

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, responsibilities and roles and identify any 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.)

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5. **Performance evaluation:** (Describe how and when the student will be evaluated during the internship.)

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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.
 - 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.

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- 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.)



Name:	Worksite:	Date:
Instructions: Answer each question with a check mark in the “yes” or “no” boxes. Then determine the level of risk (using the scale below) for each activity, based on your answer. If the level of risk is high, recommend actions to increase the student’s safety. Include a date by which you would like the action completed and who is responsible.		
Phase 1: Pre- Work Assessment		
	Yes/No	Level of Risk
Recommended Action	Target Date	Person Responsible
Does student take job responsibilities seriously?		
Is the student mature enough to carry out assigned tasks safely?		
Does student operate equipment (e.g. tractors, vehicles, forklifts, etc.)?		
Does student interact directly with livestock?		
Is student’s supervisor present during work hours?		
Does student check in with supervisor on a regular basis throughout the day?		
Has student successfully completed a relevant training program?		
Does student understand the inherent dangers of their work environment?		
Was proper on-site training required by supervisor (e.g., animal handling, hygiene, etc.)?		
Does supervisor consistently enforce safety practices?		

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Phase 2: Working Condition Assessment					
	Yes/No	Level of Risk	Recommended Action	Target Date	Person Responsible
Is proper personal protective equipment worn when necessary?					
Is student dressed appropriately for the type of work being done?					
Is machinery equipped with modern safety features (e.g., ROPS for tractors, etc.)?					
Does equipment have proper safeguarding (e.g. Emergency shut offs, stop switches, guards, self-locking yokes, anti-backing bar, etc.)?					
Phase 3: Injury Preparedness Assessment					
Does student's workplace have an emergency protocol in place?					
If so, does the student understand the emergency protocol?					
Is student's supervisor trained in CPR or first aid?					
Is there any emergency medical equipment on site (e.g. first aid kit)?					
Is there an emergency eyewash station on site?					
Is there an emergency safety shower on site?					
Does the student have access to all of the above listed items?					
5 = Immediate danger to health and safety of student, property, others, and/or resources. Imminent and immediate danger of death or permanent disability.					
4 = Probably of injury or illness will occur if not corrected to student or others. Severity of injury or illness will lead to permanent partial disability, temporary total disability.					
3 = Injury or illness will likely occur one or more times if not corrected. Results could be a hospitalized major injury or reversible illness.					
2 = Possible to occur in time if not corrected. Results could be a hospitalized minor injury, reversible illness.					
1 = Injury or illness is unlikely to occur; limited exposure. First aid or minor medical treatment may be needed.					

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* Pate, M. L., Lawver, R.G., & Chambliss, A. G. (2014). Injury Risk Assessment for Production Based SAEs. Utah State University, Logan UT. https://digitalcommons.usu.edu/aste_facpub/107/

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

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SIGNATURES

Student: _____

Parent/Guardian: _____

Agriculture Instructor: _____

Employer: _____