. Use the visits to teach those items if the student needs help. You can explain that once a majority of the expected skills and proficiencies are reached in the student's SAE, you will help him apply for state recognition in his proficiency SAE area.

Contact, advisor interest, and instruction allow you to assess progress and move the student to the next level in their SAE.

1 SAMPLE OF GRADING POLICY USED TO INCORPORATE SAE INTO CLASS GRADES

I use SAE performance and records as part of my grading scale. The amount of the grade composed from the SAE varies with students and their abilities. I do consider special needs students who have IEP's (individual education programs) and modify the value of the SAE for them when they are graded.

Sample grading scale for class with no special needs students:

CLASSROOM ACADEMIC PERFORMANCE 75%

94-100	A
86-93	B
75-85	C
67-74	D
<67	F

OTHER GRADING FACTORS 25%

Participation	5%
Lab/Greenhouse Work	10%
SAE Record Book	5%
SAE Visit	5%

A student with an average of 93% in the class room coupled with a 100% in participation, a 95% average in the lab, a 100% for his/her record book, and a 100% average from a visit to his/her SAE would be graded in the following manner:

classroom	93%	x	75%	=	69.75
participation	100%	x	5%	=	5.00
lab/greenhouse	95%	x	10%	=	9.50
SAE record book	100%	x	5%	=	5.00
SAE visit	100%	x	5%	=	5.00

Total points 94.25

This students grade would be a 94.25 or an A-, rather than a 93.00 or a B+.

Some IEP's state that special needs students might only master 70% of the classroom work. I adjust the other grading factors upward so they count more towards the grade of the special needs student. Since all special needs students have different IEP's, there really is a different grading scale for each one.

