Wisconsin
State FFA Degree
Handbook

Wisconsin Association of FFA, Inc.
Wisconsin FFA Center, Inc.

Updated
January 2020

The Wisconsin Department of Public Instruction, Wisconsin Association of FFA and the Wisconsin FFA Center do not discriminate on the basis of sex, race, color, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or disability.
Wisconsin FFA State Degree Application Online through National FFA Website

2. Instructor or Student will need to log into their ffa.org account through their Dashboard.
3. Locate the Application Center in the Dashboard Section of the Website.
4. Find the box labeled Local and State and click on that image. If you haven't logged in yet by this time, it will ask you to do so.
5. The Application Center will take you into the AET Site and you can then select Wisconsin FFA State Degree Application from the drop down menu.
6. Basic Set Up—select the SAE types and the rest of the pages will load based on whether it is a placement or entrepreneurship SAE.

**NOTE:** Any time you see “?” on the application, make sure click on it to help you answer questions you may have.

When completing the application if you go to print and the PDF downloads with draft across the pages there are errors in the application and it will not be accepted for consideration. The pages have to be clear of the word draft when printed, no exceptions.
Introduction

State FFA Degree – Wisconsin Association of FFA

The State FFA Degree is the highest degree that an FFA member can earn on the state level. To earn this degree, a member has to have earned both their Greenhand and Chapter Degrees. The Discovery Degree can be earned by 7th and 8th grade members but is optional and not required in order to receive the State FFA Degree.

Earning the State FFA Degree is an honor and great accomplishment for those that have set their goals to reach this level of achievement in the FFA Organization. Once the State FFA Degree is earned the final level of achievement is the American FFA Degree. The FFA degree system is organized so that all FFA members have an equal chance at the State and American FFA Degree, no matter where you come from. It does take commitment and hard work to reach these goals, but any member who works to meet the requirements set forth for the degrees may earn them.

The State FFA Degree can be received at any state convention while you are still eligible to be an FFA member. You are eligible for membership through the fourth national convention (November 30) after graduation from high school, but membership may not be maintained for any reason after you reach your 23 birthday.

If you graduated from high school in 2019, your window of opportunity to receive the State FFA Degree is 2019, 2020, 2021, 2022. 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.

Remember however if you want to receive the American FFA Degree you need to leave at least one year of eligibility to also earn that degree. On a rare occasion some FFA members have earned both degrees in the same year. However, the member must qualify first for the State FFA Degree before their American FFA Degree can be sent to National FFA.

Eligibility for “State Degree Star Awards” is similar to the eligibility for Proficiency Awards. You may apply for Star while you are in high school or only one year out of high school. You have to apply for Star the same year you are applying for your State Degree. More details about applying for State Star are located on page 33.
Do You Qualify?

STATE FFA DEGREE
MINIMUM REQUIREMENTS
Summarized from the
State FFA Constitution Article V. Section D.

♦ Completed at least **360 hours** of Agriculture Education Instruction while in high school – School transcript must be included for verification. (Requirement must be complete at the time of applying – February 7.) **High School Transcript must be submitted with State Degree Application and courses must be highlighted on the transcript for the reviewer to clearly see.**

♦ Have **at least 24 months** of FFA membership at the time of application. (February 7)

♦ Have received the Greenhand and Chapter FFA Degrees

♦ Have earned and productively invested $1500 or worked 1000 hours in SAE

♦ At least five different FFA activities above the chapter level

♦ Participate in the planning and completion of the chapter Program of Activities

♦ Candidate must list at least 6 skills or competencies gained through SAE

♦ At **least 2 different** public speeches (agricultural), each at least 5 minutes in length

♦ Must demonstrate leadership by performing 10 parliamentary procedure activities

♦ Candidate must have a satisfactory record of scholarship, as certified by a school administrator

♦ Must have served in at least four of the following six capacities
  1. Chapter FFA Officer
  2. FFA Committee Chair
  3. FFA Committee Member
  4. Official State FFA Representative in National or Regional FFA Activity
  5. School Activity (not FFA)
  6. Community Activity (not FFA)

♦ Have participated in at least 25 additional, **unduplicated** hours of community service activities within at least two different community service activities. 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 totaling 25 hours. These hours may NOT be duplicated for directed lab (unpaid hours).

  Refer to chart below:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter FFA Degree</td>
<td>10 hours required</td>
</tr>
<tr>
<td>State FFA Degree</td>
<td>25 hours required (2 different activities)</td>
</tr>
</tbody>
</table>

♦ Must be financially correct
Accepted SAE Programs for Earning the State FFA Degree

An SAE program is a planned practical agricultural activity, which supports skill and competency development, career success and application of specific agricultural and academic skills a student has learned through classroom instruction in agricultural education. An SAE program is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by agricultural education teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of their educational and career goals.

SAE/Career Path Opportunities: In order to assist you in determining how to describe your SAE on your State FFA Degree Application, please see the career cluster your SAE fits, you can check out the SAE descriptions used in the proficiency award area descriptions also to assist you in correctly labeling your SAE

- **Agribusiness Systems**
  - Agricultural Communications
  - Agricultural Education
  - Agricultural Sales
  - Agricultural Services
  - Emerging Agricultural Technology (if applicable to agribusiness)

- **Animal Systems**
  - Beef Production
  - Dairy Production
  - Diversified Livestock Production
  - Equine Science
  - Poultry Production
  - Sheep Production
  - Small Animal Production and Care
  - Specialty Animal Production
  - Swine Production

- **Environmental Service/Natural Resources Systems**
  - Aquaculture
  - Emerging Agricultural Technology
  - Environmental Science and Natural Resources
  - Forest Management and Products
  - Home and/or Community Development
  - Outdoor Recreation
  - Wildlife Production and Management

- **Food Products and Processing Systems**
  - Agricultural Processing
  - Food Science and Technology

- **Plant Systems**
  - Diversified Agricultural Production
  - Diversified Crop Production
  - Diversified Horticulture
  - Fiber and/or Oil Crop Production
  - Floriculture
  - Forage Production
  - Fruit Production
  - Grain Production
  - Landscape Management
  - Nursery Operations
  - Specialty Crop Production
  - Turf Grass Management
  - Vegetable Production

- **Power, Structural & Technical Systems**
  - Agricultural Mechanics Design and Fabrication
  - Agricultural Mechanics Energy Systems
  - Agricultural Mechanics Repair and Maintenance
  - Home and/or Community Development (if applicable to this area)

Work Experiences that are not allowed to count toward earning the State FFA Degree

Babysitting/ Child Care
Housekeeping
Working in a retail store unrelated to or has no portion of the job associated with an agriculturally-related activity. Working in a restaurant that only involves cashiering, cleaning tables and table waiting. The Food Service SAE must include food preparation and handling and fit under the description of the Food Service Proficiency Award. Lifeguard in indoor pool facilities. Outdoor pool facilities must be clarified on the application. Activities that are not directly connected with agriculture – working as a teller at a bank does not count – working at a bank with agricultural accounts/loans, etc. can count but the student must be qualified to be able to hold that level of employment.
Working at a gas station. Even though gas, lp, diesel, etc. are used on farms and with farm equipment, working at a gas station does not qualify for an SAE eligible for a degree.
Defining Agricultural Education SAEs and Activities Included for Recognition

Agricultural Education SAEs should not include general FFA participation in activities such as all the hours as an officer, participating on CDE teams, attending leadership conferences, etc.

Agricultural Education SAEs can include activities where the members is involved in a level about a participant. They may be a presenter, organizer, coordinator, coach, etc. This must be indicated in the SAE description.

Here is a list of example activities:
- Serving as a PALS mentor
- Presenting Food For America Programs – Presenter, Organizer, Coordinator, etc.
- Working as a departmental assistant (preparing class materials and labs, producing handouts, supporting instructional activities, assisting in the classroom greenhouse directly working with students to assist the advisor and teach students, etc.)
- Helping train a CDE team (some advisors use student leaders with Jr. Teams, or to run practices in teachers absence, etc.)
- Helping fellow students with Proficiency, Degree or Scholarship applications
- Extension Education type activities (Serving as a youth 4-H leader training younger members, presenting educational programs to community)
- Teaching assistant were they actually teach other students (leadership programs would be most common, but could do some technical ag., some FFA officer activities would probably fit with the intent here)
- Job shadowing an ag. teacher outside of their own class time (would be even better if they could spend a day shadowing a teacher other than their own)
- Attending University workshops on Ag Ed if any are offered
- Ordering needed instructional materials and consumables for their ag. department (outside of class time)

Again this is not a complete list, however, these examples will give you an idea of the higher level activities students are expected to perform for recognition in the area of Agricultural Education.

The important thing to remember is that the students should count hours on activities related to instructional duties. We know some have an impression that FFA is ag. ed. so they should count all their hours but the student really should be engaged in learning or practicing instruction.

REMEMBER

When describing your SAE in the State FFA Degree Application, please provide a description of your responsibilities. This includes jobs and responsibilities you had in your SAE area.

PLEASE DO NOT SIMPLY LIST – AG EDUCATION SAE or AG COMMUNICATIONS SAE.

We are asking for more specific roles and responsibilities to define your SAE.
**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:**

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

**Total = 2,205 hours remaining in the whole year**

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.

**NOTE:** There is a separate document on the Wisconsin FFA website under State Degrees that describes in more detail the guidelines for work hours allowed.
CLARIFICATION OF MINIMUM REQUIREMENTS

CLASS HOURS: Completed at least 360 hours (2 years) of Agriculture Education Instruction while in HIGH SCHOOL. *Middle school hours do not count for this requirement.*

- When counting agricultural education instruction hours, the student must only be counting the hours they have obtained while in HIGH SCHOOL agricultural education.
- Courses must be under the Agricultural Education Department and cannot be other courses offered in the High School such as Biology, Chemistry or any other course that is outside of the realm of the Agricultural Education Department.
- Class hours are based on a 90-hour semester or 180 hours per year.
  
  **Counting hours:** 1 semester/.5 credits = 90 hours  
  2 semesters/1credit = 180 hours

  **Counting years:** 1 year = 180 hours; 2 years = 360 hours; 3 years = 540 hours  
  4 years = 720 hours (if the student took 1 ag class each semester during high school)

  **NOTE:** Many times students will take multiple classes so there may be more hours within each of those years indicated above.

- A student may have more than one course during a school year and can count the total hours. For instance, if a student were to be enrolled in two full year agricultural education courses their Sophomore year, they could have a total of 360 class hours for that year.
- If a student has block scheduling, the class hours are still divisible by 90 hours whether they are 90 hours in a quarter or semester and they must still have 360 hours to meet the minimum requirement.

IMPORTANT!!!!!!! REMEMBER ON THE STATE DEGREE APPLICATION

Page 2 under “Education Information”

INDICATE THE NUMBER OF HOURS OF AGRICULTURAL EDUCATION COMPLETED BY THE FEB. 7 DEADLINE.

FFA MEMBERSHIP: Have at least 24 months of FFA Membership at the time of application.

- The key with this requirement is that there must be a full 24 months of membership at the time the student submits the State FFA Degree on February 7.
- An FFA member can apply for their State FFA Degree until February 7 before their fourth National FFA Convention after they graduate from high school.

IMPORTANT!!!!! Applicants cannot start their FFA Membership year on page 2 before they start Agricultural Education on the top of Page 3. If you started Agricultural Education classes in September 2017, your FFA membership year cannot be before 2017. The year FFA membership started must be the same as the year you started Agricultural Education or after.

If a student started Agricultural Education in middle school through a survey course offered during the school year, the student can become an FFA member at the start of that school year. So their records may reflect FFA membership starting Sept. 1, 2017 and then the student should also indicate that their Agricultural Education started Sept. 1, 2017.

MEMBERSHIP ELIGIBLE FOR STAR AWARDS: Members must apply for State Star awards at the same time that they are applying for their State Degree. Members eligible while in high school and only one year out of high school if they are a graduate to apply for this award recognition.
The following activities are considered “above the chapter level.”

1. FIRE Conference
2. Sectional Leadership Workshop
3. County or regional FFA officer training
4. Half-time Leadership Workshop
5. 212 Leadership Conference
6. EDGE Conference
7. 360 Leadership Conference
8. Washington Leadership Conference
9. State FFA Convention
10. State Convention Activities
   a. State FFA News Room
   b. State FFA Courtesy Corps
   c. State FFA Delegate (cannot count serving as a delegate and attendance at state convention as two activities when they are same year.)
   d. State FFA Agriscience Fair
   e. State FFA Day of Service/Rally to Fight Hunger
   f. Agricultural Artwork Competition
11. National FFA Convention
12. National FFA Convention Activities
   a. National FFA Day Of Service
   b. National FFA Courtesy Corps
   c. National CDE
   d. National Agriscience Fair
   e. National Voting Delegate
   f. Hall of States Booth Participant
13. Participation at multi-chapter, regional or state Career Development Events. A member can compete at multiple locations. A member that competes at UW-Platteville (Regional) and UW-Madison (State) can count this as two activities.
   **Members must indicate which CDE they competed in and not just location.**
14. District, sectional, or state Leadership Development Event. (Competing at district and sectional count as two activities.)
15. Participation as a FFA member in an FFA sponsored regional, state, or national contest. This includes
   a. FFA Land Judging
   b. Regional/State Tractor Operators Contests.
   c. State Proficiency Award Program
   d. Conduct of Meetings LDE
   e. High School Quiz Bowl Competition
   f. State or National FFA Grant or Scholarship Applicant – (Can only count 1).
   g. GROWMARK Essay Contest or Jr. High Essay Contest
16. State Band, Chorus or Talent Participation at State and National.
17. Participation in Co-ops Yes!, Farm Forum, or other event where the member is representing the FFA Chapter and other chapters are attending.
18. Exhibiting at county or regional fairs as a representative from your FFA Chapter.
19. Exhibitor at State Fair – as a representative from your FFA Chapter.
20. Participation in an FFA related educational activity at the Wisconsin State Fair – example House of Moo and Discovery Barnyard.

The following activities are **NOT** considered “above the chapter level.”

1. Local, sectional or state FFA recreational events.
2. Participation on field trips (i.e., World Dairy Expo, Farm Technology Days, State Fair)
   **Exception:** If the members are representing their FFA Chapter in a specific contest or FFA-related activity at the event, then it can be considered. This must be indicated on the application.
3. Breed association activities

**A word of caution:**
It is impossible to list every FFA activity that counts or doesn’t count in this State FFA Degree Handbook. When considering whether or not it is an acceptable activity refer to the definition below. The activity must be an FFA activity and be **above the chapter level.**

**Definition:** An activity is defined as an FFA activity when:
A. An FFA organization (local, state or national) sponsors the program or activity.
B. An organization other than FFA, sponsors the activity and FFA chapters are invited to participate. An example would include Farm Forum. The Wisconsin Farm Bureau Federation sponsors Farm Forum and invites 4-H clubs and FFA Chapters to participate. This is, therefore, an FFA activity above the chapter level.

**Definition:** Above the chapter level
It is considered above the chapter level if it’s a multi-chapter activity where at least one other member from at least one other chapter attends.

**PLEASE NOTE:** TO HAVE FIVE ACTIVITIES ABOVE THE CHAPTER LEVEL, THE ACTIVITIES MUST BE FIVE DIFFERENT ACTIVITIES. TWO TRIPS TO THE STATE FFA CONVENTION IS COUNTED AS ONE ACTIVITY ABOVE THE CHAPTER LEVEL.

The only exception is FFA athletic/recreational activities. Given the fact that there are numerous other eligible activities and to retain the prestige of receiving the highest degree on the state level, athletic sporting events are **not** considered eligible activities for participation above the chapter level.

**Revised:** 1/2017 – Cheryl Zimmerman
COMPLETING THE APPLICATION

Please note that many of these instructions were taken from the National FFA American Degree Handbook (Posted 2/24/15) from the National FFA Website and adapted for the State FFA Degree Application. Where it indicates viewing a video, please refer directly to the online application to view those videos.

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 2020, conclude your application as of December 31, 2019. Note: Application selects year that the application should end automatically.
C. 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.
D. Proof your application one more time for spelling, grammar and mathematical or technical errors. Use the review sheet in this handbook and also posted online to assist you in this process. You should also check the complete application one last time before submitting to make sure the word “Draft” or “Review” or “Not Met” does not appear in your application. Applications with “Not Mets” cannot be submitted. Please refer to the checklist that is built into the application.
E. If you are applying for a Star award, place your application in an FFA award 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. If you are not applying for Star, you DO NOT need to put your application in a folder.
F. In many cases an SAE program involves other family members, but for the State FFA Degree application, include only your share of inventory, income, net worth, etc.
G. Don’t forget that if you are applying for Star recognition, you must submit additional information that is addressed on page 33 of this handbook.

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

1. Name: Check that your name is just as you want it to appear on a certificate and in publications.
2. Name pronunciation: The pronunciation of your name is used for stage announcements during the State FFA Degree ceremony.
3. Name as it appears on the FFA chapter roster (if different): Such as a nickname. This is important because some people use abbreviations of their name. You need to be located on your chapter’s FFA active member roster, so make sure your name is listed as on the roster.
4. Gender: Male/Female
5. Include your Section Number: In Wisconsin, there is only a section number for you to indicate. You do not have to list a district or region number.
6. Home telephone number (include area code): Please double-check your phone number for accuracy.
7. Address: Include P.O. Box number and/or appropriate street name and number, as well as city, state and zip code.
8. E-mail Address: Information may be sent to your e-mail address about your application or recognition.
9. Names of parents/guardians: This information is used for news media purposes.
10. 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.
11. 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.
12. 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.
13. School telephone number (including area code): List the area code and number where the FFA advisor and/or other school officials can be reached.
14. Chapter advisor(s): Indicate the complete name of each current FFA advisor.
15. 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. 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. FFA Membership cannot begin before you enrolled in Agricultural Education.
17. Continuous active FFA membership: Please indicate if your FFA membership has been continuous. For the state FFA degree this is not required but if you have a gap in your membership, it is important for us to know to check that you have met the two year requirement.
18. Years received Greenhand and Chapter FFA Degrees: This date is important to determine whether you have met requirement for receiving the state degree.
19. If you have graduated from high school, year graduated: This is an important date, which is used to determine eligibility.
20. 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.
21. 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). **NOT SPECIFICALLY WHAT YOU HAVE TAKEN.** This will depend on your school’s ag program if it is a full or part-time program. Normal years depending on if you offered middle school courses would be 4 years to 6 years. There may be other variations. You should indicate 5 or 6 years if you have courses offered in either 7th or 8th grade even if they are only 6 week survey type courses or any variation thereof.

22. Hours of Ag Education completed in High School: This question is specifically about your hours in high school. Hours are based on the number of semester courses you have taken in your ag department. **PLEASE REFER TO PAGE 8 OF THIS HANDBOOK TO CLARIFY HOW YOU SHOULD WRITE YOUR HOURS.**

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.

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. 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.)

25. 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.

26. 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.

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

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.

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

MAKE SURE TO DOUBLE CHECK THAT YOU ONLY HAVE CHECKED THOSE SAE TYPES THAT YOU HAVE RECORDS FOR. If you only have a Placement SAE and you check both Placement and Entrepreneurship, you will get questions that appear for entrepreneurship that you do not need to include and this will cause errors in your application.

MAKE SURE TO DOUBLE CHECK THAT YOUR APPLICATION IS GIVING YOU THE PARTS PERTAINING TO THE SAE TYPES THAT YOU HAVE CHECKED.

Special Notes before you begin this page:
- 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.

NOTE: If you do not have an Entrepreneurship SAE, you should not list anything in the Current and Non-Current Inventory Columns.

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.
PLACEMENT AND EXPLORATORY SAE DESCRIPTIONS

Pathway:
Select the most appropriate AFNR pathway to describe the type of placement experience. This is a pull down box that you need to select the pathway.

Employer or Project Name:
Provide the name of your employer or project name for each year.

Job Title and Responsibilities/ Project Description
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. BE SPECIFIC AND CLARIFY WHAT YOU DO IN YOUR JOB RESPONSIBILITIES. THE MORE DESCRIPTION YOU PROVIDE THE BETTER!!

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

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

Gross earnings: 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.
Pathway:
Select the most appropriate AFNR pathway to describe the type of placement experience. This is a pull down box that you need to select the pathway.

Indicate the Year your Research Started and Year Ended:
Provide the name of your employer or project name for each year.

Hours: indicated the number of hours spent on the research project.

Research Title: Provide a Title of your Research Project

Income and Expenses: Indicate any income and expenses related to that particular Research Project.
Entrepreneurship SAE Description and Information

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

**Project Name:** Provide the name or type of your business/enterprise.

**Size/Scope of Enterprise:** 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:**
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.

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.

Click on blue hyperlink to return to originating page.

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

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

<table>
<thead>
<tr>
<th>III. ASSETS</th>
<th>Value at Beginning Date</th>
<th>Value at Ending Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Current Assets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Cash on hand, checking and savings</td>
<td>$7,587</td>
<td>$37,125</td>
</tr>
<tr>
<td>b. Cash value - bonds, stocks, life insurance</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>c. Notes &amp; accounts receivable</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>d. Current Inventory (Entrepreneurship Experiences)</td>
<td>(use conservative estimated values)</td>
<td></td>
</tr>
<tr>
<td>1. Investment in harvesting and growing crops/plants</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>2. Investment in feed, seed, fertilizer, chemical, supplies, prepaid expenses, and other current assets.</td>
<td>$3,209</td>
<td></td>
</tr>
<tr>
<td>3. Investment in merchandise, crops, and animals purchased for resale</td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>4. Investment in raised market animals &amp; poultry</td>
<td>$5,895</td>
<td></td>
</tr>
</tbody>
</table>

Itemized ending inventory values are reported on “Ending Current Inventory” page.
Financial Balance Sheet Statement–NET WORTH

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.

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

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

If any value is “Not Met”, the difference is reported. If not met, “Not Balanced” will appear.

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

<table>
<thead>
<tr>
<th>J. Qualification Check</th>
<th>Your Value</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified under at least one option</td>
<td>MET</td>
<td></td>
</tr>
<tr>
<td><strong>Option 1 Conditions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Productively Invested at least $7,500 (LINE H4)</td>
<td>$360,418</td>
<td>MET</td>
</tr>
<tr>
<td>b. SAE Earnings at least $10,000 (LINE G3)</td>
<td>$413,841</td>
<td>MET</td>
</tr>
<tr>
<td><strong>Option 2 Conditions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Productively Invested at least $2,000 (LINE H4)</td>
<td>$360,418</td>
<td>MET</td>
</tr>
<tr>
<td>b. SAE Earnings at least $2,000 (LINE G3)</td>
<td>$413,841</td>
<td>MET</td>
</tr>
<tr>
<td>c. Unpaid hours at least 2,250 (LINE I1)</td>
<td>0</td>
<td>MET</td>
</tr>
<tr>
<td><strong>Option 3 Conditions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Productively Invested at least $2,000 (LINE H4)</td>
<td>$360,418</td>
<td>MET</td>
</tr>
<tr>
<td>b. SAE Earnings at least $2,000 (LINE G3)</td>
<td>$413,841</td>
<td>MET</td>
</tr>
<tr>
<td>c. Unpaid hours factor + Productively Invested at least 10,000 (LINES I3+H4)</td>
<td>360,418</td>
<td>MET</td>
</tr>
<tr>
<td>d. Unpaid hours factor + SAE Earnings at least 10,000 (LINES I3+G3)</td>
<td>413,841</td>
<td>MET</td>
</tr>
</tbody>
</table>

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.
**Skills, Competencies and Knowledge**

The state degree skill area should include 6 skills to meet the Wisconsin State Degree requirement. These skills can be from all SAE programs the student is using to complete their State Degree. There are 10 spaces available, but only 6 need to be completed to meet the requirement.

Standards may be repeated if the contribution to the student’s success is different. Some of the standards list numerous items in them so they could be used to show contributions to the student's program in more than one way.

The Wisconsin Star Battery asks students to list 10 skills as well, this is a repeat of the State degree application. The students should list 10 additional skills with 5 of them being from their main pathway and the other 5 from a supporting pathway. These skills should be specific to the Star area the student is applying for and to their SAE program.

**Activities**

Applicants may list as many FFA activities that they have been involved in. It is recommended activities should be listed by starting with national level, then state level, sectional level and chapter level activities.

1. There must be at least 5 cleared identified “above the chapter level” activities to qualify for the State FFA Degree. Refer to page 9 for approved above the chapter level activities.
2. If the person evaluating the application does not know what the activity is or how it would be considered above the chapter level, please provide additional information.
3. Make sure to indicate the years that you participated in the activity. Do not put an X in the column.
5. Do not list any activities on this page that would be listed under community service
6. Activities listed on the activities page may be used for the Manual Checklist page. However, they cannot be counted twice to meet a minimum requirement

**Community Service**

Candidates must have participated in at least 25 hours of community service, within at least 2 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 State 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 or in any other part of the application to fulfill another minimum requirement.

YOU MUST PROVIDE AN EXPLANATION OF WHAT YOU DID IN THE COMMUNITY SERVICE ACTIVITY. DO NOT JUST LIST THE ACTIVITY. If you volunteer for the Chamber of Commerce Organization and the activity was a Brat Fry. You need to indicate what you did at the Brat Fry…not just say Brat Fry.

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.

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.
Checklist of Minimum Qualifications
The checklist is built into the application, except for the manual checklist and the confirmation of community service and FFA activities.

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.

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.

State FFA Degree Minimum Qualifications – Manual Checklist

Speeches
1. Members must list TWO (2) DIFFERENT five-minute agriculturally related speeches.
2. Speeches must be an agricultural topic.
3. The FFA Creed cannot be listed as a speech in this section. The speech must be a topic that the student would have prepared and presented on a particular agriculture topic.
4. The titles of the two different speeches need to be listed.
5. The time of each speech must be indicated and each speech must be at least 5 minutes in length.

List 4 of the 6 capacities that the applicant has served or participated in
1. These items do not have to be listed on the FFA activities page.
2. For each item checked, there should be a specific title or activity list in the blank beside the category.
3. Community Service Activities can only be used once so if you used a community service activity on the community service page you cannot use it here to meet this requirement.
4. Official State Representatives: This activity means that you were selected by the Wisconsin Association of FFA to represent Wisconsin FFA at an activity above the state level. Participating in World Dairy Expo or attending National FFA Convention or Washington Leadership Conference does not count for this activity. Activities that count include: National FFA Delegate, National FFA CDE, National Agriscience Fair, National FFA Band or Chorus

Five activities of participation in planning and completion of the chapter program of activities
1. These items include chapter level activities that the applicant worked with other chapter members to plan and conduct.
2. Community service projects may be listed here UNLESS they are listed on the Community Service page for the Community Service requirement. Remember community service projects can only be listed once in any part of the State FFA Degree application.

Ten performed parliamentary procedure abilities
Applicants must be able to understand and demonstration at least 10 parliamentary procedure abilities to earn the State FFA Degree. This is a requirement set forth by the National FFA Organization. The applicant must write the abilities correctly in the application. Proper terminology for the abilities need to follow the list of Parliamentary Procedure abilities provided on the official Parli Pro Salient Point Sheet on the Wisconsin FFA website under Leadership Development or be terminology that is referred to in the FFA Student Handbook. Items such as voting, seconding a motion, opening a meeting, etc are NOT considered parliamentary procedure abilities.
Print Application
Use this screen to print a PDF of your application.
Refer to the PDF cover page for required signature approvals.
Follow 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 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 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 the state office 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 for the latest rubrics, rules, and handbooks.

Checklist Not Met - Generate Draft PDF
AVOIDING COMMON MISTAKES WHEN FILLING OUT THE STATE FFA DEGREE APPLICATION

1. Use the most current application through the National FFA Website FFA Application Center.

2. Financial records for the current year do not count. Records end as of December 31 of the year just previous to the time of filling out the state degree application.

3. **Clearly define the 5 activities above the chapter level.** Activities that FFA advisors are not familiar with can cause confusion as to whether they qualify as above the chapter level or not. See list in this document of currently accepted activities above the chapter level. Activities can only be counted as one even if there are multiple years of participation in that one event. Plan ahead for students who potentially can earn degrees and have them attend state level activities, workshops, etc. in order to fulfill the requirement.

4. **Provide descriptions and be specific with the activities above the chapter level.** Do not just list speaking contests or CDEs. List the specific event that you participated in. For example: Prepared Public Speaking; Dairy Cattle Evaluation CDE.

5. Community Service activities – Must list the organization you are working for. The activity must include a description of what was done at the event or with the project to indicate community service was completed. Just listing the event is not acceptable. **MAKE SURE TO REVIEW THE GUIDELINES FOR ACCEPTED COMMUNITY SERVICE.**

6. Community Service items – If they are FFA or FFA Alumni related activities cannot be listed on the manual checklist under activities for the 4 of the 6 requirement or the POA activities. Community service activities cannot be DUPLICATED in the application if they are listed on the for the Community Service requirement.

7. The two speeches listed need to be “Agriculturally-related” speeches. These must be two different speeches – they cannot be the same speech given two times.

8. Don’t forget to have all signatures.

9. Punctuation/grammar: Make sure you proofread the application in these areas. Have the English teacher help--------cross curriculum work can be utilized here. Administrators like it. English teachers like helping out and learning about the student’s SAEs.

10. Ask for help/advice. Other teachers can notice something you miss or make suggestions that might make the application better. Refer to page 36 for SAE Committee members.

11. How to Transfer Beef or Dairy Animals in Current Inventory to noncurrent inventory

To get animals listed in current inventory, they are either:

1. **Purchased (Inventory purchased for resale) = valued based on what they purchase them for plus other cost to raise such as feed or other inputs...OR**

2. Raised and transferred in from typically a breeding herd that is run by the student as another SAE. At 6 months of age, that is typically one that has been weaned and is planned to be another project....potentially a show heifer or some developing process prior to maybe becoming a new breeding animal. So the value would be the transfer value assigned plus additional feed cost or other inputs.
See the following managing breeding animals guide to help with this process.  
http://learn.theaet.com/F/learn/2-5-12-Managing%20Breeding%20SAEs.pdf

If the offspring are raised, likely weaned and still part of the breeding herd project in 6 months, create a new project and do a transfer to develop the new project. These new projects are sometimes named:
• Replacement Heifers 2015
• Show bull 2015
• etc...

12. Make sure the student show depreciation for noncurrent assets that are depreciable. National FFA recommends using the straight line method of depreciation.

   Purchase value - Salvage Value = Straight line depreciation.
   Useful years

13. Transfer animals from current to noncurrent inventory correctly.

14. Offset barters on the income summary. If a student shows bartered income they need to offset it down below as non-cash expenses for feed or other supplies.

15. Match inventory from page to page. Make sure students use the entire space on the line to explain their inventory in detail and to give details about when it was purchased or when it was sold. This helps the judge follow the change in inventory especially for animals that are bought and sold. Or if an animal dies it should be noted on the inventory line.
1. Applications are Due February 6 (Postmarked) to the Wisconsin FFA Center.

2. FFA Board of Directors (State FFA Officer Advisors) reviews the State FFA Degree applications using the Checklist and Review Sheet for Minimum Requirements.

3. The Wisconsin FFA Board of Directors reviews the Star applications for minimum qualifications. Those that qualify are then forwarded to a committee of judges that will select the 10 Star Farmer Finalists, 10 Star in Agricultural Placement Finalists, 5 Star in Agribusiness Finalists and 5 Star in Agriscience Finalists during the weekend of the State FFA Proficiency Award judging. Finalists will then be interviewed by a panel of judges at the State FFA Convention to determine the final placing.

4. Mid March - Letter of acceptance/rejection is sent to advisors. Currently there is an appeal process in place. This means that advisors may appeal the rejection if they feel there was an error in reporting the information.

   The acceptance/rejection letter will also explain all the information you need for your candidate to be recognized at the State FFA Convention.

5. If your State FFA Degree Application was rejected, you will have 2 weeks to correct the errors. Corrected State FFA Degree applications must be sent to the Wisconsin FFA Center for final review.

6. April 15 - Final letters are sent out to report the status of the rejected State FFA Degree applications.
Wisconsin Association of FFA
2020 State FFA Degree Review Process

Section: ___________     Name: ____________________________________________________________
Chapter: _______________________________________________________________________________

1. Candidate has been found as an active member on the local FFA chapter roster.
2. Pages of application that transfer numbers from one location to the next have been printed on the same day. The same version number appears on the bottom of the page.
3. Signatures are all included. - Cover Page.
4. Candidate has a satisfactory record of scholarship certified by a school administrator. - Cover Page.
5. Candidate has provided all required personal and chapter information on page 2.
6. Candidate’s year that they began FFA membership (Page 2) is the same or after the year that they entered Agricultural Education (Page 3)?
7. Candidate has at least 24 months of FFA membership at the time of application. – Page 2.
8. Candidate has earned their Greenhand and Chapter FFA Degrees. – Page 2.
9. Years of Ag Ed offered reflects the Ag Ed Program and not the years that a student was enrolled. If this is a traditional ag program only offered in high school the number should be 4. This number could vary if there is a middle school program or part-time ag program.
10. Candidate has completed at least 360 hours of agriculture education instruction while in high school and before the February 7 application deadline – Cover Page B. STUDENT MUST INDICATE CLASS HOURS. One semester course or equivalent equals 90 hours. Copy of official high school transcript is attached to verify course work. Ag Courses on transcript are HIGHLIGHTED
11. The year the FFA member began in Agricultural Education corresponds with the years listed on the application. – Page 3
12. Candidate records end December 31, 2019. If “No” and 2020 financial records are removed, the member may not meet minimum qualifications. – Page 3
13. Candidate has indicated the SAE Type(s) that correspond with this application – Page 3
14. Candidate’s SAE qualifies as a bona fide SAE to qualify for the State FFA Degree

Comments:

_______ DEGREE ACCEPTED
   State FFA Degree Application Meets All Minimum Requirements
_______ DEGREE NOT ACCEPTED - APPEAL REQUIRED
_______ DEGREE NOT ACCEPTED - NO APPEAL ALLOWED
15. Candidate has provided a detailed description of their SAE to be accepted as a bona fide SAE to earn the State FFA Degree. They have also indicated the pathway in which their SAE fits.

16. Candidate did not count both entrepreneurship and placement hours toward the owned items in the SAE (i.e. animals). This is ok to do if the parts of the SAE are independent of each other. Not acceptable if - Example: If you own a horse you cannot count the hours for taking care of that horse as placement hours toward your State FFA Degree.

17. No significant financial errors have been found throughout the application. Please provide comments if errors are found:

18. Candidate has indicated personal cash and income.

19. Non-cash income and expense is balanced each year on the Income/Expense Report

20. Accuracy Check for the Balance Sheet (Assets = Liabilities + Equity) & Growth Met

21. There are no problems with the candidate’s inventories as to where items are reported, depreciation or other technical problems.

22. Candidate has earned or productively invested $1500 or worked 1000 hours in an SAE. If there is a combination of hours and money earned and invested, the percentage of each equals 100%.

23. Candidate indicates clearly that they demonstrated 6 skills and competencies through their SAE. The skills and competencies relate to the SAE and are specific enough to qualify.

24. Candidate has 5 clearly defined activities above the chapter level.

25. Candidate has met the 25-hour two unduplicated activities community service requirement. FOLLOWING ACCEPTED COMMUNITY SERVICE GUIDELINES

26. Candidate has two different five-minute agriculturally related speeches–#1 Manual Checklist

27. Candidate meets 4 of the 6 capacities required under #2 and items did meet the criteria in one or more of the categories. – Manual Checklist

28. Candidate has a satisfactory record of participation in the planning and completion of at least 5 activities of the chapter program of activities. These activities are not duplicated with the community service requirement. – Manual Checklist

29. Candidate has 10 different Parliamentary Procedure abilities listed and the proper terminology was used in listing these abilities. – Manual Checklist

Additional Comments by the Advisor reviewing this State Degree Application:

________________________________________________

Signature of Advisor Reviewing Application
APPLYING FOR STATE FFA DEGREE STAR

1. Who is eligible?
The eligibility for “Stars” is similar to the eligibility for Proficiency Awards. You may apply while you are in high school or when you are out of high school, as long as you have been out of school for not more than one year.

2. How many “Star” categories are there?
There are four categories – Star Farmer, Star In Agribusiness, Star In Agricultural Placement, and Star In Agriscience.

3. How many “Stars” can be nominated from a chapter?
A chapter could submit more than one candidate for each of the “Star” areas.

4. Can an individual be nominated for more than one “Star” area?
Yes. A member may be nominated for more than one “Star” area and can be a finalist multiple areas, but cannot win more than one area (passed 2014 Wisconsin Association of FFA Board of Directors). If your student is applying in more than one Star area the battery has to match the area the student is submitting their application. For example if the student is applying in Star Farmer and Star Agribusiness, the Star Farmer battery should highlight the portion of their state degree application that is entrepreneurial and the farming portion of their SAE. The Star Agribusiness battery should be written to highlight the students business, they may discuss their business plans and goals, marketing strategies, etc. The students state degree is the same for each Star area, but the battery should focus on the specific area they are applying.

5. How do you nominate an individual for “Star?”
The applications submitted for “Star” will need to include additional information. The candidate must complete the entire State FFA Degree application plus the Star Battery found on the National FFA Website. The candidates must include all the additional information in that application, plus attach the SAE agreements, resume’, three recommendations and supporting photographs. Candidates also need to include the Personal History pages.

6. How are the “Stars” selected?
The FFA Board of Directors reviews all “Star” applications for minimum qualifications. Applications that meet the minimum requirements advance for further consideration. It is important that all minimums are met and that the application is complete when submitted.

A committee of judges will select up to 10 finalists in the Star Farmer category, up to 10 finalists in the Star in Agricultural Placement category, up to 5 finalists Star in Agribusiness category and up to 5 finalists in the Star in Agriscience category. At the State FFA Convention, a panel of judges interviews the Star finalists. The judges select the winners and the winners are announced on stage.

7. How are the “Star” finalists recognized at the State FFA Convention?
All finalists will be recognized on stage at the State FFA Convention and receive checks and trophies. The top 5 finalists in each area will have a video clip produced about their SAE and their accomplishments which is shown at the State FFA Convention. Photos and accomplishments of these individuals will be taken from the Star application submitted to the Wisconsin FFA Center.
STATE FFA DEGREE APPEAL PROCESS

Currently there is an appeal process in place for Wisconsin Association of FFA State Degrees that are not initially approved by the State FFA Board of Directors reviewing the applications. This means that advisors may appeal the rejection of their member’s State FFA Degree if they feel there was an error in reporting the information.

There are, however, minimum qualifications that need to be meet when the State FFA Degree is initially submitted before an appeal will be considered. There are certain minimum requirements that are not appropriate for appeal based on the nature of the requirement for the State FFA Degree application:

ITEMS THAT WILL NOT BE ALLOWED FOR APPEAL

1. The application has not been completed to a level that exhibits that an effort was made to make sure the application was ready for proper submission. In addition, obvious “error” messages appearing that have not been resolved before submission will not be allowed for appeal. Any application that is submitted with “Draft” on the application will not be considered for an appeal.
2. Redefining a member’s SAE. If a member’s SAE is not found to be acceptable for receiving the State FFA Degree, the member will not be allowed to change their SAE in order to qualify for the State FFA Degree. If a student has a question regarding the qualification of their SAE, this must be done before the submission of the State FFA Degree.
3. Month and Year of Membership Start Date
   This must be accurate when reported on the State FFA Degree. It cannot be allowed to readjust the membership start date since there is a requirement of at least 24 months of active membership at the time of applying for the State FFA Degree. If the advisor can show proof of membership on a chapter roster for the date that the student started as a member, an exception can be considered.
4. Five activities above chapter level have to be defined at the time of applying. If a student doesn’t list at least 5 activities, they cannot be allowed to update those after the application is submitted. If an advisor of the review panel has a question regarding an activity listed as above the chapter level, clarification may be obtained.

An advisor and member may potentially appeal the items above if proper records, documentation and verification can be presented to defend the information provided.

APPEAL PROCESS INTERVIEW

If a State FFA Degree Application is rejected for not meeting minimum qualifications, the advisor reviewing the application along with the State FFA Executive Director and State FFA Advisor will make a determination if the requirements not met will require an interview with the candidate if they wish to appeal. If the candidate then submits their application for appeal, a panel of SAE Committee members and state staff will have a scheduled interview to review the degree application to see if it will meet minimum qualifications after revisions. The panel has the right to question the accuracy of the information that is being included in the application. They will ask for record books and documentation to verify that the information provided a second time is accurate.

ITEMS FOR APPEAL THAT DO NOT REQUIRE AN INTERVIEW

1. Signature missing
2. Clarification of class hours in Ag Education – Requires a transcript for verification.
3. Information that the computer created problems in inputting such as pull down menus, etc.
4. Further detail is needed to describe the SAE that does not alter the information provided further in the application.
5. Parliamentary Procedure abilities, speech title clarification, clarification of above the chapter level activities, community service activities, unless the Executive Director requires the Appeal Panel to provide additional verification of the activity/information.

If the member is in their last year of potentially earning their State FFA Degree, all efforts will be made to assist the member in determining minimum qualifications.
Current WAAE SAE Committee Members

Section 1:
Pete Kolpack - Rice Lake  kolpackp@ricelake.k12.wi.us

Section 2:
Cera Eberhardt - Eleva-Strum  eberhardtc@esschools.k12.wi.us

Section 3:
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Brad Markhardt - Black River Falls  brad.markhardt@brf.org
Eric Follendorf - Sparta  efollendorf@yahoo.com

Section 4:
Troy Lobdell - Darlington  lobdellt@darlington.k12.wi.us

Section 5:
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Section 6:
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Troy Talford - Sauk Prairie (SAE Vice Chair)  troy.talford@saukprairieschools.org

Section 7:
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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.
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.

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.