



# American FFA Degree

*A Special Project of the  
National FFA Foundation*

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***Special Tips:** Look for special tips throughout the handbook.*



***MANDATORY REQUIREMENT!** - Résumé*

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## Part One: Introduction

### I. The American FFA Degree: The ultimate challenge

Do you want to reach the highest rung on the FFA degree program ladder? The American FFA Degree is the highest degree an FFA member can achieve. It is the final step in an FFA degree system that encourages personal growth and achievement toward establishing yourself in an agricultural career.

The preceding degree levels—Discovery FFA Degree (an optional degree for middle school members), Greenhand FFA Degree, Chapter FFA Degree and State FFA Degree—are to be attained before you can try for the American FFA Degree.

The American FFA Degree is a sign of great accomplishment among FFA members. Only a small percentage of FFA members ever attain the degree. The greatest percentage of members ever to receive the degree in one year was less than one half of one percent of the entire membership.

It requires commitment and hard work to attain this degree. But you don't have to be a gifted student or live on a big farm or ranch to reach this goal. The FFA degree system is organized so that all FFA members have an equal chance at the American FFA Degree, no matter where you come from.

However, you must show progress in your supervised agricultural experience program (SAE) to have a chance at this goal. If you are a freshman or sophomore in high school, you can set a goal now and map out how you plan to achieve the American FFA Degree. If you are already a junior or senior, you can determine just what you need to do before your FFA years are completed. The American FFA Degree can be received at any national convention after you have been out of high school for a year and while you are still eligible to be an FFA member. You are eligible for membership through the fourth November 30 after graduation from high school, but membership may not be maintained for any reason after you reach your 23 birthday.



***Special Tips:*** *If you graduated from high school in 2012, your window of opportunity to receive the American FFA Degree is 2013, 2014 and 2015. If you have served in the armed services or participate in an FFA international experience, the window of opportunity can be extended one year, as long as you have not reached age 23 by the time you receive the degree at the national convention in October/November. The window of opportunity can be extended one year, as long as you have not reached age 23 by the time you receive the degree at the national convention in October/November.*

### II. What the degree can do for you

- A. **Recognition:** Many members have said that there is no greater satisfaction than walking across the stage at the national FFA convention to receive their American FFA Degree key and certificate. In addition, recipients' names are listed in the American FFA Degree convention booklet and the official proceedings of the convention.

- B. Career preparation: There is more to the degree than just physical rewards. Working toward this degree provides many experiences for you to set goals and to learn practical skills. No matter what career you pursue after you graduate, you will need certain skills. An SAE that leads to an American FFA Degree provides training and experience, that enables you to enjoy a useful, interesting and challenging career later in life.
- C. Perseverance and preparation: Eventually you will need to compete against others to secure a job or a position to start your career and to enable you to make a difference in the world. The American FFA Degree program makes it easier because the things you do to earn the degree will teach you how to reach your career goals. Completing the degree application will provide learning experiences that will complement your SAE, the education you receive in the classroom and the experiences you gain in these formative years of life.
- D. Rewards for active membership: Members work to achieve the American FFA Degree for many reasons. The degree serves as another goal for those students who have already achieved the State FFA Degree. Working toward the American FFA Degree allows members to remain active in FFA following their high school graduation.

### III. Do you qualify?

Qualifying to earn the American FFA Degree is not a judgment call. You don't "compete" against others to "win" the degree. You earn it by meeting a specific set of qualifications or criteria. You may receive the American FFA Degree only if you meet the following requirements:

- A. You must have received the State FFA Degree.
- B. You must have been an active member for the past three years (36 months consecutively) and have a record of satisfactory participation in chapter and state activities.
- C. You must have completed the equivalent of at least three years (540 hours—or the equivalent of three full year courses) of secondary school instruction in an agricultural education program, or have completed the program of agricultural education offered in the secondary school last attended, or two years of secondary agriculture education and one year of a postsecondary agriculture program at a technical school or university.  
  
*Note: the hours of instruction need not be in three different calendar years.*
- D. You must have graduated from high school at least 12 months prior to the national FFA convention at which the degree is to be granted.
- E. You must have in operation (and have maintained records to substantiate) an outstanding SAE, which demonstrates comprehensive planning, managerial and financial expertise.
- F. You must have earned \$10,000 **and** productively invested at least \$7,500, or have earned and productively invested at least \$2,000 and worked 2,250 hours in excess of

scheduled class time. Any combination of hours times a factor of 3.56 plus any dollar amount of student earnings and investments must be equal to or greater than \$10,000.



**Special Tip:** *The National FFA Constitution does not allow hours you invested working on your entrepreneurship enterprise to be reported as unpaid hours to meet the minimum requirements for the degree. Only unpaid hours (such as in volunteer work, directed lab and/or research and experimentation) can be counted toward the 2,250 hours for achieving the degree via the second option.*

- G. Three different community service activities totaling 50 hours is required. These hours may be cumulative. Example: Ten hours are required for the Chapter FFA Degree. Fifteen more hours are required for the State FFA Degree and 25 more hours are required for the American FFA Degree, totaling 50 hours. These hours may NOT be duplicated for directed lab (unpaid hours).

Refer to chart below:

Degree	Hours
Chapter FFA Degree	10 hours required
State FFA Degree	25 hours required (2 different activities)
American FFA Degree	50 hours required (3 different activities)

- H. You must have a record of outstanding leadership and have achieved a high school scholastic record of “C” or better.
- I. As the application form indicates, among other certifications, the chapter president, chapter advisor, superintendent or principal and state advisor or state executive committee must certify all statements in the application and that the applicant conducted himself or herself in a manner to be a credit to the organization, chapter, school and community.



**Special Tip:** *State associations may have higher requirements for their members to achieve the degree and you should consult state constitutions and policies for such differences in American FFA Degree*

J. **Directed lab/SAE hours (unpaid hours):** In reviewing applications for awards and degrees, applicants sometimes present a completely unrealistic number of hours dedicated to directed lab/SAE. In a single year, a person working a full time 40 hour per week job will work a total 2080 hours (52 weeks X 40 hours = 2,080). In order to assist students and teachers in evaluating students' Directed Lab/SAE hours, it is important to consider the hours a student must also dedicate to school, sleep, etc.

**Consider this breakdown of hours for a total year:**

Hours per year:	365 days a year	X	24 hours	=	8,760 hours
Sleep hours:	365 days a year	X	8 hours	=	2,920 hours
School year (36 week school year)	180 days a year	X	7 hours	=	1,260 hours
Vacation	14 days	X	16 hours	=	224 hours
Holidays:	4 days	X	24 hours	=	96 hours
Family time/recreation	15 hours/week	X	52 weeks	=	780 hours
Homework and study time	5 hrs/week	X	36 weeks	=	180 hours
Personal care time	3 hrs/day	X	365 days	=	1,095 hours
<b>Total =</b>					<b>2,205 hours remaining in the whole year</b>

In addition to the previous list, the following activities also subtract from the time a student could devote to their Directed lab/SAE in a year:

- FFA activities outside of classroom time
- Sports participation
- Extracurricular activities

Should an applicant submit an application that claims they have worked in excess of 2080 hours, the application should explain how this large number of hours was achieved while remaining compliant with child labor laws. Paid or unpaid hours reported per year must not exceed federal or state child labor laws.

**IV. FFA membership qualifications**

You are probably already a member in good standing. But there may be a few situations where membership is questioned. Here are some clarifications.

- To retain membership during high school, you must be enrolled in at least one high school agriculture course during the school year or follow a planned course of study for an agricultural occupation which includes an SAE program.
- Members may retain active membership until November 30, following the fourth national FFA convention after graduation from high school. However, special circumstances (see below) may allow you to retain membership until age 23.

**Armed services or FFA international participation**

A member in good standing at the time of induction into the armed forces will retain his or her good standing during the period of active service without further payment of dues or attendance at meetings. Time spent in the armed forces or in the FFA international

program will not be considered as “elapsed time” in determining the maximum period of four conventions following graduation from high school or leaving high school. Members participating in at least a six month armed services program or in the FFA international program for at least six months are eligible for a full year of extended membership. No individual may retain active membership beyond his/her 23 birthday.

**Example:** Sherry is 20 years old and in her sixth year of FFA membership. Two national FFA conventions have passed since her high school graduation. Sherry decides to join the U.S. Air Force. She spends two years serving in the military, and is then honorably discharged from service. Although she is now 22 years old, Sherry may resume her pursuit of the American FFA Degree, provided she resumes active participation (pays dues and attends meetings) within six months of her honorable discharge. Note: Her membership will end upon reaching her 23 birthday.

**Example:** Tyrone graduated in 2011 when he was 18 years old. He had hoped to receive his American FFA Degree at the 2014 National FFA Convention (his last year of eligibility), when he would be 21 years old. However, in 2014 he participated in an FFA international experience program to Germany for six months. As a result, his eligibility will be extended until 2015, when he will be 22 years old.

## V. SAE programs

A good SAE program is the foundation for the American FFA Degree. It usually takes six or seven years of growth in an SAE before the degree can be obtained.

If you're just starting in FFA, answer these questions: What do you want from your SAE program? Do you want to build a program that may someday turn into your own business? Do you want to learn skills you'll need for certain career areas? What coursework will help you reach your goals? What options after high school will support you in reaching your goal?

Developing your SAE into a successful program takes time and planning. An SAE is a planned practical activity conducted outside of class time in which students develop and apply agriculture knowledge and skill. These activities may be either entrepreneurship, placement (paid or unpaid) or agriscience research/experimentation. SAE also involves goal setting. It can't be accomplished overnight.

## VI. Earning the American FFA Degree

With an entrepreneurship SAE program, students own and manage production agriculture and agribusiness enterprises. Students with entrepreneurship-style SAE programs have personal ownership of the materials and make the decisions required for the entrepreneurship. Ownership programs may be developed on a farm or ranch, agribusiness, home site or by using school or community facilities, provided that the student owns the materials.

A placement-style SAE may involve a student working in agribusinesses, obtaining experiences at school laboratories, research or community facilities or on farms or ranches. Placement may be a paid or unpaid experience. Agriscience research based SAE's involve planning and conducting a scientific experiment based on a hypothesis and the use of the scientific method of investigation on the hypothesis. This may include qualitative research, quantitative research, experimental research, descriptive research or quasi experimental research.

Entrepreneurship, placement and agriscience research activities can all be reported in the American FFA Degree application.



## **VII. Nine ways FFA advisors can help students attain the American FFA Degree**

1. Conduct a parent/member meeting during the summer months or early in the school year to discuss the instructional program, SAE programs and the FFA award and degree programs.
2. Use a set amount of class time each year for students to select an SAE. Provide each student with an appropriate way for keeping SAE records and provide access to the state and American FFA Degree applications available online.
3. Use one class period every second and last Friday of each month for students to evaluate and update SAE records and discuss accomplishments or problems.
4. Use class time at the end of the year to allow students to close out their SAE records and transfer the information to the appropriate degree application.
5. Select a team of local people to evaluate and select the students who have met all the constitutional qualifications to receive the State and American FFA Degrees.
6. Publicize the accomplishments of all degree recipients. Recognize each degree recipient at the chapter banquet.
7. Make certain that students have access to the American FFA Degree Handbook. Most problems seen in the applications are addressed in the handbook.
8. Select a student to highlight each week in the "SAE Program of the Week" and have the student's program featured on a bulletin board or similar feature. Developing the recognition is a great activity for an SAE committee or can become the duty of a chapter officer. The student can even be featured in local print media or school publication.
9. Use the examples and appendices included with this handbook to help write quality applications.

## **VIII. Seven ways students can help themselves attain the American FFA Degree**

1. Set a goal to earn the American FFA Degree as early as possible in your FFA career. Start mapping out the specific steps you will need to take to make the dream a reality.
2. Get involved with your FFA chapter. Attend as many meetings and activities as possible and volunteer for committee assignments. Strive to serve as a chapter officer and/or committee chairperson.

3. Attend state or national FFA conventions and meet with American FFA Degree recipients and fellow members who have set this goal. Ask them how they overcame obstacles.
4. Exhibit at shows, fairs and other exhibitions. That will give you a good idea of the quality and scope of other FFA members' SAE programs and those of the industry in which you are involved or intend to become involved.
5. Learn communication and leadership skills through agricultural classroom work, FFA public speaking career development events and participation in leadership and personal development conferences and workshops. The agriculture education program helps develop skills you're going to use as a foundation for lifetime success no matter what job you take.
6. Join professional associations that relate to your SAE program. For example, an Ohio FFA member interested in landscaping may want to join the Ohio Landscape and Nursery Association.
7. Meet and interview adult professionals who work in jobs related to your SAE program. Ask them what it takes to succeed.

## IX. How American FFA Degree recipients are selected

All candidates who meet the constitutional requirements are eligible to receive the degree.

- A. **State verification:** The procedure for selecting American FFA Degree recipients starts with your chapter advisor. Your chapter advisor and state staff should check the accuracy of your application and verify that you have met all requirements for receipt of the American FFA Degree. State due dates and processes vary. You should check with your advisor to determine state due dates and verification procedures.
- B. **National approval:** State associations submit applications of qualified candidates to the National FFA Center, postmarked **by June 15** of each year. Staff at the National FFA Center reviews all applications to assure that all constitutional requirements have been met as reported in the application.

After this review process is complete, the staff makes a recommendation to the National FFA Board of Directors when they meet each year in August. State FFA advisors are notified of their candidates' status at least 30 days prior to the next national FFA convention. As soon as possible after the approval from the National FFA Board of Directors, a listing of successful candidates is sent to each state staff and is then placed on [www.FFA.org](http://www.FFA.org).

- C. **Appeal process:** If the National FFA Board of Directors does not recommend a candidate for the degree, the decision can be appealed. All unsuccessful candidates' applications are returned to the state association with a note indicating the reason for rejection.

To appeal, the candidate must correct any error and return an updated application to the National FFA Center postmarked on or before September 1, along with a cover letter from the chapter advisor describing how it was corrected.

A staff member at the National FFA Center reviews each appeal. If the candidate has met all constitutional requirements, and the deficiency has been corrected, the staff member will recommend that the governing committee of the board of directors grant approval on or before September 15.

All action taken by the governing committee is final. State FFA associations will be notified immediately of the status of appealed applications.

## X. The American FFA Degree application

The American FFA Degree application has been designed to collect the information necessary for determining if the member has reached, or exceeded, all the minimum requirements to receive the degree. Candidates who wish to compete for the American Star Farmer, American Star in Agribusiness, American Star in Agricultural Placement or American Star in Agriscience are required to include additional information with their application. It is necessary to provide more information and detail about your SAE program and leadership activities so that evaluators can make selections based on the best information.



### *Special Tip:*

(Please make certain to review pages 30 – 41 of this handbook for more information on applying for Star Awards)

## I. Information, please!

The application is a series of questions and information requests about you and your supervised agricultural experience program (SAE). Some of these questions are easy; others require detail and thoughtful consideration on your part. Still other sections of the application ask for figures based on your recordkeeping.

This section of the handbook will serve as your map to navigating through the American FFA Degree application. Throughout this handbook you will find definitions, examples and helpful hints to answer your questions.

Filling out the application may not be easy in all sections. The reviewers want to know detailed information about you and your SAE program. However, the application is fair and asks for information which an outstanding young FFA member, who has completed the agricultural education program, should be able to provide by consulting the records that they have kept throughout their SAE experience.

## Part Two: Completing the Application

*In this section you will learn how to complete the American FFA Degree application.*

You may learn some revealing things about yourself as you work through the series of questions, columns and tables. You will also gain confidence and self-esteem while realizing the level of skill you have gained. This is good experience for the future!

### II. Tips for completing the application

- A. Read all instructions before you begin, including the instruction page on the electronic template.
- B. Complete the application as of January 1 of the year in which the degree is sought. No achievements accomplished or inventory acquired after this date should be included. In review, conclude your record as of December 31 the year prior to when you are applying for the degree (i.e., applying in 2015, conclude your application as of December 31, 2014).
- C. Check the deadline for submitting the completed application with your state office. Each state sets its own deadline.
- D. Make sure everyone who is supposed to, signs the application in the proper place (cover page). Each year a number of applications are returned to applicants due to lack of signatures.






**Special Tip:**



Look for video clip icon to view information on completing the application

#### INSTRUCTIONS

##### READ THIS FIRST!!

1.  Watch the Student Help video that explains how to get started on your application.
2. On most web browsers, the pages will automatically save as you go. You'll see this icon  as your information is saved.
3. **Your Javascript is enabled.**
4. Read this entire page of instructions before you begin.
5. Use the "Tab" key to go to the next cell that will accept information.
6. You must enter your beginning and ending dates on the Basic Setup page.
7. Begin with the Cover section and complete pages in order.
8. You must use only whole numbers. NO DECIMALS!! (Decimals will cause math check errors.) Do not put negative numbers in any cells.
9. These icons  contain additional help and tips. Click the icon to try it!
10. All Checklist items on must indicate "MET" or "YES" to qualify.
11. For fairness all applications must respond to questions in the space provided.

- E. Proof your application one more time for spelling, grammar and mathematical or technical errors. Use the check sheet in the back of the application to assist you in this process. You should also check the complete application.

Ending Date
12/31/ 2014

Note: Application selects year that the application should end automatically

Community Service
Checklist
Print Application

Applications with “Not Mets” can **not** be submitted. Please refer to the checklist that is built into the application.

- F. If you are applying for a Star award, place your application in an FFA award binder, available through Shop FFA or a similar binder. This makes processing the application much easier for the judges to examine and protects the information as it goes through mail, verification, storage, etc.
- H. In many cases an SAE program involves other family members, but for the American FFA Degree application, include only **your** share of inventory, income, net worth, etc.
- I. Don't forget that if you are applying for Star recognition, you must submit additional information that is addressed on **page 30 of this handbook**.

### III. A Step By Step Approach

#### Cover Page

The following instructions correspond with the Cover Page of the American FFA Degree application.

1. **Name:** Check that your name is just as you want it to appear on a certificate, plaque or in a press releases. Be sure to review that an error has not been made prior to forwarding this to the state FFA association or to the National FFA Organization. (Each year many applicants send in applications with misspellings in names and addresses on the form.)
2. **Name pronunciation:** The pronunciation of your name is used for stage announcements during the American FFA Degree ceremony.
3. **Name as it appears on the FFA chapter roster (if different):** Such as a nickname.
4. **Gender:** Male/Female
5. **Home telephone number (include area code):** Please double-check your phone number for accuracy.

6. **Address:** You will be sent mail at this address, so be sure the post office can deliver it with the information provided. Include P.O. Box number and/or appropriate street name and number, as well as city, state and zip code.
7. **E-mail Address (REQUIRED):** Information is sent to your e-mail address for the online registration system utilized for convention information.
8. **Complete FFA chapter name:** The chapter name is often different from the town or school name. Give the complete official chapter name as you would have it appear on your degree certificate.
9. **Name of high school:** The school name is often different from the town or from the chapter name. Give the complete official name of the school.
10. **School address:** FFA advisor(s) and/or other school officials will be sent mail at this address, so be sure the post office can deliver it with the information provided. Include P.O. Box number and/or appropriate street name and number as well as city, state and zip code.
11. **School telephone number (including area code):** List the area code and number where the FFA advisor and/or other school officials can be reached.
12. **Chapter advisor(s):** Indicate the complete name of each current FFA advisor.
13. **Date of birth:** Give the month, day and year of birth in this format (xx/xx/xxxx). Be absolutely accurate; your eligibility is determined, in part, by this information.
16. **Age:** Give your age as of your last birthday.
17. **Names of parents/guardians:** This information is used for news media purposes.
18. **Year FFA membership began:** One of the requirements for the degree is that your FFA membership dues are paid for each year covered by the application. So, please indicate the calendar year your membership began.
19. **Year received State FFA Degree:** This date is important to determine whether you have met requirement for receiving the state degree.
20. **If you have graduated from high school, year graduated:** This is an important date, which is used to determine eligibility. You must have graduated from high school at least 12 months prior to the national FFA convention at which the degree is to be granted.
21. **If no, give date left school:** This date also becomes very important. You are eligible to apply 12 months after which you would have normally graduated had you not left school.
22. **Years of agricultural education offered (grades 7-12) in high school last attended:** Indicate years, not semesters. This is intended to be the number of full year course equivalents offered in grades 7-12 (i.e., count semester equivalents at one half of a full year).
23. **College major and college or university attended:** If you have declared a major field of study while in college, such as agronomy or agricultural education, indicate that field here.

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If you are studying agriculture, but have not declared a major, you may want to declare something broad, like “general agriculture.” Include name of college attending.

24. **Had continuous active FFA membership for the past 36 months:** If you cannot answer yes, you are not qualified. Note also that this constitutional requirement is not only for 36 cumulative months, but also 36 continuous months.
25. **Military duty - dates of full-time active military duty:** National Guard enlistment or equivalent of at least six months in length; however, enlistments of two years or more can extend membership eligibility to the maximum allowable membership age of 23 years. Be sure, therefore, to give enlistment and separation dates. (See Article V, Section B of the National FFA Constitution.)
26. **World Experiences in Agriculture - dates of FFA international placement:** Time spent in the FFA international program will not be considered as "elapsed time" in determining the maximum period of four conventions following graduation from high school or leaving high school. Members participating in a six month or longer in FFA international program are eligible for a full year of extended membership.
27. **State/National dues paid?:** Are your state and national dues paid? It is easy for high school graduates to let dues payments lapse when out of daily contact with the FFA chapter officers and FFA advisor. Evidence must exist that the candidate is an active paid-up FFA member. All candidates should verify their membership status by reviewing the chapter and state membership rosters for the past three years.

## Basic Setup

### I. Dates For This Application

Represents your beginning application date, which includes:

1. Your first day of agriculture education
2. Development of your SAE plan
3. FFA Involvement

Ending application date is Dec. 31 of the year prior to your award.

I. DATES FOR THIS APPLICATION ?	Beginning Date	Ending Date
The Beginning Date is the start of your first eligible Agricultural Education course. The Ending Date is 12/31 of the year prior to submitting your application. ?	10/1/2009 <small>(Enter as mm/dd/yyyy)</small>	12/31/ 2014

Date started is the beginning of your records; which begins at enrollment in your first agriculture education course.

### II. SAE Types


- ⇒ Exploratory: Job shadowing and other career exploration ideas.  
Example: Develop a report or documentary
- ⇒ Research and Experimentation: Plan and conduct a scientific experiment.  
Example: Determine whether the phases of the moon affect plant growth, test and determine the efficiency of different welding methods.
- ⇒ Placement: A work experience.  
Example: Get a job at an agriculture-based business or in a school or factory laboratory.
- ⇒ Entrepreneurship: Own and operate an agricultural business.  
Example: Lawn care service, pay-to-fish operation, holiday poinsettia production and sales.

II. SAE TYPES ?	Checkmark all that apply
Checkmark all types of SAEs from your time in Ag ? <i>Application pages will appear if applicable to your SAE</i>	<input type="checkbox"/> Exploratory, Supplemental, or Improvement <input type="checkbox"/> Research <input checked="" type="checkbox"/> Placement <input checked="" type="checkbox"/> Entrepreneurship

Choose all the types of SAEs that describe your educational experience. Based on your selections, the appropriate application pages will appear for you to complete.



**Special Notes before you begin this page:**

-  Video for Students
- No Decimals. Use whole numbers.
- Use the Tab key to go to the next cell that will accept entries.
- Values on this page transfer automatically to your balance sheet sections (Assets, Liabilities, and Net Worth).

### III. Assets

Assets are items of value that you own and used in developing your SAE program.

Notes:

1. Some types of assets are listed as a “Beginning of Agricultural Education, while others also have an “Ending Application” date value.
2. Beginning values should represent an adjusted cost or replacement value on your first day of agricultural education, while ending values take into account the financial transactions reported in the application.

### IV. Liabilities

Money you owe to others (debts) and are related to your SAE program. Beginning and ending values are entered.

### V. Personal Cash Income and Expense

This section represents personal items that were used as resources to support the development of your SAE program. These are values from **beginning to all years in the application.**




**Special Tip:**  *Video Clip Icon*

Make sure to reference the video clip icon if you have any questions concerning figures you might be entering.

### Placement and Exploratory

**Special Notes before you begin this page:**

-  Video for Students.
- Years are set up on the Basic Setup page.
- Entries are saved as you add/edit each row.
- No Decimals or Cents. Use whole numbers.
- Do not include ownership/entrepreneurship SAE in this section.
- List SAEs only (placement or exploratory)! Do not include FFA activities or class time!

The screenshot shows a web form for entering placement or exploratory data. It includes a 'Year' dropdown menu (labeled 'Select Year'), a 'Pathway' dropdown menu (labeled 'A'), an 'Employer or Project Name' text field (labeled 'B'), a 'Job Title and Responsibilities / Project Description' text area (labeled 'C'), and four numerical input fields: 'Unpaid Hours' (labeled 'D'), 'Paid Hours' (labeled 'E'), 'Gross Earnings' (labeled 'F'), and 'Expenses' (labeled 'G'). An 'Add' button is located at the bottom right (labeled 'Click Add').

#### Pathway (A)

Select the most appropriate AFNR pathway to describe the type of placement experience.

#### Employer or Project Name (B)

Provide the name of your employer or project name for each year.

#### Job Title and Responsibilities/ Project Description (C)

Provide a brief description of your duties at your place of employment that describe your SAE efforts. Each year may have a different set of details.

#### Unpaid hours (D)

The number of hours you worked where the only compensation was the experience gained.



**Special Tip:**

*Community service hours may only be used once as unpaid hours or for community service requirement cannot be duplicated anywhere in the application.*

#### Paid hours (E)

The number of hours you worked which you received pay for your efforts.

#### Gross earnings (F)

The entire salary you earned before any payroll deductions were made for income taxes, social security or other benefits.

### Current expenses

All of the expenses associated with the gross income from this job title or work, such as uniforms, safety equipment, employment agency fees, union dues, special tools and equipment you must provide, are reported in the other expense column.



***Special Tip:***

*Do not include expenses associated with travel to and from your place of employment.*

***Special Tip:***

*Payroll deductions for health insurance, state and federal taxes, social securities and other forms of retirement are not considered job related expenses.*

**Entrepreneurship Information**

**Select Year**      **A**      **B**      **C**      **D**      **Hit "Add" when through**

**Special Notes before you begin this page:**

- Video for Students
- Years are selected from the Instructions page.
- Entries are saved as you add/edit each row.
- List **ONLY** Entrepreneurship/Ownership SAEs on this page.

Year <input type="text" value="2009"/>	Pathway <input type="text" value="Agribusiness Systems (ABS)"/>	Size/Scope <input type="text"/>	Add
Project Name <input type="text"/>	Description <input type="text"/>		

	Pathway	Project Name	Scope/Size	Description		
2009	AS	Beef	20 head - 7 calves	Beef Production Entrepreneurship	<a href="#">Delete</a>	<a href="#">Edit</a>
	PS	Corn	10 acres - 2,144 bushels	Corn Production Entrepreneurship	<a href="#">Delete</a>	<a href="#">Edit</a>
	PS	Soybeans	10 acres - 608 bushels	Soybean Production Entrepreneurship	<a href="#">Delete</a>	<a href="#">Edit</a>

**Pathway (A)**

Select the most appropriate AFNR pathway to describe the type of placement experience.

**Project Name (B)**

Provide the name or type of your business/enterprise.

**Size/Scope of Enterprise (C)**

A definition of size.

***Examples:** Raised 25 meat rabbits, 12 head of breeding ewes, 100 bedding plants, 2 acres of flowers, one-quarter acre of vegetables, 10 head cow/calf operation, 2 bucks, 10 does, etc.*

***Examples:** 4 head heifers, 2 show pigs, 8,000 square ft business, 80 breeding goats.*

**Description (D)**



Description of SAE for that enterprise for that specific year, as it pertains to this award area.

***Example:** Animal breeds, types of products or service sold*

## Income and Expense Summary

Summary of annual cash and non-cash income and expenses from appropriate SAE projects (Entrepreneurship and Research SAEs)

### Special Notes before you begin this page:

-  Overview of entering Income and Expenses
  -  Example instructions for entering Raised Breeding Livestock
  - Years are selected from the Instructions page.
  - No Decimals. Use whole numbers.
  - Use the Tab key to go to the next cell that will accept entries.
- Make sure to watch instructional videos**

### Year

The dates in the Basic Setup Section of this application develop your application years. Your records be organized into calendar years. If your record book has a short-year (4 months) and then a complete year (12 months), you will need to spate into two calendar years.

#### ***Example:***

*Year 1: September 1 to Dec 31 (4 months of records for the year)*

*Then,*

*Year 2: January 1 to December 31 (12 months of records for the year)*

For a complete listing of examples and definitions of financial terms used through out the income and expense summary please refer to the green question marks and the glossary of terms located at the back of the handbook.

Additional information is addressed in the video located in the “special notes section”.

These icons  contain additional help and tips. Touch or move your mouse over the icon

---

### **Ending Current Inventory**

**Inventories A, B, C and D identified below, are CURRENT Assets ONLY. (candidates share only)**

This area includes the value of items that you intend to use or to turn into cash over the next 12 months. It does not include property that you can depreciate such as tractors, computers or purchased breeding stock.

### **Harvested and Growing Crops/Plants**

This includes: crops/plants that are owned, or owned in partnership by you; crops/plants being held for livestock feed or sale at a later date; crops/plants that have not been harvested or are perennials which maintain a field value. These crops/plants are still on hand as of December 31 of the year for which the application is submitted.

### **Feed, Seed, Fertilizer, Chemicals, Supplies, Prepaid Expenses, other Current Assets**

This includes consumable items of livestock feed and veterinary supplies, crop supplies of fertilizer, potting soil, pesticides and other supplies such as gas, oil, spare parts, etc.

### **Merchandise, Crops, and Animals Purchased for Resale**

This includes all items of inventory owned that had been purchased for the purpose of reselling at a later date which are on hand as of December 31 of the year for which application is being submitted.

### **Raised Market Animals**

Includes all the home-raised animals/livestock and poultry, which are on hand as of December 31 of the year for which application is being submitted.

#### **Description**

This refers to the specific type of item being inventoried such as feeder cattle, feeder pigs, broilers, turkeys, rabbits, etc. for sale.

#### **Quantity**

The individual number, pounds or other specific measurable amount of each item on hand.

#### **Total**

The total dollar value of all items of inventory that had been raised which are on hand as of December 31 of the year for which application is being submitted.

---

## **Ending Non-Current Inventory Statement**

Inventories E, F, G, H and I below are **NON-CURRENT ASSETS ONLY** (candidates share only)

*Note: Value for determining depreciation claimed to date is based on fair market value.*

### **Non-Depreciable Draft, Pleasure or Breeding Animals**

Includes all working, working, pleasure or breeding animals/livestock born and raised on your property, owned by you, which are on hand as of December 31 of the year for which application is being submitted. These are animals that have not reached their maturity (the point in which they start to depreciate).

### **Depreciable Draft, Pleasure or Breeding Animals**

Includes all the depreciable animals/livestock owned by you, which are on hand as of December 31 of the year for which application is being submitted. **These animals have reached their maturity value and are now declining in value.**

### **Depreciable Machinery, Equipment and Fixtures**

Includes all the machinery and equipment personally owned as of December 31 of the year for which the application is being submitted.

### **Depreciable Land Improvements, Buildings and Fences**

Includes all the buildings and land improvements, including tiling, terracing and fences you owned as of December 31 of the year for which the application is being submitted.

### **Description**

A one or two word description of the specific non-current assets

### **Acquisition cost**

The actual cash dollar cost to obtain the inventoried item. Fair market value should be used to determine the acquisition cost.

### **Depreciation claimed to date**

Represents the total dollar value of the depreciation claimed since the property came into your possession.

### **Total**

The total dollar value of the non current asset owned by you which are on hand as of December 31 of the year for which application is being submitted.

## Financial Balance Sheet Statement Assets and Liabilities

These two pages summarize the assets and liabilities listed in your degree application. You will take note that the numbers reported are your “beginning” and “ending” values. Also, these pages are populated automatically within the application. The numbers from these pages come from the ending basic setup page, income/expense statement, and the current and non current ending inventory. Values are hyperlinked to corresponding pages to aid applicant in locating where their financial figures are coming from.

A. ASSETS ?	Value at Beginning Date 10/1/2009	Value at Ending Date 12/31/2014
<b>1. Current Assets ?</b>		
a. Cash on hand, checking and savings ?	<a href="#">\$7,587</a>	<a href="#">\$37,125</a>
b. Cash value - bonds, stocks, life insurance ?	<a href="#">\$0</a>	<a href="#">\$0</a>
c. Notes & accounts receivable ?	<a href="#">\$0</a>	<a href="#">\$0</a>
d. Current Inventory (Entrepreneurship Experiences) ?		
1. Investment in harvesting and growing crops/plants ?	<a href="#">\$0</a>	<a href="#">\$113,931</a>
2. Investment in feed, seed, fertilizer, chemical, supplies, prepaid expenses, and other current assets. ?	<a href="#">\$3,209</a>	<a href="#">\$42,177</a>

Take note that the blue hyperlink took the applicant back to the “Basic Set Up” page.

Click on blue hyperlink to return to originating page

III. ASSETS ?	Value at Beginning Date	Value at Ending Date
<b>1. CURRENT ASSETS ?</b>		
a. Cash on hand, checking and savings ?	<a href="#">\$7,587</a>	<a href="#">\$37,125</a>
b. Cash value - bonds, stocks, life insurance ?		
c. Notes & accounts receivable ?	<a href="#">\$0</a>	<a href="#">\$0</a>
d. Current Inventory (Entrepreneurship Experiences) ?	<i>(use conservative estimated values)</i>	
1. Investment in harvesting and growing crops/plants ?	<a href="#">\$0</a>	<i>Itemized ending inventory values are reported on "Ending Current Inventory" page.</i>
2. Investment in feed, seed, fertilizer, chemical, supplies, prepaid expenses, and other current assets. ?	<a href="#">\$3,209</a>	
3. Investment in merchandise, crops, and animals purchased for resale ?	<a href="#">\$0</a>	
4. Investment in raised market animals & poultry ?	<a href="#">\$5,895</a>	



## Financial Balance Sheet Statement–NET WORTH

**Special Notes before you begin this page:**

- Video for Students
- The personal summary of values either originate from the Basic Setup Page or non-cash SAE exchanges from the Income/Expense Statement.
- The Net Worth section is a summary of personal contribution or total SAE earnings from all years.
- The accuracy check is to review if annual recorded gains balance to the recorded assets and liabilities.
- Financial management ratio values provide beginning and ending measure of financial performance.
- Value on this page are hyperlinked to their source (previous sections of this application).

The financial information for this page will automatically transfer from previous information provided by the candidate. To complete this page, the candidate will need to reference section E to make sure that the Accuracy Check for the balance sheet has “Met”. This section compares your beginning and ending asset values in this application to your entered Liabilities + Equity (personal + SAE earned).

Accuracy Check for the Balance Sheet = Balanced

<b>D. NET WORTH</b>	<b>Value at Beginning Date 10/1/2009</b>	<b>Value at Ending Date 12/31/2014</b>
1. Contributed Capital <small>(Represents the value of personal contribution)</small>	\$33,831	(\$32,768)
2. Retained Earnings <small>(Represents the value of SAE net income, entrepreneurship &amp; placement)</small>	-----	\$413,841
<b>3. Total Net Worth</b>	\$33,831	\$381,073
<b>4. Total Liabilities &amp; Net Worth</b>	\$33,831	\$707,989

<b>E. ACCURACY CHECK FOR THE BALANCE SHEET (ASSETS = LIABILITIES + EQUITY) &amp; GROWTH</b>	<b>Value at Beginning Date 10/1/2009</b>	<b>Value at Ending Date 12/31/2014</b>
1. Beginning Value	MET	-----
2. Ending Value	-----	MET
3. Difference (met=\$0)	\$0	\$0
<b>4. Total Growth in Equity</b>	-----	<b>\$347,242</b>

If any value is “Not Met”, the difference is reported.

If not met “NOT BALANCED” will appear

<b>E. ACCURACY CHECK FOR THE BALANCE SHEET (ASSETS = LIABILITIES + EQUITY) &amp; GROWTH</b>	<b>Value at Beginning Date 9/1/2014</b>	<b>Value at Ending Date 12/31/2014</b>
1. Beginning Value	MET	-----
2. Ending Value	-----	<b>NOT BALANCED</b>
3. Difference (met=\$0)	\$0	(\$6,247)
<b>4. Total Growth in Equity</b>	-----	<b>\$0</b>

## Financial Balance Sheet Statement-Earnings and Productively Invested

The following sections are a summary of previously entered values.

SAE Earnings: Summary of SAE-related earnings meet the award requirement

Productively Invested: Total change in productively invested using rules outlined by FFA.















Unpaid Hours: Summary of unpaid hours from the SAE activities, which includes unpaid hours entered on:

- (1) SAE Details - Placement and Exploratory
- (2) SAE Details - Research

Qualification Check: Summary of SAE-related earnings meet the award requirement.

One of the below checks (all areas for each option) must be “MET” in order for the application to be successful.

*Ex: Both A and B must be “Met” in order for Option 1 to fully reach a qualified application*

J. QUALIFICATION CHECK 	Your Value	Condition
<b>QUALIFIED UNDER AT LEAST ONE OPTION </b>		<b>MET</b>
<b>Option 1 Conditions </b>		
a. Productively Invested at least \$7,500 (LINE H4) 	\$360,418	MET
b. SAE Earnings at least \$10,000 (LINE G3) 	\$413,841	MET
<b>Option 2 Conditions </b>		
a. Productively Invested at least \$2,000 (LINE H4) 	\$360,418	MET
b. SAE Earnings at least \$2,000 (LINE G3) 	\$413,841	MET
c. Unpaid hours at least 2,250 (LINE I1) 	0	
<b>Option 3 Conditions </b>		
a. Productively Invested at least \$2,000 (LINE H4) 	\$360,418	MET
b. SAE Earnings at least \$2,000 (LINE G3) 	\$413,841	MET
c. Unpaid hours factor + Productively Invested at least 10,000 (LINES I3+H4) 	360,418	MET
d. Unpaid hours factor + SAE Earnings at least 10,000 (LINES I3+G3) 	413,841	MET

**Option 1 Conditions:** A review of SAE earnings and productively invested value to achieve award value.

**Option 2 Conditions:** A review of award criteria using unpaid hours, earnings and productively invested.

**Option 3 Conditions:** An expanded combination of unpaid hours, earnings and productively invested.

## **Community service:**

Candidates must have participated in at least 50 hours of community service, within at least 3 different community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours. Activities can only be used once in the application. Activities planned by the local chapter can be included provided they are only listed in the community service section of the application and not duplicated in the FFA activities section of the application.

### **Defining community service**

Community service is the engagement of individuals or groups in an organized activity that contributes to the local, national or world community. Community service activities are those opportunities that are available to all residents of a community. They consist of non-FFA activities that make the community a better place to live and work. It is also known as volunteering which is defined as the practice of people working on behalf of others or a particular cause, without payment, for their time and services. When using this definition, consider this example: Participating on a school athletic team is a school related activity, but it is not community service. Volunteering as a Little League, Pop Warner football or soccer team coach would be acceptable community service.

### **Defining service-learning**

Service-learning is a teaching and learning strategy that combines meaningful service to the classroom curriculum. Through service-learning, students are able to connect academic curriculum with real world service experience. When using this definition, consider this example: Students in a horticulture class create a community garden in which a majority of the harvested produce is donated to local food banks.

***Note:** Hours worked outside of classroom hours may be used to meet the degree requirements.*

Whether an activity is community service or service-learning, it must meet all of the following criteria in order to be approved as part of the American FFA Degree requirement:

1. The activity has tangible community involvement.
2. Students have an opportunity to gain or apply skills and competencies learned in the classroom setting.
3. The activity has a demonstrated positive impact on the community or individuals who live and work in the community.
4. The student gives of his/her time, energy or knowledge through activities focused on helping others, improving community resources or improving community infrastructure.



### ***Special Tip:***

*The activity can be organized by the FFA chapter but must be conducted outside of classroom hours. Also, the activity cannot be duplicated with directed lab hours.*

5. The community service activity can be organized by the FFA chapter; however, only hours worked outside of classroom setting may be included in the application.
6. Activities listed as community service cannot be duplicated in the FFA activities section of the application. Student may only list the activity in one section of the application.

**Example:**

10 hours are required for the Chapter FFA Degree  
 15 more hours are required for the State FFA Degree  
25 more hours are required for the American FFA Degree  
 50 Total hours

These hours may **NOT** be duplicated for Directed Lab (unpaid hours). Refer to chart below:

**Year:** The calendar year in which the activity was conducted such as 2011, 2012, 2013, etc.

**Activity:** Short description of the activity, focusing on your responsibilities or actions.

Year 2009	Group/Organization ?	Activity ?	Hours ?	<a href="#">Add</a>
--------------	----------------------	------------	---------	---------------------

	Group/Organization	Activity	Hours	Options
<b>2009</b>	Student Government	Freshman Class President	4.0	<a href="#">Delete</a> <a href="#">Edit</a>
	County 4-H	Livestock Judging Coaching Assistant (set-up classes, oral reasons, etc.)	17.0	<a href="#">Delete</a> <a href="#">Edit</a>
	<b>Total: 2</b>		<b>21</b>	

Community association, organization, or group.  
 Ex: Boy Scouts or County 4-H

Degree

Hours

Minimum # of Activities

**Hours:** Total Hours for the year from your records.

Chapter FFA Degree	10 hours required	1 activity
State FFA Degree	25 hours required	2 different activities
American FFA Degree	50 hours required	3 different activities

**Community service examples:**

- Assisted in community related work groups and/or fund raising
- Volunteer at hospital, nursing home or child care center, etc.

## Application Checklist

- Photos
- Attachments
- Checklist**
- Print Application

The checklist is built into the application.

- All items must be checked as having met for the application to be considered.
- Only computer-generated checks are shown here. The PDF application shows additional manual checks.

*Must be checked “MET” before application is ready for approval.*

Item	Value
<a href="#">Candidate has been an active FFA member for at least the immediate past 36 months.</a>	MET
<a href="#">Candidate has the State FFA Degree.</a>	MET
<a href="#">Ending Date for this application must the year prior to National Convention for Degree.</a>	MET
<a href="#">Applicant must have completed at least 3 full years (540 hours) of agriculture, or all of the agriculture offered at the school last attended.</a>	MET
<a href="#">You must have graduated from high school at least 12 months prior to the National Convention for Degree.</a>	MET
<a href="#">Non-cash income and expense is balanced each year on the Income/Expense Report.</a>	MET
<a href="#">Accuracy Check for the Balance Sheet (Assets = Liabilities + Equity) &amp; Growth</a>	MET
<a href="#">Candidate has a record of at least 50 hours community service in at least 3 different activities.</a>	MET
<a href="#">Student qualifies for the Degree with earnings, productively invested, and hours.</a>	MET

*If an “ERROR” is present on the checklist the application **can not be submitted** on to state and national approval. Please make sure to look over application thoroughly.*

Item	Value
<a href="#">Candidate has been an active FFA member for at least the immediate past 36 months.</a>	MET
<a href="#">Candidate has the State FFA Degree.</a>	MET
<a href="#">Ending Date for this application must the year prior to National Convention for Degree.</a>	MET
<a href="#">Applicant must have completed at least 3 full years (540 hours) of agriculture, or all of the agriculture offered at the school last attended.</a>	MET
<a href="#">You must have graduated from high school at least 12 months prior to the National Convention for Degree.</a>	MET
<a href="#">Candidate has a record of at least 50 hours community service in at least 3 different activities.</a>	<b>ERROR</b>

“Items” in the checklist are hyperlinked to corresponding pages to help direct applicants to errors within the application.

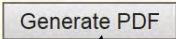
## Print Application

- ◆ Use this screen to print a PDF of your application.
- ◆ Refer to the PDF cover page for required signature approvals.
- ◆ Follow your local, regional, and state rules and requirements for submission of the paper application.
- ◆ Altering the PDF report or substituting pages may result in disqualification.

When you are ready to generate and print your application Click on Generate PDF. Your application will contain a barcode and a version number. It is important to make sure that your version number matches every page that is printed and submitted to your local, regional and state.

**Steps to Submit an Application:**


-  Video for Students
- Use this screen to print a PDF of your application.
- Refer to the PDF coverpage for required signature approvals.
- Follow your local, regional, and state rules and requirements for submission of the paper application.
- Altering the PDF report or substituting pages may result in disqualification.
- Refer to [ffa.org](http://ffa.org) for the latest rubrics, rules, and handbooks.




Click “Generate PDF” when ready to print application

If your application has **Checklist Not Met –Generate Draft PDF** your application is not complete and can not be submitted to your state or the National FFA Organization for further review. **Please see Checklist.**

**Steps to Submit an Application:**

-  Video for Students
- Use this screen to print a PDF of your application.
- Refer to the PDF coverpage for required signature approvals.
- Follow your local, regional, and state rules and requirements for submission of the paper application.
- Altering the PDF report or substituting pages may result in disqualification.
- Refer to [ffa.org](http://ffa.org) for the latest rubrics, rules, and handbooks.



*Review Checklist : Not all items “Met”*

## Part Three: Stars Candidates

There are four star categories at the national level: American Star Farmer; American Star in Agribusiness; American Star in Agricultural Placement and American Star in Agriscience. The four national finalists candidates for each of the American Stars categories will be selected on the basis of the quality of the member's program and achievements reported on their applications submitted for the American FFA Degree. Each state association is entitled to recommend one candidate for each of these awards. All star applicants must complete the American FFA Degree application; in addition, each recommended candidate is required to submit additional information on the Star application.



***Special Tips:***

*Each state association is entitled to recommend one candidate for each of the 4 Star areas. Applicant not eligible to apply in multiple areas.*

*National Level—star applicants will be selected on the basis of the quality of the applications submitted from the current American FFA Degree applications (same year).*

American Star Farmer candidates will have an entrepreneurship SAE in production agriculture. American Star in Agribusiness candidates will have an entrepreneurship SAE in a non-production area. American Star in Agricultural Placement candidates will have a placement SAE that may be in production agriculture, agribusiness or direct lab that is not agriscience based. This placement does not have to be a paid position, although the student must have enough earnings and investment from their SAE to qualify to receive the American FFA Degree. American Star in Agriscience candidates will have an SAE program that involve planning and conducting a scientific experiment based on a hypothesis and the use of the scientific method of investigation on the hypothesis. This may include qualitative research, quantitative research, experimental research, descriptive research or quasi experimental research.

Please submit all your information and application in a folder. The American FFA Degree application should be first, followed by the Star Application and then the additional supplemental information.






***Special Tip:***

*If you have both entrepreneurship and placement SAE information, you must decide which your strongest area is and complete the Star application with that information. You can put both of your entrepreneurship and placement SAE's information in the American FFA Degree application; however, when filling out the Star, only discuss the area in which you are applying. Mixing the two SAEs on the Star application will only confuse the judges and could actually hurt your chances of winning.*

## Instructions

Read all instructions before you begin, including the instruction page on the electronic template.

**READ THIS FIRST!!**

1. On most web browsers, the pages will automatically save as you go. You'll see this icon  as your information is saved.
2. JavaScript must be enabled. Your javascript is enabled.
3. Read this entire page of instructions before you begin.
4. Use the "Tab" key to go to the next cell that will accept information.
5. You must enter your beginning and ending dates on this page.
6. Begin with the Cover page and complete pages in order.
7. You must use only whole numbers. NO DECIMALS!! (Decimals will cause math check errors.) Do not put negative numbers in any cells.
8. These icons  contain additional help and tips. Touch or move your mouse over the icon to try it!
9. These icons  contain tips from the grading rubric for achieving maximum points.
10. All Checksheet items on must indicate "MET" or "YES" to qualify.
11. For fairness all applications must respond to questions in the space provided.

## Cover Page and Setup




1. **Name:** Check that your name is just as you want it to appear on a certificate, plaque or in a press releases. Be sure to review that an error has not been made prior to forwarding this to the state FFA association or to the National FFA Organization. (Each year many applicants send in applications with misspellings in names and addresses on the form.)
2. **Complete FFA chapter name:** The chapter name is often different from the town or school name. Give the complete official chapter name as you would have it appear on your degree certificate.
3. **State:** Choose from the drop down menu provided.
4. **Chapter ID and FFA Member ID:** Make sure that this information is correct.

Name of Candidate <input type="text" value="Tyler Smith"/> <b>1.</b>	Chapter ID: <b>ZZ0002</b> FFA Member ID #: <b>601078329</b> <b>4.</b>
State <input type="text" value="Illinois"/> <b>3.</b>	Complete FFA Chapter Name <input type="text" value="Anywhere FFA"/> <b>2.</b>



**I. STAR TYPE**


Star award categories are related to your SAE types, so choosing the appropriate application type is very important. Work with your teacher to be sure you have chosen the correct application type.

I. STAR TYPE 	Choose one
Please choose the type of application: 	<input checked="" type="radio"/> Star Farmer Candidate <input type="radio"/> Star in Agribusiness Candidate <input type="radio"/> Star in Agricultural Placement Candidate <input type="radio"/> Star in Agriscience Candidate
Please choose the level for this application: 	<input checked="" type="radio"/> American <input type="radio"/> State <input type="radio"/> Chapter <input type="radio"/> Greenhand

*This choice helps identify your current use of this Star Application*

**II. Primary Pathway**

Pathway represents the “area” your SAE projects represent . A section of your application will required you to select pathway-related skills and detail how the skill relates to your project.

II. PRIMARY PATHWAY 	Choose one
Please choose the primary pathway of your SAE. Even if your SAE spanned multiple pathways, choose the one that fits best.	<input type="radio"/> Animal Systems <input type="radio"/> Agribusiness Systems <input type="radio"/> Cluster Skills LifeKnowledge <input type="radio"/> Environmental Service Systems <input type="radio"/> Food Products and Processing Systems <input type="radio"/> Power, Structural and Technical Systems <input type="radio"/> Natural Resource Systems <input checked="" type="radio"/> Plant Systems <input type="radio"/> Biotechnology Systems

---

## **Performance Review:**

**The following instructions cover Performance Review A, B and C**

SAE programs vary widely. To accurately compare your accomplishments with other applicants, judges need to know how your program began, the help you received along the way and your future plans.

The performance review section must be supported by details provided in the remainder of the application.

### **Performance Review A:**

**1. Briefly explain your SAE and how it's related to this award area.**

This is the first impression the judges have of your program and application. Make your write-up interesting and informative. Briefly describe how you got started in this proficiency award area.

Some areas to cover include:

- (1) What interested and motivated you to begin?
- (2) What situations existed that relate to your SAE(s) for this area?
- (3) Did any particular person, situation or event create your interest?

**2. Briefly explain how your roles and responsibilities related to this award area have changed.**

In every position you increase your knowledge of your job duties. How have your responsibilities changed related to this proficiency award area?

How have you increased your knowledge and skill related to this area?

How have your roles and responsibilities increased over the life of your SAE?

**3. Briefly explain what is the single greatest challenge you faced in this award area and how did you overcome that challenge.**

Briefly explain the single greatest challenge you have faced in this award area and how did you overcome the challenge.

Note: Be Specific and provide insight into your management and performance skills.

---

**Performance Review B:**

**Briefly explain your three greatest accomplishments/findings in this award area?**

4. Have you participated in trainings or experiences that have impacted the success of the company or your growth as an employee? As an entrepreneur have you increased or expanded your enterprise? Has your research produced findings that support or reject your hypothesis? Did a research experiment lead to a new patent or method? State the three greatest accomplishments here.

Accomplishment/Finding #1

Accomplishment/Finding #2

Accomplishment/Finding #3

**Performance Review C:**

5. **What are three ways your experiences or opportunities in this proficiency award area will impact your future?**

What are three ways your experiences or opportunities in this proficiency award area will impact your future? Provide three impacts.

Impact #1



Impact #2

Impact #3

- i.e., **(Placement)** You had an opportunity to job shadow your employer, to advance in your future career.
- i.e., **(Entrepreneurship)** I had an opportunity to visit with a banker to receive information on financial gains.
- i.e., **(Research)** I had an opportunity to present my research to college researchers that prompted a position as an undergrad researcher.

## Outcomes/ Efficiencies

### Special Notes for this page:

- Efficiency factors and Learning Outcomes are shared among all applications in your account.
- Add as many as you want, and checkmark up to five to include in this application.
- For entrepreneurship SAEs, focus on efficiency factors that improves your projects. 
- For placement SAEs, focus on your learning outcomes and how your skill attainment or learning has improved. 

Efficiency factors measure how well you manage your enterprise compared to accepted industry standards. Efficiency factors are like grades on report cards. They can tell if your business is doing well and if you should continue your current practices. They can also reveal whether you should make some changes.

### **Efficiency factor**

Efficiency factors are accepted industry measurements that you use to assess the effectiveness of specific aspects of your enterprise. Both placement and entrepreneurship enterprises utilize efficiency factors.

### **Level achieved at end of first record book or production cycle**

Efficiency factors are represented by specific numbers. Calculate the efficiency factor and place the number in this area.

### **Level achieved at end of last record book or production cycle**

Efficiency factors are represented by specific numbers. Calculate the efficiency factor and place the number in this area.

### **Describe how this efficiency factor impacted the management decisions or performance objectives.**

A **learning outcome** is focused to illustrate growth of attaining skills or knowledge from your SAE experience. An example could include:

In year 1 (2011) you had a 10% understanding of Shop Safety but by the end of the same year (2011) you have a 90% understanding of how to practice proper shop safety, which was the result of your work experience.

## Skills, Comp., Knowledge:

### All applicants complete the skill competencies and knowledge section.

Candidate will identify five major skills, competencies and knowledge that best describes what was technically gained from the SAE in the primary AFNR Indicator. The candidate will also identify five additional skills, competencies and knowledge that were gained in one of the other related pathways.

**A. Five Skills, Competencies, Knowledge within your Primary Pathway**




#	AFNR Performance Indicator 	Contributions to Success (max 500 characters) 
1	(Click to Choose) 	


Figure I

1. Identify a major skill, competency or knowledge that was gained as a result of this SAE program related to the award area you are applying for.
2. Contribution to Success: Simply state the how the skill, competency, or knowledge gained and its specific contribution that it made to your programs success.
3. Identify the corresponding AFNR indicator that pertains to the skill, competency or knowledge gained through the SAE program. (Figure II)





**KNOWLEDGE**

page:

pathway

Contributions to Success (max 500 characters) 


**A. Five Skills, Competencies, Knowledge within your Primary Pathway**

#	AFNR Performance Indicator 
1	(Click to Choose) 
2	(Click to Choose) 
3	(Click to Choose) 

AS.01.01 Evaluate the development and implications of animal origin, domestication and distribution.

AS.02.01 Classify animals according to hierarchical taxonomy and agricultural use.

AS.02.02 Apply principles of comparative anatomy and physiology to uses within various animal systems.

AS.02.03 Select animals for specific purposes and maximum performance based on anatomy and physiology.

AS.03.01 Prescribe and implement a prevention and treatment program for animal diseases, parasites and other disorders.

AS.03.02 Provide for the biosecurity of agricultural animals and production facilities.

AS.04.01 Formulate feed rations to provide for the nutritional needs of animals.

AS.04.02 Prescribe and administer animal feed additives and growth promotants in animal production.

AS.05.01 Evaluate the male and female reproductive systems in selecting animals.

Figure II

Some areas to cover include:

- 1) AFNR Skill Area of Nutrition = My market animal project averaged 2.1 pounds of gain per pound of feed and this causes my project to have improved gains, which results in lower cost per lbs of gain and improved profits.
- (2) AFNR Skill of Record Keeping = In using my record system and tracking hours, I was able to learn that each yard I mowed took 2 hrs, which results in a \$15.50 per hour rate of net income. This enabled me to better manage my time and bid new projects that could increase my businesses sales.
- (3) AFNR Skill Area of Food Processing and Trends = In custom processing of deer and customer surveys, you learn that customers desire sausage over steak products 2 to 1. This allowed me to better understand customer needs and offer pre-processed products for sale and grow my-business.



## **MANDATORY:**

**In order to have uniform résumés for all applicants, you MUST use the electronic template resume included in the electronic**

### Special Notes for this page:

- Please review the resume section of the PDF, and manage each section for a TOTAL LENGTH OF 2 PAGES.
- You may find it useful to work on your narrative in MS Word or other program, then copy into the space below
- THIS RESUME IS THE REQUIRED FORMAT FOR THE AWARD.

Check Spelling

*Spelling Check Feature Available*

## **Résumé**

A résumé is a written account of your experiences and accomplishments that you use to explain to potential employers why you are the most qualified person for a specific position.

Your involvement in agricultural education and FFA has provided you with numerous noteworthy employment and career-related opportunities. Recording these accomplishments, as they happen, is one of many steps you can do to prepare yourself for one of the many challenging and rewarding agricultural careers.

### **1. Objective—(Career objective)**

Indicate specific short-term and long-term career goals.

### **2. Agricultural Classes/Coursework**

List specific courses, seminars or other educational experiences that helped to prepare you for your stated career objective.

- Attended seminars on specific topics of interest
- Earned state-level certification for pesticide and herbicide applications
- Toured three commercial greenhouse operations
- Completed a plant science short course
- Participated in a one-week ecology camp
- Attended a garden seed seminar

### **3. Supervised Agricultural Experiences (SAE)**

A summary of your SAE or related work experience (most recent to oldest).

Ex:

- Year - Year: Beef (Ownership) 18 projects • Year - Year: Poultry (Ownership) 8 projects • Year - Year: Grain Crops (Ownership) 2 projects
- Year - Year: Sales (Placement) 1 project • Year - Year: Natural Resource Systems (Research) 2 projects

#### **4. FFA Leadership (Involvement)**

Leadership development opportunities come in many different forms. Some activities Agriscience, State Star Farmer, State Star in Agribusiness, State Star in Agricultural Placement, State Star in Agriscience, chapter member of the year, 100% attendance at chapter functions

#### **5. FFA Activities**

List FFA activities in which you have participated. This could include career development events, conventions, conferences, etc.

#### **6. Community Service (leadership activities)**

Include major community related activities.

**Examples:**

fire department volunteer; superintendent of beef department at the county fair; junior scout leader; scouting program member; hospital, nursing home or child care center volunteer; church youth group member; officer or usher and volunteer naturalist at county park

These hours may not be duplicated for Directed Lab (unpaid hours).

#### **7. Awards and Honors (Accomplishments)**

Personal accomplishments and usually includes a year and short description of the accomplishment (most recent to oldest):

Example:

(1) Year: Invitational - Poultry(2) Year: Poultry Judging - 8th Team(3) Year: Good Record keeping AET Badge(4) Year: Prof. Wildlife Production & Mgmt (En/Pl)(5) Year: Community Service AET Badge

#### **8. Certifications (Certifications and Memberships)**

(most recent to oldest):

Example:

(1) Year: Lincoln Welding Certificate  
(2) Year: Artificial Insemination Certificate  
(3) Year: Pesticide License Certificate Edit 382

#### **9. Skills (This is a new section as part of the new resume builder).**

The application has a skills section relating to the career pathways. This is a new section. Some examples of additional skills as part of the resume builder are listed on next page.





***Special Tip:***

*A new portion of the Resume is the section titled Skills. If you have nothing to put in this section, be sure to enter N/A or the checklist will show an error.*

## 9. Skills (examples)

**\* ACTION**

- Project Planning
- Identifying resources
- Detail-orientated

**\* VISION**

- Persuasion
- Innovation
- Strategic thinking

**\* AWARENESS**

- Open-minded
- Safety-conscious
- Customer service

**\* PHYSICAL GROWTH**

- Ability to lift over 50 lb.
- Ability to stand for extended periods
- Goal-oriented

**\* PROFESSIONAL GROWTH**

- Microsoft Office Suite
- Adobe Creative Suite
- Record keeping

**\* EMOTIONAL GROWTH**

- Positive attitude
- Self-reliant
- Stress management

**\* COMMUNICATIONS**

- Public speaking
- Telephone service
- Business and technical writing

**\* FLEXIBILITY & ADAPTABILITY**

- Adapting to new technology
- Implementing new procedures
- Taking appropriate risks

**\* RELATIONSHIPS**

- Collaboration
- Conflict management
- Active listening

**\* CHARACTER**

- Meeting deadlines
- Responsibility
- Trustworthiness

**\* CONTINUOUS IMPROVEMENT**

- Goal-oriented
- Coachable
- Learner

**\* SOCIAL GROWTH**

- Social media networking
- Fluent in foreign language
- Etiquette awareness

**\* MENTAL GROWTH**

- Critical thinking
- Creative thinking
- Learner

**\* SPIRITUAL GROWTH**

- Courteous in conversations
- Values-oriented
- Respectful of others' opinions

**\* DECISION MAKING**

- Budgeting
- Data research
- Problem solving

**\* TECHNICAL & FUNCTIONAL SKILLS IN AGRICULTURE**

- Machinery operations
- Crop/livestock management
- Laboratory operations



## 10. References

Provide contact info for three people who can talk about your strengths and skills, but who are not related to you.

## XII. Photos

**Every picture tells a story**, but it won't do much good for your FFA award application if it's dark, out of focus or doesn't have anything to do with your application.

Good quality, well planned photos set your application apart from the competition. They tie the entire application together and add impact, proved they are good pictures with informative captions. Photos need to relate to the proficiency area in which you are applying, need to show activity, size and your involvement in the proficiency area. Pictures of sheep in your horticulture application will only raise questions, rather than clarify your SAE. Taking pictures to tell the complete story takes planning.

**\*IMPORTANT NOTE: Upload (jpg, gif, png, bmp)**

Consider:

- ⇒ An SAE program normally covers a period from three to four years.
- ⇒ Every program has important phases that can only be captured on film when they happen.
- ⇒ It is best to take pictures over a period of time to reflect your program's growth. (Sometimes staged photos are needed, but work at making them not look staged by changing hats, shirts, etc.)
- ⇒ The background and what you are doing should fit the photo. (Mowing grass with snow on the ground is not believable.)

## XIII. Attachments:

**The two items listed below must be submitted (printed and mailed) with the completed application:**

**SAE Agreements:** Attach a copy of your most recent SAE partnership, rental, Family Corporation or occupational training agreement.

**Recommendations:** Attach three one-page recommendations:

- 1). Agriculture instructor recommendation
- 2). Two other recommendations (if your SAEs include placement, please include at least one employer recommendation).

### **Employer and Instructor's Recommendation**

This statement gives a different perspective of your SAE. Judges find this section very helpful in evaluating your application. A name and title must appear with the statement.

**NOTE: The recommendation can be no more than one page in length.**

### Checklist of Minimum Qualifications

Make sure that all items are check as having “MET” for the application to be considered.

The checklist is built into the application.

- All items must be checked as having met for the application to be considered.
- Only computer-generated checks are shown here. The PDF application shows additional manual checks.

**Special Notes for this page:**

- All items must be checked as having met for the application to be considered.
- Only computer-generated checks are shown here. The PDF application shows additional manual checks.

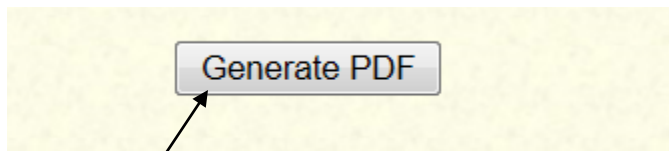
Item	Value
Candidate has chosen a Star Type and Primary Pathway.	MET
Candidate has fully described and selected one to five Learning Outcomes or Efficiency Factors.	MISSING
Candidate has fully described all ten Skills, Competencies, and Knowledge.	MET
All pictures include captions.	MET
All pictures include a digital upload.	MET
SAE Agreements must the printed and submitted with the application.	MUST ATTACH
Three Recommendations must the printed and submitted with the application.	MUST ATTACH

SEE ATTACHMENTS

### Print Application


- ◆ Use this screen to print a PDF of your application.
- ◆ Refer to the PDF cover page for required signature approvals.
- ◆ Follow your local, regional, and state rules and requirements for submission of the paper application.
- ◆ Altering the PDF report or substituting pages may result in disqualification.

When you are ready to generate and print your application click on Generate PDF. Your application will contain a barcode and a version number. It is important to make sure that your version number matches ever page that is printed and submitted to your local, regional and state.

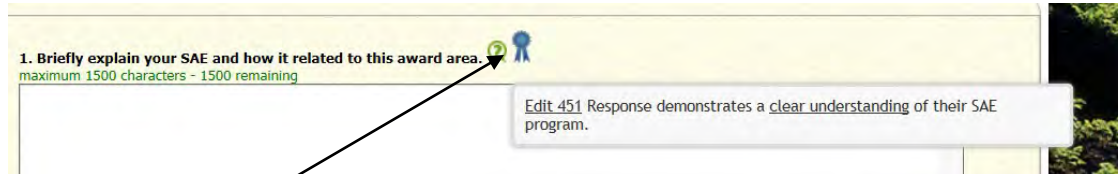


Click Tab when ready to Generate

## Rubrics

These icons  contain tips from the grading rubric for achieving maximum points.

If you hover your mouse over the ribbon icon; a portion of the grading rubric will appear. This section provides tips to obtain the maximum amount of points available.



Place mouse over icon for box to appear

### Rubric Availability

Rubrics are available on FFA.org. Under the American Star Awards.

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# Glossary

**Accounts receivable:** money owed to your business for merchandise sold or services rendered.

**Accrue:** to accumulate; to grow.

**Acquisitions:** items that are purchased or received.

**Acquisition cost:** price plus closing cost to buy an item.

**Agriscience research:** planning and conducting a scientific experiment relating to agriculture based on a hypothesis and the use of the scientific method of investigation on the hypothesis, including qualitative research, quantitative research, experimental research, descriptive research or quasi-experimental research.

**AFNR:** agriculture, food and natural resources.

**Assets:** any item of value owned by a business or individual.

**Balance sheet statement:** a statement of financial status of a business at a given date.

**Book value:** the original value minus the accumulated depreciation.

**Boot:** something given to equalize an uneven trade.

**Capital assets:** machinery, livestock, buildings and other assets that have a useful life of more than one year.

**Capital purchases and sales:** purchase or sale of machinery, livestock, buildings and other assets that have a useful life of more than one year.

**Career clusters:** groups of similar occupations and industries developed by the U.S. Department of Education as a way to organize career planning.

**Career pathways:** broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths and competencies.

**Chattel:** personal capital property other than real estate holdings and usually will not include livestock.

**Community service:** donated service or activity that is performed by someone or a group of people for the benefit of the public or its institutions – outside of classroom time.

**Competencies:** measures of abilities, knowledge or skills.

**Current expenses:** noncapital and usually recurrent expenditures necessary for the operation of a business.

**Current income:** regular series of cash flows that is routinely received from investments in the form of dividends, interest and other income sources.

**Current liabilities:** liabilities that are payable within the year.

**Current/operating assets:** items used in day to day operation, cash, items bought to resell or items with a useful life of about a year. Also includes all market animals.

**Current/operating expenses:** items bought to use in day to day operations such as resale items, office supplies, market animals, etc.

**Current/operating income:** money earned from sale of non-capital items such as fertilizers, market animals, plants, etc.

**Depreciable:** items that lose value over time because of wear or becoming obsolete.

**Depreciation:** the amount something falls in value because of time and/or wear and tear.

**Eligibility:** qualifications that must be met to attain something.

**Employee:** a person who works for another person for wages or salary.

**Entrepreneurship:** the act of organizing, managing and assuming the risk of a business or enterprise.

**Equity:** the businesses assets minus the liabilities; same as net worth.

**Expense:** cost involved with producing a product or service.

**Fair market value:** estimate of the market value of a property, based on what a knowledgeable, willing and unpressured buyer would probably pay to knowledgeable, willing and unpressured seller in the real estate market.

**Farm financial standards:** guidelines to aid producers in capturing this information, preparing reports and performing financial analysis in a uniform manner.

**Farm Financial Standards Council:** promote uniformity and integrity in financial reporting and analysis.

**FICA:** Federal Insurance Contributions Act tax is a United States payroll (or employment) tax imposed by the federal government on both employees and employers to fund Social Security and Medicare.

**Gross earnings:** the total income earned in a year, as calculated prior to any tax deductions or adjustments.

**Growing crops/plants:** crop still in the ground to develop to maturity.

**Harvested crops/plants:** the cultivated produce of mature crops from the fields.

**Home improvement:** a series of learning activities that improves the value or appearance of a place of employment, home, school or community.

**Inflationary:** an increase in the price of goods and services, resulting in a continuing rise in general price levels.

**Internal Revenue Service:** the branch of the federal government charged with collecting tax monies.

**Investment:** the expenditure of money put into a business to create income or profit.

**Liabilities:** money, goods and/or services that you owe.

**Maturity value:** value of a breeding, pleasure or draft animal at the age when that particular species will begin a decline in market value for breeding, draft or pleasure purposes.

**National FFA Center:** the headquarters for the National FFA Organization.

**National FFA Foundation:** the branch of the National FFA Organization charged with soliciting and collecting donations for FFA programs and services.

**Net earnings:** gross sales minus taxes, interest, depreciation and other expenses.

**Net worth:** the difference between total assets and total liabilities; same as equity.

**Non-current/capital assets:** these are inventory items which normally expect to have a useful life of more than one year, this includes all pleasure, draft and breeding animals.

**Non-current/capital income:** money received from sale of capital items such as machinery, live-stock, buildings, etc.

**Non-current liabilities:** liabilities not payable within one year.

**Placement:** an agricultural education program where students work for wages or experience.

**Principal:** an amount of money borrowed (not including interest) or invested.

**Proficiency:** advancement in knowledge or skill; receiving competencies through training and practice.

**Processing:** the changing of a raw material into a more useable form.

**Ratios:** the relationship in quantity, amount or size between two or more things.

**Recordkeeping:** keeping accurate facts and information pertaining to your SAE.

**Regularly scheduled class time:** time during the regular scheduled school day that a student is officially enrolled in an agricultural education course.

**Research/experimentation:** an extensive activity where the student plans and conducts a major agriculture experiment using the scientific process.

**Scope:** size and growth of an operation or enterprise.

**Shop FFA:** the online merchandising division of the National FFA Organization

**Supervised Agricultural Experience (SAE) program:** planned practical activities conducted outside of class time in which students develop and apply knowledge and skills. These activities may be either entrepreneurship, placement (paid or unpaid) or research/experimentation.

**United States Department of Agriculture (USDA):** the branch of the federal government governing the industry of agriculture.

**Wage:** a payment, usually in money, for labor or services according to a contract or on an hourly, daily or piecework basis.

**Working animal:** an animal, usually domesticated, that is kept by humans and trained to perform tasks.

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## **Appendix A: Extra Tips**

### **Photos**

- ◆ Use photos to show a wide array of skills and activities.
- ◆ Make sure that if you are in official FFA jackets, that it is appropriate use of jacket. A jacket worn while milking cows or artificially inseminating would not be appropriate use.
- ◆ Include no more than six pictures, this includes any pictures on a cover page (it is preferred that applications do not include cover pages at all).
- ◆ Minimize the use of "Here I am..." photo captions. Tell the story of your SAE and emphasize the program quality.
- ◆ Plan ahead for pictures, a member mowing the lawn with snow on the side is not realistic.
- ◆ Do not show unsafe conditions (examples: welding without proper safety equipment, walking up bale elevators, etc.)

### **Applications**

- ◆ Have access to the American FFA Degree or Proficiency Awards Handbook published by the National FFA Organization.
- ◆ Utilize all space available to tell your SAE story.
- ◆ Complete entire application. Do not skip questions and do not omit supplemental materials, particularly resume and statement of employer or advisor.
- ◆ Do not add pages. Applications may be eliminated for extra pages. You are allowed six photos, three recommendations, one page each, a 2-page resume and a personal page.
- ◆ Write in first person (such as "I am showing ..."). You should be completing the application with support of advisors, parents and/or others. Others should not be completing the application.
- ◆ Readability, spelling and grammar should be checked. Spelling and grammar are scored on the Star application. Make sure all spelling and grammar is correct in order to make the most points on your scorecard.
- ◆ It is not possible to have production enterprises without expenses on the summary page. There must be either cash or non-cash expenses for these projects.
- ◆ Make sure résumé is complete. Strive to show an active well rounded member.
- ◆ American FFA Degree applications should only be stapled in top left hand corner. Any Star applications should be contained in a binder. Unprotected applications can come apart if only held with a single staple. Applications go through a lot of handling at the national level.

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## **Appendix B: Items to be attached to the stars application**

### Reference

It is indeed an honor to write a letter of recommendation for Henry Mack for this very high honor. Henry began working for me during a mentorship program his senior year. While doing this we quickly realized that he was much more responsible and mature than most high school students. Seeing this, we offered him a part-time job that summer, and it worked out very well for us and him. Since he was still working for his dad on the farm, this was very convenient for both of us.

The following summer when he returned from school we hired him to work full-time during the summer with regularly scheduled hours from 7 to 4 and with many overtime hours depending on weather and other conditions. This summer he received his CDL, and we had him operate equipment taught him many skills with the application of fertilizer and chemicals. He recently finished school at MTI, and we now have him hired on full-time. This provides a very good income for him, and during the spring and summer months we work many long days, often 7 days a week.

As an employee he has received outstanding evaluations and is a valuable asset to our company. He is still learning many skills and new tasks on a daily basis and gets along with his supervisors and fellow employees very well. He is very receptive to accepting constructive criticism and to make improvements to his efficiency.

Even while working for us and sometimes getting off work very late, I know he often still goes home and helps his dad and wakes early to help him before coming to work here. His work ethic is very good and highly commendable.

For all of the above reasons, I would recommend Henry to receive this award.

Sincerely,

Brian Doe, Agronomist

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Reference—instructor recommendation:

Dear Selection Committee:

Please consider this letter of recommendation for Henry Mack for being a finalist for the American Star in Agricultural Placement. Henry lives on his family farm in his grandparents old house. The Mack farm is a diversified crop and beef cattle operation. On the farm Henry is the typical older farm son who began doing many of the jobs associated with production agriculture at a very early age to help out. Over the years he has expanded his knowledge in production agriculture to include the maintenance of equipment and doing almost all the hay work on their farm. He also has expanded his SAE to include hours working in the agronomy department of . . . .

Henry began his SAE with two cows and working on the family farm to pay for his expenses to his beef enterprise. As he accepted more responsibilities on the farm and began working longer hours his father has allowed him to purchase more cattle. Since he is not paid a wage on the farm, this still allows him to earn money to use for his personal expenses and to pay for his pickup.

Henry has grown in his SAE since his eighth grade year to include the input in family decisions with seed selection, chemical applications, marketing, maintenance and what fields to use for silage or feed. He has an intense desire to learn as much as he can from his father and is becoming more involved in crop scouting and marketing of his crops. His mentorship with . . . . is what led him to choose his profession, as he will have to wait until his dad retires to be able to farm full-time.

As an FFA member, he served as a chapter officer and for two years was a co-chair of our chapter plot. His expertise in production of crops was very beneficial in this being a learning experience for everyone and profitable for the chapter as well. He was active with all responsibilities of a chapter officer and has also chaired many of the activities we performed as well. Having attended the national FFA convention has given him the incentive to work harder to expand his SAE and promote agriculture on the local level. With his leadership we have been able to motivate all members to remain active in our activities and this led to our winning the *Governor's Citation* his final two years of high school.

He was a good student who worked hard to maintain his grades and help others when needed. He did this while still working hours on the family farm, participating in football, chorus and other school activities.

For all the above reasons, I highly recommend Henry to place in this award area as his SAE and application shows he is very qualified to receive this honor.

Sincerely,

Terry Jones



Enterprise Agreement

Your plant enterprise project agreement should inform all concerned parties of their responsibilities for providing facilities, land, labor, capital and management.

Under each numbered item, state all points clearly so there will be full and complete understanding. Be certain that all items on this page correspond with the items listed on the budget page.

Be definite in stating what part or share of each item of the production costs will be furnished or assumed by each party. These shares should be consistent with the divisions made on the budget page. Keep in mind that in an enterprise agreement “furnish” and “assume” mean to be financially responsible for, regardless of the source of the item. In describing how the returns will be divided, state the shares in terms of production or sales. If changes in the agreement become necessary after the signing, record such changes on this page and include subsequent signatures.

**1. What is the kind, size and duration of the enterprise?**

I am going to care for and harvest seven acres of apple trees starting in January and ending in December.

**2. What will the student furnish or assume?**

I will furnish 40 percent of the overhead and operating cost. I will harvest the crop and provide 100 percent of the labor.

**3. What will the other party or parties furnish or assume?**

The other party will furnish 60 percent of the overhead and operating cost. They will provide spray for the trees.

**4. What part of the returns will the student receive, or what part of any losses will the student be responsible for?**

I will receive 40 percent of the returns and assume 40 percent of the losses.

**5. What part of the returns will the other party or parties receive, or what part of any losses will the other party or parties be responsible for?**

They will receive 60 percent of the returns and assume 60 percent of the losses.

**6. How can the student and/or other party or parties terminate this agreement?**

This agreement will terminate after harvest or if the crop is a total loss.

Signed \_\_\_\_\_  
(student)

Signed \_\_\_\_\_  
(other party)

Signed \_\_\_\_\_  
(other party)

The undersigned approves of the agreement as stated and agrees to provide supervision and assistance as deemed necessary in providing a successful business experience for this student as outlined above.

Approved \_\_\_\_\_  
(agriculture education teacher)

---

**SAE land/rental agreement**

This agreement is made between John Doe and Robert Lee of Lee Farms this first day of January 2011 and shall continue from year to year unless written termination is given by either party to the other on or before the first day of January each year.

**Land Lease Agreement:**

John Doe agrees to assume rent on land he uses. Lee Farms will negotiate with John Doe on all lease agreements with landowners.

**Equipment and Farm Management:**

Lee Farms agrees to maintain all equipment and any expenses incurred for maintenance and repair of all equipment. In exchange for use of equipment for his SAE program, John Doe agrees to contribute his labor for Lee Farms each year until either party terminates agreement.

John Doe agrees to pay all other expenses such as seed, fertilizer, chemicals, etc., pertaining to his SAE program.

Signature:

In witness whereof the parties have here unto affixed their signature this first day of January 2011.

\_\_\_\_\_  
Robert Lee of Lee Farms

\_\_\_\_\_  
John Doe

\_\_\_\_\_  
Witness

**SAE equipment rental agreement**

This agreement is made the first day of January 2009, between Joseph Blow, landlord, and Jane Doe, renter. This agreement shall remain in effect until December 31, 2011 and any years thereafter unless other wise stated in a notice of termination given by either party.

The landlord and renter are in agreement to the following stipulations:

1. The landlord shall rent the following equipment, one tractor, one round baler, mower and hay rake.
2. The landlord shall also provide all fuel, parts and other necessary materials for the proper operation of the above equipment.
3. The landlord shall also provide pasture and feed for the renter’s cattle.

These stipulations will be net under the following conditions:

1. The renter agrees to work for the landlord as a farm hand in exchange for the stipulations printed above.
2. The renter shall be in charge of all farm operations when the landlord is not present and unable to attend farm operations.

In witness whereof the parties have affixed their signature this first day of January 2009.

\_\_\_\_\_  
Tenant

\_\_\_\_\_  
Landlord

\_\_\_\_\_  
Advisor

\_\_\_\_\_  
Witness



**The FFA Mission:**

FFA makes a positive difference in the lives of students by developing their potential for **premier leadership, personal growth** and **career success** through agricultural education.

**The Agricultural Education Mission:**

Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources system.

The National FFA Organization is a resource and support organization that does not select, control, or supervise state association, local chapter or individual member activities. Educational materials are developed by FFA in cooperation with the U.S. Department of Education as a service to state and local agricultural education agencies.

The National FFA Organization affirms its believe in the value of all human beings and seeks diversity in its membership, leadership and staff as an equal opportunity employer.