Kansas
State FFA Degree
Handbook

**Kansas FFA Association**

Updated January 2022

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This handbook calls attention to important points in completing and submitting the application for the highest state membership degree in FFA. Careful study by applicants and advisors may prevent misunderstanding and possible disappointment. The Kansas State FFA Degree is the highest rank that can be conferred upon active members by the Kansas FFA Association. Those to receive the degree will be selected for nomination by the State Committee according to provisions in the Kansas FFA Constitution.

Awards will be presented with appropriate ceremony to the successful candidates at the annual Kansas FFA State Convention. Candidates may be nominated by submitting service and achievement records on official current application forms. Applications are to be prepared by the candidate and verified by the chapter advisor and school administration. It is critical that the information in the application be complete, definitive, neat and understandable. All records of the candidates Supervised Agricultural Experience, both paid and unpaid, must be accurate and the financial records must balance. The State Star in Agribusiness, State Star in Agricultural Placement and State Star Farmer will be selected from the appropriate district candidates, by their respective districts. In any year, all active members who are candidates meeting minimum qualifications may be elected to the State FFA Degree.

All applications will be returned to the chapter submitting them at their respective district banquet. In the case of district stars, they may pick up their applications on Tuesday following the state star interviews. Any applications remaining in the state FFA office after that point will be available during the registration of the State FFA Convention.

Kansas FFA State Degree Application Online through National FFA Website
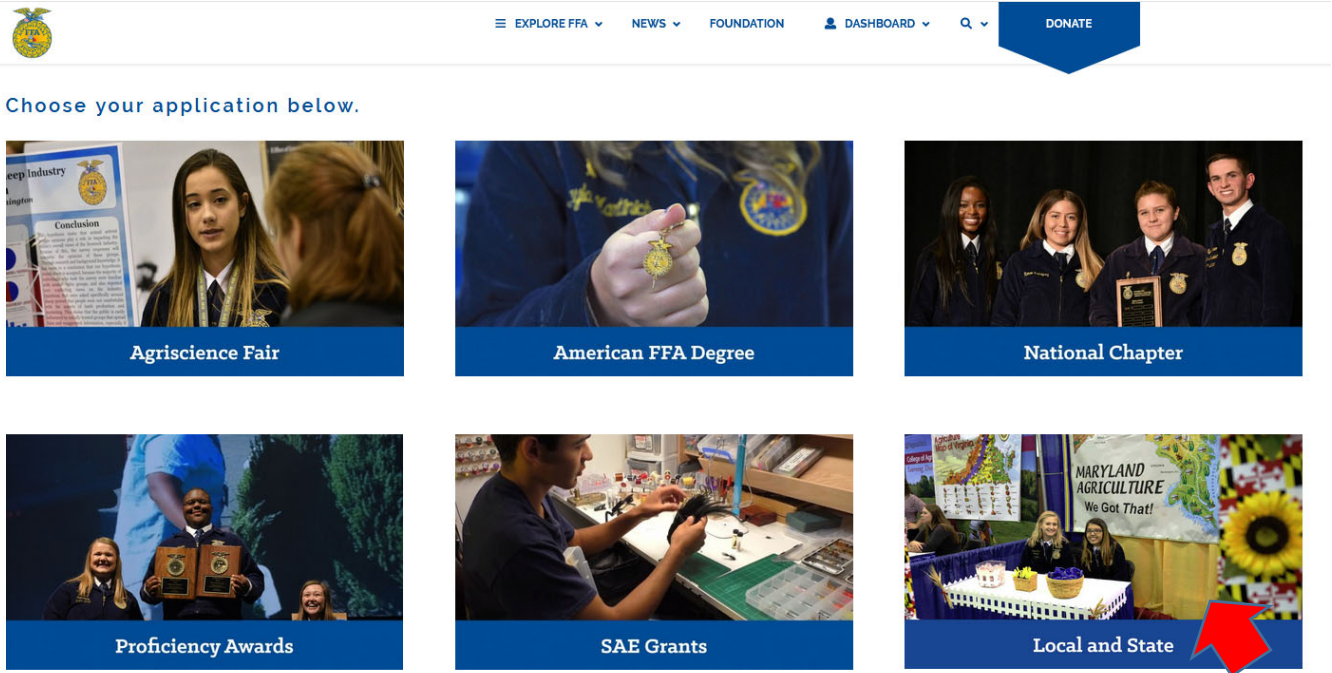
1. Log into the National FFA website at www.ffa.org
2. Select Teacher/Advisor or Student Member - (Students would obviously be logged in only as a student)
3. Locate the Application Center in the Dashboard section of the website
4. Find the box labeled Local and State and click on that image. If you 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 Kansas 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 upon the type of SAE. On the left is a list of the pages the instruction page comes up automatically
7. If you use AET you will have a #12 and if you do not want the application locked to the students AET records you need to unlock by clicking here. If your student does not have complete records in the AET you will want to unlock it.

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 must be clear of the word draft when printed, no exceptions.

Introduction

State FFA Degree – Kansas FFA Association

The State FFA Degree is the highest degree that an FFA member can earn on the state level. To earn this degree, a member must 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 2020, your window of opportunity to receive the State FFA Degree is 2021, 2022 and 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 like 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 must apply for Star the same year you are applying for your State Degree. More details about applying for State Star are located on page 38.

Do You Qualify?

State FFA Degree
Minimum Requirements
Summarized from the State FFA Constitution – Article V. Section E.

- Have received the Greenhand and Chapter FFA Degree preceding election to the State FFA Degree.

- Have been an active member of the FFA for at **least two years (24 months)** 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 at District Selection Day.*

- Have maintained and completed two consecutive calendar years of record books which would follow the recommendations set by the Kansas Association of Agricultural Educators (KAAE).

- Indicate participation in activities of the local chapter.

- Have completed the equivalent or at least two years (360 hours) of systematic school instruction in agricultural education at or above the ninth-grade level, which includes a supervised agricultural experience program; if in high school, must be enrolled in an agricultural education course.

- Receive instruction in and demonstrate proficiency in at least ten parliamentary procedure motions, documented and signed by the chapter advisor and submitted with the application.

- Demonstrate leadership ability by giving at least a six-minute oral presentation or speech on a topic relating to agriculture or the FFA.

- Serve as an officer and/or committee chairperson or a participating member of a major committee.

- Have earned and productively invested at least $2,000 by his/her own efforts from a supervised agricultural experience program or have worked (other than scheduled class time) as least 600 hours. The student may use a combination of both dollars and hours that equal the whole.

- Demonstrate leadership ability as evidenced by their leadership and cooperation in student, chapter, and community activities.

- Meet academic outcomes with a high school record of "C" or better ("C" is represented by a 2.0 GPA or higher) by local administrator or counselor.

- Have participated in at least eight (8) different kinds of activities above the chapter level, determined by a compiled checklist developed by each district and formulated by the state degree committee.

- Have participated in at least 25 additional, **unduplicated** hours of community service, within at least two (2) different community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours.

- Applications 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. A n 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 with the development and achievement of their education and career goals. An SAE is considered acceptable if it will correspond to a recognized National FFA Proficiency Award area and meet one criteria below.

Placement/Internship
Placement - the student is in an employment setting (either paid or volunteer). *Internship* - advanced level of the placement. It entails greater involvement of the student, instructor and the employer in determining the activities the student performs in the job setting.

Ownership/Entrepreneurship
Ownership - Operate an individual business which provides goods and/or services to the marketplace. The operational and risk management decisions on how goods and/or services are provided are made by the member owner. ***Entrepreneurship*** - Incorporates all aspects of an Ownership SAE and requires the student to identify and account for, either financially or non-financially, all resources used in the business.

Research: Experimental, Analysis or Invention
Members are involved in an investigation of materials, processes and information to establish new knowledge or the validation of previous research. *Experimental* – Involves the application to the scientific method to control certain variables while manipulating others to observe the outcome. *Analysis* **-** Begins with a question that asks why or how something occurs, followed by a period of data collection using qualitative and/or quantitative methodologies. *Invention* **-** Applies the engineering design process to create a new product or service.

School-Based Enterprise
Student-led business enterprises that provide goods or services. They are operated from the school campus utilizing facilities, equipment and other resources provided by the agricultural education program or the school in general. For a School-Based Enterprise, the student will be working with one or more of their peers on the operation of the enterprise.

Service Learning
Conducted by one or more students in which they plan, conduct and evaluate a project designed to provide a service to the school, public entities or the community. It must provide benefit to an organization, group or individuals other than the FFA chapter.

Supervised Agricultural Experience

Supervised Agricultural Experience (SAE) can be described as experiencing life applications. As a part of the agricultural education program, students are encouraged to invest their time and sometimes money into a life application activity aligning with their interests and career goals. These activities are supervised by the local agricultural education instructor. SAE's could include leadership and public speaking, home and/or community improvement projects, horticulture, gardening, livestock production, poultry production, specialty crop or animal, on-the-job training, agriscience research projects, or a number of other interesting areas. Students are encouraged to maintain their SAE while they are enrolled in agricultural education. This will allow them to continually apply the information used in the classroom to improve their SAE. Students must maintain an SAE in order to retain FFA membership if they are not enrolled in an agriculture education class for one year.

Food service and grocery store employment would qualify as an SAE for the state degree, as long as there was some progress being made towards management level skills, or other strong food safety or marketing skills were involved. However, these SAE's would be discriminated against as a proficiency award and be at a disadvantage in competition against any other agricultural sales or agricultural service SAE. These SAE's would also not be eligible for District or State Star awards.

The Agricultural Education instructor will be able to approve what is and is not an SAE for local awards and recognition. An SAE must meet the above requirements for any state level SAE recognition or award. It will be the responsibility of the State FFA Advisor and Executive Secretary to determine the eligibility of an SAE for state awards and degrees. It is the responsibility of the student to communicate that the appropriate skills have been achieved for state level recognition.

There are five factors that define a quality SAE program. Quality programs are:

Documented.

> Students maintain an accurate and analytical set of records. Students develop an understanding of managerial practices and identify alternatives based on his or her records. Records are maintained in a timely manner. Student also develops a resume.

The SAE is curriculum based.

> Students use knowledge gained from instruction in planning their SAE. Students use agricultural and academic principles to arrive at end products; assess new situations and select appropriate knowledge and skills from curriculum.

The SAE is student managed.

> Student applies classroom-learned skills in real-world settings with student-initiated assistance. The SAE is planned and comprehensive. Students experience skills that meet or exceed curricular expectations, accomplishing goals and is managed with a collaboration of student, teacher, and parents, developing into a more independent program.

Student receives recognition.

> Recognition can begin with simple recognition for SAE accomplishments and develop into degree recognition and develop further into state and national recognition through degrees and proficiency awards.

Student achieves high-level skills.

> The skills a student achieves are more important than a job title. Every SAE should emphasize the skills achieved - just because a student owns 30 cows doesn't mean that he/she knows anything about how to manage a cow herd. Skills need to be agriculturally related, not just skills that can relate to agriculture. The argument that the skills can be transferred to an agriculturally related job does not make them agriculturally related skills.

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
 - Goat Production
 - 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 not allowed to count toward earning the State FFA Degree

- Babysitting/ Child Care

- Housekeeping

- Working in a retail store that is unrelated or has no portion of the job associated with an agriculturally related activity

- Working in a restaurant that only involves cashiering, cleaning tables and waitressing

- 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.

Using OJT Hours for SAE's and State Degree

If the hours are related to agriculture and not the primary agriculture class, then they can count towards the SAE. If it is release time from school these hours can be counted towards a student's SAE program. This is no different than a student who wants to be a teacher having an extra hour besides their regularly scheduled agriculture class where they assist the teacher. These hours should be counted as well. Only hours associated with the regularly scheduled class time should not be counted.

> For example, a student is in an OJT program and they meet for an hour in the class then go to the job site. The job site hours could be counted but the hour at the school would not.

Defining SAE Hours – Unpaid

SAE hours that will qualify for unpaid experience:

- Hours in an occupation program where laws prevent payment of wages (observation, shadowing)

- Volunteer work at a National or State Park.

- Volunteer work with the Department of Natural Resources, Department of Fisheries, etc.

- Non-credit hours in school where the student manages an agriculture/agribusiness department project.

- Non-credit school shop/lab assistant.

- Supervised, unpaid work at home, other than enterprises included in the application.

- Volunteer hours in assisting Extension Service with youth supervised agricultural experience programs.

- Volunteer work at the county fair in setting up, registering and receiving, monitoring of exhibits, Children's Barnyard attendant.

- Volunteer work with the Soil Conservation Service planting trees or other conservation work.

- Unpaid work in the school farm or test plot.

- Volunteer hours working with the Ag in the Classroom program.

Examples of hours that will not qualify:

- Leadership activities such as public speaking before community and civic groups.

- Volunteer work at a non-agricultural business such as hospitals and nursing homes, etc.

- FFA leadership career development events and activities.

- Volunteer work in programs such as "Adopt a Highway".

- Chapter fund-raising activities.

- Preparation for or participation in Career Development Events and leadership programs, proficiency awards, or advanced degree programs.

- Serving as a volunteer on an election campaign committee.

Defining AGRICULTURAL EDUCATION SAE's 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.

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 teacher's absence, etc.)
- Helping fellow students with Proficiency, Degree or Scholarship applications (outside of class time)
- 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 agriculture, 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 student should count hours on activities related to instructional duties. We know some have an impression that FFA is agricultural education 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:

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

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.

Clarification of Minimum Requirements

Completed at least 2 years 360 hours 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 count the hours 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.
   - 1 semester = 90 hours 2 semesters = 180 hours
   - 1 year = 180 hours
   - 2 years = 360 hours
   - 3 years = 540 hours
   - 4 years = 720 hours

- 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.

 REMEMBER ON THE STATE DEGREE APPLICATION Page 2 under "Education Information"

   INDICATE BOTH THE NUMBER OF YEARS OF AGRICULTUAL EDUCATION COMPLETED AND THE NUMBER OF HOURS.

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

- An FFA member can apply for their State FFA Degree until February 1 before their fourth National FFA Convention after they graduate from high school.

Members must apply for State Star awards while they are applying for their State Degree.

Guideline & Rule Adjustment: Age of State Star Candidates
   Effective January 1, 2013 candidates for a State Star area can only apply one year following High School graduation. This is the same policy in place for the Proficiency Awards program.

Clarification on "Activities Above the Chapter Level"

The following activities are considered "above the chapter level."
1. Greenhand Conference
2. District Officer Conference
3. County or regional FFA officer training workshops
4. Leader Lab
5. Stand & Deliver
6. Washington Leadership Conference
7. State FFA Convention
8. State Convention Activities
   i. State FFA Courtesy Corps
   ii. State FFA Delegate (Cannot count serving as a delegate and attendance at state convention as two activities when they occur the same year.)
   iii. State FFA Agriscience Fair
   iv. State FFA Day of Service
9. National FFA Convention
10. National FFA Convention Activities
    i. National FFA Day Of Service
    ii. National FFA Courtesy Corps
    iii. National CDE
    iv. National Agriscience Fair
11. Participation at multi-chapter, district or state Career Development Events.
    Members must indicate which CDE they competed in and not just location.
12. District, or state Leadership Development Event.
13. Participation as an FFA member in an FFA sponsored district, state, or national contest. This includes:
    a. FFA Land Judging
    b. State Proficiency Award Program.
    c. State or National FFA SAE Grant
    d. State or National FFA Scholarship Applicant – (Can only count as 1).
    e. GROWMARK Essay Contest or Jr. High Essay Contest
    f. KAAE Essay Contest
14. Band, Chorus or Talent Participation at State and National Conventions.
15. Participation in Co-ops Yes!, Farm Forum, CTSO Leadership Workshop, where the FFA member is representing the FFA Chapter.
16. Exhibiting at county or regional fairs as a representative from your FFA Chapter.
17. Exhibitor at State Fair – as a representative from your FFA Chapter. "Agriland" or participation in an FFA related educational activity at the Kansas State Fair.

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., Western Farm Show, American Royal, Husker Harvest 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 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, district, 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 Kansas Farm Bureau 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 eight activities above the chapter level, the activities must be eight different activities. Two trips to the State FFA Convention is counted as one activity above the chapter level.

COMPLETING THE APPLICATION

Please note that many of these instructions were taken from the National FFA American Degree Handbook (Posted 2/17/16) 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. 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.

C. 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 2021, conclude your application as of December 31, 2020. Note: Application selects year that the application should end automatically

D. Proof your application one more time for spelling, grammar and mathematical or technical errors. Use the review sheet in this handbook and 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. 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.

Don't forget if you are selected as a District Star, you must submit additional information that is addressed beginning on page 38 of this handbook for the State Star selection.

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:** No Answer/Male/Female

5. **Home telephone number** (include area code): Please double-check your phone number for accuracy.

6. **Mailing address:** Include P.O. Box number and/or appropriate street name and number, as well as city, state and zip code.

7. **Physical Address:** Required if your mailing address is a PO Box.

8. **Email 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 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.

> *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 2018, your FFA membership year cannot be before 2018. 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.*

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. **Year received 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). 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.

22. **Agricultural Education completed in High School**: **FOR THE KANSAS STATE FFA DEGREE YOU MUST INCLUDE BOTH Years** and **Hours.** This question is specifically about your years in high school. Years is intended to be the number of full year course equivalents you have taken in high school. (i.e., count semester equivalents at one half of a full year). **PLEASE REFER TO PAGE 12 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.)

Basic Setup

I. **Dates For This Application**

Represents your beginning application date, which includes:

1. Your first day of agricultural 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 ②	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. ②	8/13/2019 *(Enter as mm/dd/yyyy)*	12/31/ 2021

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

II. **SAE Types**

- **Foundational:** Job shadowing and other career exploration ideas. Example: Develop a report or documentary.
- **Research:** 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 ②	Checkmark all that apply
Checkmark all types of SAEs from your time in Ag ② *Application pages will appear if applicable to your SAE*	☐ Foundational ☐ Research ☑ Placement ☐ Entrepreneurship

Choose all the types of SAE 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 YOUR THE PARTS PERTAINING TO THE SAE TYPES THAT YOU HAVE CHECKED.

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.

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.

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.

Research SAE Descriptions

SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM
RESEARCH

Review in AET

Special Notes before you begin this page:

- ▶ Video for Students
- Entries are saved as you add/edit each row.
- No Decimals or Cents. Use whole numbers.
- List Research SAEs only! Do not include FFA activities or class time!
- Funding and expenses listed on this page are for descriptive purposes only. All financial records should also be entered on the Income/Expense Statement.

#	Pathway	Research Title	Years	Hours	Funding	Expenses
1	FPP	research SAE	2013	50		
		Total Projects: 1		50	$0	$0

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

Special Notes before you begin this page:
- Years are selected from the Instructions page.
- Entries are saved as you add/edit each row.
- List ONLY Entrepreneurship/Ownership SAEs on this page.

2017	Pathway	Project Name	Scope/Size	Description		
	AS	Beef Cattle Production	8 cows	Production Beef Calves, 8 cows total	Delete	Edit

2018	Pathway	Project Name	Scope/Size	Description		
	AS	Beef Cattle Production	8 cows, 1 replacement Heifer	Production Beef Calves, 8 Cows, 1 Heifer, 3 cull cows sold open	Delete	Edit

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 throughout 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.

A. ASSETS ⑦	Value at Beginning Date 8/16/2018	Value at Ending Date 12/31/2021
1. Current Assets ⑦		
a. Cash on hand, checking and savings ⑦	$0	$0
b. Cash value - bonds, stocks, life insurance ⑦	$0	$0
c. Notes & accounts receivable ⑦	$0	$0
d. Current Inventory (Entrepreneurship Experiences) ⑦		
1. Investment in harvesting and growing crops/plants ⑦	$0	$0
2. Investment in feed, seed, fertilizer, chemical, supplies, prepaid expenses, and other current assets. ⑦	$0	$0
3. Investment in merchandise, crops, and animals purchased for resale ⑦	$0	$0

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

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

Financial Balance Sheet Statement–NET WORTH

> **Special Notes before you begin this page:**
> - 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.

D. NET WORTH	Value at Beginning Date 8/16/2018	Value at Ending Date 12/31/2021
1. Contributed Capital (Represents the value of personal contribution)	$0	($2,665)
2. Retained Earnings (Represents the value of SAE net income, entrepreneurship, placement, research)	------------	$484
3. Total Net Worth	$0	($2,181)
4. Total Liabilities & Net Worth	$0	$559

E. ACCURACY CHECK FOR THE BALANCE SHEET (ASSETS = LIABILITIES + EQUITY) & GROWTH	Value at Beginning Date 8/16/2018	Value at Ending Date 12/31/2021
1. Beginning Value	MET	------------
2. Ending Value	------------	MET
3. Difference (met=$0)	$0	$0
4. Total Growth in Equity	------------	($2,181)

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

E. ACCURACY CHECK FOR THE BALANCE SHEET (ASSETS = LIABILITIES + EQUITY) & GROWTH	Value at Beginning Date 8/16/2018	Value at Ending Date 12/31/2021
1. Beginning Value	MET	------------
2. Ending Value	------------	MET
3. Difference (met=$0)	$0	$0
4. Total Growth in Equity	------------	($2,181)

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.

H. QUALIFICATION CHECK	Your Value	Condition
QUALIFIED UNDER AT LEAST ONE OPTION		NOT MET
Option 1 Conditions - Qualification on Finances		
a. Productively Invested at least $2,000	($276)	NOT MET
b. SAE Earnings at least $2,000	$484	NOT MET
Option 2 Conditions - Qualification on Unpaid Hours		
a. Unpaid hours at least 600	0	NOT MET
Option 3 Conditions - Qualification on Combination		
a. Unpaid Hours/600 + Productively Invested/$2,000 is at least 100%	-14%	NOT MET
b. Unpaid Hours/600 + SAE Earnings/$2,000 is at least 100%	24%	NOT 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.

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

Skills, Competencies and Knowledge

The state degree skill area should include six (6) skills to meet the Kansas 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 six 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 Kansas FFA 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 five (5) of them being from their main pathway and the other five (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 eight (8) cleared identified "above the chapter level" activities to qualify for the State FFA Degree. Refer to page 13 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.**

4. Clearly label what the activity. Indicate the CDE/LDE you participated in: i.e. Dairy Cattle Evaluation.

5. Do not list any activities on this page that would be listed under community service.

Community Service
(Effective January 1, 2012 as approved by the Kansas FFA Executive Committee)

Candidates must complete at least **25 hours** of community service in at least **two** 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 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 the following criteria in order to be approved as part of the State FFA Degree requirement:

1. The activity has tangible community involvement.

2. The applicant has an opportunity to gain skills and competencies or apply skills and competencies learned in the classroom setting.

3. The activity has a demonstrated positive impact and is focused on helping others, improving community resources or improving community infrastructure.

    a. Community members impacted may not be members of the applicants own family.

4. The applicant must voluntarily donate his/her time, energy and knowledge outside of any class time, including non-agricultural education class time.

    a. If the applicant is allowed to preform service in place of other required activities *(classwork for example)* it is not donated time and should not be counted.

    b. Service required for reparations or punishment is not voluntary and cannot be counted.

5. Community Service activities can be organized by a group the applicant is a part of *(FFA Chapter, church congregation, sports team, etc.)* but the activity cannot be for the benefit of the group itself.

    Exception: If the applicant is a member of a group whose SOLE purpose for existing is to provide service (March of Dimes, United Way, American Cancer Society, etc.) an event put on by the group may benefit its own service mission.

6. **Activities listed/hours as Community Service cannot be duplicated in the FFA activities section of the application or as unpaid SAE hours. Activities/hours may only be used in one section of the application.**

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.

	Individual/Group/Organization to whom service was PROVIDED	Describe service performed and whom you performed the service with if applicable. EXAMPLE: *Volunteered to stock shelves at downtown food pantry with my FFA Chapter.*	Hours
2020	Conservation District	Served meals	4.0
	lords diner	Served meals to the homeless at the lords diner	3.5
		Total: 2	8

FFA Degree Acceptable and Unacceptable Community Service EXAMPLES:

Unacceptable *These examples are participation/engagement rather than service or directly benefit the participant.*	Acceptable *These examples are voluntary, provide tangible benefit to the community and do not directly benefit the participant.*
Participating in a fundraiser in which the profits benefit the FFA Chapter and/or chapter members.	Participating in a fundraiser organized by the FFA Chapter for which all profits are donated to another community group or cause.
Organizing and/or participating in a fall leaf clean up at **your own** club headquarters or a relative's home.	Organizing and/or participating in a fall leaf clean up for a civic building, community park, or for a group of community members in need.
Volunteering as the scorekeeper, manager, concessions stand attendant, etc. for **your own** or **your school's** sports team, band, play, assembly, choir performance, etc.	Volunteering as the unpaid coach, scorekeeper, manager or referee for a **non-profit community** sports team, band, choir, dance troupe, etc.
Playing on a sports team or participating in a club, band, scout troop, church choir, etc.	Participating in community service activities with or organized by a sports team, club, band, scout troop, church choir, etc.
Participating in or conducting religious worship services/practices such as performing in choir, band, play, re-enactment, providing clerical services (*alter server, priest, missionary, usher, etc.*); proselytizing, teaching religion classes, etc.	Participating with or as part of a non-profit religious organization/group/congregation to provide meals, build homes, provide child care, teach non-religion classes (*English language, employment skills, homemaking skills, etc.*)
Cleaned school windows as required service to make up for truancy, unacceptable behavior or other prohibited acts.	Volunteer to clean windows at local library, courthouse, community center or other not for profit public building/space.
Showing your own or assisting relatives to show animals at a livestock show for an award or to sell.	Serve as a volunteer to organize/conduct a community education event/display at a livestock show or fair.
Help with set up or tear down of fair/livestock show **if such participation is a requirement for** participation in the event/show.	Work with FFA, 4H or other group to voluntarily, and with no compensation to the group, setup/clean up a community event such as a fair, livestock show, community event, etc.
As a member of FFA or any other group (*4H, scouts, Key Club, etc.*) provide training for competitions, events, offices, etc. to your own chapter/group/club.	As an unpaid volunteer provide training for competitions, events, offices, etc. to members of a group of which you **are not a member.**
Serving as an officer in FFA, 4-H, scouts, Glee Club, etc.	Time spent planning, organizing and conducting **a community service project** as an officer or member of an organization/club/group. (*Cannot be double counted as an FFA or SAE activity for other degree requirements.*)
Provided paid training, judging or consulting services to groups or organizations. Example: Serving as a paid livestock judge for junior show.	As an unpaid volunteer, provide training for non-profit, DIRECT AND TANGIBLE community benefit to any group, including one of which you are a member, such as disaster preparation, first aid, suicide prevention, abuse prevention, hunter safety, pollution prevention, invasive species education and control, etc.

Checklist of Minimum Qualifications

Skills, Comp., Knowledge
Community Service
Checklist
Electronic Signatures

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.

DEGREE APPLICATION

Item	Value
Candidate has been an active FFA member for at least the immediate past 24 months.	MET
Candidate has the Chapter and Greenhand FFA Degree.	MET
Applicant must have completed at least 2 full years (360 hours) of agriculture, or all of the agriculture offered at the school last attended.	MET
Non-cash income and expense is balanced each year on the Income/Expense Report.	MET
Accuracy Check for the Balance Sheet (Assets = Liabilities + Equity) & Growth	MET
Candidate has recorded of at least 25 hours community service and at least 2 different activities. (Organizations and activities must be manually reviewed in records.)	PENDING REVIEW
Student qualifies for the Degree with earnings, productively invested, and hours.	MET
Student has done at least 8 activities above the chapter level. Activities must be manually reviewed in records.	PENDING REVIEW
Candidate has obtained the required electronic signatures and approvals.	MET

If an "ERROR" is present on the checklist the application cannot be submitted on to state approval. Please make sure to look over application thoroughly.

DEGREE APPLICATION

Item	Value
Candidate has been an active FFA member for at least the immediate past 24 months.	MET
Candidate has the Chapter and Greenhand FFA Degree.	MET
Applicant must have completed at least 2 full years (360 hours) of agriculture, or all of the agriculture offered at the school last attended.	MET
Non-cash income and expense is balanced each year on the Income/Expense Report.	MET
Accuracy Check for the Balance Sheet (Assets = Liabilities + Equity) & Growth	MET
Candidate has recorded of at least 25 hours community service and at least 2 different activities. (Organizations and activities must be manually reviewed in records.)	NOT MET
Candidate has invalid financial entries or warnings reported by AET. Records may not balance.	ERROR
Student qualifies for the Degree with earnings, productively invested, and hours.	NOT MET
Student has done at least 8 activities above the chapter level. Activities must be manually reviewed in records.	NOT MET
Candidate has obtained the required electronic signatures and approvals.	NOT MET

State FFA Degree Minimum Qualifications – Manual Checklist

List Chapter officer, committee chair or service on a major committee

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. 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 Kansas FFA website under Leadership Development Events 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.

Speech
1. Member must list one six-minute agriculturally related speech.
2. 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.
3. The title of the speech needs to be listed.
4. The time of the speech must be indicated and each speech must be at least 6 minutes in length.

Candidate has attached most current SAE agreements for all SAE's listed on Supervised Agricultural Experience pages for the last year of the application. **If the candidate has three (3) SAE's listed, then three SAE agreements need to be included with the application.**

Electronic Signatures

Once application is complete it will allow you to request electronic signatures from the required individuals.

ELECTRONIC SIGNATURES

Special Notes before you begin this page:
- This signature screen is available only when the Checklist is fully met.
- Students should complete all other pages of this application before obtaining electronic signatures.
- If this application undergoes significant changes after signing, the signatures should be re-obtained using this form by clicking "Revoke Signature".
- Please review this entire application, and electronically sign the appropriate section below.
- If a section is not available, your user account's Role does not grant access to that section. Your role is: **Advisor**

Complete/Print Your Application

Use this screen to print a PDF of your application.

Steps to Submit an Application:
- ▶ Video for Students
- Use this screen to save your completed application and/or print a PDF if desired.
- See below for the most recent version of this application generated by the Degree/Application Manager.
- Follow your local, regional, and state rules and requirements for submission of the application.
- Altering the application may result in disqualification.
- Refer to ffa.org for the latest rubrics, rules, and handbooks.

Complete/Save Your App

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.

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 before the time of filling out the state degree application.

3. Clearly define the eight (8) 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 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. The speech listed needs to be "Agriculturally-related".

7. Don't forget to have all signatures.

8. 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 and learning about the student's SAEs.

9. Ask for help/advice. Other teachers can notice something you miss or make suggestions that might make the application better.

10. 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. 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.
    https://www.theaet.com/page.aspx?ID=257

If the offspring are raised, likely weaned and still part of the breeding herd project in six (6) months, create a new project and do a transfer to develop the new project. These new projects are sometimes named:
- Replacement Heifers 2019
- Show bull 2019
- etc...

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

$$\frac{\text{Purchase value - Salvage Value}}{\text{Useful years}} = \text{Straight line depreciation.}$$

12. Transfer animals from current to noncurrent inventory correctly.

13. 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.

14. 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.

Kansas FFA Association – Review of State FFA Degree Application

District: _____ Name: _____ Chapter: _____

_____ **DEGREE ACCEPTED**

> State FFA Degree Application Meets All Minimum Requirements and can be forwarded to the State FFA Office

_____ **DEGREE NOT ACCEPTED**

> State FFA Degree Application Does Not Meet Minimum Requirements for the Following Reason(s) – *Checked box indicates requirement not met.*

Yes	No	
☐	☐	1. 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.
☐	☐	2. Candidate has a satisfactory record of scholarship as certified by a school administrator – Cover Page.
☐	☐	3. Candidate has provided all required personal and chapter information – Page 2.
☐	☐	4. Candidate's year that they began FFA membership (Page 2) is the same or after the year that they entered Agricultural Education (Page 3)? The student may have started their SAE after they joined FFA, but they cannot count hours for years before their actual membership started.
☐	☐	5. Candidate has indicated they earned their Greenhand and Chapter FFA Degrees –Page 2.
☐	☐	6. Years of Ag Ed offered reflects the Ag Ed Program and not the years that the 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 a part-time ag program. Candidate has completed at least 360 hours (2 years) of agriculture education instruction while in high school – Page 2. STUDENT MUST INCICATE BOTH YEARS AND HOURS.
☐	☐	7. Candidate has completed at least 360 hours (2 years) of agriculture education instruction while in high school and before the application is submitted – Cover Page B. STUDENT MUST INCICATE HOURS. One semester course or equivalent equals 90 hours.
☐	☐	8. The year the FFA member began in Agricultural Education corresponds with the years listed on the application – Page 3.
☐	☐	9. Candidate records end December 31, 2021. If "No" and 2022 financial records are removed, the member may not meet the minimum qualifications – Page 3.
		GENERAL SAE CHECKS
☐	☐	10. Candidate has indicated the SAE Type(s) that correspond with this application – Page 3.
☐	☐	11. Records to substantiate each SAE type marked are present in the application. (i.e. Research was selected there must be a research information page.)
☐	☐	12. SAE projects are listed as the correct type (Entrepreneurship, Placement or Research) with the correct type of supporting records included in application. *Example: Animals owned by the applicant may not be listed as Placement projects. Research projects conducted by applicant must be listed as Research projects not Placement projects.*
☐	☐	13. SAE projects are not duplicated as multiple SAE types or as both paid and unpaid hours. *Examples: Same project listed as both Research and Placement. Same projects listed as Entrepreneurship and Placement. Same placement projects hours listed as both Paid and Unpaid.*

Revised January 2022 – AET

☐	☐	14. Application includes at least two years of SAE records, including the most recent year ended Dec 31.
☐	☐	15. Each project included in the application provides enough detail for an outside reviewer to understand what it is and how it is agriculturally related. (i.e. Description should include name of employer/project, duties and responsibilities of applicant, description of employment/project.)
☐	☐	16. Basic Award Setup Information has no errors – Page 3 _____ Members at this age should be documenting cash on hand, cash in savings, etc. If a "0" is indicated for their ending value at end of last compete record year this is incorrect.
☐	☐	17. Candidate has indicated any income other than earnings (gifts/inheritances) – Basic Award Setup Information – V.a. (Page 3)
☐	☐	18. Candidate has indicated personal expenses – Basic Award Setup Information – V.c. (Page 3)
☐	☐	19. Unpaid placement hours' review – Candidate must not report over 2,080 hours per year. If a "REVIEW" exists, please provide clarification. – Placement Details
		20. Income and Expense Summary of SAE Program
☐	☐	a) There is no Line 6C "REVIEW" (Relates to non-current inventory ending values don't align with purchases, transfer or gifts). If review exist, please provide clarification.
☐	☐	b) If Entrepreneurship SAE income exist, are there operating expenses in the application?
☐	☐	c) Ending current inventory are appropriately related to SAE program. – Income and Expense Statement
☐	☐	21. Accuracy Check for the Balance Sheet (Assets = Liabilities + Equity) & Growth is "Met". – Financial Balance Sheet Statement – Personal Contribution and Net Worth.
☐	☐	22. Candidate indicates clearly they demonstrated six (6) skills and competencies through their SAE. The skills and competencies relate to the SAE and are specific enough to qualify – Skills, Competencies, and Knowledge.
☐	☐	23. Candidate has eight (8) clearly defined activities above the chapter level, including the actual year served or participated (ie: 2019; 2019-20; 2019, 21) – Leadership/FFA Activities.
☐	☐	24. Candidate has served as a chapter officer or served on a major committee, including year served – Manual Review Sheet of Qualifications.
☐	☐	25. Candidate has met the 25-hour two unduplicated activities community service requirement. – Community Service. Describe what service was provided. (Ie: American Red Cross Blood Drive: Greeted individuals at registration and assisted with check-in. 8 hours)
☐	☐	26. Candidate has 10 different Parliamentary Procedure abilities listed or the proper terminology was used in listing these abilities – Manual Review Sheet of Qualifications.
☐	☐	27. Candidate has a six minute agriculturally-related speech – Manual Review Sheet of Qualifications.
☐	☐	28. Candidate has attached most current SAE agreements for all SAE's listed on Supervised Agricultural Experience pages for the last year of the application. If the candidate has three (3) SAE's listed, then three SAE agreements need to be included with the application.

Additional Comments by the Advisor(s) reviewing this State Degree Application:

_____

Signature of Advisor(s) Reviewing Application

Procedure for reviewing State FFA Degree Applications

Responsibility of Chapter Advisor: Inspect the SAE and application of all qualified candidates. Verify and sign the applications for all qualified candidates from their chapter. Submit to the appropriate District Advisor the following items which must be received on or before the District Review/Proficiency Selection Day.

- o Completed application form with appropriate signatures and completed Degree Check Sheet.

Responsibility of District Advisor/KAAE Vice President: Arrange for a committee to review each application, complete the checklist and the certification/non-certification statement on each candidate. Forward application and supporting materials for all approved candidates to the State FFA Office by the established deadline.

Action by the State FFA Executive Committee and State Executive Secretary: The appropriate committee identified by the State FFA Executive Committee will review all applications and district committee evaluations.

The selection committee will review each candidate's application prior to making the final decision regarding approval or disapproval for the degree.

Selection Timeline

1. All applications and record books must be in the hands of the district advisor/coordinator by the scheduled start time of the district evaluation day. Applications arriving late are to be automatically rejected.
2. The district advisor is responsible for selecting committees and setting a date for screening the applications and interviewing the applicants. Note: If possible, two different committees should be selected for these tasks. An advisor should neither review nor evaluate candidates from his/her own chapter. Where possible, representatives from agribusiness should be involved on the committees.

Process

- All State FFA Degree applications must be reviewed at the District Review/Proficiency Selection Day.

- Any State Degree candidates who meet all the qualifications will have their application automatically forwarded to the State FFA Office.

- Materials approved at the District Selection Day are **TENTATIVELY APPROVED** for the degree, the state will review ALL applications submitted to verify that application for the State FFA Degree is complete and accurate. Only after the state has reviewed the applications will the degrees be conferred.

- Constitutional and procedural requirements are shown on the application in the checklist that must be completed by the chapter advisor and district review committee. Failure to qualify in any one minimum requirement will disqualify the candidate.

- If the committee fails to recommend application they will be returned to the student for the opportunity to make corrections.

- Those applications may be resubmitted for review by the State Committee after corrections are made. The record books and application must in the **possession** of the State Office by **March 10**, if the student seeks to achieve the State FFA Degree.

- The list of candidates will be submitted to the Kansas FFA Executive Committee for their approval prior following the State Evaluation Day.

Action by the Official Chapter Delegates Assembled at the Annual State Convention

- State Executive Committee will present the names of those candidates nominated to receive the degree.

- Official delegates will vote to accept/reject the nominees for the degree.

- The State FFA Executive Committee, which is responsible for recommending candidates for the degree, relies heavily on the evidence submitted in the application upon which to base their judgment. It is important that information submitted be as complete, definite, neat, and understandable as possible.

- All members receiving the degree will be presented a State FFA Degree charm and certificate from the state association.

Applying for District Star Qualifications and Requirements

A. **Star in Agribusiness Eligibility**

Candidates whose SAE entrepreneurial earnings focus on providing supplies and services TO and FROM the agricultural/natural resources industry that represent more than half of their total earnings are to be considered for Star in Agribusiness.

Candidates may complete SAEs – Research or SAEs – Entrepreneurship pages, in addition to other applicable parts.

B. **Star Farmer Eligibility**

Students earning this degree must have completed SAEs – Entrepreneurship pages, in addition to other applicable parts. Use only earnings from production agriculture experiences in comparing and selecting the district star. (Do not include placement earnings).

C. **Star in Agricultural Placement Eligibility**

Students earning this degree must have completed SAEs – Placement pages, in addition to other applicable parts. Use only earnings from placement experience in comparing and selecting the district star. (Do not include entrepreneurship earnings). SAE must be related to agriculture enterprises.

- Each district will select a qualified candidate whose application and record book were correct at the District Review Day. The district may select an individual to be considered for the State Star Farmer, the State Star in Agribusiness and the State Star in Agricultural Placement.

- To be considered for the District Star Farmer, the District Star in Agribusiness or the District Star in Agricultural Placement award, the candidate must indicate intentions on State Degree application. Star candidate books must be not greater that 2% inaccurate.

- All applicants interested in being considered as a Star candidate will be interviewed on the district level regardless of a ranking system when considering the written application alone.

- Each district should use a committee consisting of a past State Officer, a business/industry representative, and Agricultural Education Instructors/FFA advisors without eligible candidates to select the Star candidates for the district level.

- The interview will provide districts the opportunities to choose the best candidate with the best program, not just the best program on paper. The interview at the district level will also help prepare the candidate for state level interviews.

- Each applicant must submit a photocopy of his or her state degree application. The photocopy of the application submitted on selection day will be forwarded to the State FFA Office on that day. This will be used as a reference if concerns are raised that the SAE program was appreciably altered after selection and before submitting to the state.

- After selection of the district stars, **the applications and books of the selected stars will be returned to the student for the opportunity to make corrections.**

- Those returned record books and applications must be resubmitted after any corrections are made and must be in the possession of the State FFA Office date posted on the State FFA website.

- If a district chooses not to interview their star applicants, then the record book and application must be submitted to the State FFA Office on the district selection day and no opportunity will be provided for changes to be made.

Procedure for Kansas FFA Degree Star Applications with SAE Record Books

1. Only SAE record books will be evaluated.
2. Require no specific record keeping system; however, require specific records to be kept for all entrepreneurial and placement programs.
   - Business Agreements
   - Inventories (Beginning and Ending) - when appropriate
   - Itemized Income
   - Itemized Expenses
   - Number of hours - when appropriate
3. Responsibilities of Verification Committee:
   - Verify the inventory and financial information on the State FFA Degree Application with the SAE records.
   - Complete a review sheet relating to minimum expectations in comparing the application with the record books.
   - Make written comments on the review sheet regarding such items as:
     - Addition and subtraction errors
     - Transposing errors on Application from Record Books
     - Typing errors

State Stars Selection Materials

Once district candidates have been selected they will need to complete the additional material below and submit all materials to the State FFA Office by the date posted on the State FFA website. All materials include: Completed State FFA Degree application, SAE Record Keeping system as defined by KAAE and the State Degree Star Battery.

Stars Candidates

There are three star categories at the state level: Star Farmer; Star in Agribusiness and Star in Agricultural Placement. All Star applicants must complete the State FFA Degree application; in addition, each candidate is required to submit additional information on the Star application.

Star Farmer candidates will have an entrepreneurship SAE in production agriculture. Star in Agribusiness candidates will have an entrepreneurship SAE in a non- production area. 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 State FFA Degree.

Please submit all your information and application in a folder. The State 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 State FFA Degree application; however, when filling out the Star portion, only discuss the area in which you are applying. Mixing the two SAEs on the Star application will only confuse the judges and could 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 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	Chapter ID: **ZZ0002**
Tyler Smith	FFA Member ID #: **601078329**
State	Complete FFA Chapter Name
Illinois	Anywhere FFA

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. *Remember as a state we currently do not offer Star in Agriscience.*

I. STAR TYPE	**Choose one**
Please choose the type of application:	⦿ Star Farmer Candidate ○ Star in Agribusiness Candidate ○ Star in Agricultural Placement Candidate ○ Star in Agriscience Candidate
Please choose the level for this application:	⦿ American ○ State ○ Chapter ○ 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.	○ Animal Systems ○ Agribusiness Systems ○ Cluster Skills LifeKnowledge ○ Environmental Service Systems ○ Food Products and Processing Systems ○ Power, Structural and Technical Systems ○ Natural Resource Systems ⦿ Plant Systems ○ 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 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

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 (2019) you had a 10% understanding of Shop Safety but by the end of the same year (2019) 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.

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)

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 applications.

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 are the direct result of FFA membership, while others are offered by the school and community and are available to all students.

   Agriscience, Chapter Star Farmer, Chapter Star in Agribusiness, Chapter Star in Agricultural Placement, Agriscience Fair, 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 childcare 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):

   > **Examples:**
   > (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 in the American FFA Degree Handbook on page 38.

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 two (2) one-page recommendations:

1. Agriculture instructor recommendation
2. One other recommendation (if your SAEs include placement, please include an employer's 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.
- 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 district and state evaluations.

Generate PDF

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.

1. Briefly explain your SAE and how it related to this award area. 🎗
maximum 1500 characters - 1500 remaining

Edit 451 Response demonstrates a clear understanding of their SAE program.
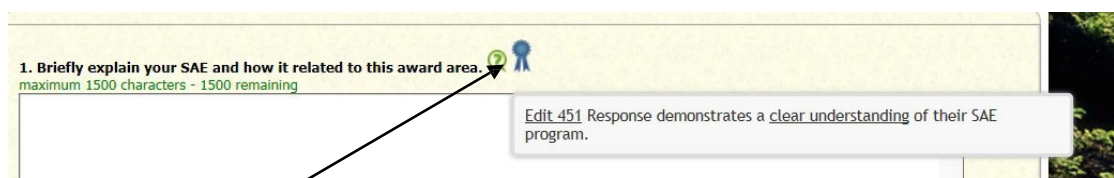
Place mouse over icon for box to appear

Rubric Availability

Rubrics are available on KSFFA.org and FFA.org.

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 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.