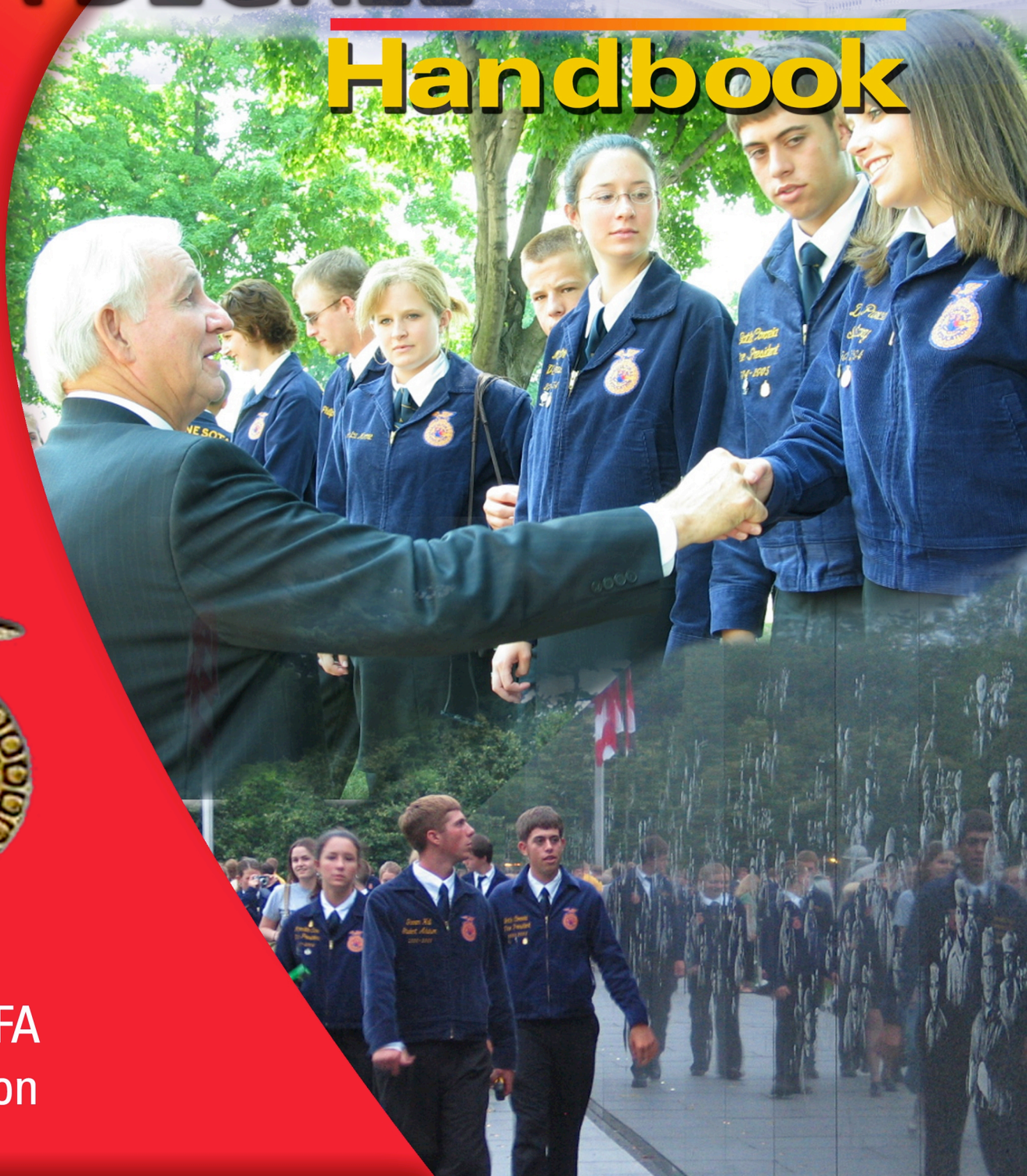
Beginning
2006-2011

AMERICAN FFA DEGREE Handbook



National FFA Organization

American FFA Degree Handbook

Preface

The special project sponsors of the American FFA Degree program have made this handbook possible. It has three uses:

1. To assist agricultural teachers and students in developing strong Supervised Agricultural Experience (SAE) programs.
2. To supplement the individual instruction provided by agricultural instructors/FFA advisors.
3. To provide helpful suggestions, advice, and guidance for how to complete the American FFA Degree application.

Local Program SUCCESS for agricultural education®

Building quality programs and putting school-to-career in action

Acknowledgements

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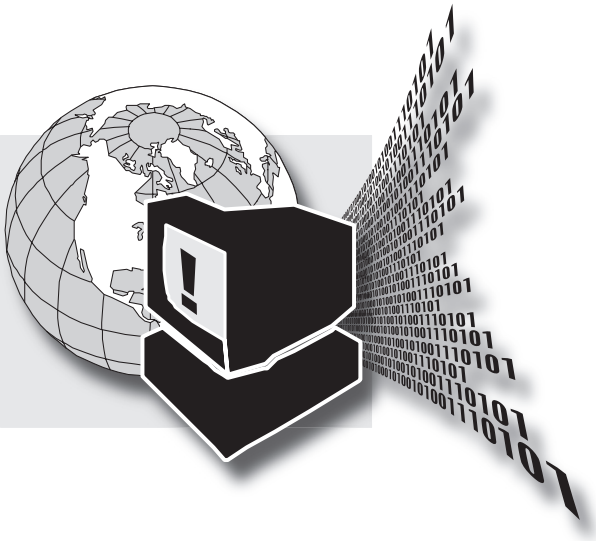
About the FFA

FFA is a national organization of 476,732 members preparing for leadership and careers in the science, business and technology of agriculture. Local, state and national programs provide opportunities for students to apply knowledge and skills learned in the classroom. The organization has 7,223 local chapters located throughout the United States, Puerto Rico and the Virgin Islands.



FFA Mission

FFA's mission is to make a positive difference in the lives of students by developing their potential for **premier leadership, personal growth and career success** through agricultural education. *National FFA Online*, *www.ffa.org*, FFA's internet web site, can provide information about the National FFA.

The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership and staff as an equal opportunity employer. Produced by the National FFA Organization in cooperation with the U.S. Department of Education as a service to state and local agricultural education agencies.

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Part 1: Introduction —

The America FFA Degree: The Ultimate Challenge

The American FFA Degree is the highest level of membership you can achieve as an FFA member. This final step in the FFA degree system encourages you to grow and achieve personally toward establishing yourself in an agricultural career.

Before you can submit an application for the American FFA Degree, you must have received the preceding FFA degrees: Greenhand, Chapter FFA Degree and State FFA Degree.

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

To advance to this degree requires commitment and a lot of hard work on your part. But you don't have to be a gifted student or live on a large farm or ranch to reach this goal. The FFA degree system is organized so that all FFA members, no matter where you are from, have an equal chance at obtaining the American FFA Degree. However, you must show progress in your Supervised Agricultural Experience (SAE) program to have a realistic chance at attaining this goal.

If you are a freshman or sophomore in high school, now is the time to set the goal and create a road map on how you plan to achieve the American FFA Degree. If you are already a junior or senior, you can determine just what you need to do to obtain the degree before your FFA years are completed. To receive the American FFA Degree, you must have maintained your FFA membership and have graduated at least 12 months prior to the national FFA convention at which the degree is to be granted.

You may retain your membership in the FFA until November 30, following the fourth national FFA convention after you graduate from high school, but not beyond age 23.

WHAT THE DEGREE CAN DO FOR YOU

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

Career Preparation: There is no more to the degree than just physical rewards. Working toward this degree provides many experiences for you to set goals and to learn practical skills. No matter what career you pursue after you graduate, you will need certain skills. An SAE program that leads to an American FFA Degree provides that training and experience, enabling you to enjoy a useful, interesting and challenging career later in life.

Perseverance and Preparation: Eventually, you will need to compete against others to secure a job or a position to start your career and to enable you to make a difference in the world. The American FFA Degree program makes it easier because the things you do to earn the degree will teach you how to reach your career goals as well. Completing the degree application will provide learning experiences that will complement your SAE program, the education you receive in the classroom and the experiences you gain in these formative years of life.

Rewards for Active Membership: Members work to achieve the American FFA Degree for many reasons. The degree serves as another goal for those students who have already achieved the State FFA Degree. Working toward the American FFA Degree allows members to remain active in the FFA following their high school graduation.

Do You Qualify?

Qualifying for the American FFA Degree is not a judgment call. You don't "compete" against others to "win" the degree. You earn it by meeting a specific set of qualifications, or criteria.

To receive the American FFA Degree, you must meet the following minimum qualifications:

1. You have received the State FFA Degree.
2. You have been an active member for the past three years (36 months consecutively) and have a record of satisfactory participation in chapter and state activities.
3. You have completed the equivalent of at least three years (540 hours - or the equivalent of three full year courses) of secondary school instruction in an agricultural education program, or have completed the program of agricultural education offered in the secondary school last attended or two years of secondary agriculture education and one year of a postsecondary agriculture program at a technical school or university. (Note: the hours of instruction need not be in three full years of courses).
4. You have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
5. You must have in operation (and have maintained records to substantiate) an outstanding Supervised Agricultural Experience (SAE) program, which demonstrated comprehensive planning, managerial and financial expertise.
6. You must have earned **and** productively invested at least $7,500, or have earned and productively invested at least $1,500 and worked 2,250 hours in excess of scheduled class time. Any combination of hours times a factor of 3.33 plus any dollar amount of student earnings and investments must be equal to, or greater than $9,000.
   Important note: The national constitution does not allow you to report hours you invested working on your entrepreneurship enterprise as unpaid hours to meet the minimum requirements for the degree. You can count only unpaid hours (such as volunteer work, directed lab, and or research and experimentation) toward the 2,250 hours for achieving the degree via the second option.
7. You have a record of outstanding leadership abilities and community involvement, and have achieved a high school scholastic record of "C" or better.
8. As the application form indicates, among other certifications, the chapter president, chapter advisor, superintendent or principal and state advisor or state executive committee must certify all statements in the application and that the applicant conducted himself or herself in a manner to be a credit to the organization, chapter, school and community.

   (Note: Your state association may have higher requirements to achieve the degree. You should review your state constitutions and policies for such differences in American FFA Degree standards within their state.)

FFA Membership Qualifications

You probably are already a member in good standing. However, your membership may be questioned in a few instances. Here are some clarifications.

To retain membership during high school, you must be enrolled in at least one high school agriculture course during the school year or follow a planned course of study for an agricultural occupation which includes an SAE program.

You may retain active membership until November 30, following the fourth national FFA convention after graduation from high school. However, special circumstances (see next section) may allow you to retain membership until age 23.

Armed Services or FFA International Participation

If you are a member in good standing at the time of induction into the armed forces you can retain your good standing during the period of active service without further payment of dues or attendance at meetings. Time spent in the armed forces, or in the FFA international program will not be considered as "elapsed time" in determining the maximum period of four conventions following graduation from high school or leaving high school.

If you participate in the armed services program or in the FFA International program for at least six months, you are eligible for a full year of extended membership.

However, you may not retain active membership beyond your 23rd birthday

Example:
Sherry is 20 years old and in her sixth year of FFA membership. Two national FFA conventions have passed since her high school graduation. Sherry decided to join the U.S. Air Force and spent two years serving in the military, after which time she was honorably discharged from service. Although she is now 22 years old, Sherry can resume her pursuit of the American FFA Degree, provided she resumes active participation (pay dues and attend meetings, for example) within six months of her honorable discharge. Note: Her membership will end upon reaching her 23rd birthday.

Example:
Tyrone graduated in 2003 when he was 18 years old. He had hoped to receive his American FFA Degree at the 2006 National FFA Convention (his last year of eligibility), when he would be 21 years old. However, in 2004 he participated in a Work Experience Abroad (WEA) program to Germany for six months. As a result, Tyrone can extend his eligibility until 2007, when he will be 22 years old.

SAE Programs

SAE programs form the basis of the American FFA Degree. It usually takes six or seven years of growth in an SAE program before the degree can be obtained.
If you're just starting in FFA, answer these questions:

- What do you want from your SAE program?
- Do you want to build a program that may someday turn into your own business?
- Do you want to learn skills that you'll need for a specific career area?
- What course will help you reach your goals?
- What type of options after high school options will support your reaching your goal?

They are planned, practical activities conducted outside of class time that help students develop and apply agricultural knowledge and skills learned inside the classroom. These activities can include entrepreneurship, placement (paid or unpaid) or research/experimentation.

Developing an SAE into a successful program takes time and planning. SAE programs also involve goal setting because they take time to grow and develop.

- Do not alter the application. If the applicationis altered in any way, it will be **"DISQUALIFIED"**.
- This includes copying application into a word document
- Altering the space given for responses for any question
- Or changing the font size below 10 points.
- For fairness, all applicants must respond to questions in the space provided.

For more information meet with your agriculture instructor and also check out www.ffa.org
or go directly to SAE Central:
www.cals.ncsu.edu/agexed/aee322/index.html

Earning The American FFA Degree

As FFA members, you come from diverse backgrounds. Recent surveys indicate that about one third of you come from a production agriculture background, about one third from rural areas, but not from production agriculture, and the remaining one third come from suburban or urban backgrounds.

This diversity is why the FFA offers you the opportunity to earn the American FFA Degree through entrepreneurship (ownership) and/or placement activities.

With an **entrepreneurship** SAE program, you own and manage a production agriculture or an agribusiness enterprise. You have personal ownership and assume all risk of the materials and make all the required business decisions. You may develop your ownership program on a farm or ranch, in an agribusiness, at a home site, a school or community facility, provided that you own the materials.

In a **placement** type of SAE program, you can work in agribusinesses or obtain experiences at school laboratories, research or community facilities and farms or ranches. You can work for a paid or unpaid experience. Your program can include research and experimentation, directed laboratory or home improvement activities. An experimentation/research based SAE requires that you use the scientific method or scientific processes to investigate agricultural phenomenon and conduct experiments to test various agricultural theories or possibilities.

You could conduct a directed lab experience in a school or community facility to gain practical, hands-on experience needed to enter and advance in a chosen occupational field in agriculture. However, you would not own the facility where you are placed. You can report entrepreneurship, placement and experimentation/ research activities in your American FFA Degree application.

Nine Ways FFA Advisors Can Help Students Attain The *American FFA Degree*

1. Conduct a parent/member meeting during the summer months, or early in the school year, to discuss the local curriculum, SAE programs and FFA activities, including the awards and degree programs.
2. Set aside a predetermined amount of class time each year to allow students to select an SAE program. Provide them with an appropriate method to keep SAE records and with copies of the State and American FFA Degree application forms.
3. Set aside one class period on the second and last Friday of each month to allow students to evaluate and update their SAE records, as well as discuss any accomplishments or problems.
4. Set aside class time at the end of the year to allow students to finalize their SAE records and transfer the information to the appropriate degree application form.
5. Select a team of local partners to evaluate and chose the students who have met all the constitutional qualifications to receive the State and American FFA Degrees. Type or use the computer printout version to complete these applications, then forward them to your state FFA office.
6. Publicize the accomplishments of all degree recipients. Recognize all recipients at the chapter banquet.
7. Guarantee that students have access to the American FFA Degree Handbook, which addresses most of the “problems” judges see in applications.
8. Select and recognize one student’s SAE on a weekly basis. Feature the student and his or her SAE program on a bulletin board or in the local newspaper or school publication. The chapter SAE committee or chapter reporter can develop this recognition program into a great activity.
9. Make use of the examples and appendices included with this handbook to help write quality applications.

Seven Ways Students Can Help Themselves Attain The *American FFA Degree*

1. Set a goal as early as possible in your FFA career to earn the American Degree. Determine the steps needed to make your dream a reality.
2. Get involved with your FFA chapter. Attend as many meetings and activities as possible and volunteer for committee assignments. Strive to serve as a chapter officer and/or committee chairperson.
3. Attend state or national conventions. Meet with American FFA Degree recipients and fellow members who have set the same goal and ask them how they have overcome obstacles.
4. Participate in as many shows, fairs and other exhibitions as possible to give yourself a good idea of the quality and scope of other FFA members' SAE programs and those of the industry related to your SAE.
5. Set a goal as early as possible in your FFA career to earn the American FFA Degree. Determine the specific steps needed to make your dream a reality..
6. Join professional associations that relate to your SAE program. For example, an Ohio FFA member interested in landscaping may want to join the Ohio Landscape and Nursery Association.
7. Meet and interview adult professionals who work in jobs related to your SAE program. Ask them what it took them to succeed in their position.

How Degree Recipients Are Selected

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

➢ State Verification

The procedure for selecting American FFA Degree recipients starts with your chapter advisor. Have your chapter advisor and state staff should check the accuracy of your application and verify that you have met all requirements for receipt of the American FFA Degree. Consult with your advisor to determine state due dates and verification procedures because they can vary from state to state.

➢ National Approval

If you are a qualified candidate, state association officials must submit your application to the National FFA Center for postmark June 15 annually. Once your application arrives at the National FFA Center, national staff will review it, along with those of other qualified candidates, to verify that it meets all constitutional requirements.

After this review process is complete, staff members recommend qualified candidates to the National FFA Board of Directors when they meet annually in July. Staff will notify state FFA advisors of their candidates' status at least 30 days prior to the next convention. As soon as possible after approval by the National FFA Board of Directors, staff will send a listing of successful candidates to state staff and will place the listing on the FFA web site at www.ffa.org.

➢ Appeal Process

If the National FFA Board of Directors does not approve you as a candidate for the degree, you can appeal the decision. If you are unsuccessful, your application will be returned to state association staff with a note indicating the reason for rejection.

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

A member of the National FFA Staff reviews each appeal. If you have met all the constitutional qualifications, and have corrected the deficiency, the staff member will recommend that the Governing Committee of the Board of Directors grant approval on or before September 15. All actions taken by the Governing Committee, in regard to your appeal, are final. Your state FFA association will be notified immediately of the status of your appealed applications.

The American FFA Degree Application

National FFA staff have designed the American FFA Degree application to collect the information necessary for determining if you have met, or exceeded, all the minimum qualifications for the degree.

If you wish to compete for the American Star Farmer, American Star in Agribusiness, American Star in Agricultural Placement, American Star in Agriscience or as a National FFA Officer, you are required to include additional information with your application. Providing more information and details about your SAE program and leadership activities will help evaluators to make selections based on the best data available.(Review pages 35-60 of this handbook for more information on applying for Star Awards.)

Part 2: Completing the Application

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

INFORMATION, PLEASE!

The application is a series of questions and information requests about you and your Supervised Agricultural Experience (SAE) program. Some of these questions are easy; others require detail and thoughtful consideration on your part. Still, other sections of the application ask for figures based on the records you kept on your SAE.

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

Filling out the application may not be easy in all sections. The judges want to know detailed information about you and your program. While the American FFA Degree application is fair, you will only be asked for information that is readily available from the records you kept through your SAE experience.

You may learn some revealing things about yourself as you complete the series of questions, columns and tables. You will also gain confidence and self-esteem as you realize the number of skills you gained through your SAE. This experience will prepare you for the future!

Some Tips For Completing Your Application

1. Read all instructions before you begin. Review the glossary to gain a better understanding of the terminology used throughout this book
2. Complete the application using information as of January 1 of the year in which you are seeking the degree. Do not include achievements accomplished or inventory acquired after this date.
3. Use the latest revised application forms – one that has the same year for which you are applying. Verify that you have the right application by checking the dates listed in the top center of the Instructions page of the Excel templates. (You can download the applications for free from the National FFA Organization web site at **www.ffa.org** or on the Chapter Resource Guide CD ROM that your chapter advisor receives annually. In order to use and complete these forms with your computer, you will need Microsoft Office Excel version 2000 or greater. If you do not have Internet access, you can contact the FFA Supply Service at 888-332-2668 for a computerized version on floppy disk for a small fee, plus shipping and handling).
4. Check the deadline for submitting the completed application to the state office. **Each state sets its own deadline.**
5. Obtain the required signatures on the application in the proper places. (Each year, staff return a number of applications because applicants did not obtain the proper signatures.
6. Review your application one more time for spelling, grammar and mathematical or technical errors. Use the check sheet in the back of the application to assist you in this process. Your application should be completed on computer or typed.
7. Verify that the figures used are true. You may round them to the nearest dollar. Your application will be rejected if it has mathematical errors or is incomplete. **(Note: the 2006-2010 Excel templates have a new feature that will give you an error message if you enter a decimal point or accidental space in number cells. The error message will inform you to "ENTER WHOLE NUMBERS ONLY.")** This updated format will avoid corrupted calculations that occurred during the 2001-2005 application process when decimal points were accidentally entered.
8. Prepare two copies of the application. Send one to the next level of competition and place the other in your chapter file as a permanent record. Once the application has left the local level it is very difficult to obtain a copy, and you should never count on them being returned. At the national level, the applications are retained only until the convention where the degrees are bestowed.
9. Place your application in an FFA award binder, available through the FFA Supply Service at 888-332-2668. Doing so makes processing the application much easier for the judges and protects the information as it goes through the mail and review system.

Tips for completing the application continued on page 8

Tips For Completing The Application ((continued)

10. In many cases, an SAE program involves other family members, but for the American FFA Degree application, include only **your** share of inventory, income, net worth, etc.
11. Don't forget that if you are applying for Star recognition or for National FFA Officer, you must submit additional information that is addressed in Part Three on page 35 of this handbook.
12. If the application is altered in any way, it will be **"DISQUALIFIED**". This includes copying application into a word document, altering the space given for responses for any questions or changing the font size below 10 points. For fairness, all applicants must respond to questions in the space provided.

A Step By Step Approach

The following instructions corresponds with the Cover Page A and Cover Page B of the American FFA Degree application.

1. **Name** – Verify that your name is spelled exactly as you want it on a certificate and in press releases. Confirm that the typist has spelled it correctly prior to forwarding your application on to your state FFA association or to the National FFA Organization. *(Each year, program officials find about one out of 100 applications received with misspellings in name and addresses.)*
2. **Name as it appears on chapter roster:** Many times membership is listed as a nick name on the chapter roster. Please list your name if it is different on your chapter roster**.**
3. **Gender:** (Male/Female)
4. **Home telephone number** (include area code) – Surprisingly, many people do not know their own telephone number, because they rarely need to call home or provide this information, so be sure to double check the number.
5. **Address** - You will be sent mail at this address, so be sure the post office can deliver it with the information provided. Include P.O. box number and/or appropriate street name and number as well as town, state and zip code.
6. **Complete FFA chapter name –** Give the complete official chapter name because it is often different from the town or school name. **Example: Western FFA**
7. **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.
8. **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 town, state and zip code.
9. **School telephone number (including area code) -** List the area code and number where the FFA advisor and/or other school officials can be reached.
10. **Chapter advisor(s) -** Indicate the complete name of each current FFA advisor.
11. **Statement of Candidate and Parent -** This requirement is to have a parent or guardian review the application and certify that the records are true, complete and accurate. You should then make a permanent file copy for your records and submit the original copy to the Chapter President and FFA Advisor for their signatures.
12. **Certification** - To certify that the records are true, complete and accurate, all completed applications must be reviewed and signed by the chapter president, FFA advisor and superintendent or principal. After signatures, the application should be duplicated so that the chapter has a permanent record of each application that has been submitted to the state FFA office.
13. **Candidate's Scholastic Record** - The National FFA Constitution, Article VI, Section E, Item 6, states that the American FFA Degree candidates must "have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of "C" or better as certified by an administrator or counselor."

> **!** **Special Tip:** On completing the final copy of the application be sure that either an administrator or counselor certifies it before forwarding in on to the state FFA office.

Note: You have completed Cover Page A of the American Degree application.

14. **Date of birth –** Give the month, day and year of birth (in this format xx/xx/xxxx). Program officials determine your eligibility, at least in part by this information. Note: the new Excel templates have a drop down box for the month, date and year
15. **Age –** Provide your age as of your last birthday. Note: The new Excel templates will give an error message if your age is 23 or over.
16. **Name of parents/guardians -** This information is used for news media purposes.
17. **Parent/guardian occupation -** List job titles of your parents or guardians or, in a few words describes their current job or career area.
18. **Year FFA membership began -** One of the requirements for the degree is that your FFA membership dues are paid for each year covered by the application. So, please indicate the calendar year your membership began.
19. **Year received State FFA Degree -** This date is important to determine that you have met the 24-month membership requirement for receiving the state degree.
20. **If you have graduated from high school, year graduated.** This is an important date, which is used to determine eligibility. You must have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
21. **If no, give date left school -** This date also becomes very important. You are eligible to apply 12 months after which you would have normally graduated had you not left school.
22. **Years of agricultural education offered (grades 9-12) in high school last attended -** Indicate years, not semesters. This is intended to be the number of full year course equivalents offered in grades 9-12 (i.e., count semester equivalents at one half of a full year).
23. **Years/Hours agricultural education completed in high school -** Indicate **both** years and hours. For example, four full year courses, at 180 hours each, would be 720 hours. It is critical that the applicant shows that they have completed at least 540 hours of scheduled class time (3 full year courses), or to show that they have taken all of the agricultural education offered at the school which they last attended.
24. **Semesters/Quarters postsecondary/vocational-technical education completed -** This could include a farm and industry short-course program, which usually is less than full-time; it can also include vocational-technical programs for specialized training in an agriculture occupation.
25. **Semesters/Quarters of four-year college/university completed -** The total number of semesters or terms completed at the time of completing the application.
26. **Major -** 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.
27. **Had continuous active FFA membership for the past 36 months -** If you can not answer yes, you are not qualified. Note also that this constitutional requirement is not only for 36 cumulative months, but also 36 continuous months.
28. **Military duty** (dates of full-time activity military duty)- Give the type of enlistment and separation dates, including National Guard duty or equivalent of at least 6 months in length. Active duty of two years or more can extend your membership eligibility to the maximum allowable membership age of 23 years. (See Article V, SectionB of the National FFA Constitution.)
29. **World Experiences in Agriculture -** Dates of FFA International Placement- Time spent in the FFA international program will not be considered as "elapsed time" in determining the maximum period of four conventions following graduation from high school or leaving high school. Members participating in a six-month or longer FFA international program are eligible for a full year of extended membership.
30. **State/National Dues Paid? -** Are your state and national dues paid? It is easy for high school graduates to let dues payments lapse when out of daily contact with the FFA chapter officers and FFA advisor. Evidence must exist that the candidate is an active paid-up FFA member. All candidates should verify their membership status by reviewing the chapter and state membership rosters for the past three years.
31. **Taxes -** Paying property or income tax is part of the price of operating a profitable business or owning property. Indicate whether you have paid tax. This adds credibility to the financial information submitted in the application.

    Even if no tax was due, you are required to indicate whether you have file tax returns, and if so for which years.

Note: You have completed the Cover Page B of the application. You are now ready to begin page 2 of the application.

I. Candidate's Supervised Agricultural Experience Program

The top of the page should state:

Supervised Agricultural Experience Program by Year:
This is a description of the type and the size of each entrepreneurship, placement and/or other experience that became a part of your SAE program during the period covered by the application.

Year
This is the specific calendar year in which the entrepreneurship was conducted, such as January 1, 2005 to December 31, 2005

> **! Special Tip: If you are a new student, National FFA policy allows you to report your first-record year as either more or less than 12 months. If you are enrolled in agricultural education and start your SAE program by September 1, you have the option of ending your first year on December 31 of the same year (short year or short book) or continuing through December 31 of the following year (long year or long book). Consult with state FFA officials to determine the policies in your respective state because procedures do vary on the length of year.**

Entrepreneurship, Placement, and/or other SAE Description (Enterprise, Description, Size, Title, Site, Hours, etc.)
This is a descriptive statement that indicates the type of the business, entrepreneurship, placement or experience that you conducted. Furnish a complete description for each year that you conducted an enterprise.

Examples:
- Worked for Hal's Nursery 650 hours
- Raised 25 meat rabbits
- Conducted at state park on wildlife habitats, 25 hours non-paid
- Raised 12 head of breeding ewes

II. Income, Expense and Hours Summary of Supervised Agricultural Experience Program of Candidate *(Do not include ownership/entrepreneurship SAE in this section)*

You are now ready to begin Page 3 and 4 in the application.

Total Hours Worked
This refers to both paid and unpaid hours of work.

Year (the computer application will have the years already in the proper place)
This area is for the calendar year in which you conducted your program. If you are a new student, see Section I.

Job Title, Type of Work and /or Other SAE Description
Provide a brief description of the work done, or the actual title assigned to the job you performed.

Examples:

Assistant greenhouse manager	Milker
Field research assistant	Website designer
Floral designer	Nursery sales clerk
Transplanting and potting plants	Cleaning fish ponds
Park attendant	Hunting guide
Park volunteer	Wildlife habitat research

Unpaid (A)
The number of hours you worked where the only compensation was the experience you gained.

Examples:
home improvement, unpaid work on home farm, school lab, volunteer work in agriculture field, or research/experimentation

Paid (B)
This area is for the number of hours you worked for payment or wages.

Total (A + B)
Add your paid and unpaid hours of work (completed through your SAE program) which were *directly related* to the American FFA Degree application.

Gross Earnings (C)
This area is for the entire salary you earned before any payroll deductions were made for income taxes, social security, or other benefits.

Total Expenditures (D)
The figure reported in this column is for the expenses associated with your gross income from this job title or work such as uniforms, safety equipment, employment agency fees, union dues, special tools and equipment you provide.

Special Tip: Taxes or FICA go on page 11, line 22e.

Special Tip: Do not include expenses associated with travel to and from your place of employment. The Internal Revenue Service does not consider this a business-related expense.

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

Net Earnings (C-D)
Net earnings is the difference between gross earnings and total expenditures and equals the money leftover and available to compensate you for your labor or management. To determine this value, subtract **column D**, Total Expenditures, from **column C**, Gross Earnings, to determine Net Earnings reported in **column (C-D)**.

1, 2, 3, etc. Year Total
To determine this value, total the columns labeled Unpaid, Paid, Total, Gross Earnings, Total Expenditures and Net Earnings for each year covered by your application.

Grand Totals
You can calculate the grand total of the Unpaid, Paid, Total, Gross Earnings, Total Expenditures and Net Earnings columns by adding together the totals for each year.

Special Tip: The National FFA Constitution provides the opportunity for you to substitute SAE experiences of up to 2,250 hours of unpaid, non-scheduled class time to achieve the required earned and productively invested requirement for the American FFA Degree. Refer to Article VI–"Degrees and Privileges of Active Membership," Section E of the latest edition of the *Official FFA Manual* for details.

III. Candidate's Inventory Statement (candidate's share only)

The following instruction corresponds with Pages 5 through 7 in the application. The top of Page 5 should read :

***Inventories A,B,C, and D, are Current/Operating Assets ONLY**

The inventory statement is an important document for your business. Since an inventory increase must be considered as income, and an inventory decrease as an expense, an accurate inventory statement is needed to determine your true financial situation. Also, a large agriculturally-related inventory is an excellent indication that you are making progress in becoming established in an agricultural career.

! **Special Tip:** The value of your inventory becomes a part of your assets recorded on the financial balance sheet on the American FFA Degree application.

A. Candidate's investment in harvested and growing crops:

This area includes crops owned solely or in partnership by you, those held for livestock feed or later resale and those crops unharvested or perennial crops that maintain a field value. These crops must be in inventory as of December 31 of the year for which you submit an application.

Description
This area is for the specific type of crop you have in inventory such as oats, alfalfa hay, corn silage, apples, rose bushes, fruit trees or other perennial flowers, etc.

Quantity
This area is for the specific volume of each crop you have in inventory such as bushels, plants, acres or tons.

Value
This area is for the realistic on-farm market value used for each harvested crop. If you have crops still growing in the field or greenhouse, you need to assign a value equal to the cost of production you incurred on each crop at the time of inventory. You need to include both cash and non-cash expenditures.

Total
This area is for the total dollar value of all harvested and growing crops owned by you and in inventory as of December 31 of the year for which you submit an application.

B. Candidate's investment in feed, seed, fertilizer, chemicals, supplies, prepaid expenses, and other current assets:

This section 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.

Description
This area refers to the specific type of item you are inventorying .

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

Value
The total monetary value of each item. The value should be the same as the purchase price.

Total
The total dollar value of all the feed, seed, fertilizer, chemical and supplies owned by you and on-hand as of December 31 of the year for which you submit your application.

C. Candidate's investment in merchandise, crops, and livestock purchased for resale:

This section is for inventoried items purchased for resale and owned by you as of December 31 of the year for which you submit an application.

Description
This area is for the specific items you are inventorying, such as purchased feeder cattle, feeder pigs or nursery and greenhouse merchandise, including bedding plants, trees, fertilizers, grass seed, etc.

Quantity
This area is for the individual number, pounds or other specific measurable amount of each item you have in inventory.

Value
This area is for the total monetary value of each item, which should be the same as the purchase price.

TOTAL
This area is for the total dollar value of all items purchased for resale and owned by you as of December 31 of the year for which you submit your application.

D. Candidate's investment in raised market livestock and poultry:

This section includes all the home-raised livestock and poultry owned by you as of December 31 of the year for which you submit an application.

Description
This area is for the specific type of item you are inventorying, such as feeder cattle, feeder pigs, broilers, turkeys or rabbits.

Quantity
This area is for individual number, pounds or other specific measurable amount of each item you have in inventory.

Value
This area is for the total monetary value of each item, which should be a conservative on-farm value.

Total
This area is for the total dollar value of all items raised and in inventory as of December 31 of the year for which you submit an application.

Inventory Statement continued on page 14

Inventories E, F, G, H and I, identified below, are Non-Current/Capital Assets ONLY

E. Candidate's investment in non-depreciable draft, pleasure or breeding livestock and poultry:

This section is for all the depreciable livestock and poultry owned by you as of December 31 of the year for which you submit an application. **The animals included in this section have not reached their maturity value (the point at which they start to depreciate.)**

Description
This area is for the specific type of item you are inventorying such as dairy cows, bulls, calves, swine and small animals, including breeding rabbits, dogs, etc.

Quantity
This area is for the individual number of each item

Value
This area is for total monetary value of each item, which should be a conservative on-farm value.

Total
This area is for the total dollar value of all items of non-depreciable draft, pleasure or breeding livestock and/or poultry in inventory as of December 31 of the year for which you submit an application.

F. Candidate's investment in depreciable draft, pleasure or breeding livestock:

This section is for all the depreciable livestock and poultry owned by you as of December 31 of the year for which you submit an application. **The animals in this section have reached their maturity value and are declining in value.**

Description
This area is for the specific type of item you are inventorying such as beef cattle, breeding swine, breeding rabbits and dogs.

Acquisition Cost (A)
This area is for the actual cash dollar cost to obtain the inventoried item. If you received the item through gift or inheritance, enter the words "gift" or "inheritance" in the acquisition column.

Depreciation Claimed To Date (B)
This value represents the total dollar value of the depreciation you claimed since you possessed the property.

Balance (A minus B)
This area is for the current value of items as of December 31 of the year for which you submit an application. To determine this value, subtract column B from column A.

Total
This area is for the total dollar value of all depreciable draft, pleasure or breeding livestock and poultry owned by you as of December 31 of the year for which you submit an application.

G. Candidate's investment in machinery, equipment, and fixtures:

This section includes all the machinery and equipment personally owned by you as of December 31 of the year for which you submit an application.

Description
This area is for a one- or two-word description or name of the specific piece of equipment or machinery you are inventorying.

> ! **Special Tip:** List only that portion of the value of an auto or truck that the IRS will allow as a legal business expense as a part of the investment in machinery and equipment. Enter the remaining value or personal share as "non-productively invested/personal non-current assets" on your financial balance sheet.

Acquisition Cost (A)
This area is for the actual cash dollar cost to obtain the inventoried item. If you received the item as a gift or inheritance, enter the words "gift" or "inheritance" in the acquisition column.

Depreciation Claimed To Date (B)
This value represents the total dollar value of the depreciation you claimed since you possessed the property.

Balance (A minus B)
This value represents your investment in machinery and equipment you owned as of December 31 of the year for which you submit an application. You can calculate this value by taking the acquisition cost (A) minus the depreciation claimed to date (B).

Total
This area is for the total dollar value of all machinery, equipment and fixtures you owned as of December 31 of the year for which you submit an application.

H. Candidate's investment in depreciable land improvements, buildings and fences:

This section includes all the buildings and land improvements, such as tiling, terracing and fences, owned by you as of December 31 of the year for which you submit an application.

Description
This area is for a one- or two-word description of the specific land improvement or building you are inventorying.

Acquisition Cost (A)
This area is for the actual cash dollar cost to obtain the inventoried item. If you received the item as a gift or inheritance, enter the words "gift" or "inheritance" in the acquisition column.

Depreciation Claimed To Date (B)
This value represents the total dollar value of the depreciation you claimed since you possessed the property.

Balance (A minus B)
This value represents your investment in land improvements and buildings you owned as of December 31 of the year for which you submit an application You can calculate this value by taking the acquisition cost (A) minus the depreciation claimed to date (B).

Total
This area is for the total dollar value of all land improvements and buildings owned by you as of December 31 of the year for which you submit an application.

I. Candidate's investment in land:

This section includes all the land owned by you as of December 31 of the year for which you submit an application.

Description
This area is for a one- or two-word description that identifies the items of land utilized as a part of your SAE program.

Quantity
This area is for the actual number of acres of land you own.

Value
This area is for the actual cash dollar cost to obtain the inventoried item. If you received the item as a gift or inheritance, enter the words "gift" or "inheritance" in the acquisition column.

! **Special Tip:** It is important to keep land values at acquisition cost. Increasing their values due to inflation will lead to an unrealistic earnings statement.

Total
This area is for total dollar value of all land owned by you as of December 31 of the year for which you submit an application.

IV. Income and Expense Summary of Entrepreneurship Supervised Agriculture Experience Program (candidate's share only):

The following instructions correspond with Page 8 a and b.

This section accounts for all the income and expenses incurred by you to conduct your business or entrepreneurship during the time covered by your application.

Year
This area is for the specific calendar year (A), (B), etc. in which you conducted your entrepreneurship such as January 1, 2005, to December 31, 2005. Your first record year can be either less than or more than a full year. After the first year, you are required to enter the calendar year. (If you completed pages 3 and 4, the computer application calculates the proper years for you by transferring the numbers from those pages to pages 8a and b of your application. *Special note relative to the computer application: In order for the electronic check sheet to work properly, you must place an "X" in the cell above the last year of records that you report on the computer application on this page.* For example, if you apply for the degree in 2006, you must place an "X" in the space directly above the year "2005," which is the last year of SAE records you report in your application.)

1. Current/Operating Income

This section covers the money or something of value you received for products/services sold or exchanged for inputs into your SAE. (You should not include any income from the sale of non-current/capital items in this section.)

a. Closing Current/Operating Inventory

Current/Operating inventory includes all the items that normally have a useful or intended "life" in your SAE for 12 months (Market livestock such as steers are an exception to this 12-month life standard). You should include all personal, non-capital property in the inventory, including items such as merchandise held for resale, crops held for feed or sale, investments in growing crops, market animals, etc. **Closing inventory** is what you have on hand as of December 31 of each year of records.

Do not include capital goods, such as animals held for dairy, draft or breeding, machinery, equipment, fixtures, land, buildings and other capital goods, as a part of the inventory on **line 1a**. Use these items in calculating non-current/capital inventories in section 4.

! **Special Tip:** An inventory change can be either an increase (positive) or decrease (negative). When it is an increase, it adds to income; when it decreases, it reduces income.

! **Special Tip:** The "beginning inventory" for each year must be equal to the "closing inventory" for the prior year.

b. Beginning Current/Operating Inventory

See **Closing Current/Operating Inventory** above for a description of current/operating inventory. Beginning inventory is what you have on hand as of January 1 (this date may vary for your first year).

c. Change in Current/Operating Inventory (a - b)

This figure is the amount your inventory increased or decreased during the year. To find the change, subtract the beginning current/operating inventory from closing current/operating inventory (a minus b).

d. Cash Sales

This amount represents the cash received from the sale of all livestock, crops, products and miscellaneous income or services provided through that portion of your SAE program for which you seek recognition. This figure does not include the sale of capital items.

Examples:

Cash sales can include milk, live animals, sod, Christmas trees or crops sold; stud services; livestock rental for rodeo shows; animal training, campground and hunting fees; vacation cabin rentals; sales from items fabricated in manufacturing shops; contracts for raising dairy heifers; as well as cash premiums received at livestock and crop shows and fairs and other activities. You should include as part of cash sales any cash income earned from activities related to your SAE program.

e. Value of Products Used at Home

This area is for the fair market value for butchered livestock, milk, fruits, vegetables, flowers, plants, eggs, poultry and fish produced by your SAE program and consumed in the home.

f. Value of Production Transferred or Bartered

This area includes the fair market value of items produced by, but transferred or traded out of your SAE program.

Example #1:

You transferred bedding plants from your greenhouse business to landscape your parents' home. You did not charge your parents for the plants. If the plants were valued at $50, you enter that amount in **line 1f.**

Income and expense summary continued on page 18

1. Current/Operating Income Continued

Example #2:
You traded a market hog to your father for $110-worth of corn for feed for your hogs. No money changed hands. You should include the value of the market hog ($110) as value of production transferred or bartered on **line 1f** and list the $110 worth of corn as a non-cash feed expense on **line 2c**.

g. Value of Agriculture Labor Exchanged for Non-Cash Operating Expenses
When you exchange agricultural labor for non-cash operating expenses included as part of your SAE program, you should report the fair market value of your labor (equal to the non-cash expense value of the item for which you exchanged your labor) on **line 1g**.

Example:
You worked in building a corral fence for the neighbor in exchange for 300 bales of hay for your beef entrepreneurship included in your SAE. You need to include the value of the hay ($600) as a non-cash feed expense **(line 2c)** and the same amount on **line 1g**.

h. Total Current/Operating Income
The value is the sum of **1c+1d+1e+1f+1g**.

2. Current/Operating Expenses

This section represents the cash and non-cash business costs associated with owning and operating your entrepreneurship.

a. Current/Operating Inventory Purchased
This area is for expenses for purchased goods that you intend to resell later.

Examples:
- Bedding plants bought from a wholesaler for retail sale in the florist shop
- Vegetables bought from a neighbor for resale in a roadside market
- Beef sides bought for resale to locker plant customers
- Purchased market animals or nuts and bolts bought for resale to farm customers

b. Cash Current/Operating Expenses – Feed
This is the amount of cash you paid for grains, forages, pastures, supplements and other feeds used with your animal/poultry entrepreneurships.

c. Non-Cash Current/Operating Expenses-Feed
The fair market value for all feeds obtained through barter, exchange for labor, gifts, or other means and used with your animal/poultry entrepreneurships. Include the fair market value of all home-grown feeds fed, that you produced in a crop enterprise.

Example #1:
You Ttaded three bred gilts to neighbor in exchange for 225 bushels of corn valued at $600. This is an example of “bartering.” The $600 should be recorded in **line 2c** as a “Non-cash Current/Operating Expense-Feed”. The value of the gilts should also be recorded as operating income in **line 1f** (above) as “Value of Production Transferred or Bartered.”

Example #2:
You received 900 bushels of corn from your father in exchange for summer labor, estimated value of $2,400. The $2,400 should be recorded in **line 2c** as a "Non-cash Current/Operating Expense-Feed" and also in **line 1g** as "Value of Ag Labor Exchanged for Non-Cash Operating Expenses."

Example #3:
You received, as a gift from your brother, a half ton of high quality alfalfa hay, estimated value of $75, for goat ration. You should record the $75 on **line 2c** as a "Non-cash Operating Expense – Feed" and also on **page 11, line 22c** as "Income other than earnings."

d. Cash Current/Operating Expenses-Other
This amount represents the cash costs associated with all of your enterprises other than feed for your livestock/poultry entrepreneurships. It includes the cash expended for fertilizer, seed, chemicals, fuel, lubrication, hired labor, land rent or interest on borrowed money. It can include other cash miscellaneous expenses incurred with your livestock/poultry, crop or forestry entrepreneurship, veterinary and animal health costs or bedding and registration fees. It also includes costs for business supplies, insurance, telephone, advertising, machinery rent, custom hire, building repair and maintenance, equipment, fences, fixtures, and other day-to-day expenses of operating a business. **DO NOT** include merchandise purchased for resale. Record all expenses associated with items purchased for resale in the "Current/Operating Inventory Purchased" expense category on **page 8, line 2a**.

e. Non-Cash Current/Operating Expenses-Other
This area is for the fair market value of expense items similar to those listed under "Cash Operating Expenses-Other," but obtained through barter, exchanged for labor or gifts and/or other non-cash means. Refer to examples provided under the section "Non-cash Operating Expense-Feed" to learn how to report these transactions.

f. Total Current/Operating Expenses
This value represents the sum total of lines **2a+ 2b+ 2c+ 2d+2e**.

3. Net Current/Operating Income (1h Minus 2f)

This amount is the difference between Total Current/Operating Income and Total Current/Operating Expenses. You can calculate it by subtracting Total Current/Operating Expenses on **line 2f** from Total Current/Operating Income on **line 1h.**

4. Non-current/Capital Transactions

This section covers the all depreciable property such as equipment; machinery; fixtures; dairy, draft, pleasure, and other breeding livestock; as well as non-depreciable land.

a. Closing Non-Current/Capital Inventory
This value is the ending inventory of all capital items, including non-depreciable land, as of December 31 of each calendar year. The ending value should equal the depreciated book value of depreciable assets and the acquisition cost of land.

Special Tip: It is important to keep land values at their acquisition cost. Increasing their values due to inflation will lead to an unrealistic earnings statement.

Special Tip: All machinery, buildings, fixtures and equipment values must reflect the remaining non-depreciated book value or equal the acquisition cost minus depreciation

Non-current/capital transactions continued on page20

Special Tip: Adjusting the remaining book value and estimated years of life of equipment or buildings, whose value and service life has been extended through extensive repairs, to reflect the added value. Use only the actual cost of repairs to calculate the new value, not the cost of your own labor. Include the cost of these repairs only on **line 4d**, "Non-Current/Capital Purchases." Do not include this amount on **line 2d**, "Cash Current/Operating Expenses – Other."

b. Non-Current/Capital Sales

In this section, record the sale price received for a capital asset such as a tractor; dairy, draft or breeding animals; loader; trailer; display case; truck; building or other similar assets sold, **but not traded**. Include only that portion of the item used in your SAE program.

Example:
You sell a trailer, which you used 25 percent of the time in a landscape nursery entrepreneurship and 75 percent for personal use, for $400. You can include only $100, or 25 percent of $400, as a capital sale.

c. Beginning Non-Current/Capital Inventory

Beginning inventory is the value of all capital items, including non-depreciable land, as of January 1 of each calendar year. The ending value of one year equals the beginning value of the subsequent or next year.

Special Tip: If you used your personal car or pickup truck in your business, the Internal Revenue Service (IRS) will allow a reasonable proportion of your ownership costs as a business expense. You must follow all current IRS rules on this issue.

d. Non-Current/Capital Purchases

This amount is the total purchase price paid for all machinery, fixtures, equipment, buildings, land and its improvements, including purchased dairy, draft and breeding animals. Include items acquired by trade of another capital asset, where only the **cash "boot"** was paid, as a capital expense. Review the special tip for **line 4a** (Closing Non-Current/Capital Inventory) to determine how to handle major repairs that affect inventory values.

e. Net Capital Transactions (a + b minus c minus d)

The value of net capital transactions is a combination of depreciation and the gain or loss on the sale of capital items. You can calculate Return to Capital, Labor and Management by adding Net Current/Operating Income, **line 3**, plus **line 4e**. Net Capital Transactions**.**

5. Return to Capital, Labor and Management (3 + 4e)

This section determines how much profit your business generated from the use of labor, management and capital. The value reflects the available money that remains to compensate you, the operator, for your investment in capital, labor and management. You can calculate Return to Capital, Labor and Management by adding Net Current/Operating Income, **line 3**, plus **line 4e**, Net Capital Transactions.

6. Total Return to Capital, Labor and Management (5A + 5B + 5C + 5D + 5E + 5F + 5G + 5H)

This amount represents the difference between "Total Income" and "Total Expense" from your entrepreneurship SAE. This value reflects the available money that remains to compensate you for your investment in capital, labor and management. Calculate this total by adding **lines 5 column A through H.**

The next set of instructions corresponds to Page 9 through 11 in the application:

V. Candidate's Financial Balance Sheet Statement (candidate's share only)

This is a list of assets and liabilities of an individual business. Assets minus liabilities equal equity/net worth.

A. Assets:

This section covers anything of value that you owned and used to conduct your SAE program, as well as to qualify for the American FFA Degree.

1. Current/Operating Assets:

This category includes cash, money in a checking account and other assets that you own that you can convert into cash within one year without disrupting your business.

Examples:
- Savings Account
- Checking Account
- Nursery Stock -Trees and Shrubs
- Bedding Plants
- U.S. Savings Bonds
- Fish food
- Tree fertilizer left over from last year
- Hay, 150 tons
- Accounts receivable - Hay sold to Smith Farms
- Thirty 175-pound feeder pigs

a. Cash on-hand, checking and savings
This total is for items that you can readily convert into cash.

b. Cash value-bonds, stocks and life insurance
This is the actual cash value of any item turned into cash. You should include only the cash surrender value of a life insurance policy, not the face value. Remember that some life insurance policies *have no cash value*.

c. Notes and accounts receivable
This area deals with money others owe you for items you sold or services you provided. One example: You have sold 10 rabbits to your neighbor in December, but she has not paid you for two months. Until she pays you for the rabbits, list the value of the sale as an account receivable. Another example: You cared for your neighbor's yard while he was on vacation in November and December. When he returns in January, he plans to pay you for the service you provided. The cost for your yard service is an account receivable.

Financial Balance sheet continued on page 22

d. Current/Operating Inventory

Current/Operating Inventory includes all items that normally have a useful or intended "life" of 12 months in your SAE **(Note: Market animals such as steers are an exception to the 12 month standard).** Include all non-capital property, such as merchandise held for resale, crops held for feed or sale, investments in growing crops, market animals, etc. used in your SAE, in the inventory. Use your inventory of capital goods such as animals held for dairy, draft or breeding; machinery; equipment; fixtures; land and buildings in calculating Net Capital Transactions for **lines 2a, 1-5**.

1. **Candidate's investment in harvested and growing crops**

   Transfer this total from page 5.

2. **Candidate's investment in feed, seed, fertilizer, chemicals, supplies, prepaid expenses, and other current operating assets**

   Transfer this total from page 5

3. **Candidate's investment in merchandise, crops, and livestock purchased for resale.**

   Transfer this total from page 5

4. **Candidate's investment in raised market livestock and poultry**

   Transfer this total from page 6

5. **Total Current/Operating Inventory**

   This total is the sum of all Current/Operating Inventory **(d1+d2+d3+d4)**

e. Subtotal- productively invested current/operating assets

This value represents the total dollar value for all your current assets beginning with the day you began your first SAE program and including the ending value as of December 31 of the year you are applying for the American FFA Degree This value equals the sum of **(1a+1b+1c+1d5)**

f. Non-productively invested personal assets

This value includes those assets owned by you, but are not part of an SAE such as your share of an auto or pickup truck, hunting and other sporting equipment, stereos, television, etc.

g. Total current/operating assets (e+f)

This value represents the total of all current assets both productively and non-productively invested.

2. Non -Current/Capital Assets:

This section deals with assets used in producing products that you usually do not sell and convert into cash during a time period of a year.

a. Non-Current/Capital Inventory

1. **Candidate's investment in non-depreciable draft, pleasure and breeding livestock and poultry**

   Transfer this total from page 6.

2. **Candidate's investment in depreciable draft, pleasure and breeding livestock**

   Transfer this total from page 6.

3. Candidate's investment in machinery, equipment and fixtures

Transfer this total from page 7.

4. Candidate's investment in depreciable land improvements, buildings and fences

Transfer this total from page 7.

5. Candidate's investment in land

Transfer this total from page 7.

6. Subtotal-Productively Invested Non-Current/Capital Assets (a1+a2+a3+a4+a5)

This amount represents the total dollar value for all your productively invested non-current assets beginning with the first day of your SAE program, including the ending value as of December 31 of the year you are applying for the American FFA Degree.

b. Non-productively invested personal non-current/capital assets

This amount is the total dollar value for all your non-productively invested personal non-current assets, including your share of any automobiles, motorcycles, boats, etc.

c. Total Non-Current/Capital Assets

This total equals **line 2a6+2b**.

3. Total Productively Invested Assets

This equals **line 1e+2a6**.

4. Total Non-Productively Invested Assets

This value represents the total dollar value for all of your non-productively invested non-current assets, plus your non-productively invested/personal non-current assets. This total equals **line 3+4**.

5. Total Assets (3+4)

This amount represents the total dollar value of all your assets, including "Total Productively Invested Assets" and "Total Non-Productively Invested Assets." This value equals line 3+4.

B. Liabilities & Equity

6. Current/Operating Liabilities

This section deals with liabilities that you must pay within the year.

a. Accounts and Notes Payable

This value includes operating loans, accrued taxes, accrued rent, lease payments, interest on all liabilities up to the balance sheet date, principal on non-current liabilities due within 12 months.

Examples:

- Dad - Lawn mower loan
- Fourth quarter previous tax estimate -due January 15
- Vet bill at Whirlwind Vet Service
- Insurance premiums past due
- Charge Account - Gas Good's Gas Station
- Feed bill at Cyclone Cooperative
- Student school fees
- Interest due on greenhouse, barns, pickup, land, etc.

Current Opreating Liabilities continued on page 24

b. Current/operating portion of non-current/capital debt
This area deals with liabilities that are not due within a year. Formerly classified as intermediate (one to 10 years) and long-term (more than 10 years) liabilities, this category includes the remaining balance you owe on the principal on items such as equipment, machinery, breeding, livestock, buildings, land and nursery stock.

c. Subtotal: Current/operating liabilities associated with productively invested assets
This value represents the total current portion of the liabilities associated with productively invested assets. You can calculate this value by adding line 6a+6b.

d. Current/operating liabilities associated with non-productive personal assets
This value represents your current liabilities on non-productively/personal assets (assets not used with your SAE.) such as life insurance premiums, interest owed on personal loans such as credit cards and automobile loans, etc.

Example:
You have a chattel mortgage of $9,000 for a new pickup truck that is not used for your SAE and is payable over a four-year period. You must pay $2,400 on the principal this next year, which is recorded on **line d**. The remaining $6,600 becomes a non-current liability on **line 8e**.

7. Total Current/Operating Liabilities

This value includes both your current liabilities associated with productively invested and your non-productive/personal assets. This total equals **lines 6c+6d**.

8. Non-Current/Capital Liabilities:

This section deals with non-current liabilities that are not due within a year. Formerly classified as intermediate and long term liabilities, these items have a useful life of more than one year and are used by you to produce a product or service.

a. Notes and chattel mortgages
This is the amount you still owe on assets that were used with your SAE business or entrepreneurship. These may include commodity credit loans on stored grain, personal loans for machinery, equipment and tools purchased, chattel mortgage on dairy cows, tractors or other pieces of equipment. You can determine by subtracting the current portion from the total non-current liability.

b. Real estate mortgages; contracts
This is the amount you still owe on long term business or entrepreneurship assets. This may include loans for land and land improvements such as terraces and tiling, buildings and fences, etc. You can determine amount by subtracting the current portion from the total non-current liability.

c. Other non-current/capital liabilities
This is the amount you still owe on items not covered in **lines a or b**. It is determined by subtracting the current portion from the total non-current liability.

d. Subtotal: Non-current/capital liability associated with productively invested assets
This value represents the total liabilities you own as productively invested assets and is determined by adding “Notes and chattel mortgages,” “Real estate mortgages and contracts” and “Other non-current/capital liabilities” **(lines 8a+8b+8c)**.

e. Non-current/capital liabilities associated with non-productive personal assets
This is the total you still owe on personal assets, including the amounts owed on your share of a vehicle and life insurance premiums. You obtain non-productive/personal loans on items generally not utilized in your SAE.

f. Total non-current/capital liabilities
This value is determined by adding "Non-current/capital liabilities associated with productively invested assets" and "Non-current/capital liabilities associated with non-productive/personal assets" **(lines 8d+8e)**.

9. Total Liability on Productive Assets

This amount equals "Subtotal—current/operating liabilities associated with productively invested assets" plus "Subtotal—non-current/capital liabilities associated with productively invested assets" **(page 10, lines 6c+8d).**

10. Total Liability on Non-Productive Personal Assets

This value represents your "Current/operating liabilities associated with non-productive/personal assets" plus "Noncurrent/capital liabilities associated with non-productive/personal assets" **(page 10, lines 6d+8e).**

11. Total Liabilities

This amount represents the total financial commitments owed by you and is determined by adding the "Total Liability on Productive Assets" with "Total Liability on Non-Productive Personal Assets" **(page 10, lines 9+10).**

12. Owner's Equity/Net Worth

This value is the same as net worth and is determined by subtracting liabilities from assets.

a. Productively invested
This value is determined by subtracting your "Total Liability on Productive Assets" from your "Total Productively Invested Assets." This is the equity that you have in those items necessary to operate your business successfully **(page 9/10, lines 3 minus 9).**

b. Non-productively/personally invested
This amount is determined by subtracting your "Total Liability on Non-Productive/Personal Assets" from your "Total Non- Productive Invested Assets." It represents the equity that you have in such things as household furniture, sporting equipment, your share of an automobile or pickup truck, the cash value of personal life insurance policies, etc. **(page 9/10, lines 4 minus 10)**.

c. Total owner's equity/net worth
This amount is determined by adding "Productively invested" and "Non-productively/personally invested" assets. It represents what you are worth if everything you own is turned into cash **(page 10, lines 12a, column B+12b column A)**.

13. Change in Productively Invested Owner's Equity

This section shows the progress that you have made in accumulating productively invested equity during the years covered by the application. It is determined by subtracting the "Productively Invested" Ending Value at end of Last Complete Record Year (B) from the "Productively Invested" Beginning Value on Date Entered Ag (A). **(Page 10, 12a, column B minus 12a, column A)**

14. Change in Non-Productively Invested/Personal Invested Owner's Equity

This amount represents the progress that you have made in accumulating non-productively invested/personal equity during the years covered by your application. You can determine this amount by subtracting the "Non-productively/personal invested" Ending Value at End of Last Complete Record Year (B) from the "Non-productively/personally invested" Beginning Value on Date Entered Ag (A). **(Page 10, 12b, column B minus 12b, column A**

15. Gain or Loss in Owner's Equity

This amount represents the total change in your equity over the years covered by your application. It is determined by adding the "Change in Productively Invested Owner's Equity" and "Change in Non-Productively/Personal Invested Owner's Equity" for the Ending Value at End of Last Complete Record Year. **(Page 10, 13+14)**

16. Working Capital

This is the amount of funds you will have available if you have sold all current assets and pay all your current liabilities. **(Page 9, 1g minus line 7)**

17. Current Ratio

This value describes the extent to which your current assets cover your current liabilities. For example, a ratio of 2:1 means that you have two dollars of current assets for each dollar of liability. **(Page 9, 1g divided by line 7)**

18. Debt-To-Equity Ratio

This ratio describes the extent to which your debt capital is being combined with equity capital. This ratio shows the relationship between the amount your business owes to others (debt), and the amount you claim as your own (equity). **(Page 10, line 11 divided by 12c)**

C. SUMMARY OF PRODUCTIVELY INVESTED CAPITAL:

This section deals with the total value of all assets that you have invested, including educational costs. This is a factor evaluators use to determine if you have met one of the constitutional qualifications to receive the degree.

19. Supervised Agricultural Experience Program Equity

This amoount represents that portion of the your assets that was generated as a result of your SAE program.

a. Total of productively invested equity

This is the value that you determined on **page 10, line 12a, column B**. All you need to do is simply transfer that total here to help you to determine "Total of productively invested equity."

b. Total educational expenses

Today, you can become successfully established in many agriculturally-related occupations without acquiring physical ownership of land, equipment and facilities. To help you if you have this type of SAE, the National FFA Board of Directors has determined that you can claim educational expenses such as tuition, registration fees and books as a productively invested asset in meeting this American FFA Degree constitutional requirement. To be eligible, you must have expended the amounts used for tuition, registration fees and books from your own funds.

c. Total productively invested equity
This value is the total of all your assets, which can, for the purposes of the American FFA Degree application, be considered productively, invested at the time you apply for the American FFA Degree. You can determine this total by adding "Total of productively invested equity" from the Supervised Agricultural Experience program and the "Total educational expenses" **(page 11, lines 19a+19b**).

20. Total Non-Productively/Personally Invested Equity

This value represents the equity that you have in items, such as furniture, sporting equipment, your share of an automobile or a pickup truck not used in your SAE and the cash value of personal life insurance policies. You calculated this amount on page 10, line 12b, column B. You can simply transfer the total here to help you in determining the "Total Qualifying Productively Invested Equity."

21. Total Equity

This represents your total equity including those educational items that the FFA Board of Directors has determined can be claimed as productively invested assets in meeting the productivity invested constitutional requirement for the American FFA Degree. **(Page 11, lines 19c+20)**

22. Non-Supervised Experience Program Income

You must have earned and productively invested at least $7,500 from your SAE program to meet one of the constitutional qualifications for the American FFA Degree. Due to the influence non-SAE earnings (both agriculturally and non-agriculturally related) and other income can have on your net worth, you must identify all cash and non-cash income that you received, but not as a part of the SAE program. You then need to subtract this amount from your total earned and invested equity to determine the amount that you actually earned and invested as a direct result of your Supervised Agricultural Experience program.

Special Tip: You cannot use income received from sources other than your SAE program to meet the constitutional qualification of $7,500 earned and productively invested.

a. Candidate's earnings and income from agricultural activities not a part of the SAE
This section allows you to identify all other source of agricultural-related income that you did not include as a part of the SAE program. Examples include non-cash items such as supplies, buildings and equipment earned through barter or exchange for labor, but not a part of your SAE; wages earned working for someone else, but not included as a part of the SAE; and earnings from custom work not part of your SAE.

b. Earnings from non-agricultural activities
Income you received from non-agricultural activities also has an influence on your financial statement. Report any earnings you received, in addition to agricultural-related income, in this area.

Examples:
- Babysitting
- Working as a store clerk
- Serving as a wait person
- Obtaining an allowance for non-agricultural work
- Delivering newspapers

Program Income continued on page 32

c. Income other than earnings

Gifts, interest on savings, inheritances and awards (whether cash or non-cash) also have an influence on your financial statement. List each gift, inheritance or award that you received during the years covered by your application in this area.

Examples:

- Inheritance of five acres of land
- State Turf and Landscape Management Award ($25.00)
- 129-piece set of hand tools
- Interest on savings account
- Scholarship to university

d. Total non-supervised experience program income

This value represents the sum total of all income earned or received by the you from agricultural activities not related to your SAE program, earnings from non-agricultural activities or sources. **(Page 11, lines 22a+22b+22c)**

e. Total other personal expenses (including taxes and FICA)

This information is needed if you finance your own personal living expenses such as rent, electricity, food, personal auto expenses, health care or other personal type of expenditures. You need to include taxes and FICA payments in this area.Any American Degree application on which the applicant does not check that they have complied with all the regulations for filing local, state and federal taxes should explain this abnormality in detail on an added page

f. Net non-supervised experience program income

This value represents the non-supervised agricultural experience program income that is available after you deduct the funds for personal expenses. **(Page 11, line 22d minus 22e)**

23. Total Qualifying Productively Invested Equity

For you to meet the $7,500 American FFA Degree constitutional requirement based on income only, the figure in this space must be at least $7,500. You can determine this figure by subtracting “Net non-supervised experience program income” from “Total productively invested equity” **(page 11, line 19c minus 22f).**

24. Value of Unpaid Labor

If you are unable to invest $7,500 because of the nature of your SAE program, the National FFA Constitution makes an allowance for you. This allowance states that you must have invested at least $1,500 in your SAE program and must have worked 2,250 non-paid hours in excess of scheduled class time to meet the degree requirement. However, when you use unpaid hours to meet the investment requirement, your minimum requirement increases from $7,500 to $9,000. You can use any combination of unpaid hours times 3.33 to make up the difference between what you actually invested and what you need to meet the constitutional requirement. To obtain this value, take the “Grand Total” figure from page 4, column A, and multiply it by 3.33. If line 24 is zero, line 23 must be equal to or exceed $7,500.

25. Adjusted Qualifying Productively Invested Equity

This value represents your total productively invested equity plus the dollar value of unpaid labor. You may still be eligible for the degree if this combined value is equal to or greater than $9,000. To obtain this figure, you need to add lines 23 and 24. When line 25 equals lines 23 and 24, line 23 must be at least $1,500. In other words, if you use line 24, line 23 must be at least $1,500. If line 23 is greater or equal to $1,500, but less than $7,500, then line 25 must be equal to or greater than $9,000.

Financial Balance Sheet Statement continued on page 29

D. SUMMARY OF SOURCE AND USE OF FUNDS:

This section of your application is designed to allow you to summarize the sources and use of all funds generated over the years covered by your application. This summary provides a valuable tool in evaluating the accuracy of your financial information and in visualizing the total investment you made to become established in an agricultural occupation.

26. Earnings from Supervised Agricultural Experience Program

This value represents the money you have earned from your SAE experience. (It is not the same as money you invested.)

a. Candidate's return to capital, labor and management
You recorded this information previously on page 8b. You now simply need to transfer it to this section. The computerized version of the application will automatically transfer this figure **(page 8b, line 6 column H)**.

b. Grand total net earnings from wage earnings
This value represents the difference between "Gross Earnings" and "Total Expenditures" from your wage earning supervised agricultural experience program. You recorded this information previously on page 4. You now simply need to transfer it to this section. The computerized version of the application will automatically transfer this figure **(page 4, Grand Total Net Earnings column)**.

c. Total SAE earnings
This value is determined by adding "Candidate's return to capital, labor and management," and the "Grand total of net earnings from wage earnings" **(page 11, line 26a+26b).**

d. Value of unpaid labor
This value is the same amount as recorded on **page 11, Line 24**.

e. Adjusted total SAE earnings
This is the sum of **page 11, line 26c+26d**.

27. All Other Earnings and Income

In this section, you should include all earnings and other cash and non-cash income such as interest on savings, gifts or inheritances that were not a part of your SAE program because it will have an influence on your financial statement.

a. Candidate's earnings and income from agricultural activities not a part of the SAE
Transfer the total from **page 11, line 22a** to this space.

b. Total agricultural related earnings
This is the sum of **page 11, lines 26c+27a.**

c. Earnings from non-agricultural activities
Transfer the total from **page 11, line 22b** to this space.

d. Income other than earnings
Transfer the total from **page 11, line 22c** to this space.

e. Total non-agricultural related income
This is the sum of **page 11, line 27c+27d.**

f. Total source of funds
This is the sum of **page 11, line 27b+27e.**

Finaicial Balance Sheet continued on page 30

Financial Balance Sheet Statement (continued)

28. Use of Funds

a. Total educational expenses
Transfer the total from **page 11, line 19b** to this space.

b. Total other personal expenses (including taxes and FICA)
Transfer the total amount from **page 11, line 22e** to this space

Note: Any American Degree application on which the applicant does not check that they have complied with all the regulations for filing local, state and federal taxes should explain this abnormality in detail on an added page.

c. Total use of funds for personal expenditures:
This is the sum of **page 11, line 28a+28b**

29. Maximum Possible Increase in Owner's Equity

This value represents the difference between the total funds received during the years covered by your application, minus the total identified use of these funds. **(Page 11, line 27f minus 28c)**

! **Special Tip:** Due to unaccounted use of funds, the increase in Owner's Equity may be less than, but under no circumstances can it be greater than the sum total of the following:

- Candidate's return to capital, labor and management **(Page 11, line 26a)**;
- Total agricultural related earnings **(Page 11, line 26b)**;
- Candidate's earnings and income from agricultural activities not a part of the SAE **(Page 11, line 27a)**;
- Earnings from non-agricultural activities **(Page 11, line 27c)**;
- Income other than earnings **(Page 11, line 27d)**

In short your increase in Owner's Equity many not be greater than the sum from **Page 11, 26a+26b+27a+27c+27d**

30. Gain or Loss in Owner's Equity

Transfer amount from **Page 10, line 15, Column B**

VI. Leadership ActivitieS (FFA Offices Held and Related FFA Activities)

The following instructions correspond to the top of page 12 in the application.

Leadership development opportunities come in many different forms. These are activities that are made available to all candidates as a result of their membership in the FFA. Activities can be those sponsored by the local chapter, state association or national organization.

Activity
This area is for a brief description or the specific name of the activity in which you were involved. You can list major FFA activities according to the level of participation.

Level
This area is where you indicate the level of the specific leadership activity. This area allows you to list different activities and show participation in a specific activity for more than one year. You should insert the specific year or years that you participated at each level.

Leadership Activities continued on page 31

Examples of FFA Offices Held:
- Junior officer, secretary
- President of chapter
- Major committee assignments
- Chairperson of public relations committee
- Chairperson of meal for spring award banquet

Examples of Competitive Activities:
- Judging contests (specify)
- Livestock and crop shows
- Parliamentary procedure
- Showmanship events
- Agriscience fairs
- Speaking events

Examples of Recognition Received:
- Chapter Star Farmer
- Chapter Star in Agribusiness
- Chapter Star in Agricultural Placement
- Chapter Star in Agriscience
- State Star Farmer
- State Star in Agribusiness
- State Star in Agricultural Placement
- State Star in Agriscience
- Chapter member of the year
- 100 percent attendance at chapter functions

Examples of FFA Cooperative Activities:
- Chapter cooperative for buying or selling
- swine or other animal chains
- FFA cooperation with local farm or community organization
- Chapter farming and/or gardening entrepreneurships
- Chapter land reclamation
- Cooperative effort on reforestation
- Educational tours
- Parent/member banquet
- Sponsorship of local agriscience fair
- Preparation of chapter exhibits for fairs and shows

The following instructions corresponds to the top of page 12 in the application.

VII. School and Community Activities:

School and community activities are those opportunities that are available to all students and/or residents of a community. These activities consist of non-FFA activities that make your school and community a better place to live and work.

Activity

Give a brief description or the specific name of the school and/or community activity in which you were involved.

Examples:

School Participation
- Class officer, student council member
- Clubs, Spanish, VICA, DECA, 4-H, etc.
- Homecoming events
- Band, chorus, drama, class plays
- Intramural sports
- Organized sports such as track, basketball, etc.
- School newspaper, yearbook staff
- Assist school librarian staff
- Assist school audio visual/TV production staff

Community
- Showing of livestock and or crops (non FFA sponsored)
- Member of a breed association
- Attended young farmer classes
- Member/officer of a farm or other community organization
- Member of a church youth group, officer, usher
- Assisted in community related work groups and/or fund raising
- Volunteer at hospital, nursing home or child care center, etc.
- Member community sports program
- Member of scouting program
- Junior scout leader
- Member volunteer fire department

Year:

This area is for the calendar year (such as 2004, 2005, 2006, etc.) in which the activity was conducted.

American Degree Checklist

All items must be checked as having met in order for the candidate to qualify for the degree.

Local Advisor	State Advisor		Circle "Y" if the Statement is "YES" and "N" if the Statement is "NO".
MET		1.	Candidate has been an active FFA member for at least the immediate past 36 months, Cover Page B, Line 27. (Please consult the local and/or state copy of the FFA membership roster for each year.)
MET		2.	Candidate has the State FFA Degree, Cover Page B, Line 19.
Y / N	Y / N	3.	Candidate has graduated from high school at least twelve months prior to the National FFA Convention at which the degree is to be granted, Cover Page B, Lines 20 and 21.
Y / N	Y / N	4.	Candidate has satisfactorily completed the equivalent of the last three years (540 hours) of systematic secondary school instruction in an agricultural education program or have completed the program of agricultural education offered at the school last attended or completed two years of a secondary agriculture education and one year of a post-secondary agriculture program at a technical school or university. (Cover Page B, Lines 20, 21, 22 and/or 23.)
Y / N	Y / N	5.	Candidate has in operation and has maintained records to substantiate an outstanding supervised agricultural experience program through which exhibits comprehensive planning, managerial and financial expertise. Page 2
Y / N	Y / N	6.	Business/Enterprises listed on Page 2 relate to the income/expense recorded on Pages 3 and 4 and Pages 5 - 8.
MET		7.	After the first year the beginning current inventory, Pages 8a and 8b, Line 1b, is the same as the closing current inventory for the previous year, Pages 8a and 8b, Line 1a.
MET		8.	After the first year the beginning non-current inventory, Pages 8a and 8b, Line 4c, is the same as the closing non-current inventory for the previous year, Pages 8a and 8b, Line 4a.
MET		9.	All non-cash operating expenses recorded on Pages 8a and 8b, Lines 2c and 2e are also reported as income on Page 11, Line 22a or offset on Pages 8a and 8b as barter labor or production on Lines 1f and/or 1g or by a combination of these preceding two areas.
MET		10.	The candidate's total return to capital, labor and management recorded on Page 8a or 8b, Line 6, has been transferred to Page 11, 26a.
MET		11.	Candidate's closing non-current/capital inventory as recorded on Page 8a or 8b, Line 4a, for the last year covered by the application, equals the total capital assets reported on Page 9, Line 2a6., ending value at the end of the last complete record year Column (B).
MET		12.	Candidate's beginning non-current/capital inventory as recorded on Page 8a, line 4c, for the first year covered by the application, equals the total non-current/capital assets reported on Page 9, Line 2a6 for the Beginning Value on Date Entered Ag Column (A).
MET		13.	Candidate's total beginning current/operating inventory on Page 8a, line 1b for the first year covered by the application, matches page 9, line 1d5, Total Beginning Value on Date Entered Ag Column (A).

MET		14.	Candidate's total ending current/operating inventory on Page 8a or 8b, line 1a for the last year covered by the application, matches page 9, line 1d5, Total Ending Value at the time of Application Column (B).
MET		15.	The total net wage earnings recorded on Page 4 have been transferred to Page 11, Line 26 b.
MET		16.	Candidate has earned at least $7500, Page 11, Line 26c or has earned at least $1500 and worked 2,250 hours in excess of scheduled class time for an adjusted total SAE earnings of $9,000 Page 11, 26e.
MET		17.	Candidate has productively invested at least $7,500, Page 11, Line 23, or has productively invested at least $1,500 and worked 2,250 hours (unpaid) in excess of scheduled class time for an adjusted qualifying qualifying productively invested equity of $9,000, Page 11, Line 25.
MET		18.	The maximum possible increase in owner's equity, Page 11, Line 29, exceeds (or is at least equal to) the gain in owner's equity, Page 11, Line 30.
Y / N	Y / N	19.	Candidate has a record of satisfactory participation in activities on the chapter and state levels, Page 12.
Y / N	Y / N	20.	Candidate has achieved a high school course record of "C" or better and has a satisfactory record of scholarship and participation in school activities certified by the school administrator or counselor, Cover Line 13.
Y / N	Y / N	21.	The application is signed by the candidate, parent/guardian, chapter president, chapter advisor, administrator and state advisor, Cover Page Lines 11 and Line 12.
Y / N	Y / N	22.	The application has not been altered in any way. It will be "DISQUALIFIED". This includes copying the application into a word document, altering the space given for responses for any question or changing the font size below 10 points. For fairness all applicants must respond to questions in the space provided.
Y / N	Y / N	23.	Both the Local and State Advisor have checked items 1-23 on Page 13.

The computer will automatically make these transfers or check these items.

Part 3: Stars and National Officer Candidates

Four star categories exist at the national level: American Star Farmer; American Star in Agribusiness; American Star in Agricultural Placement and American Star in Agriscience. Judges will select the four national finalists candidates for each of these categories based on the quality of SAE programs and achievements as reported in applications submitted for the American FFA Degree. Your state association is entitled to recommend one candidate for each of these award areas and one candidate for National FFA Office. Each state association may submit 1 national officer application. You would download the updated application for national officers by contacting nationalofficer@ffa.org.

If you are an American Star Farmer candidate, you will have an entrepreneurship SAE in production agriculture. If you are an American Star in Agribusiness candidate, you will have an entrepreneurship SAE in a non-production area. Likewise as an American Star in Agricultural Placement candidate, you will have a placement SAE in production agriculture, agribusiness or directed lab that is not agriscience based. Your placement can be a paid or an unpaid position; however, you must have enough earnings and investment from your SAE to qualify for the American FFA Degree. If you are an American Star in Agriscience candidate, you will have an SAE in natural resources, a research/experimentation type of SAE or a science-based directed lab SAE (these may be entrepreneurship or placement experiences). Your agriscience placement can be a paid or an unpaid position; however, you again must have enough earnings and investment from your SAE to qualify for the American FFA Degree.

You are encouraged to submit your application, along with all accompanying information, in a folder to prevent it from being damaged during the judging process. You should arrange the materials in your package as follows: 1) your American FFA Degree application as first, followed by 2) the Star Application Battery and then 3) the additional supplemental information.

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

- Do not alter the application. If the applicationis altered in any way, it will be **"DISQUALIFIED"**.
- This includes copying application into a word document
- Altering the space given for responses for any question
- Or changing the font size below 10 points.
- For fairness, all applicants must respond to questions in the space provided.

Following are highlights of the requested materials and questions:

1. Performance Review Questions

You will find two different sets of review criteria. The ones you answer will depend on the type of SAE program you conduct. You will use the questions in **SET A** if you have an entrepreneurship type program such as with the American Star Farmer, American Star In Agribusiness, American Star in Agriscience (only if entrepreneurship based) and National FFA Officer candidate (if your program is entrepreneurship based).

You will use the questions in **SET B** if you have a placement program as with the American Star in Agricultural Placement, American Star in Agriscience (if your SAE is placement based) and National FFA Officer candidate (if SAE your program is placement based).

Set A Questions continued on page 36

Performance Questions (continued)

SET A

1. **Briefly describe your SAE. Describe how you started your program. What interested and motivated you to begin?** This is the first impression the judges have of your program and application. Make your write-up interesting and informative. Think about when you first started this enterprise and what happened? Did any particular person or event spur your interest to begin this program?
2. **When you were planning your supervised agricultural experience program, what two or three goals and objectives did you plan to achieve by this point in your development?** Setting goals is very important to successful SAE programs. Did you have a goal when you first started? What did you want to accomplish by this point in your program?
3. **Describe any special advantages or disadvantages that had a major impact on your achievements in your SAE program.** There are circumstances—such as where you live, facilities at school or community and your parents' occupation— that can be considered advantages or disadvantages. Natural disasters such as floods or drought can be considered disadvantages. Make certain that you explain any unique or questionable situations that impact your SAE. Describe how any such circumstances impacted your achievements.
4. **Explain how resources such as livestock, land, buildings, equipment, machinery, supplies and labor are obtained and utilized.** There are many ways to obtain assets: working other jobs, securing loans, inheriting, exchanging labor or materials and even bartering.
5. **Describe your marketing and/or merchandising plans for your SAE.** Explain how you promoted, sold and distributed your products.
6. **Describe your level of achievement and progress towards your goals (such as skills, scope, etc.) as related to the goals and objectives described in question two.** You should have learned many skills from your SAE at this point. In this section, clarify how the skills you developed relate to your stated goals and objectives.
7. **Describe the personal goals, educational goals, and career goals you would like to achieve in the next 10 years.** Where do you want to be in the future? Be as specific as you can in describing each goal.

SET B

1. **Briefly describe your SAE. Describe how you started your program. What interested and motivated you to begin?** This is the first impression the judges have of your program and application. Make your write-up interesting and informative. Think about when you first started this enterprise and what happened? Did any particular person or event spur your interest to begin this program?
2. **When you were planning your supervised agricultural experience program, what two or three goals and objectives did you plan to achieve by this point in your development?** Setting goals is very important to successful SAE programs. Did you have a goal when you first started? What did you want to accomplish by this point in your program?
3. **Describe any special advantages or disadvantages that had a major impact on your achievements in your SAE program.** There are circumstances—such as where you live, facilities at school or community and your parents' occupation— that can be considered advantages or disadvantages**.** Natural disasters such as floods or drought can be considered disadvantages. Make certain that you explain any unique or questionable situations that impact your SAE. Describe how any such circumstances impacted your achievements.
4. **Briefly describe your placement experience. (Include a description of the business/farm/facility, physical environment, size, number of employees, equipment available, etc.)** Describe your position, your responsibilities, number of hours worked and other important information that explains your placement position.
5. **How has your position description and/or responsibilities changed during the time of your placement?** Describe your responsibilities and note any changes that have occurred throughout your time in this position. Your position could have changed.
6. **Describe your level of achievement and progress towards your goals (such as skills, scope, etc.) as related to the goals and objectives described in question two.** You should have learned many skills from your SAE at this point. In this section, clarify how the skills you developed relate to your stated goals and objectives.
7. **Describe the personal goals, educational goals, and career goals you would like to achieve in the next 10 years.** Where do you want to be in the future? Be as specific as you can in describing each goal.

2. Detailed explanation of Page 11, lines 19b, 22a, 22b, 22c, 22e

On the American FFA Degree application, you provided only an ending value on each of the lines listed above. In order to give judges an accurate picture of how you calculated these totals, list all items, and their values, used to calculate the amounts found on page 11 for each of the following lines (these sections can be expanded to fit your space requirements):

19b. Total educational expenses

List the items and the amount you spent on each. Verify that the total amount equals the amount shown on your American FFA Degree application, **page 11, line 19b**.

22a. Candidate's earnings and income from agricultural activities not part of an SAE

In this area, provide the years in which you received earnings or income, a short statement that describes its source (examples: gross wages earned working for someone else, but not reported as part of your SAE; earnings from custom work that was not part of your SAE; allowances received from your parents for doing agriculturally-related work not part of your SAE) and the gross amount you earned from each activity. Verify that the grand total equals the amount shown on your American FFA Degree application, **page 11, line 22a**.

22b. Earnings from non-agricultural activities

In this area, provide the calendar year in which you received income, its source, a short statement describing the nature of the income (examples: babysitting, newspaper route, store clerk or allowance for non-agricultural work) and the gross amount you earned from each activity. Verify that the grand total equals the amount shown on your American FFA Degree application, **page 11, line 22b**.

22c. Income other than earnings

This line includes gifts, interest on savings, inheritances and awards. In this area, list the year you received income, its source (short statement describing the type of income, such as: five acres, scholarship to university or tool set) and sum total. Verify that the grand total equals the amount shown on your American FFA Degree application, **page 11, line 22c.**

22e. Total other personal expenses (including taxes and FICA)

This category includes taxes; FICA payments or living expenses such as rent, electricity, food, and auto expenses that you finance yourself. List the items and the amount you spent on each item. Verify that the grand total equals the amount shown on your American FFA Degree application, **page 11, line 22e**.

3. Additional Inventory

If you grouped inventory assets in one sum on your American FFA Degree application due to space limitations you may use this area and individually describe those assets. By doing so, you will give judges a more accurate picture of your inventory.

Do not include any item that was not originally accounted for on pages 5, 6 and 7 of your application. If you have a recordkeeping system that prints a lists of inventories by the categories identified in the application, you can attach those lists to your application. Figures under each category on your inventory lists must match the group amounts as found on pages 5, 6 and 7 of your American FFA Degree application.

Stars and National Officer Candidates continued on page 38

4. Skills, Competencies and Knowledge

This section covers the abilities you developed or things you accomplished as a result of the training and experiences you received through your agricultural education and SAE program. This section provides space for you to list only the **10 best** skills and competencies you gained.

! Special Tip: Do not write a narrative on a specific skill or competency. Simply state the skill or competency learned and indicate the specific contribution that it made to your success.

Examples:

Skills, Competencies and Knowledge	Contributions to Success
Used hormones to regulate plant growth.	*By reducing the time required to reach maturity, I was able to market plants two weeks earlier than in previous years. The number of potted plants sold increased by 10 percent.*
I've developed the ability to match fertilizer use with yield goals.	*Fertilized corn according to goal and soil test to achieve an average yield per acre of 169 bushels on 111 acres.*
Topped and shaped Christmas trees to meet customer demand for high quality consumer products.	*Topped and shaped trees sold for $4 more per tree than unshaped trees.*
Developed a plan for managing herd health.	*Used insecticide ear tags to control flies and reduce the stress on cows, resulting in more milk for calves and an estimated 10-pound increase in weaning weight per calf.*

Dual Participation:

- Members who have qualified to participate in more than one category of National FFA Award or Recognition Activities, e.g. CDEs and Agriscience or Agriscience and Proficiency or stars finalist must notify their state staff within 5 working days after being selected or certified to participate. State staff will contact appropriate program coordinator to determine if accommodations for dual participation can be arranged. Under no circumstances will the accommodation impact the published schedule, overall integrity of the event or other participants' ability to be fairly evaluated. In some cases due to published schedule no accommodations will be made. In these cases the participant will need to choose and where appropriate the state staff may choose to certify a second place team or a replacement member. This policy does not supersede existing event policies that restrict multiple participation.

Process for implementation

a. **The local agriculture teacher notifies state staff of conflict.**
b. **State staff notifies appropriate program coordinator.**
c. **Program coordinators will contact event superintendents to discuss published event schedules and possible accommodations. National FFA Staff will make final determination after obtaining input from event superintendents.**
d. **Program coordinator will communicate decision to state staff in writing with a copy of final decision sent to state staff, event superintendent and participant**

Efficiency factors measure how well you manage your enterprise compared to accepted industry standards. Efficiency factors are like grades in report cards. They can tell you if your business is doing well and 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 your enterprise.

Year
This area is for the calendar year in which you attained the efficiency.

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

Describe how this factor was used to manage this enterprise
What did you learn from each efficiency factor? What changes in management, if any, have you decided to make based on your analysis of this efficiency factor?

Examples:

Efficiency Factor	Year	Level Achieved	Describe how this factor was used to manage this enterprise
Pigs born per litter	2004	8.3	This factor was below industry standards, so I culled poor performing sows to improve conception rates. Birth rates increased to 8.7 in 2000 and 9.1 in 2001.
Inventory turnover	2005	19.7	Industry standards (Robert Morris & Associates) indicate that businesses of this kind have an inventory turnover of about 18-20. Therefore, I have made no changes in inventory management.
Gross profit percentage	2006	29 percent	Industry standards for this type of enterprise show high profit businesses have gross profit percentages of 42-45 percent. I instituted a program to reduce fixed costs.

In the section that follows are examples of specific formulas needed to calculate efficiency factors. Following these examples will be formulas you may need to calculate efficiency factors.

Efficiency Factors continued on page 40

Efficiency Factor Formulas

An efficiency factor is a way for you to measure how well your business or enterprise is doing based on accepted standards of production. The formulas in this section can help you calculate the efficiency factors best suited to your Supervised Agricultural Experience program. The section entitled, "How to Calculate Efficiency Factors," can assist you in finding and calculating information for these formulas.

Efficiency Factors for Non-production Agriculture Businesses

Return on Investment

$$\frac{\text{Net income}}{\text{Total investment}} = \text{Return on Investment}$$

Inventory Turnover

$$\frac{\text{Value of total cash and credit sales}}{\text{Average retail value of inventory}} = \text{Inventory Turnover}$$

Special Tip:
Use the most frequent inventory values available to calculate average retail value. For example, if an inventory is taken quarterly, then use this process:

Value of beginning inventory	$8,200
March 31	$9,500
June 30	$7,400
Sept. 30	$11,200
Dec. 31	$9,200
	$45,400

45,500 divided by 5 = $9,100 Average retail value of inventory

Special Tip: Use the retail, not cost, value for inventory for this factor.

Percent Markup on Retail

$$\frac{\text{Retail value minus cost}}{\text{Retail value}} \times 100 = \text{Percent Markup on Retail}$$

Example:
A garden hoe sells for $10 and costs $6 to purchase.

$$\frac{\text{Retail value (\$10) minus cost (\$6)}}{\text{Retail value (\$10)}} = .40$$

.40 X 100 = 40 Percent Markup on Retail

Gross Profit Percentage

$$\frac{\text{Net cash and credit sales minus cost of goods sold}}{\text{Cash and credit sales}} \times 110 \text{ Percent Gross Profit}$$

Example:

Sales minus returns and allowances	$21,000
Cost of goods sold	$14,700
Gross profit	$6,300

$$\frac{21{,}000 - 14{,}700}{21{,}000} = .30 \times 100 = 30 \text{ percent (Gross Profit Percentage)}$$

Special Tip:
Include inventory changes in the cost of goods. Use this formula:

Beginning inventory at cost	_____
Merchandise purchased for sale	_____
Cost of freight in	_____
TOTAL	_____
Minus	
Ending inventory at cost	_____
Cost of goods sold	_____

Example:

Beginning inventory of merchandise for sale		$3,200
Merchandise purchased		$14,500
Freight in costs		$500
TOTAL		$18,200
Ending inventory	–	$3,500
Cost of goods sold		$14,700

Average Collection Period

$$\frac{\text{Total cash and credit sales}}{\text{365 days}} = \text{Average daily sales per calendar day}$$

$$\frac{\text{Inventory of accounts receivable}}{\text{Average daily sales per calendar day}} = \text{Average Collection Period}$$

Miscellaneous

You can devise your own efficiency factors to evalute your award area. Since factors you devise are not likely to have established standards, you should calculate them over a period of several years to show trends and progress.

Example:
You have an outdoor recreation enterprise where you provide trail rides to paying customers. You now own six horses and rent four more to guarantee mounts for your guests. You carefully track the number of hours guests ride. You decide that a measure of efficiency in your business would be the number of guest hours per horse. Your records look like this:

Year	Guest hours	Number of horses	Hours per horse
2003	4,050	6	675
2004	5,996	8	737
2005	7,450	10	745

Gross profit percentage continued on page 42

Efficiency Factors (continued)

Example:
You are submitting an application in the forest management award area. You decide that a good measure of efficiency would be the number of cords of firewood gleaned from standing and dead trees per year. Your records show the following:

2004—25 cords harvested and sold
2005—31 cords harvested and sold
2006—39 cords harvested and sold

You report the number of cords of firewood gleaned as one of your efficiency factors.

In addition, you clear-cut some trails of pulpwood timber and try to reforest with pine seedlings to change the forest mix. You decide that a measure of your efficiency in managing the forest is the number of pine seedlings planted for each acre of pulpwood clear-cut. You kept track of the following:

Year	Acres pulpwood clear-cut	Number pine seedlings planted
2004	8	11,000
2005	10	16,200
2006	13	25,000

Seedlings per acre clear-cut 2004 = 1,375
2005 = 1,620
2006 = 1,923

Additional Entrepreneurship Efficiency Factor Ideas:

- You can calculate the average catches per trap set if you own a trapping enterprise.
- In wildlife management, you can compute factors based on raising birds (such as pheasant or quail) for release:

  $$\text{\% birds released of total hatched} = \frac{\text{Total number of birds released}}{\text{Total number of birds hatched}} \times 100$$

  $$\text{\% successful hatch} = \frac{\text{Total eggs hatched}}{\text{Total eggs incubated}} \times 100$$

  $$\text{\% death loss} = \frac{\text{Total deaths}}{\text{Total live births}} \times 100$$

- In small animal production, you can calculate the average number of puppies raised or the average number per litter.
- In a retail business, you can calculate the average daily sales or the total cost for producing a certain product.
- In a hay crop enterprise, you can calculate bales per hour or acres per hours of swathing.
- If you are a beekeeper, you can compute the efficiency factors of the percentage of colonies surviving the winter, pounds of honey produced per colony or percentage of colonies kept without swarming.

Crop Efficiency Factors

The following efficiency factors could be used in the grain production, diversified crop, fiber and oil crop, forage, fruit and/or vegetable production and specialty crop production proficiency award areas.

The term crop refers to the specific type of species in which you attained the efficiency.

Yield Per Acre

This factor equals the total bushels, tons or pounds of crop produced, divided by the number of acres you used to produce the crop.

Example:
32,000 pounds of oats grown on 10 acres would have a yield of 100 bushels per acre.
32,000 pounds of oats = 3,200 pounds/10 acres
3,200 pounds/acre = 100 bushels/acre
32 pounds/bushel

Cost Per Bushel, Ton or Pound

This factor is the total cost involved in producing a given unit of a specific crop.

Example: 10 acres of oats

Fertilizer cost	$214.20
Crop chemicals	$35.00
Seed	$37.70
Custom hire	$49.90
Power and machinery cost	$191.60
Land rent	$221.40
Interest on borrowed capital	$36.60
Total Cost	**$786.40**

$786.40 for 1,000 bushels production = 79¢

Swine Efficiency Factors

Feed Cost per Pound of Pork Produced

$$\frac{\text{Total feed expense (See Appendix I)}}{\text{Total pounds of pork produced (See Appendix I)}} = \text{Feed Cost per Pound of Pork Produced}$$

Number of Pigs Farrowed Per Litter

$$\frac{\text{Total number of pigs farrowed}}{\text{Total number of litters}} = \text{Total Number of Pigs Farrowed per Litter}$$

Special Tip: Confirm that your application indicates whether your swine enterprise is a farrow-to-finish, a finishing-only or an operation that only produces weaning pigs for sale to other feeders. Efficiency factors, which are reported under Section VII, will be judged on a different set of standards, depending upon the kind of swine enterprise conducted.

Special Tip: Do not use the “Feed Cost per Pound of Pork Produced” efficiency factor if your swine enterprise only consists of producing weaning pigs to be sold to others.

Special Tip: Calculate the "Total Number of Pigs Farrowed" by including all full-term pigs born dead or alive.

Special Tip: Calculate the "Total Number of Litters" by including all litters that produced one or more pigs, whether dead or alive.

Special Tip: Calculate the "Average Daily Gain for Market Swine" by including only those animals that are in the finishing enterprise. Do not include breeding stock.

Number of Pigs Weaned per Litter

$$\frac{\text{Total number of pigs weaned}}{\text{Total number of litters}} = \text{Total Number of Pigs Weaned per Litter}$$

Return for $100 Worth of Feed Fed

$$\frac{\text{Total swine enterprise income (See Appendix I)} \times 100}{\text{Total feed expense (See Appendix I)}} = \text{Return for \$100 Worth of Feed Fed}$$

Pounds of Feed Fed per Pound of Gain

$$\frac{\text{Total pounds of feed fed (See Appendix I)}}{\text{Total pounds of pork produced (See Appendix I)}} = \text{Pounds of Feed fed per Pound of Gain}$$

Average Daily Gain for Market Swine

$$\frac{\text{Total pounds of market swine produced (See Appendix I)}}{\text{Number of swine x days on feed for market swine}} = \text{Average Daily Gain}$$

Example:

First, calculate number of swine:

Finishing hogs on-hand	January 1–January 31	-	0
Finishing hogs on-hand	February 1–May 31	-	120
Finishing hogs on-hand	June 1–June 15	-	15

Days on Feed

February	28
March	31
April	30
May	31
	120 days

June 15 days

Number of Swine x Days on Feed

120 days x 120 pigs = 14,400 pig days

15 days x 15 pigs = 225 pig days

Number of Swine x Days on Feed = 14,625 pig days

$$\frac{\text{Total pounds of market swine produced (17,696)}}{\text{Pig days (14,625)}} = \text{1.21 Pounds Average Daily Gain for the Market}$$

Poultry Efficiency Factors

Number of Eggs Per Hen Housed

Total number of eggs produced / Average number of hens housed (See Appendix I) = Number of Eggs per Hen Housed

Feed Cost Per Dozen Eggs Produced

Total feed expense (See Appendix I) / Dozen of eggs produced = Feed Cost per Dozen Eggs Produced

Pounds of Feed Fed Per Pound of Broiler Gain

Total pounds of feed fed (See Appendix I) / Total pounds of broilers produced (See Appendix I) = Pounds Feed Fed per Pound Broiler Gain

Feed Cost per Pound of Broiler Gain

Total feed expense (See Appendix I) / Total pounds of broilers produced (See Appendix I) = Feed Cost per Pound of Broiler Gain

Special Tip: To determine and report the efficiencies obtained in turkey production, use the equivalent instructions provided for laying hens (turkey breeding flock) and broilers (turkey poults).

Special Tip: The average number of layers housed per year is determined by calculating the number on-hand the first day of each month, adding the number on-hand on December 31 and then dividing the total by 13.

Special Tip: Calculate the laying hen feed expense from the time the birds are transferred to the laying house from the pullet flock or from the date ready-to-lay pullets are purchased.

Special Tip: Calculate the total dozen of eggs produced, by including all eggs produced, whether they were sold, consumed in the home, bartered, given away, broken in handling or used in hatching.

Beef Efficiency Factors

Average Daily Gain for Finishing Cattle

Total pounds of finishing cattle produced (See appendix I) / Number of fat cattle x days on feed = Average Daily Gain for Finishing Cattle

Return for $100 worth of Feed Fed for Finishing Cattle

Total finishing cattle enterprise income (See appendix I) / Feed expense (See appendix I) x 100 = Return for Total $100 Worth of Feed Fed for Finishing Cattle

Pounds of Feed Fed per Pound Gain for Finishing Cattle

Total pounds of feed fed (See appendix I) / Pounds of finishing cattle produced (See appendix I) = Pounds of Feed Fed per Pound Total Gain for Finishing Cattle

Feed Cost Per Pound of Gain for Finishing Cattle

Total feed expense (See appendix I) / Total pounds of finishing cattle produced (See appendix I) = Feed Cost per Pound of Gain for Finishing Cattle

Weight of Calves at Weaning (adjusted to 205 days)

Total weight of all calves weaned (See Appendix I) / Total number of calves weaned = Weight of calves at Weaning

Percent Calf Crop

Total number of calves dropped / Total number of cows bred x 100= Percent Calf Crop

Efficiency Factors (continued)

Percent of Calf Crop Weaned:

$$\frac{\text{Total number of calves weaned}}{\text{Total number of calves dropped}} \times 100 = \text{Percent of Calf Crop Weaned}$$

Special Tip: Confirm that your application indicates whether your beef enterprise is a breeding-to-finishing, breeding-to-feeder or an operation that finishes feeders that were produced by another breeder. Efficiency factors, which are reported under Section VII, will be judged on a different set of standards, depending upon the kind of beef enterprise conducted.

Special Tip: Consider animals a part of your cattle finishing enterprise at the time they are either purchased for or they are weaned and transferred from a breeding enterprise to the finishing enterprise.

Special Tip: Adjust all calf weights to 205 days.

Special Tip: Calculate the "Total Number of Calves Dropped" by including all full-term calves, regardless whether they were born dead or alive.

Special Tip: Calculate the "Total Number of Cows Bred" by including all cows and heifers bred with the intention of holding them until calving.

Sheep Efficiency Factors

Feed Cost per Pound of Sheep and Lambs Produced

$$\frac{\text{Total feed expense (See Appendix I)}}{\text{Total pounds of sheep/lambs produced (See Appendix I)}} = \text{Feed Cost per Pound of Sheep and Lambs Produced}$$

Percent Lamb Crop

$$\frac{\text{Total number of lambs dropped}}{\text{Total number of ewes bred}} = \text{Percent Lamb Crop}$$

Pounds of Feed Fed per Pound Gain for Sheep and Lambs

$$\frac{\text{Total pounds of feed fed (See Appendix I)}}{\text{Total pounds of sheep and lambs produced (See Appendix I)}} = \text{Pounds of Feed Fed per Pound Gain for Sheep and Lambs}$$

Average Daily Gain for Lambs

$$\frac{\text{Total pounds of lambs produced (See Appendix I)}}{\text{Number of lambs x days on feed}} = \text{Average Daily Gain for Lambs}$$

Special Tip: Confirm that your application indicates whether your sheep enterprise is a lambing-to-market, lamb-finishing or an operation that only produces weaning lambs for sale to other feeders. Efficiency factors, which are reported under Section VII, will be judged on a different set of standards, depending upon the kind of sheep enterprises conducted.

Special Tip: Calculate the "Total Number of Lambs Dropped" by including all full-term lambs, regardless if they were born dead or alive.

Special Tip: Calculate the "Total Number of Ewes Bred" by including all ewes and ewe lambs bred with the intention of holding them until lambing.

Special Tip: Calculate the "Average Daily Gain for Lambs" by including only the animals that are in the finishing enterprise, not breeding stock.

Special Tip: Calculate the "Average Daily Gain for Lambs" the same way that you compute the "Average Daily Gain for Market Swine" on page 44.

Average Weight of Fleece per Sheep Sheared

Total weight of all fleece sheared / Total number of sheep sheared = Average Weight of Fleece per Sheep Sheared

Return for $100 Worth of Feed Fed

Total sheep enterprise income (See Appendix I) / Total feed expense (See Appendix I) x 100= Return for $100 Worth of Feed Fed

Dairy Efficiency Factors

Average Annual Milk Production Per Cow

Total pounds of milk produced (See Appendix I) / Average number of cows (See Appendix I) = Average Annual Milk Production per Cow

Average Annual Butterfat Production Per Cow

Total pounds of butterfat produced (See Appendix I) / Average number of cows (See Appendix I) = Average Annual Butterfat Production per Cow

Average Annual Butterfat Percent for Herd

Total pounds of butterfat produced (See Appendix I) / Total pounds of milk produced (See Appendix I) = Average Annual Butterfat Percent for Herd

Feed Cost Per CWT of Milk Produced

Total feed expense (See Appendix I) / Pounds of milk produced (See Appendix I) x 100 = Feed Cost per CWT Milk Total Produced

! **Special Tip:** Determine the average number of cows in production per year by calculating the number on-hand the first day of each month, adding the number on-hand on December 31 and then dividing the total by 13.

! **Special Tip:** Determine the total pounds of butterfat by multiplying the total pounds of milk produced by the average butterfat content in the milk you sold.

How to Calculate Data for Efficiency Factors

Use the following step-by-step explanations to find the information for computing figures for efficiency factors needed in Section 5. Refer to the section above for the actual formulas for these efficiency factors.

Total Feed Expense

Step One: Add the following:

A. The value of purchased feed on-hand as of January 1.
B. The value of home-grown feed on-hand as of January 1.
C. The value of feed purchased during the year.
D. The value of home-grown feed charged to this specific livestock enterprise during the year.
E. The value of feed received through barter, exchange or as a gift during the year.

Step Two: Add the following:

A. The value of purchased feed on-hand as of December 31.
B. The value of home-grown feed charged to this specific enterprise during the year, but still on hand as of December 31.
C. The value of feed bartered or given away as a gift during the year.
D. The value of feed for this enterprise that was sold during the year.

Step Three: Total from Step One minus the total from Step Two equals…**Total Feed Expense**

Total Pounds of Meat Animal or Poultry Produced

Step One: Add the following:

A. Total pounds of meat animal or poultry on-hand as of December 31.
B. The total pounds of meat or poultry sold during the year.
C. The total pounds of meat animal or poultry butchered during the year.
D. The total pounds of meat animal or poultry bartered or given away as gifts during the year.
E. The total pounds of meat animal or poultry that was transferred to another enterprise not part of this award area.

Step Two: Add the following:

A. The total pounds of meat animal or poultry on-hand as of January 1.
B. The total pounds of meat animal or poultry purchased during the year.
C. The total pounds of meat animal or poultry received through barter, exchange or as gifts during the year.
D. The total pounds of meat animal or poultry that was transferred to this enterprise from another enterprise not part of this award area.

Step Three: Total from Step One minus the total from Step Two equals…**Total Pounds Meat Animal or Poultry Produced**

Total Pounds of Feed Fed

Step One: Add the following:

A. The pounds of purchased feed on-hand as of January 1.
B. The pounds of home-grown feed on-hand as of January 1.
C. The pounds of feed purchased during the year.
D. The pounds of home-grown feed charged to the enterprise during the year.
E. The pounds of feed received through barter, exchange or as gifts during the year.

Step Two: Add the following:

A. The pounds of purchased feed on-hand as of December 31.
B. The pounds of home-grown market feed charged to this particular enterprise, but still on-hand as of December 31.
C. The pounds of feed bartered or given away as gifts during the year.
D. The pounds of feed sold during the year.

Step Three: Total from Step One minus the total from Step Two equals…**Total Pounds of Feed Fed**

Average Number of Animals On-hand for the Year

Step One: Add the following:

A. The number of animals on-hand the first day of each month.
B. The number of animals on-hand on December 31.

Step Two: Total from Step One divided by 13 equals... **Average Number of Animals On-hand for the Year**

Example:

January 1	63
February 1	62
March 1	61
April 1	61
May 1	61
June 1	61
July 1	60
August 1	60
September 1	60
October 1	63
November 1	63
December 1	64
December 31	58
Total	**797**

797 divided by 13 = 61.3 average animals on-hand for the year

Total Livestock-Animal Enterprise Income

Step One: Add the following:

A. The value of all livestock-animals on-hand as of December 31.
B. The value of all livestock-animals sold during the year.
C. The value of all livestock-animals butchered during the year.
D. The value of all livestock-animals bartered or given away as gifts during the year.
E. The value of all miscellaneous income from livestock-animals, such as show premiums received during the year.
F. The total value of all livestock-animals transferred out of this specific livestock enterprise.

Step Two: Add the following:

A. The value of all livestock-animals on-hand as of January 1.
B. The value of all livestock-animals purchased during the year.
C. The value of all livestock-animals received through barter, exchange or as gifts during the year.
D. The total value of all livestock-animals transferred into this specific livestock enterprise.

Step Three: Total from Step One minus the total from Step Two equals... **Total Livestock-Animal Enterprise Income**

205-Day Adjusted Weaning Weight (Beef Enterprise Only)

This measurement is the weight of a calf adjusted to a standard age of 205 days or to the age of the cow. Calves from cows that are two, three, four or 11 years old or older are adjusted upward in weight. The weight can also be adjusted for gender differences. Most adjustments are geared to a steer basis with heifer calves adjusted upward and bull calves adjusted downward. Adjusted weaning weight is often referred to as weaning weight.

Step One: Determine the adjusted 205-day weaning weight for each calf.

$$\frac{\text{(Actual weaning weight - Birth weight*)}}{\text{Age in Days}} \times 205 + \text{Birth weight*} = \text{Adjusted 205-day Weight}$$

**Birth weight in this formula is optional; however, if you use it, insert the weight in both places marked by the asterisks.*

Adjustment Factors

A very important variation in the growth rate of a calf can be associated with the differences in the age of the cows. Cows between the ages of five and 10 are considered mature. The following adjustment factors are added to dams not in this mature equivalent bracket:

Pounds to be added to obtain adjusted age-of-dam

205-day weight to adjust for age-of-dam

Age-of-Dam	Male Calves	Female Calves
2 years old	60 lb.	54 lb.
3 years old	40 lb.	36 lb.
4 years old	20 lb.	18 lb.
5–10 years old	0 lb.	0 lb.
11 years old and older	20 lb.	18 lb.

Example:
Bull calf #21 is born on March 1 with a birth weight of 80 lbs. The calf is from Dam #6, age 25 months. The calf weighed 505 lbs. on October 15.

505 lbs. (scale weight) minus 80 lbs. (birth weight) times 205 (adjusted days) plus 80 lbs. (birth weight) plus 60 (dam adjustment) equals 521.3 lbs. (adjusted 205-day weight)

Total Pounds of Milk Produced (Dairy, Dairy Goats and Milking Sheep)

Step One: Add the following:

A. The total pounds of milk on-hand as of December 31.
B. The total pounds of milk sold during the year.
C. The total pounds of milk fed to calves, kids or other animals during the year.
D. The total pounds of milk consumed in the home during the year.
E. The total pounds of milk bartered or given away as gifts during the year.

Step Two: Add the following:

A. The total pounds of milk on-hand as of January 1.
B. The total pounds of milk received through barter, exchange or as gifts during the year.

Step Three: Total from Step One minus the total from Step Two equals…**Total Pounds Milk Produced (dairy, dairy goats and milking sheep**)

Note: Use the same formula for calculating the pounds of butterfat produced, substituting "pounds of butterfat" for "pounds of milk." You can use the same procedure for all milk product derivatives, such as "solids not fat (SNF)," or "protein."

How to Calculate continued on page 52

6. Photographs

You are allowed to submit a maximum of six photographs, no larger than 3" x 5" or 4" x 6", with a brief caption. There is no word limtation. DO NOT change the size of the font Arial 14.(National FFA Organization staff reserve the right to retain and use your photos for publicity purposes.) Photos are used as "supporting evidence."

If you are a national officer candidateyou are not required to submit photographs.

- Use photographs to help tell the story of your SAE program.
- Use pictures to show activity, size and your involvement in your SAE program.

Selecting the "Best" Photos

Remember that you can include only six pictures with your Star application. So, it's important to make each picture count. Before selecting a specific photograph and writing a caption, answer the following questions:

- What are the strengths of your completed application? For example, if you show livestock, include a photo of the plaques, trophies and ribbons you earned while exhibiting cattle.
- What are the weaknesses of your completed application? If your equipment inventory is limited, but you recently purchased one new item, include a photo of this specific piece of equipment and write a caption explaining how it was financed.
- Can you improve your application the most by using photos to enhance its weaker aspects or to compliment its strengths?
- Avoid posed "mug" shots that don't add anything to your application and appear dull.

Here's an idea that can make your decisions easier. Ask a person who is unfamiliar with your program to review your photos and captions to determine the type of message they convey. By doing so, you'll obtain an unbiased idea of the strengths of the application.

Mounting the Pictures

Now that you have clear, sharp pictures of your SAE program, the next step is to mount them in a professional manner that enhances your application. Here are some hints:

- Place only one photograph on each page.
- Use mountings and borders to improve your application's presentation. Use simple construction paper mats to brighten your application.
- Use a photo mounting cement that is moisture-resistant and will not stain your prints. Rubber cement, pastes that contain water or penetrating solvents, can stain your prints or cause them to wrinkle. If your are unsure of what to use, try mounting a picture on material similar to your application and observe the results.

Writing the Captions

Captions are a short description (50-word maximum) of the activity in your photos. Informative captions can indicate your personal involvement in and demonstrate the quality and size of your program.

Use captions to show your program knowledge or provide additional information that is not already stated in the application. Use them to explain something important about the photo that is not easily recognized by someone who is unfamiliar with your program.

Tips in Writing Captions

- Avoid starting each captions with "Here I am…" or "I am…" or "This is me doing…"
- Use the entire allotment of 50 words to present additional knowledge about your program.
- Be sure the caption relates to the photo.
- Check the spelling and grammar of your captions.
- Don't repeat yourself in the same caption, saying the same thing over and over again. Example: "I am installing a GPS sensor. I must install a variety of sensors. There are sensors that need to be installed."
- Write as if you are talking about yourself to someone else. For example: "David is shown here planting corn," sounds strange if you are David.

A. Personal History

Your personal history is the story of your own achievements and provide you with the opportunity to tell the judges information not included anywhere else in the your application. Your story should not exceed three double-spaced pages in length. Any additional pages will be removed at judging.

SAE Agreement(s)

You are required to attach a copy of your most recent SAE partnership, rental, family corporation or occupational training agreement(s). These agreements must indicate your personal responsibility in conducting an SAE program with the aim of working towards becoming established in an agricultural occupation.

B. 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. Sooner or later if you want a job, you will need to develop a résumé.

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 necessary you can do to prepare yourself for one of the many challenging and rewarding agricultural careers.

In your résumé, you need to include the following:

a. Name/address/phone/FFA chapter
Include your name, current address, telephone number and the name of your FFA chapter.

b. Career objective
Indicate both short- and long-term specific career goals.

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

Examples:
- 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

d. FFA leadership activities/awards
Recognition received Star Greenhand, Chapter Star Farmer, Chapter Star in Agribusiness, Chapter Star in Agricultural Placement, Chapter Star in Agriscience, State Star Farmer, State Star in Agribusiness, State Star in Agricultural Placement, State Star in Agriscience, chapter member of the year, 100 percent attendance at chapter functions

Examples:
- **FFA offices held**—junior officer, secretary or president of chapter
- **Major committee assignments**—chairperson of fundraising or spring banquet
- **State, national conventions**—courtesy corps member, chapter or state delegate
- **Recognition received**—Star Greenhand, Chapter Star Farmer, Chapter Star in Agribusiness, State Star Farmer, State Star in Agribusiness, chapter member of the year, 100 percent attendance at chapter functions

7. Items to attach to your application.

e. School leadership activities/awards

Include major school leadership activities and accomplishments that were available to all students.

Examples:

class officer, member of various clubs (Spanish, VICA, DECA, etc.), homecoming events, National Honor Society, Who's Who Among American High School Students, organized sports (track, basketball, etc.), school audio visual/TV production staff, school librarian staff, school newspaper, yearbook staff, band, chorus, drama and class plays

f. Community leadership activities/awards

Include major community related activities.

Examples:

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

g. Professional associations

Examples:

subscriptions to agricultural-related publications; vice president of county hunting club; member of local, state and/or national nursery associations; member of state honey producers association, Ducks Unlimited, Hops Growers of America, livestock breed association, FFA Alumni affiliate or other associations

h. Other accomplishments

Include all other accomplishments that have been achieved during the years covered by your application.

Examples:

- exhibited cheese at the State Cheese Manufacturers Association meeting
- winner of DAR essay writing award

i. References

References are a normal part of a business résumé. It is best to have references from individuals who are not related to you. List the names, addresses and phone numbers of three people who can serve as good references for you. Do not send/attach letters for this item.

D. Employer and/or Instructor's Statement

You need to submit three recommendations with your application, including those from your most recent employer and/or agriculture instructor. The recommendations you include should be no more than a one page evaluation. Your agriculture instructor's recommendation is required. If an employer is part of your SAE program, his or her recommendation is also required. If you are an entrepreneurship candidate, you can include other recommendations from a personal banker, financial consultant or a supplier/sales representative. Sample Employer and/or Instructor's Statements are available in the "Examples" section of this handbook for your review.

E. For Research/Experimentation SAE Programs Only

If you conducted a research/experimentation type of SAE, you need to attach a copy or copies of your abstract and/or a findings or results summary from your research or experiment. Please do not include the entire report.

The following is a brief description of abstracts and results summary. Sample abstracts and results summaries are available in the "Examples" section of this handbook for your review.

Abstracts

An abstract is a brief summary of your paper, which concisely describes your purpose, methods, results and conclusion. It can include potential applications or options for future research. Since an abstract is a concise summary of your work, it should not contain cited references. An abstract is separated from the rest of the text on its own page. Since an abstract is usually the first page of your project report, it is where readers form their first opinions about your work. Your abstract needs to be arranged as follows: 1) Purpose, 2) Procedure and 3) Conclusion.

Results

A summary of the results your project produced, even if they were unexpected, needs to be attached if you conducted a research/experimentation type of SAE. A results summary does not include discussions and conclusions or long lists of data (i.e., It is best to summarize data with means and standard deviations, etc.). In this section, you need to describe trends and relationships, such as "the numbers of bears at the study site increased when I increased the amount of bacon I fed them."

Readers need to know exactly what you discovered, what patterns, trends or relationships you observed. Furthermore, you need to decide on the most meaningful ways to present your data (tables, figures) and refer to these methods in your text. Each figure and table needs to have a descriptive caption. Ideally, tables and figures need to be self-contained (i.e., The reader should not have to go to the paragraph in order to understand the table or figure.) and possess clearly labeled columns, rows, axes or units of measurement.

Three sample résumés follow. However, there are other acceptable formats also.

Sample Résumé #1

Bob Van Morrison
4636 Havenwood Road
Anytown, XX 00000
555-875-0527
Anytown FFA Chapter

Career objective

My short-term goal is to obtain work experience and a two-year degree in horticulture. My long-term goal is to operate my own landscaping business in my hometown.

Education

Completed a landscaping design course at the local community college.
Attended a three-day night course through the Cooperative Extension Service.
Toured two local greenhouses.

FFA Leadership activities/awards

Star Greenhand, freshman year
Chapter in Agribusiness, junior year
Chairman, spring flower and bulb sale committee
Chapter reporter, junior year
Section reporter, senior year

School leadership activities/awards

Class treasurer, freshman year
Cross country team, sophomore–senior year
Band and chorus, freshman–senior year
National Honor Society, senior year

Community leadership activities/awards

Assistant superintendent, horticulture department at county fair
Member, United Methodist Church
Volunteer worker, annual Lions Club fund-raiser

Professional associations

Junior member, National Turf Growers Association
Subscriber, *Landscaper International*
Member, Ducks Unlimited

Other accomplishments

First place, floriculture arrangement, county fair, sophomore year

References

John Doe	Mary Jay	Don Done
5678 Second Place	1234 First Place	9101 Third Street
Here, XX 00000	There, XX 00000	Over, XX 00000
555-000-0000	555-555-5555	000-555-5555

Sample Résumé #2

ERICA WISE
200 West Bloom Street
Fresno, CA 93722
555-555-5555
Fresno-Central FFA Chapter, California Association FFA

CAREER OBJECTIVE

I am attending California State University—Fresno (CSUF), majoring in agricultural education/ communications. Upon graduation from CSUF, it is my goal to work in journalism with a focus on agriculturally-related news.

QUALIFICATIONS

- Proven writing skills
- Ability to work independently or with a multidisciplinary team
- Experience in program presentation

EMPLOYMENT HISTORY

F & F Contracting, Inc.
June 2002–present
Office Assistant

The Maize
September 2005–October 2005
Cashier

The Fresno Bee
September 2006–present
Reporter

EDUCATION

California State University Fresno
Majoring in agricultural education/communications
August 2006–present
Central High School—West Campus
Agriculture courses: Introduction to Agriculture; Leadership; Ornamental Horticulture I
Graduated May 2006

FFA EXPERIENCE

Offices

- Greenhand reporter
- Chapter parliamentarian
- Chapter secretary
- Chapter reporter
- San Joaquin regional vice president, West Fresno/Madera sectional president

CDE's

- Teams: Creed, novice farm records, parliamentary procedure, livestock, banking, opening and closing ceremonies, public speaking and cotton judging
- State Best Informed Greenhand Event, second high individual and third high team

Leadership Activities

- State FFA Convention (two years, one as delegate)
- National FFA Convention (three years, two as a delegate)
- Sacramento Leadership Experience
- State committee chairman (Finance and Audit Committee)

Awards

- State FFA Feed Grain Production Proficiency Award winner
- Star Greenhand
- Chapter Star Farmer
- State FFA Diversified Crop Production Proficiency Award winner

SCHOOL ACTIVITIES AND AWARDS

- Academic awards in seven areas over four years
- Principal's List in 2002, 2003 and 2004
- ASB offices: reporter (two years), secretary and parliamentarian
- West Campus correspondent for school newspaper
- Video yearbook editor (two years)
- Editor-in-chief of Central High School—West Campus Memory Book
- Class valedictorian
- Director's Award—2005 Calcot-Seitz Foundation
- Recipient of the 2005 National FFA Booker T. Washington Memorial Scholarship

COMMUNITY LEADERSHIP ACTIVITIES/AWARDS

- 4-H club president
- County winner—horse and veterinarian science projects
- 4-H junior horse leader; teen leader in veterinary science
- 4-H State Champion Junior Hunter Hack
- Coordinated volunteers for the ABC Channel 30 Valley Freeze Relief Food Drive

PROFESSIONAL ASSOCIATIONS

- National Shorthorn Association
- California Women for Agriculture
- American Paint Horse Association
- California Scholastic Federation

OTHER ACCOMPLISHMENTS

- High individual junior reasons at American Paint Horse Association World Contest
- "Who's Who Among America's High School Students," 2004–2005
- Featured on Channel 26 agriculture morning show as an outstanding young person

REFERENCES

John Janes	Terry Carter	Robert Ray
2345 South Park Drive	1789 East West Street	1009 Champ Street
San Franscisco, CA 22222	Carmel, CA 11111	Fresno, CA 44444

Sample Résumé #3

Chris Blue

Present Address
200 Cherry Lane
Davis, CA 22222

Permanent Address
917 Wood Avenue
Bakersfield, CA 93308

CAREER OBJECTIVE
After completing my studies at U.C.—Davis in genetics, I hope to continue my lab research in the field of entomology.

EDUCATION
UNIVERSITY OF CALIFORNIA—DAVIS
College of Agriculture
Bachelor of Science, May 20XX
Masters of Science, May 20XX

NORTH HIGH—BAKERSFIELD FFA CHAPTER
Graduated May 2005

FFA ACTIVITIES
2001-2002
• Staff breakfast committee member
• Yard sale fund-raiser committee member
• Opening/closing ceremonies tryouts attendee
• Greenhand FFA Degree

2002-2003
• Chapter secretary
• Chapter FFA Degree
• Opening/closing ceremonies event team, gold rating
• Agrifinancing event, second-place individual and team
• Parliamentary procedures event team president
• Sectional extemporaneous speech event winner
• Kearney Agricultural Futures intern
• San Joaquin Regional FFA Agriscience Plant Science Division winner

2003-2004
• State FFA Degree
• San Joaquin Regional FFA Agriscience Microbiology Division winner
• San Joaquin Regional FFA Agriscience Advanced Overall Division winner
• Kern Inyo section emerging technologies and enviro-sciences proficiency winner
• San Joaquin regional emerging technologies proficiency winner
• San Joaquin regional extemporaneous speech winner
• Kern Inyo section marketing event winner
• State FFA Agriscience Student of the Year
• State FFA Emerging Technologies Proficiency, third place
• State FFA Marketing Quiz Event, first-place high individual, third high team
• National FFA Agriscience Student of the Year, first runner up

SCHOOL LEADERSHIP ACTIVITIES

- Marching band (freshman, sophomore years)
- Concert band (freshman year)
- Honor roll (all four years)
- National Honor Society member (all four years)
- Math bowl team (all four years)
- Chamber singer (sophomore, junior years)
- County Honor Choir soloist (sophomore year)
- California Scholastic Federation (sophomore, junior and senior years)
- Bakersfield Californian Editorial Board member (sophomore year)
- Spanish club (junior year)
- Boys State delegate (senior year)
- Envirothon team member (senior year)
- Voted Most-Likely-to-Succeed (senior year)
- Kern County Science Fair Bio-Chemistry Division winner (senior year)
- Armed Forces Science Contest, first place (senior year)
- California State Science Fair competitor (senior year)
- Graduation salutatorian and student speaker

COMMUNITY LEADERSHIP ACTIVITIES

- Radio broadcast—"Fill the Gooseneck" campaign
- Bakersfield California Editorial Board member
- Decades of Health—Bakersfield centennial celebration—student chairperson
- Rotary International luncheon participant

REFERENCES

Dr. Bill Cards
U.C.—Davis
8675 River Avenue
Davis, CA 22222

Harry Green
345 Gala Road
Bakersfield, CA 22222

Grace Hand
678 Field Drive
Bakersfield, CA 22222

Glossary

Accounts receivable -Money owed to your business for merchandise sold or services rendered.

Accrue- To accumulate; to grow something.

Acquisitions- Items that are purchased or received.

Acquisition cost- The price plus closing cost to buy an item.

Assets- Any item of value owned by a business or individual.

Balance sheet statement - A statement of a business's financial status at any given date.

Book value - The original value of an item 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- The purchase or sale of machinery, livestock, buildings and other assets that have a useful life of more than one year.

Chattel - Personal capital property, other than real estate holdings, that usually does not include livestock.

Competency - A measures of abilities, knowledge or skills.

Current liabilities- Liabilities that are payable within the year.

Current/operating assets- Items bought for use in day-to-day operations such as resale items, office supplies or 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 or plants.

Depreciable- Items that lose value over time because of wear or becoming obsolescence.

Depreciation - The amount an item declines 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 - Businesses assets minus liabilities; same as net worth

Expense- The cost involved in producing a product or service

FFA Supply Service - The merchandising division of the National FFA Organization, 6060 FFA Drive- PO Box 68960, Indianapolis, IN 46268-0960 Phone Number: 1-888-332-2668.

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 (IRS) - The branch of the federal government charged with collecting tax revenues.

Investment - The expenditure of money put into a business to create income or profit.

Liabilities-Money, goods and/or services for which you owe.

Maturity value- The value of a breeding, pleasure or draft animal at the age when that particular species begins to decline in market value for breeding, draft or pleasure purposes.

National FFA Center - The headquarters of 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 worth -The difference between total assets and total liabilities; same as equity

Non-current/capital assets- Inventory items, including all pleasure, draft and breeding animals, which normally have a useful life of more than one year.

Non-current/capital income- Money received from the sale of capital items such as machinery, livestock or buildings.

Non-current liabilities- Liabilities not paid within one year.

Operating assets/expenses/income – See "Current/operating assets, expenses or income" above.

Placement - An SAE program where students work for wages or experience.

Principal- An amount of money borrowed or invested, not including interest.

Proficiency - An advancement in knowledge or skill; the process of 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 - The process of keeping accurate facts and information pertaining to an SAE.

Research/experimentation- An extensive activity where a student plans and conducts a major agriculture experiment using the scientific process.

Scope – The size and growth of an operation or enterprise.

Supervised Agricultural Experience (SAE) program - Planned practical activities conducted outside of class time that helps students develop and apply knowledge and skills. These activities may be either entrepreneurship, placement (paid or unpaid) or research/experimentation in nature.

United States Department of Agriculture (USDA) - The branch of the federal government that regulates the agriculture industry.

Wage - A payment, usually in money, for labor or services based on a contract or on an hourly, daily or piecework basis.

Working capital- The amount of funds available after the sale of current assets and payment of current liabilities. This amount is calculated by subtracting current liabilities from current assets.

APPENDIX I

Examples:

Example applications will be available on the American Degree and Star home pages. We will add to these examples yearly. The examples are located at:

http://www.ffa.org/programs/degree/index.html

http://www.ffa.org/programs/star/index.html

or

The easiest way to find anything on the website is to use the Site Index located in the top right hand corner of the www.ffa.org home page.

www.ffa.org
Site Index
A for American Degree
American Degree home page
Examples located at bottom of page

or

www.ffa.org
Site Index
S for Stars Over America
Stars Over America home page
Examples located at bottom of page

APPENDIX II

Pages

American Degree Review National 2006
American Degree Checklist of Minimum Requirements
Stars Review Sheet 2006

Star Farmer and Star in Agribusiness Rubric
Star Farmer and Star in Agribusiness Scorecard

Star in Agricultural Placement Rubric
Star in Agricultural Placement Scorecard

Star in Agriscience – Entrepreneurship Rubric
Star in Agriscience – Entrepreneurship Scorecard
Star in Agriscience – Placement Rubric
Star in Agriscience – Placement Scorecard
Star in Agriscience – Research & Experimentation Rubric
Star in Agriscience – Research & Experimentation Scorecard

2006-2010
American FFA Degree Review Sheet

To assure that only quality candidates with quality applications are being nominated for the American FFA Degree, the State FFA Advisor must certify each application.

Yes	No		
___	___	1.	The application is signed by the candidate, parent/guardian, chapter president, chapter advisor, administrator, and state advisor, **Cover Page A, Line 11, 12.**
___	___	2	Candidate has achieved a high school course record of "C" or better and has a satisfactory record of scholarship and participation in school activities certified by the school administrator or counselor, **Cover Page A, Line 13.**
___	___	3.	Candidate has been an active FFA member for at least the immediate past 36 months, **Cover Page B, line 18. (Please consult the state copy of membership roster for each year.)**
___	___	4.	Candidate has the State FFA Degree, Cover P**age B, line 19.**
___	___	5..	Candidate has graduated from high school at least twelve months prior to the National FFA Convention at which the degree is to be granted, **Cover Page B, lines 20 and 21.**
___	___	6..	Candidate has satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program, or has completed the program of agricultural education offered at the school last attended, or completed two years of secondary agriculture education and one year of post secondary agriculture program at a technical school or university, **Cover Page B, lines 23, 24 and 25.**
___	___	8.	Candidate has in operation and has maintained records to substantiate an outstanding supervised agricultural experience program which exhibits comprehensive planning, managerial and financial expertise, **Pages 2, 3, 4 and 8.**
___	___	17.	*Candidate has earned at least $7,500, **Page 11, Line 26c**, or has earned at least $1,500 and worked 2,250 hours in excess of scheduled class time for an adjusted total SAE earnings of $9,000, **Page 11, Line 26e.**
___	___	18.	*Candidate has productively invested at least $7,500, **Page 11, Line 23**, or has productively invested at least $1,500 and worked 2,250 hours (unpaid) in excess of scheduled class time for an adjusted qualifying productively invested equity of $9,000, **Page 11, Line 25.**
___	___	20.	Candidate has a record of satis factory participation in activities on the chapter and state levels, **Page 12.**

*** The Computer version will automatically make these transfers.**

XII. Checklist of Minimum Qualifications

All items must be checked as having met in order for the candidate to qualify for the degree.

Local Advisor	State Advisor			Circle "Y" if the Statement is "YES" and "N" if the Statement is "NO".
MET		!	1.	Candidate has been an active FFA member for at least the immediate past 36 months, Cover Page B, Line 27. (Please consult the local &/or state copy of the FFA membership roster for each year.)
MET		!	2.	Candidate has the State FFA Degree, Cover Page B, Line 19.
Y N	Y N		3.	Candidate has graduated from high school at least twelve months prior to the National FFA Convention at at which the degree is to be granted, Cover Page B, Lines 20 and 21.
Y N	Y N		4.	Candidate has satisfactorily completed the equivalent of the last three years (540 hours) of systematic secondary school instruction in an agricultural education program or have completed the program of agricultural education offered at the school last attended or completed two years of a secondary agriculture education and one year of a post-secondary agriculture program at a technical school or university. (Cover Page B, Lines 20, 21, 22 &/or 23.)
Y N	Y N		5.	Candidate has in operation and has maintained records to substantiate an outstanding supervised agricultural experience program through which exhibits comprehensive planning, managerial & financial expertise. Page 2
Y N	Y N		6.	Business/Enterprises listed on Page 2 relate to the income/expense recorded on Pages 3 & 4 and Pages 5 - 8.
MET		!	7.	After the first year the beginning current inventory, Pages 8a & 8b, Line 1b, is the same as the closing current inventory for the previous year, Pages 8a & 8b, Line 1a.
MET		!	8.	After the first year the beginning non-current inventory, Pages 8a & 8b, Line 4c, is the same as the closing closing non-current inventory for the previous year, Pages 8a & 8b, Line 4a.
MET			9.	All non-cash operating expenses recorded on Pages 8a & 8b, Lines 2c and 2e are also reported as income on Page 11, Line 22a or offset on Pages 8a & 8b as barter labor or production on Lines 1f and/or 1g or by a combination of these preceding two areas.
MET		!	10.	The candidate's total return to capital, labor and management recorded on Page 8a or 8b, Line 6, has been transferred to Page 11, 26a.
MET		!	11.	Candidate's closing non-current/capital inventory as recorded on Page 8a or 8b, Line 4a, for the last year covered by the application, equals the total capital assets reported on Page 9, Line 2a6., ending value at the end of the last complete record year Column (B).
MET		!	12.	Candidate's beginning non-current/capital inventory as recorded on Page 8a, line 4c, for the first year covered by the application, equals the total non-current/capital assets reported on Page 9, Line 2a6 for the Beginning Value on Date Entered Ag Column (A).
MET		!	13.	Candidate's total beginning current/operating inventory on Page 8a, line 1b for the first year covered by the application, matches page 9, line 1d5, Total Beginning Value on Date Entered Ag Column (A).
MET		!	14.	Candidate's total ending current/operating inventory on Page 8a or 8b, line 1a for the last year covered by the application, matches page 9, line 1d5, Total Ending Value at the time of Application Column (B).
MET		!	15.	The total net wage earnings recorded on Page 4 have been transferred to Page 11, Line 26 b.
MET		!	16.	Candidate has earned at least $7500, Page 11, Line 26c or has earned at least $1500 and worked 2,250 hours in excess of scheduled class time for an adjusted total SAE earnings of $9,000 Page 11, 26e.
MET		!	17.	Candidate has productively invested at least $7,500, Page 11, Line 23, or has productively invested at least $1,500 and worked 2,250 hours (unpaid) in excess of scheduled class time for an adjusted qualifying qualifying productively invested equity of $9,000, Page 11, Line 25.
MET		!	18.	The maximum possible increase in owner's equity, Page 11, Line 29, exceeds (or is at least equal to) the gain in owner's equity, Page 11, Line 30.
Y N	Y N		19.	Candidate has a record of satisfactory participation in activities on the chapter and state levels, Page 12.
Y N	Y N		20.	Candidate has achieved a high school course record of "C" or better and has a satisfactory record of scholarship & participation in school activities certified by the school administrator or counselor, Cover Line 13.
Y N	Y N		21.	The application is signed by the candidate, parent/guardian, chapter president, chapter advisor, administrator and state advisor, Cover Page Lines 11 and Line 12.
Y N	Y N		22.	The application has not been altered in any way. **It will be "DISQUALIFIED".** This includes copying the application into a word document, altering the space given for responses for any question or changing the font size below 10 points. For fairness all applicants must respond to questions in the space provided.
Y N	Y N		23.	Both the Local and State Advisor have checked items 1-23 on Page 13.

! The computer will automatically make these transfers or check these items.

Star Applications Review Sheet

To assure that only quality candidates with quality applications are being nominated for the American FFA Degree, the State FFA Advisor must certify each application

Yes **No**

___ ___ 1. The application is signed by the candidate, parent/guardian, chapter president, chapter advisor, administrator, and state advisor, **Cover Page A, Line 12.**

___ ___ 2. Candidate has achieved a high school course record of "C" or better and has a satisfactory record of scholarship and participation in school activities certified by the school administrator or counselor, **Cover Page A, Line 13..**

___ ___ 3. Candidate has been an active FFA member for at least the immediate past 36 months, **Cover Page B, line 18. (Please consult the state copy of membership roster for each year.)**

___ ___ 4. Candidate has the State FFA Degree, **Cover Page B, line 19.**

___ ___ 5. Candidate has graduated from high school at least twelve months prior to the National FFA Convention at which the degree is to be granted, **Cover Page B, lines 20 and 21.**

___ ___ 6. Candidate has satisfactorily completed the equivalent of at least three years (540 hours) of systematic secondary school instruction in an agricultural education program, or has completed the program of agricultural education offered at the school last attended, or completed two years of secondary agriculture education and one year of post secondary agriculture program at a technical school or university, **Cover Page B, lines 23, 24 and 25.**

___ ___ 6. Candidate has in operation and has maintained records to substantiate an outstanding supervised agricultural experience program which exhibits comprehensive planning, managerial and financial expertise, **Pages 2, 3, 4 and 8.**

___ ___ 7. Business/Enterprises listed on **Page 2** relate to the income/expense recorded on **Pages 3, 4, 5 and 8.**

___ ___ 8. *After the first year the beginning current inventory, **Pages 8 a&b, Line 1b**, is the same as the closing current inventory for the previous year, **Pages 8 a&b, Line 1a**.

___ ___ 9. *After the first year the beginning non- current inventory, **Pages 8 a&b, Line 4c**, is the same as the closing non-current inventory for the previous year, **Pages 8 a&b, Line 4a**

___ ___10. All non-cash operating expenses recorded on **Pages 8 a&b, Lines 2c and 2e** are also reported as income on **Page 11, Line 27a**, or offset on **Pages 8 a&b** as bartered labor or production on **Lines 1g and/or 1f**, or by a combination of these preceding two areas.

___ ___ 11. *The candidate's total return to capital, labor and management recorded on **Page 8b, Line 6**, for the last year covered by the application, has been transferred to **Page 11, Line 26a.**

___ ___ 12. *Candidate's closing non-current/capital inventory as recorded on **Page 8b, Line 4a,** for the last year covered by the application, equals the total capital assets reported on **Page 9, line 2a6,** Ending Value at End of Last Complete Record Year **(B).**

___ ___ 13. *Candidate's beginning non-current/capital inventory as recorded on **Page 8 a, Line 4c,** for the first year covered by the application, equals the total non-current/capital assets reported on **Page 9, Line 2a6,** for the Beginning Value on Date Entered Ag **(A).**

___ ___ 14. *Candidate's total beginning current operating inventory on **Page 8a, Line 1b,** for the first year covered by the application matches **Page 9, Line 1d5** , Total Beginning Value on Date Entered Ag **(A)**.

___ ___ 15. *Candidate's total ending current inventory on **Page 8b, Line 1a**, for the last year covered by the application, matches **Page 9, Total Line 1d5** , Ending Value at Time of Application **(B).**

___ ___ 16. *The total net wage earnings recorded on **Page 4** have been transferred to **Page 11, Line 26b**.

___ ___ 17. *Candidate has earned at least $7,500, **Page 11, Line 26c**, or has earned at least $1,500 and worked 2,250 hours in excess of scheduled class time for an adjusted total SAE earnings of $9,000, **Page 11, Line 26e.**

___ ___ 18. *Candidate has productively invested at least $7,500, **Page 11, Line 23**, or has productively invested at least $1,500 and worked 2,250 hours (unpaid) in excess of scheduled class time for an adjusted qualifying productively invested equity of $9,000, **Page 11, Line 25.**

___ ___ 19. *The maximum possible increase in owner's equity, **Page 11, Line 29,** exceeds (or is at least equal to) the gain in owner's equity, **Page 11, Line 30**.

___ ___ 20. Candidate has a record of satisfactory participation in activities on the chapter and state levels, **Page 12.**

___ ___ 21. Both the Local and State FFA Advisor have checked items 1-23 on Page **13**.

___ ___ 22. Candidate has included his/her Social Security Number, **Star Battery Cover Page, line 2.**

___ __ 23. **Candidate has included 6 photos with descriptions, Star Battery Photo Pages 1-6**

___ ___ 24, Personal History should only be 3 pages. Anything more, remove those pages.

Star applications should be in the following order:
American Degree application, Star Battery, additional supplemental information, personal history, SAE agreements, resume, employer e/or instructor statement, 6 photographs.

If Research/Experimentation SAE Programs Only:
Additional abstracts and results are required.

*** The Computer version will automatically make these transfers.**

STAR FARMER AND STAR IN AGRIBUSINESS (ENTREPRENEURSHIP) EVALUATION RUBRIC (4 PAGES)

Item	Page/Reference	Possible Pts	Full Points	Middle Points	Low/No Points
Performance Review - Getting Started - Motivation	Star Battery Question 1	2	Candidate has given a thorough description of their SAE program and how it relates to the selected award area. They have described a complete process for selection of an SAE program based on planning rather than chance. Shows thought for a future in this industry.	Candidate's description is less than complete, but does show how it relates to the selected award area. They describe how they started, but without showing a planned thought process to future interests in this industry.	Candidate's description is vague and/or does not show relation to this award area. It shows little evidence of a plan or reason for this choice other than chance. Does not address a future in this industry.
Performance Review - Goals & Objectives	Star Battery Question 2	2	Candidate shows a broad understanding of goals and has set forth a measurable series of reasonable, yet challenging goals related to their SAE program.	Candidate has set goals which may be difficult to measure or do not stretch the candidate. Goals may not indicate the need for extensive effort from the candidate.	The candidate has not listed goals, or has listed goals which are already in place or met without any input or effort from the candidate.
Performance Review - Progress - Advantages & Disadvantages	Star Battery Question 3	2	The student has made a thoughtful effort to identify advantages that they have as well as disadvantages they have encountered, or may encounter, and has indicated the influence of these on their SAE program.	The student has thoroughly identified advantages and/or disadvantages that they may have encountered, but have not identified how these impact their SAE program or not communicated this well to the evaluator.	Student has not addressed advantages or disadvantages completely. Student is not connecting advantages and disadvantages to the success or failure of the SAE program.
Performance Review - Progress - Resources	Star Battery Question 4	2	Student completely explains how resources were obtained and utilized in this award area. They show a planned, systematic approach utilizing sound business practices.	Student explains how resources were obtained and utilized, but does not show a complete planned approach and does not document sound business practices.	Vague explanation of how resources were obtained. Student does not address a planned approach to resource obtainment.
Performance Review- Progress- Marketing	Star Battery Question 5	2	Student identifies a complete plan for marketing their product(s) showing consideration of supply and demand, market availability and advertising.	Student has a plan but may not show basing all decisions on sound marketing practices, or show evidence of considering marketing practices important.	Student has little or no plan or efforts towards marketing. Marketing of product is left to chance.
Performance Review - Progress - Goal Progress	Star Battery Question 6	2	Progress toward reaching goals is addressed and substantial at the present point in the program considering the student's opportunity, advantages and disadvantages.	Progress toward reaching each goal is less than would be expected considering the advantages, disadvantages, and circumstances communicated within the application.	Achievements related to goals are not fully addressed or progress toward reaching goals indicates little ability to grasp opportunities presented and advantages identified.

STAR FARMER AND STAR IN AGRIBUSINESS (ENTREPRENEURSHIP) EVALUATION RUBRIC (4 PAGES)					
Item	**Page/Reference**	**Possible Pts**	**Full Points**	**Middle Points**	**Low/No Points**
Performance Review - Future - Goals	Star Battery Question 7	2	Candidate addresses future goals in areas of education/professional development and career success as well as personal and financial stability. Goals are related to current experiences and continue to challenge the candidate	Candidate addresses goals completely, but these goals are not related to current experiences or candidate does not address complete spectrum of goal areas for success. Goals do not support continued growth in student.	Candidate does not communicate future goals, goals are unrelated to current SAE program, or goals do not set a foundation for future success in the industry.
Supervised Agricultural Experience Program	Page 2	5	The student shows a consistent expansion into the industry taking into consideration the opportunity and management decisions consistent with potential returns/economic situations in said industry. Expansion is by student's own efforts.	The student consistently expands, without regard for industry trends and consideration of financial trends and opportunities in the industry. Expansion is highly supported by outside influences and student's own efforts are not clearly evident.	Student has not taken advantage of expansion opportunities, or program appears stagnant, or program changes have not mirrored opportunities reflective of the industry.
Income and Expense Summary	Pages 8a & 8b	15 NOTE: Summary must be technically accurate when compared to balance sheet and inventories in order to be considered for national recognition	Summary shows expected incomes and expenses. Student returns are from the student's efforts. Incomes and expenses are related to this proficiency award. Net capital transactions are consistent with assets managed.	Summary shows one or more unexplained inconsistency versus the industry standard. Undue returns from outside sources appear and are unexplained. Unexplained gains in net capital transactions appear.	Summary does not show expenses or receipts consistent with the industry and reported efficiencies. Returns do not support management decisions made.
Efficiencies Attained	Star Battery	10	Listed efficiencies are related to the program and support management decisions made. Efficiencies are relevant to the industry standards and show improvement over time and/or challenges industry perimeters for excellence.	Efficiencies shown do not support management decisions in all cases. Some efficiencies are low for industry, or are not standards for the industry.	Efficiencies listed do not support decisions made or are lower than industry expectations without explanation and/or do not support management decisions.
Inventories	Pages 5-7 and Star Battery	10	Inventory is complete and consistent with summary report. Inventory supports known industry needs or inconsistencies are explained in the application.	Inventory is somewhat incomplete compared to industry expectations. An incomplete explanation of the situation is present.	Inventory does not support industry standard and no viable explanation is offered in the application

STAR FARMER AND STAR IN AGRIBUSINESS (ENTREPRENEURSHIP) EVALUATION RUBRIC (4 PAGES)

Item	Page/Reference	Possible Pts	Full Points	Middle Points	Low/No Points
Financial Balance Statement	Pages 9-11	10	Student balance statement shows progress into establishment in the industry. Evidence of good investment and thrift, given the student situation are present. Investment and liabilities shown are consistent with industry standards within presented information.	Student balance sheet shows progress into establishment in the industry but thrift and strong investment philosophy are not evident. Investment takes place outside the SAE program. Liabilities are more or less than expected.	Student balance sheet shows reduction in investments and lack of planned establishment in the industry. Liabilities are excessively high.
Skills, competencies and knowledge	Star Battery	7	Student has identified ten different skills related to their SAE and has identified contributions to success which support decisions made and improvement in financial and/or production efficiencies consistent with those in industry.	Student has identified ten different skills, but has not drawn a relationship between these skills and management decision making or improved efficiencies.	Student has not completely identified skills, has not taken the opportunity to identify skills normally associated with the industry and/or has not identified relationships between the skills and the management decisions or efficiencies.
Photographs	Star Battery- not more than 6 photographs w/captions	10 In no case will more than 6 photos be allowed	Application includes 6 clear photos, each have a related caption which gives a complete explanation of activities and supports facts within the application.	Application has less than 6 clear photos which have relevant captions and support the quality of the application or has 6 photos, some of which do not support quality of application or which are of low photo or caption quality.	Application has less than the number of photographs allowed, are of poor quality, have little or no caption or relativity to the application or are non-existent (score of zero on this section if no photos and captions are submitted).
Personal History	Star Battery- not more than 3 double-spaced pages in length	2	Pages support the knowledge, skills and competencies necessary for success in the agriculture industry. Personal history gives indepth additional information and insight into the candidate's program.	Pages have limited support for knowledge, skills and competencies necessary for success in the agriculture industry. Personal history gives some additional information into the candidate's program.	Pages have little or no support for the application and/or does not give additional information. Pages not included equals a score of zero.
SAE Agreement	Star Battery	2	Current SAE agreement(s) are included that support candidate's statements, activities and responsibilities. Agreement(s) are complete and signed by all parties involved.	SAE agreement(s) are included, but may not completely support candidate's statements, activities and/or responsibilities. Agreement(s) are mostly complete and signed by all parties involved.	SAE agreement(s) included do not support candidate's statements, activities and/or responsibilites or they are not complete or signed by all parties involved. SAE agreements not present equals score of zero on this section.
Resume and Leadership Activities	Star Battery and Page 12- Not more than 2 pages in length	12	Resume and leadership activities completely addresses categories given within application, supports statements made in the application and supports a broad range of student involvement in school, chapter and community at a variety of levels (local, state, national level).	Resume is slightly incomplete or in conflict with comments in the application. Resume and leadership activities show some range in student involvement in school, chapter and community with some activities at varied levels.	Resume and leadership activities are in conflict with statements made in the application or are substantially incomplete. Resume and leadership activities not present equals score of zero on this section.

STAR FARMER AND STAR IN AGRIBUSINESS (ENTREPRENEURSHIP) EVALUATION RUBRIC (4 PAGES)					
Item	**Page/Reference**	**Possible Pts**	**Full Points**	**Middle Points**	**Low/No Points**
Recommendations	Star Battery - 3 recommendations are required 1 must be from advisor	3	Statements emphasizes the student's accomplishments that have been made in their SAE proficiency award area. Statements supports the information included in the application. Names, titles and signatures of the persons making the statements are present.	Statements supports some accomplishments and information provided in the proficiency award application. Names, titles and signatures of persons making the statements are present.	Statements do not/or are extremely limited in supporting the information and accomplishments included in the application. Names, titles and/or signatures of persons making the statements are absent. Statements not included equals zero points.

Star Farmer and Star in Agribusiness Score Card						
	Name/State/ID -->		Contestant #1	Contestant #2	Contestant #3	Contestant #4
Performance Review- Star Battery (Sub Section Points for Performance Review Below)						
	Question 1	2 pts.				
	Question 2	2 pts.				
	Question 3	2 pts.				
	Question 4	2 pts.				
	Question 5	2 pts.				
	Question 6	2 pts.				
	Question 7	2 pts.				
Total Performance Review Score	14 pts.					
Candidate's Supervised Agricultural Experience Program - Page 2	5 pts.					
Income and Expense Summary (Entrepreneurship) -- Pages 8a & 8b	15 pts.					
Efficiencies Attained - Star Battery	10 pts.					
Inventories -- Pages 5-7 and Star Battery	10 pts.					
Candidate's Financial Balance Statement -- Pages 9-	10 pts.					
Skills, Competencies, and Knowledge -- Star	7 pts.					
captions- Star Battery	10 pts.					
Personal History- Star Battery	2 pts.					
SAE Agreement- Star Battery	2 pts.					
Resume and Leadership Activities - Star Battery and	12 pts.					
Recommendations (3)- Star Battery	3 pts.					
TOTAL	100 pts.					

STAR IN AGRICULTURAL PLACEMENT EVALUATION RUBRIC (3 PAGES)					
Item	**Page/Reference**	**Possible Pts**	**Full Points**	**Middle Points**	**Low/No Points**
Performance Review - Getting Started - Motivation	Star Battery Question 1	3	Candidate has given a thorough description of their SAE program and how it relates to the selected award area. They have described a complete process for selection of an SAE program based on planning rather than chance. Shows thought for a future in this industry.	Candidate's description is less than complete, but does show how it relates to the selected award area. They describe how they started, but without showing a planned thought process to future interests in this industry.	Candidate's description is vague and/or does not show relation to this award area. It shows little evidence of a plan or reason for this choice other than chance. Does not address a future in this industry.
Performance Review - Goals & Objectives	Star Battery Question 2	3	Candidate shows a broad understanding of goals and has set forth a measurable series of reasonable, yet challenging goals related to their SAE program.	Candidate has set goals which may be difficult to measure or do not stretch the candidate. Goals may not indicate the need for extensive effort from the candidate.	The candidate has not listed goals, or has listed goals which are already in place or met without any input or effort from the candidate.
Performance Review - Progress - Advantages & Disadvantages	Star Battery Question 3	3	The student has made a thoughtful effort to identify advantages that they have as well as disadvantages they have encountered, or may encounter, and has indicated the influence of these on their SAE program.	The student has thoroughly identified advantages and/or disadvantages that they may have encountered, but have not identified how these impact their SAE program or not communicated this well to the evaluator.	Student has not addressed advantages or disadvantages completely. Student is not connecting advantages and disadvantages to the success or failure of the SAE program.
Performance Review - Progress - Resources	Star Battery Question 4	3	Candidate has given a complete description of placement position(s) in this star area. Included are descriptions of the business, size, equipment, etc.	Candidate has given a description of placement position which may lack completeness in one area, but gives a good idea of the position.	Description has little information and/or describes positions that are not related to the award area. After reading it is unclear what the student's position entails.
Performance Review- Progress- Marketing	Star Battery Question 5	3	Candidate shows substantial progress towards additional/or more advanced responsibilities during placement. There is evidence of student efforts seeking increased responsibilities.	Candidate has had some increase in responsibilities. There may be little evidence of student's own effort to advance program.	Candidate does not show evidence of increase and/or shows a decrease in responsibilities.
Performance Review - Progress - Goal Progress	Star Battery Question 6	3	Progress toward reaching goals is addressed and substantial at the present point in the program considering the student's opportunity, advantages and disadvantages.	Progress toward reaching each goal is less than would be expected considering the advantages, disadvantages, and circumstances communicated within the application.	Achievements related to goals are not fully addressed or progress toward reaching goals indicates little ability to grasp opportunities presented and advantages identified.
Performance Review - Future - Goals	Star Battery Question 7	3	Candidate addresses future goals in areas of education/professional development and career success as well as personal and financial stability. Goals are related to current experiences and continue to challenge the candidate	Candidate addresses goals completely, but these goals are not related to current experiences or candidate does not address complete spectrum of goal areas for success. Goals do not support continued growth in student.	Candidate does not communicate future goals, goals are unrelated to current SAE program, or goals do not set a foundation for future success in the industry.

STAR IN AGRICULTURAL PLACEMENT EVALUATION RUBRIC (3 PAGES)					
Item	**Page/Reference**	**Possible Pts**	**Full Points**	**Middle Points**	**Low/No Points**
Supervised Agricultural Experience Program	Page 2	5	The student shows a consistent expansion into the industry taking into consideration the opportunity and management decisions consistent with potential returns/economic situations in said industry. Expansion is by student's own efforts.	The student consistently expands, without regard for industry trends and consideration of financial trends and opportunities in the industry. Expansion is highly supported by outside influences and student's own efforts are not clearly evident.	Student has not taken advantage of expansion opportunities, or program appears stagnant, or program changes have not mirrored opportunities reflective of the industry.
Income and Expense Summary	Pages 3 & 4	20 NOTE: Summary must be technically accurate when compared to balance sheet and inventories in order to be considered for national recognition	Summary shows expected incomes and expenses. Student returns are from the student's efforts. Incomes and expenses are related to this proficiency award. Net capital transactions are consistent with assets managed.	Summary shows one or more unexplained inconsistency versus the industry standard. Undue returns from outside sources appear and are unexplained. Unexplained gains in net capital transactions appear.	Summary does not show expenses or receipts consistent with the industry and reported efficiencies. Returns do not support management decisions made.
Financial Balance Statement	Pages 9-11	10	Student balance statement shows progress into establishment in the industry. Evidence of good investment and thrift, given the student situation are present. Investment and liabilities shown are consistent with industry standards within presented information.	Student balance sheet shows progress into establishment in the industry but thrift and strong investment philosophy are not evident. Investment takes place outside the SAE program. Liabilities are more or less than expected.	Student balance sheet shows reduction in investments and lack of planned establishment in the industry. Liabilities are excessively high.
Skills, competencies and knowledge	Star Battery	15	Student has identified ten different skills related to their SAE and has identified contributions to success which support decisions made and improvement in financial and/or production efficiencies consistent with those in industry.	Student has identified ten different skills, but has not drawn a relationship between these skills and management decision making or improved efficiencies.	Student has not completely identified skills, has not taken the opportunity to identify skills normally associated with the industry and/or has not identified relationships between the skills and the management decisions or efficiencies.
Photographs	Star Battery- not more than 6 photographs w/captions	10 In no case will more than 6 photos be allowed	Application includes 6 clear photos, each have a related caption which gives a complete explanation of activities and supports facts within the application.	Application has less than 6 clear photos which have relevant captions and support the quality of the application or has 6 photos, some of which do not support quality of application or which are of low photo or caption quality.	Application has less than the number of photographs allowed, are of poor quality, have little or no caption or relativity to the application or are non-existent (score of zero on this section if no photos and captions are submitted).

STAR IN AGRICULTURAL PLACEMENT EVALUATION RUBRIC (3 PAGES)					
Item	**Page/Reference**	**Possible Pts**	**Full Points**	**Middle Points**	**Low/No Points**
Personal History	Star Battery- not more than 3 double-spaced pages in length	2	Pages support the knowledge, skills and competencies necessary for success in the agriculture industry. Personal history gives indepth additional information and insight into the candidate's program.	Pages have limited support for knowledge, skills and competencies necessary for success in the agriculture industry. Personal history gives some additional information into the candidate's program.	Pages have little or no support for the application and/or does not give additional information. Pages not included equals a score of zero.
SAE Agreement	Star Battery	2	Current SAE agreement(s) are included that support candidate's statements, activities and responsibilities. Agreement(s) are complete and signed by all parties involved.	SAE agreement(s) are included, but may not completely support candidate's statements, activities and/or responsibilities. Agreement(s) are mostly complete and signed by all parties involved.	SAE agreement(s) included do not support candidate's statements, activities and/or responsibilites or they are not complete or signed by all parties involved. SAE agreements not present equals score of zero on this section.
Resume and Leadership Activities	Star Battery and Page 12- Not more than 2 pages in length	12	Resume and leadership activities completely addresses categories given within application, supports statements made in the application and supports a broad range of student involvement in school, chapter and community at a variety of levels (local, state, national level).	Resume is slightly incomplete or in conflict with comments in the application. Resume and leadership activities show some range in student involvement in school, chapter and community with some activities at varied levels.	Resume and leadership activities are in conflict with statements made in the application or are substantially incomplete. Resume and leadership activities not present equals score of zero on this section.
Recommendations	Star Battery - 3 recommendations are required 1 must be from advisor	3	Statements emphasizes the student's accomplishments that have been made in their SAE proficiency award area. Statements supports the information included in the application. Names, titles and signatures of the persons making the statements are present.	Statements supports some accomplishments and information provided in the proficiency award application. Names, titles and signatures of persons making the statements are present.	Statements do not/or are extremely limited in supporting the information and accomplishments included in the application. Names, titles and/or signatures of persons making the statements are absent. Statements not included equals zero points.

Star in Agricultural Placement Score Card

	Name/State/ID -->		Contestant #1	Contestant #2	Contestant #3	Contestant #4
Performance Review- Star Battery (Sub Section Points for Performance Review Below)						
	Question 1	3 pts.				
	Question 2	3 pts.				
	Question 3	3 pts.				
	Question 4	3 pts.				
	Question 5	3 pts.				
	Question 6	3 pts.				
	Question 7	3 pts.				
Total Performance Review Score	21 pts.					
Candidate's Supervised Agricultural Experience Program - Page 2	5 pts.					
Income and Expense Summary (Placement) -- Pages 3 & 4	20 pts.					
Candidate's Financial Balance Statement -- Pages 9-	10 pts.					
Skills, Competencies, and Knowledge -- Star	15 pts.					
captions- Star Battery	10 pts.					
Personal History- Star Battery	2 pts.					
SAE Agreement- Star Battery	2 pts.					
Resume and Leadership Activities- Star Battery and Page 12	12 pts.					
Recommendations (3)- Star Battery	3 pts.					
TOTAL	100 pts.					

STAR IN AGRISCIENCE ENTREPRENEURSHIP - EVALUATION RUBRIC (4 PAGES)					
Item	**Page/Reference**	**Possible Pts**	**Full Points**	**Middle Points**	**Low/No Points**
Performance Review - Getting Started - Motivation	Star Battery Question 1	2	Candidate has given a thorough description of their SAE program and how it relates to the selected award area. They have described a complete process for selection of an SAE program based on planning rather than chance. Shows thought for a future in this industry.	Candidate's description is less than complete, but does show how it relates to the selected award area. They describe how they started, but without showing a planned thought process to future interests in this industry.	Candidate's description is vague and/or does not show relation to this award area. It shows little evidence of a plan or reason for this choice other than chance. Does not address a future in this industry.
Performance Review - Goals & Objectives	Star Battery Question 2	2	Candidate shows a broad understanding of goals and has set forth a measurable series of reasonable, yet challenging goals related to their SAE program.	Candidate has set goals which may be difficult to measure or do not stretch the candidate. Goals may not indicate the need for extensive effort from the candidate.	The candidate has not listed goals, or has listed goals which are already in place or met without any input or effort from the candidate.
Performance Review - Progress - Advantages & Disadvantages	Star Battery Question 3	2	The student has made a thoughtful effort to identify advantages that they have as well as disadvantages they have encountered, or may encounter, and has indicated the influence of these on their SAE program.	The student has thoroughly identified advantages and/or disadvantages that they may have encountered, but have not identified how these impact their SAE program or not communicated this well to the evaluator.	Student has not addressed advantages or disadvantages completely. Student is not connecting advantages and disadvantages to the success or failure of the SAE program.
Performance Review - Progress - Resources	Star Battery Question 4	2	Student completely explains how resources were obtained and utilized in this award area. They show a planned, systematic approach utilizing sound business practices.	Student explains how resources were obtained and utilized, but does not show a complete planned approach and does not document sound business practices.	Vague explanation of how resources were obtained. Student does not address a planned approach to resource obtainment.
Performance Review - Progress Marketing	Star Battery Question 5	3	Student identifies a complete plan for marketing their product(s) showing consideration of supply and demand, market availability and advertising.	Student has a plan but may not show basing all decisions on sound marketing practicies, or show evidence of considering marketing practices important.	Student has little or no plan or efforts towards marketing. Marketing of product is left to chance.
Performance Review - Progress - Goal Progress	Star Battery Question 6	2	Progress toward reaching goals is addressed and substantial at the present point in the program considering the student's opportunity, advantages and disadvantages.	Progress toward reaching each goal is less than would be expected considering the advantages, disadvantages, and circumstances communicated within the application.	Achievements related to goals are not fully addressed or progress toward reaching goals indicates little ability to grasp opportunities presented and advantages identified.

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STAR IN AGRISCIENCE ENTREPRENEURSHIP - EVALUATION RUBRIC (4 PAGES)					
Item	**Page/Reference**	**Possible Pts**	**Full Points**	**Middle Points**	**Low/No Points**
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STAR IN AGRISCIENCE ENTREPRENEURSHIP - EVALUATION RUBRIC (4 PAGES)					
Item	**Page/Reference**	**Possible Pts**	**Full Points**	**Middle Points**	**Low/No Points**
Resume and Leadership Activities	Star Battery and Page 12- Not more than 2 pages in length	12	Resume and leadership activities completely addresses categories given within application, supports statements made in the application and supports a broad range of student involvement in school, chapter and community at a variety of levels (local, state, national level).	Resume is slightly incomplete or in conflict with comments in the application. Resume and leadership activities show some range in student involvement in school, chapter and community with some activities at varied levels.	Resume and leadership activities are in conflict with statements made in the application or are substantially incomplete. Resume and leadership activities not present equals score of zero on this section.
Recommendations	Star Battery - 3 recommendations are required 1 must be from advisor	3	Statements emphasizes the student's accomplishments that have been made in their SAE proficiency award area. Statements supports the information included in the application. Names, titles and signatures of the persons making the statements are present.	Statements supports some accomplishments and information provided in the proficiency award application. Names, titles and signatures of persons making the statements are present.	Statements do not/or are extremely limited in supporting the information and accomplishments included in the application. Names, titles and/or signatures of persons making the statements are absent. Statements not included equals zero points.

Star in Agriscience (Entrepreneurship SAE) Score Card						
	Name/State/ID -->		Contestant #1	Contestant #2	Contestant #3	Contestant #4
Performance Review- Star Battery (Sub Section Points for Performance Review Below)						
	Question 1	2 pts.				
	Question 2	2 pts.				
	Question 3	2 pts.				
	Question 4	2 pts.				
	Question 5	2 pts.				
	Question 6	2 pts.				
	Question 7	2 pts.				
Total Performance Review Score	14 pts.					
Candidate's Supervised Agricultural Experience Program - Page 2	5 pts.					
Income and Expense Summary (Entrepreneurship) -- Pages 8a & 8b	15 pts.					
Efficiencies Attained - Star Battery	10 pts.					
Inventories -- Pages 5-7 and Star Battery	10 pts.					
Candidate's Financial Balance Statement -- Pages 9-	10 pts.					
Skills, Competencies, and Knowledge -- Star	7 pts.					
captions- Star Battery	10 pts.					
Personal History- Star Battery	2 pts.					
SAE Agreement- Star Battery	2 pts.					
Resume and Leadership Activities- Star Battery and Page 12	12 pts.					
Recommendations (3) Star Battery	3 pts.					
TOTAL	100 pts.					

STAR IN AGRISCIENCE PLACEMENT EVALUATION RUBRIC (3 PAGES)					
Item	**Page/Reference**	**Possible Pts**	**Full Points**	**Middle Points**	**Low/No Points**
Performance Review - Getting Started - Motivation	Star Battery Question 1	3	Candidate has given a thorough description of their SAE program and how it relates to the selected award area. They have described a complete process for selection of an SAE program based on planning rather than chance. Shows thought for a future in this industry.	Candidate's description is less than complete, but does show how it relates to the selected award area. They describe how they started, but without showing a planned thought process to future interests in this industry.	Candidate's description is vague and/or does not show relation to this award area. It shows little evidence of a plan or reason for this choice other than chance. Does not address a future in this industry.
Performance Review - Goals & Objectives	Star Battery Question 2	3	Candidate shows a broad understanding of goals and has set forth a measurable series of reasonable, yet challenging goals related to their SAE program.	Candidate has set goals which may be difficult to measure or do not stretch the candidate. Goals may not indicate the need for extensive effort from the candidate.	The candidate has not listed goals, or has listed goals which are already in place or met without any input or effort from the candidate.
Performance Review - Progress - Advantages & Disadvantages	Star Battery Question 3	3	The student has made a thoughtful effort to identify advantages that they have as well as disadvantages they have encountered, or may encounter, and has indicated the influence of these on their SAE program.	The student has thoroughly identified advantages and/or disadvantages that they may have encountered, but have not identified how these impact their SAE program or not communicated this well to the evaluator.	Student has not addressed advantages or disadvantages completely. Student is not connecting advantages and disadvantages to the success or failure of the SAE program.
Performance Review - Progress - Resources	Star Battery Question 4	3	Student completely explains how resources were obtained and utilized in this award area. They show a planned, systematic approach utilizing sound business practices.	Student explains how resources were obtained and utilized, but does not show a complete planned approach and does not document sound business practices.	Vague explanation of how resources were obtained. Student does not address a planned approach to resource obtainment.
Performance Review - Placement Description	Star Battery Question 5	3	Candidate has given a complete description of placement position(s) in this area. Included are descriptions of the business, size, equipment, etc.	Candidate has given a description of placement position which may lack completeness in one area, but gives a good idea of the position.	Description has little information and/or describes positions that are not related to the award area. After reading it is unclear what the student's position entails.
Performance Review - Progress - Goal Progress	Star Battery Question 6	3	Progress toward reaching goals is addressed and substantial at the present point in the program considering the student's opportunity, advantages and disadvantages.	Progress toward reaching each goal is less than would be expected considering the advantages, disadvantages, and circumstances communicated within the application.	Achievements related to goals are not fully addressed or progress toward reaching goals indicates little ability to grasp opportunities presented and advantages identified.
Performance Review - Future - Goals	Star Battery Question 7	3	Candidate addresses future goals in areas of education/professional development and career success as well as personal and financial stability. Goals are related to current experiences and continue to challenge the candidate	Candidate addresses goals completely, but these goals are not related to current experiences or candidate does not address complete spectrum of goal areas for success. Goals do not support continued growth in student.	Candidate does not communicate future goals, goals are unrelated to current SAE program, or goals do not set a foundation for future success in the industry.

STAR IN AGRISCIENCE PLACEMENT EVALUATION RUBRIC (3 PAGES)					
Item	**Page/Reference**	**Possible Pts**	**Full Points**	**Middle Points**	**Low/No Points**
Supervised Agricultural Experience Program	Page 2	5	The student shows a consistent expansion into the industry taking into consideration the opportunity and management decisions consistent with potential returns/economic situations in said industry. Expansion is by student's own efforts.	The student consistently expands, without regard for industry trends and consideration of financial trends and opportunities in the industry. Expansion is highly supported by outside influences and student's own efforts are not clearly evident.	Student has not taken advantage of expansion opportunities, or program appears stagnant, or program changes have not mirrored opportunities reflective of the industry.
Income and Expense Summary	Pages 3 & 4	20 NOTE: Summary must be technically accurate when compared to balance sheet and inventories in order to be considered for national recognition	Summary shows expected incomes and expenses. Student returns are from the student's efforts. Incomes and expenses are related to this proficiency award. Net capital transactions are consistent with assets managed.	Summary shows one or more unexplained inconsistency versus the industry standard. Undue returns from outside sources appear and are unexplained. Unexplained gains in net capital transactions appear.	Summary does not show expenses or receipts consistent with the industry and reported efficiencies. Returns do not support management decisions made.
Financial Balance Statement	Pages 9-11	10	Student balance statement shows progress into establishment in the industry. Evidence of good investment and thrift, given the student situation are present. Investment and liabilities shown are consistent with industry standards within presented information.	Student balance sheet shows progress into establishment in the industry but thrift and strong investment philosophy are not evident. Investment takes place outside the SAE program. Liabilities are more or less than expected.	Student balance sheet shows reduction in investments and lack of planned establishment in the industry. Liabilities are excessively high.
Skills, competencies and knowledge	Star Battery	15	Student has identified ten different skills related to their SAE and has identified contributions to success which support decisions made and improvement in financial and/or production efficiencies consistent with those in industry.	Student has identified ten different skills, but has not drawn a relationship between these skills and management decision making or improved efficiencies.	Student has not completely identified skills, has not taken the opportunity to identify skills normally associated with the industry and/or has not identified relationships between the skills and the management decisions or efficiencies.
Photographs	Star Battery- not more than 6 photographs w/captions	10 In no case will more than 6 photos be allowed	Application includes 6 clear photos, each have a related caption which gives a complete explanation of activities and supports facts within the application.	Application has less than 6 clear photos which have relevant captions and support the quality of the application or has 6 photos, some of which do not support quality of application or which are of low photo or caption quality.	Application has less than the number of photographs allowed, are of poor quality, have little or no caption or relativity to the application or are non-existent (score of zero on this section if no photos and captions are submitted).

STAR IN AGRISCIENCE PLACEMENT EVALUATION RUBRIC (3 PAGES)					
Item	**Page/Reference**	**Possible Pts**	**Full Points**	**Middle Points**	**Low/No Points**
Personal History	Star Battery- not more than 3 double-spaced pages in length	2	Pages support the knowledge, skills and competencies necessary for success in the agriculture industry. Personal history gives indepth additional information and insight into the candidate's program.	Pages have limited support for knowledge, skills and competencies necessary for success in the agriculture industry. Personal history gives some additional information into the candidate's program.	Pages have little or no support for the application and/or does not give additional information. Pages not included equals a score of zero.
SAE Agreement	Star Battery	2	Current SAE agreement(s) are included that support candidate's statements, activities and responsibilities. Agreement(s) are complete and signed by all parties involved.	SAE agreement(s) are included, but may not completely support candidate's statements, activities and/or responsibilities. Agreement(s) are mostly complete and signed by all parties involved.	SAE agreement(s) included do not support candidate's statements, activities and/or responsibilites or they are not complete or signed by all parties involved. SAE agreements not present equals score of zero on this section.
Resume and Leadership Activities	Star Battery and Page 12- Not more than 2 pages in length	12	Resume and leadership activities completely addresses categories given within application, supports statements made in the application and supports a broad range of student involvement in school, chapter and community at a variety of levels (local, state, national level).	Resume is slightly incomplete or in conflict with comments in the application. Resume and leadership activities show some range in student involvement in school, chapter and community with some activities at varied levels.	Resume and leadership activities are in conflict with statements made in the application or are substantially incomplete. Resume and leadership activities not present equals score of zero on this section.
Recommendations	Star Battery - 3 recommendations are required 1 must be from advisor	3	Statements emphasizes the student's accomplishments that have been made in their SAE proficiency award area. Statements supports the information included in the application. Names, titles and signatures of the persons making the statements are present.	Statements supports some accomplishments and information provided in the proficiency award application. Names, titles and signatures of persons making the statements are present.	Statements do not/or are extremely limited in supporting the information and accomplishments included in the application. Names, titles and/or signatures of persons making the statements are absent. Statements not included equals zero points.

Star in Agriscience (Placement SAE) Score Card

	Name/State/ID -->		Contestant #1	Contestant #2	Contestant #3	Contestant #4
Performance Review- Star Battery (Sub Section Points for Performance Review Below)						
	Question 1	3 pts.				
	Question 2	3 pts.				
	Question 3	3 pts.				
	Question 4	3 pts.				
	Question 5	3 pts.				
	Question 6	3 pts.				
	Question 7	3 pts.				
Total Performance Review Score	21 pts.					
Candidate's Supervised Agricultural Experience Program - Page 2	5 pts.					
Income and Expense Summary (Placement) -- Pages 3 & 4	20 pts.					
Candidate's Financial Balance Statement -- Pages 9-	10 pts.					
Skills, Competencies, and Knowledge -- Star	15 pts.					
captions- Star Battery	10 pts.					
Personal History- Star Battery	2 pts.					
SAE Agreement- Star Battery	2 pts.					
Resume and Leadership Activities- Star Battery and Page 12	12 pts.					
Recommendations (3)- Star Battery	3 pts.					
TOTAL	100 pts.					

STAR IN AGRISCIENCE PLACEMENT (Research/Experimentation)
RUBRIC

STAR IN AGRISCIENCE PLACEMENT - (RESEARCH) EVALUATION RUBRIC (3 PAGES)					
Item	**Page/Reference**	**Possible Pts**	**Full Points**	**Middle Points**	**Low/No Points**
Performance Review - Getting Started - Motivation	Star Battery Question 1	3	Candidate has given a thorough description of their SAE program and how it relates to the selected award area. They have described a complete process for selection of an SAE program based on planning rather than chance. Shows thought for a future in this industry.	Candidate's description is less than complete, but does show how it relates to the selected award area. They describe how they started, but without showing a planned thought process to future interests in this industry.	Candidate's description is vague and/or does not show relation to this award area. It shows little evidence of a plan or reason for this choice other than chance. Does not address a future in this industry.
Performance Review - Goals & Objectives	Star Battery Question 2	3	Candidate shows a broad understanding of goals and has set forth a measurable series of reasonable, yet challenging goals related to their SAE program.	Candidate has set goals which may be difficult to measure or do not stretch the candidate. Goals may not indicate the need for extensive effort from the candidate.	The candidate has not listed goals, or has listed goals which are already in place or met without any input or effort from the candidate.
Performance Review - Progress - Advantages & Disadvantages	Star Battery Question 3	3	The student has made a thoughtful effort to identify advantages that they have as well as disadvantages they have encountered, or may encounter, and has indicated the influence of these on their SAE program.	The student has thoroughly identified advantages and/or disadvantages that they may have encountered, but have not identified how these impact their SAE program or not communicated this well to the evaluator.	Student has not addressed advantages or disadvantages completely. Student is not connecting advantages and disadvantages to the success or failure of the SAE program.
Performance Review - Progress - Resources	Star Battery Question 4	3	Student completely explains how resources were obtained and utilized in this award area. They show a planned, systematic approach utilizing sound business practices.	Student explains how resources were obtained and utilized, but does not show a complete planned approach and does not document sound business practices.	Vague explanation of how resources were obtained. Student does not address a planned approach to resource obtainment.
Performance Review - Placement Description	Star Battery Question 5	3	Candidate has given a complete description of placement position(s) in this area. Included are descriptions of the business, size, equipment, etc.	Candidate has given a description of placement position which may lack completeness in one area, but gives a good idea of the position.	Description has little information and/or describes positions that are not related to the award area. After reading it is unclear what the student's position entails.
Performance Review - Progress - Goal Progress	Star Battery Question 6	3	Progress toward reaching goals is addressed and substantial at the present point in the program considering the student's opportunity, advantages and disadvantages.	Progress toward reaching each goal is less than would be expected considering the advantages, disadvantages, and circumstances communicated within the application.	Achievements related to goals are not fully addressed or progress toward reaching goals indicates little ability to grasp opportunities presented and advantages identified.
Performance Review - Future - Goals	Star Battery Question 7	3	Candidate addresses future goals in areas of education/professional development and career success as well as personal and financial stability. Goals are related to current experiences and continue to challenge the candidate	Candidate addresses goals completely, but these goals are not related to current experiences or candidate does not address complete spectrum of goal areas for success. Goals do not support continued growth in student.	Candidate does not communicate future goals, goals are unrelated to current SAE program, or goals do not set a foundation for future success in the industry.

STAR IN AGRISCIENCE PLACEMENT - (RESEARCH) EVALUATION RUBRIC (3 PAGES)					
Item	**Page/Reference**	**Possible Pts**	**Full Points**	**Middle Points**	**Low/No Points**
Supervised Agricultural Experience Program	Page 2	5	The student shows a consistent expansion into the industry taking into consideration the opportunity and management decisions consistent with potential returns/economic situations in said industry. Expansion is by student's own efforts.	The student consistently expands, without regard for industry trends and consideration of financial trends and opportunities in the industry. Expansion is highly supported by outside influences and student's own efforts are not clearly evident.	Student has not taken advantage of expansion opportunities, or program appears stagnant, or program changes have not mirrored opportunities reflective of the industry.
Income and Expense Summary	Pages 3 & 4	20 NOTE: Summary must be technically accurate when compared to balance sheet and inventories in order to be considered for national recognition	Summary shows expected incomes and expenses. Student returns are from the student's efforts. Incomes and expenses are related to this proficiency award. Net capital transactions are consistent with assets managed.	Summary shows one or more unexplained inconsistency versus the industry standard. Undue returns from outside sources appear and are unexplained. Unexplained gains in net capital transactions appear.	Summary does not show expenses or receipts consistent with the industry and reported efficiencies. Returns do not support management decisions made.
Skills, competencies and knowledge	Star Battery	15	Student has identified ten different skills related to their SAE and has identified contributions to success which support decisions made and improvement in financial and/or production efficiencies consistent with those in industry.	Student has identified ten different skills, but has not drawn a relationship between these skills and management decision making or improved efficiencies.	Student has not completely identified skills, has not taken the opportunity to identify skills normally associated with the industry and/or has not identified relationships between the skills and the management decisions or efficiencies.
Photographs	Star Battery- not more than 6 photographs w/captions	10 In no case will more than 6 photos be allowed	Application includes 6 clear photos, each have a related caption which gives a complete explanation of activities and supports facts within the application.	Application has less than 6 clear photos which have relevant captions and support the quality of the application or has 6 photos, some of which do not support quality of application or which are of low photo or caption quality.	Application has less than the number of photographs allowed, are of poor quality, have little or no caption or relativity to the application or are non-existent (score of zero on this section if no photos and captions are submitted).
Personal History	Star Battery- not more than 3 double-spaced pages in length	2	Pages support the knowledge, skills and competencies necessary for success in the agriculture industry. Personal history gives indepth additional information and insight into the candidate's program.	Pages have limited support for knowledge, skills and competencies necessary for success in the agriculture industry. Personal history give some additional information into the candidate's program.	Pages have little or no support for the application and/or does not give additional information. Pages not included equals a score of zero.

STAR IN AGRISCIENCE PLACEMENT (Research/Experimentation)
RUBRIC

STAR IN AGRISCIENCE PLACEMENT - (RESEARCH) EVALUATION RUBRIC (3 PAGES)					
Item	**Page/Reference**	**Possible Pts**	**Full Points**	**Middle Points**	**Low/No Points**
SAE Agreement	Star Battery	2	Current SAE agreement(s) are included that support candidate's statements, activities and responsibilities. Agreement(s) are complete and signed by all parties involved.	SAE agreement(s) are included, but may not completely support candidate's statements, activities and/or responsibilities. Agreement(s) are mostly complete and signed by all parties involved.	SAE agreement(s) included do well support candidate's statements, activities and/or responsibilites or they are not complete or signed by all parties involved. SAE agreements not present equals score of zero on this section.
Resume and Leadership Activities	Star Battery and Page 12- Not more than 2 pages in length	12	Resume and leadership activities completely addresses categories given within application, supports statements made in the application and supports a broad range of student involvement in school, chapter and community at a variety of levels (local, state, national level).	Resume is slightly incomplete or in conflict with comments in the application. Resume and leadership activities show some range in student involvement is school, chapter and community with some activities at varied levels.	Resume and leadership activities are in conflict with statements made in the application or are substantially incomplete. Resume and Leadership activities not present equals score of zero on this section.
Recommendations	Star Battery - 3 recommendations are required 1 must be from advisor	3	Statements emphasizes the student's accomplishments that have been made in their SAE proficiency award area. Statements supports the information included in the application. Names, titles and signatures of the persons making the statements is present.	Statements supports some accomplishments and information provided in the proficiency award application. Names, titles and signatures of persons making the statements is present.	Statements does not/or is extremely limited in supporting the information and accomplishments included in the application. Names, titles and/or signatures of persons making the statements is absent. Statements not included equals zero points.
Abstract/Results Summary	Star Battery	10	Candidate solved/investigated problem(s) by starting with known facts, conducting relevant testing or experimentation and discussion, and then drew logical conclusions. Conclusions are consistent with the data and/or observations. Abstract indicated the knowledge to be gained and scientific approach to be utilized. Results showed relevance to stated problem.	Candidate solved/investigated problem(s) by starting with know facts, conducting testing or experimentation and discussion, and then drew conclusions. Conclusions may not be completely supported by the data and/or observations. Results may not be completely relevant to stated problem.	Candidate's testing, experimentation, or discussion is inconsistent with conclusions. And/or conclusions are not supported by data, and/or results are not relevant to stated problem. Abstract or results summary missing equals zero points.

Star in Agriscience (Research/Experimentation SAE) Score Card						
	Name/State/ID -->		Contestant #1	Contestant #2	Contestant #3	Contestant #4
Performance Review- Star Battery (Sub Section Points for Performance Review Below)						
	Question 1	3 pts.				
	Question 2	3 pts.				
	Question 3	3 pts.				
	Question 4	3 pts.				
	Question 5	3 pts.				
	Question 6	3 pts.				
	Question 7	3 pts.				
Total Performance Review Score	21 pts.					
Candidate's Supervised Agricultural Experience Program - Page 2	5 pts.					
Income and Expense Summary (Placement) -- Pages 3 & 4	20 pts.					
Skills, Competencies, and Knowledge -- Star	15 pts.					
captions- Star Battery	10 pts.					
Personal History- Star Battery	2 pts.					
SAE Agreement- Star Battery	2 pts.					
Resume and Leadership Activities- Star Battery and page 12	12 pts.					
Recommendations (3)- Star Battery	3 pts.					
Abstract/Results Summary-- Star Battery	10 pts.					
TOTAL	100 pts.					

APPENDIX III

Pages

1-2 Extra Tips Straight From the Judges

EXTRA TIPS STRAIGHT FROM THE JUDGES!

PHOTOS

- Use photos to show a wide array of skills and activities.
- Make sure that if you are in official FFA jackets, that it is appropriate use of jacket. A jacket worn while milking cows or artificially inseminating would not be appropriate use.
- Include no more than 6 pictures, this includes any pictures on a cover page (it is preferred that applications do not include cover pages at all).
- Minimize the use of "Here I am…" photo captions. Tell the story of your SAE and emphasize the program quality.
- Plan ahead for pictures, a member mowing the lawn with snow on the side is not realistic.
- Do not show unsafe conditions (examples: welding without proper safety equipment, walking up bale elevators, etc.)
- Photos may be mounted on colored paper.

APPLICATIONS

- Have access to the American Degree or Proficiency Awards Handbook published by the National FFA Organization. Most problems are addressed in there, with examples of how the application should be correctly completed.
- Utilize all space available to tell your SAE story.
- Complete entire application. Do not skip questions and do not omit supplemental materials, particularly resume and statement of employer or advisor.
- Do not add pages. Applications may be eliminated for extra pages. You are allowed 6 photos, one page of recommendation and a 2-page resume. One change for proficiency applications is that they may also have <u>one</u> extra supplemental page.
- There should be only one page of statement of employer or advisor. If they are small, two statements can be placed on one page. Advisor/employer statements should be signed

- Write in first person (such as "I am showing …). You should be completing the application with support of advisors, parents and/or others. Others should not be completing the application.

- Applications should preferably be computer derived. If this is not possible they should be typed. Do not type in all capitals or script fonts, this can be very hard for some to read. Applications should be on white paper.

- Readability, spelling, and grammar should be checked.

- It is not possible to have production enterprises without expenses on the summary page. There must be either cash or non-cash expenses for these projects.

- Make sure résumé is complete. Strive to show an active well rounded member.

- Make certain the printer used for the application is well maintained (new ribbon, etc.). If applications are faint, copies of the applications are difficult to read.

- Photographs may be protected by plastic, but the application pages themselves should not be enclosed in plastic. An outside binder is highly recommended. Unprotected applications can come apart it only held with a single stable. Applications go through a lot of handling at the national level.

SPECIFICALLY ABOUT PROFICIENCY APPLICATIONS

- Review Agricultural Proficiency Award Handbook if confused on sections.

- Placement applications should be signed by an employer or supervisor (even if that is a parent or the FFA advisor, such as in directed lab)

- Many members show "total" assets for beginning or ending dates at lower rates than the amounts shown related to the proficiency award in the balance sheet on page 7. It is not possible to have a lower total than the amount related to the proficiency, since the amount related is part of your total.

- On entrepreneurship applications on page 5 in the "scope" portion should only include portions of your SAE which are related to that particular proficiency area. Example: In a sheep proficiency application, market swine should not be shown in the scope portion. Only sheep should be listed.

APPENDIX IV

Pages

2-7	Instructor/Employer Statement
8	Enterprise Agreement
9	SAE Land/Rental Agreement
10	SAE Equipment Rental Agreement
11-12	SAE Agreement Non-Ownership
13-15	Personal History 1
16-17	Personal History 2
18-19	Abstracts and Results Summary 1
20-23	Abstracts and Results Summary 2

Instructor/Employer Statement

Statement

I highly recommend Harry Mack for the Placement in Outdoor Recreation proficiency. Harry's Supervised Agricultural Experience program consists of Placement in Outdoor Recreation, Agricultural Mechanical Technical Systems, Wildlife and Ag Sales and/or Service. His Supervised Agricultural Experience programs are done in conjunction with the family farm and business. The family farm consists of 430 acres of which 320 are cropland. The family business consists of a main lodge, three cabins, four campsites, a shooting preserve, and 15 employees. Harry has been involved in this Supervised Agricultural Experience program since the age of 13. His beginning duties included maintenance, grooming ski trails, field work, cleaning horse pens, cleaning pheasants for customers and running errands for his dad. Upon entering junior high Harry enrolled in my seventh grade Agricultural Education class and joined our FFA chapter. As we were going over the section on Supervised Agricultural Experience programs he immediately took interest in the SAE's that pertained to My River Outfitter's and the family farm. In reviewing his projects and interests in more detail he came to realize that all his work on the home farm and business fit into one Supervised Agriculture Experience program or another. He also began taking on more and more responsibility. Today he helps with all aspects of the operation and has found his hands on skills to be quite valuable. Computer usage has also saved a great deal of time and he has found that it is a lot easier to stay organized. Harry has learned the importance of proper maintenance and up keep of all machinery and equipment at the lodge and on the farm.

Harry has taken several courses at My High School that will benefit him on the job. These courses will allow Harry to maintain and repair most of the equipment used on the farm and in the business allowing his father to work on other projects. This not only saves time, but money.

Within the FFA Organization, Harry has been very active participating on numerous local committees and judging teams. He has also represented our chapter at state wide leadership conferences and in 1999 was selected to represent our chapter at the national FFA convention. Harry has volunteered to help at locally sponsored events

Dear Judges.

I have had the pleasure of knowing Martin Jones for the past three years. Martin is a hardworking dedicated young man who has started a full time position at an early year in school. Martin's father is his employer and I thought it best as a outsider, so to speak, write the letter of recommendation for Martin. I am Martin's teacher and also a customer of his hay business. Martin's start of his Junior year was a unique experience for me. His sister told us he had decided to go on Independent Study the day before school was to start. He was doing so to help his father in the hay business. His father was 2 men short and he needed Martin's help at home. Martin knew graduating was important so he finished high school this June just a junior.

Martin's jobs include customer service, deliveries, buying and selling products from hay to straw and most recently shavings. Martin is in the process of trying to start his own feed store. Martin has been getting bids to add on to an already existing building along with purchasing a forklift and some other equipment. He is able to do this because of the amount of hours he has put into work. Martin understands a majority of the hay business from collecting samples reading test sheets, making phone calls and arranging for deliveries or setting up squeezes at the end of a long trip for the trucks. He is responsible for maintenance records and preparing for CHP inspections which is crucial in the trucking business. Martin is wise beyond his years in common sense and practical applications. I hope you give Martin the opportunity to compete at the national level and I know you will be impressed like I was the first time I went on a project visit.

Thank you for your time.

Sincerely,

Lewis Howard

Dear Proficiency Award Committee:

I am writing this letter on behalf of Gil Zane a senior at Big High School who is seeking to receive the National FFA Organization's Agricultural Sales and/or Service Proficiency Award I have served as Gil's Agricultural Science and Technology instructor for the past four years and have known him for the last eight years.

Gil is the younger of two children living on a small farm southeast of Big. As a freshman Gil enrolled in Agricultural Science and Technology and became a FFA member. He has always had diverse interests and his Supervised Agricultural Experience Programs reflected this. Gil successfully produced sugar beets, raised livestock and worked a variety of jobs as a laborer and an equipment operator.

Gil's father owns a food processing machinery-manufacturing business that has enabled Gil to develop and demonstrate considerable agricultural mechanical ability. He learned to plan and fabricate having built numerous projects out of metal and wood. The skills he has gained in the shop and in the field have positioned him to compete for contract jobs that came available in the community.

Gil has worked closely with his older brother and a cousin in a custom haying business. The experience operating machinery has made him a valuable asset to the operation. There is considerable difference between an equipment driver and an equipment operator. Gil is definitely an equipment operator as he maintains, adjusts and repairs the equipment as needed and willingly does so day or night.

Gil is very fortunate to be able to enter into a partnership with his brother to swath alfalfa and other feeds. His prior experience and commitment to the work satisfied a local lender to the extent that he loaned Gil the money for the down payment on his half of the new swather. The timeliness and quality of their work is appreciated by their customers as evidenced by the increase in acres scheduled for the coming growing season.

Gil has been an active member of the Burley FFA Chapter and has served as a committee chairman. He has attended the state and national FFA conventions. Gil is a leader and an innovator. His work ethic and desire to succeed through quality work are attributes that set him apart from his peers.

Gil is becoming established in agribusiness by obtaining equipment and diversifying his operation. He is reaming to market and carefully control operational inputs. He has experienced the demands of business ownership and recognizes that customer satisfaction is the most important key to his success. His experiences have taught him to be conservative in planning and aggressive in executing those plans.

I highly recommend Gil Zane as a qualified candidate for the Agricultural Sales and/or Service Proficiency Award. He is goal oriented and has a progressive plan in place that will position him for future success and expansion. I want to thank you for taking the time to assist with this award selection and for offering your service to the youth of our community and state.

Sincerely,

Sam Gordon

To Whom It May Concern:

I feel John Town is very deserving of this Proficiency Award. He has shown tremendous growth in his Agriculture Mechanics SAE. John has always shown a great interest in working with his hands. His interest in ag mechanics started by helping his father and grand daddy around the farm when he was of pre-FFA age. He then started working with his uncle building chicken houses during the summer. His cousin opened a trailer manufacturing business in a small shop back of his house and asked John to help him. The following year John decided to buy 25% of the business then expanded to 50% and finally bought the entire business and moved it to a larger shop next to his grand daddy's house. John took every class in agriculture offered at Man County Institute and participated in many FFA activities while in high school. Some of these were the Envirothon Contest, Skeet Team, Swine Exhibiting, and the Natural Resource Contest. He was selected Star Greenhand and Chapter Farmer in his local chapter by his peers. From his SAE he learned many valuable tools that will help him in his future. Running a business while still in school was a real challenge for John. He had to learn to manage his time in order to meet the deadlines for his products. He also learned to recycle his scrap materials to build other metal projects than he could sell. Another skill he mastered was dealing with the public in a business like manner. This skill will be used; no matter what field he pursues. Of course money management had to be perfected. From his application it can be seen that most of his income was put back into inventory or some other business expense. Since his SAE deals with ag mechanization, many skills learned through agriculture classes were honed by actually using them in a job setting. John is one of the best welders I have ever taught and he comes by my classes and helps me demonstrate welding techniques to the underclassman. John Town's SAE exemplifies what I, as an ag teacher, am trying to accomplish through the combination of classroom, laboratory, FFA, and project work.

Allan Johns
Ag Instructor
Man County Institute

February, 2005

Donna Bran has been involved in agriculture courses at Hart High School since they were first offered during the 2001 - 2005 school year. At that time she also joined the Hart FFA.

Donna is self-motivated. Her energy, determination, and hard work will certainly make her a success in life and have definitely helped the Hart FFA chapter become successful. Her ability to communicate with other students and adults is a remarkable quality that she possesses. She has outstanding leadership abilities, which she has shown through her position as the Section 6 Reporter.

As the President of the Hart FFA, Donna has many duties. It has been her responsibility to communicate with the rest of the chapter officer team. She works well with others and has a special quality that motivates others. Her enthusiasm has helped increase the chapter membership and encouraged other members to participate in chapter events, section contests, and to work hard on their SAE record books.

In the Proficiency area of Agricultural Communications, Donna has strived to be the best. As the Hart FFA's 2004 - 2005 chapter reporter, Donna used her communication skills to promote the FFA and agriculture to the chapter, school, community, section, and State. At the chapter level, Donna made a monthly newsletter that she published and gave to all FFA members. She also wrote many articles about the FFA in the school newspaper. She felt the necessity to communicate with the community about the FFA and agriculture activities, which she did in many ways. One of the first things she did was to send pictures and articles to the community section of our County Newspaper to inform the community of the FFA's accomplishments and upcoming events in agriculture. She also worked at the radio station and spoke about agriculture on the Breakfast-Line, a morning talk show. The community really appreciated her segments, and she really liked the experience, so she continued to so some radio announcements through this year. As this year's Section Reporter, she works with the other FFA chapters in the section to create a Section Newsletter from the information and pictures they provide her with for their chapter. The newsletters help the FFA members of Section 6 learn about each other's events and accomplishments. As last year's chapter reporter, Donna sent in articles to the Illinois section of the *New Horizon* FFA magazine. The article that was published stated the accomplishments of our FFA chapter.

Donna's drive for excellence has taken her far. She received the Outstanding Chapter Reporter Award at the State level at the 2006 Illinois State Convention. Donna will receive the Outstanding Section Reporters Award at the State level at the 2006 Illinois State Convention. She also received the Star Chapter Farmer Award and Leadership Award at the chapter level. Donna also won the 2006 State Proficiency area of Agricultural Communications and is advancing to the State Semi-Finals in the FFA Extemporaneous-speaking contest.

Donna's determination, responsibility, and communication skills will make her a success at whatever goals she strives to achieve.

Jenny David
Agriculture Teacher
Hart FFA Advisor

February 12, 2005

This letter is written on behalf of Troy Dark who has been an employee of mine for approximately two years at the Hill Golf Course.

Troy is a dedicated, conscientious, hardworking individual and he personifies those characteristics that are considered desirable in an employee.

Troy began his employment as a greens keeper. He contains qualities of trust, hard work, time management and responsibility. He has never missed a day and has never been late. For these actions, Troy was promoted to assistant superintendent within one month of employment.

Troy has showed and acquired skills and knowledge for mowing greens, tee boxes, fairways, collars and roughs. He has learned how to apply proper chemicals including fertilizers, herbicides, and pesticides. He has been involved in planting seed, laying turf, planting trees, watering and providing proper aeration for turf. He has been responsible for assisting in the development and building of sand bays, car paths, tee boxes and maintaining beautification of the whole golf course.

He has also been responsible for maintaining equipment from changing of oil and basic maintenance to rebuilding and servicing new engines for golf course equipment.

Troy is the complete assistant. He is reliable and can perform the majority of tasks asked of him. I have greatly appreciated and enjoyed his employment at Spring Hill and hope to keep him on staff. It is my hopes today that when I retire, Troy will take over management of the Hill Golf Course.

Troy is a very caring and exceptional individual. He exhibits great qualities of being goal oriented and has the potential to be successful in any given career.

I can state without hesitation that Troy Dark would be an excellent student to receive any

Sincerely,

Daniel Pay

1. Performance Review Questions- There are two different sets of review questions, which ones you answer depends on the type of program you have in place.

SET A- You will answer these questions if you have an **entrepreneurship** based program.

1. Briefly describe your SAE. Describe how you got started and what interested and motivated you to begin.

   I have always been interested in horses and wanted a career that allowed me to work with and help horses. I first started training horses when I was involved in 4-H. Later I decided that I wanted to do something more than training. I watched different horseshoers and became intrigued with what they could do. It seemed to me that a veterinarian, which is what I originally thought that I wanted to be, helped horses, but sometimes had to hurt or destroy them. The farriers, on the other hand, seemed to help in special ways. I became interested and pursued this interest through many discussions with farriers regarding this occupation. At the age of 14 I attended the Kentucky Horseshoeing School. I became the youngest person to ever graduate from that facility. The next two years I served as an apprentice for a local horseshoer and strived to build my own business clientele.

2. When you were planning your supervised agricultural experience program what 2 or 3 goals and objectives did you plan to achieve at this point in your development?

   When I began shoeing, I knew that I would have to work with horses that other farriers had rejected in order to gain the needed experience and build my own reputation. My plan was to have a large enough client list to become a full time farrier. I also wanted to acquire a customized shoeing truck, which would allow me to carry my equipment with me and reduce set up/tear down time. I wanted to compete in shoeing contest on the state and national level. Upon graduation from high school my goals focused towards acquiring a house and enough property to have a barn, shop and horse pastures. I also wanted to begin putting money into a retirement fund.

3. Describe any special advantages or disadvantages that had a major impact on your achievements in your supervised agricultural experience program.

   An advantage that I have, over others in the business, is that I continually strive to be the best in the field. I have gained a thorough knowledge of horses from my 4-H and FFA experiences. I am a student of my profession, and I study everything I can. I keep up on current research reports, read farrier publications, and attend technical seminars. I value my personal experiences and working on the job and with veterinarians. The support of my parents, colleagues, and FFA advisors has played a key role in making this opportunity possible.

4. Explain how resources such as livestock, land, buildings, equipment, machinery, supplies and labor are obtained and utilized.

   During the two years that I served as an apprentice for a local horseshoer I used my pay to finance my schooling and necessary tools. I then took over payments on my family's truck and converted it into my shoeing truck. Since I was unable to drive, my dad drove me to appointments. I eventually purchased a scooter, which allowed me to travel whenever my dad was unable to drive me, and allowed summer employment. I continued to invest my income back into the business to build up to the point I am now.

5. Describe your marketing and/or merchandising plans.

Because I am willing to work with horses that had hoof problems, I received many referrals from veterinarians. I also speak with groups such as riding clubs and 4-H, on the importance of having a horse properly shod, which has increased my exposure and client base. When I started, part-time, I had 17 customers and 41 horses. Now 6 years later I have 181 customers and work on 485 horses.

6. Describe your level of achievement and progress towards your goals (such as skills, scope, etc.) as related to the goals and objectives described in question 2.

I originally set a goal to develop a quality reputation. Since graduating from high school, I have expanded by client base to over 400 head of horses and now shoe for customers with as many as 45 horses in one barn. Veterinary clinics refer clients to me for corrective shoeing. I have participated, and won, different divisions at shoeing contests throughout the Midwest. I now have a customized trailer, which improved my efficiency and availability to help the customer. I have established myself as a top farrier and have assisted in bringing new farriers into the business. I have acquired a home and property and continue to assist whenever I am able in my community through FFA and 4-H projects.

7. Describe the personal goals, educational goals, and career goals you want to achieve in the next ten years

I recently married, adding a lifelong partner to my business. I purchased 20 acres of land and have developed it with a new home and outbuildings. This will allow me to increase my client base while working at home more. I will continue to invest in the FFA Entrepreneur Scholarship Loan Fund, which started after I received my National Entrepreneurship Award from the Kauffman Foundation. I will continue to expand my business and in the next 5 years I plan to start my own horseshoeing school. I will become a certified horseshoer and continue as a journeyman farrier. I strive to develop techniques that advance the well being of horses and horsemen.

1. **Performance Review Questions- There are two different sets of review questions, which ones you answer depends on the type of program you have in place.**

SET B- You will answer these questions if you have a **placement** based program.

1. Briefly describe your SAE. Describe how you got started and what interested and motivated you to begin.

   Having always lived on a vegetable farm I have seen crops fail because they were not resistant to the weather, a pest, or some type of pathogen. Being an inquisitive type I did some research and found out about genetic engineering. I found that scientist were developing varieties that were resistant to some of the conditions that caused my father's crops to fail. In tenth grade, my aunt, who worked in the Horticultural Sciences Department at the university introduced me to a professor who researched corn genetics. He allowed me to do a science project in his lab. He gave direction and taught me a lot about genetics. Even though the project only took a week to perform, I was hooked. The following summer he gave me a job in his lab. Here I did work in the lab and in the field, but I was also able to conduct my own research that I used as a science fair project. I have continued on in the lab expanding my knowledge and developing a future in genetic engineering.

2. When you were planning your supervised agricultural experience program what 2 or 3 goals and objectives did you plan to achieve at this point in your development?

   My first goal was to learn more about genetics. I knew that being a geneticist was what I wanted to do, so I knew the value of this experience. My next goal was mostly superficial. I wanted to win awards at the regional science fair, a division of the International Science and Engineering Fair. I had earned a chance to compete at the regional fair the previous year with the small project I had done in the lab, but I did not reach the level of accomplishment I desired. There were other competitions that I wished to participate in as well, such as the Junior Science and Engineering Symposium, the Florida Junior Academy of Science State Convention and the National FFA Agriscience Fair and Student Awards Program.

3. Describe any special advantages or disadvantages that had a major impact on your achievements in your supervised agricultural experience program.

   The most obvious advantage would be my connection with a professor. Without him and the resource of his lab, my project would not have been possible. A big disadvantage when I first started was that I had no transportation. To get to the lab, which is about 35 miles from my house, I had to car-pool with my aunt. That meant that I had to work around her schedule. A major disadvantage the second summer was that I didn't have all the time I had the year before. I participated in the National Science Foundation Young Scholars Program. I hold it as a valuable experience, but it did take six weeks out of my summer, six weeks in which I could have been in the lab.

4. Briefly describe your placement (include a description of the business/farm, physical environment, size, number of employees, type of facilities, equipment available, etc.)

   I have spent the last three summers working in a plant molecular and cellular laboratory at the University of Florida. I started out primarily in the field doing routine corn pollination and culture. I moved on to work in the laboratory working with recombinant DNA/biotechnology, becoming proficient at DNA isolation from developing corn leaves. I then went to working with polymerase chain reactions which amplifies specific regions of DNA. In the next summer I was given a specific scientific question that I spent my time working on, this is an ongoing experiment. During the school year I continued to work on my presentation and report; getting to the lab when I could.

5. How has your position description and/or responsibilities changed during the time of your placement?

   When I first started I was gathering corn and doing field pollination. Even though both are very important parts of research, they are easily learned skills. I quickly was moved to the lab and started learning the processes that are done in DNA research. After mastering those techniques I moved on to research and experimentation on my own. I have increased my knowledge, skills and responsibilities greatly in the summers that I have worked.

6. Describe your level of achievement and progress towards your goals (such as skills, scope, etc.) as related to the goals and objectives described in question 2.

   Throughout my involvement in this proficiency area, I have gained much knowledge and earned many awards. I have achieved my first goal of learning more about genetics. During the Young Scholars Program, I knew more about genetics than any other student in my biochemistry class. However, there is still much more to learn. I have also progressed in science competitions. This year I missed my goal of winning at district science fair, but I did get close; second place. I was not selected to present at the junior Science and Engineering Symposium, but I was selected to present at this year's Florida Junior Academy of Science State Convention. The past two years I also won the Junior Academy of Science State Convention, the State Agriscience Fair and was a finalist at the National FFA Agriscience Fair.

7. Describe the personal goals, educational goals, and career goals you want to achieve in the next ten years.

   My immediate goal is to have a productive year as Florida State FFA President. After my term I will attend the University of Florida and double major in Microbiology and Cell Science and Plant Science with a specialization in Agronomy through the College of Agriculture. After graduation I plan to attend graduate school and attain my Ph.D. in Plant Molecular and Cellular Biology. After a few years of post-doctoral research, I would like to start a career with a major biotechnology firm. Somewhere in the midst of all this, I would like to meet Miss Right, settle down back in the country, and raise a family.

1. **Performance Review Questions- There are two different sets of review questions, which ones you answer depends on the type of program you have in place.**

SET B- You will answer these questions if you have a **placement** based program.

1. Briefly describe your SAE. Describe how you got started and what interested and motivated you to begin.

   When I was a young boy, my family moved from a ranch into town. This did not alter my love and interest in agriculture. I spent all my free time at my grandfather's ranch, or helping friends on their ranches. As I grew older, the FFA offered me many opportunities to become more involved and active in agriculture. I liked being able to do something and when it was completed, to be able to see my accomplishments. This motivated me to put in the extra effort and time on my jobs or tasks. As I entered high school and enrolled in agriculture classes, I secured a job on a beef ranch as my SAE program. I started doing little jobs, but I soon became more involved with the operation when my boss realized I was a hard worker who took pride in accomplishments. I wanted to learn as much as possible so I also worked for other cattlemen grooming cattle for shows. As I learned more about SAE programs and FFA awards programs it motivated me to map out a plan for the future.

2. When you were planning your supervised agricultural experience program what 2 or 3 goals and objectives did you plan to achieve at this point in your development?

   My lifelong goal is to own and operate my own purebred cattle ranch someday. I knew by working at the beef ranch I could learn many of the necessary skills. When I first started working I wanted to be able to be involved in the cattle business of the ranch, so when I graduated from high school I would have many new skills. I wanted to learn and make decisions involved with health care, breeding, showing and selecting sires and replacement heifers. I also wanted to learn about pasture and crop management as well. I also had a desire to be actively involved in livestock shows.

3. Describe any special advantages or disadvantages that had a major impact on your achievements in your supervised agricultural experience program.

   I feel that the fact that I had worked many hours already on my grandfather's ranch was the reason I was selected over many other applicants for this position. It was also an advantage for me, because I already knew many of the breeders, and I had a reputation for being a hard worker. I wanted extra money for myself and I had to earn it, since my parents could not afford to give it to me, so I was highly motivated to do the best I could. Some of the disadvantages were that the ranch was 20 miles from home, so when I finished working late, it was very late when I got home. When my mother died I had to work longer hours to help meet family expenses.

4. Briefly describe your placement (include a description of the business/farm, physical environment, size, number of employees, type of facilities, equipment available, etc.)

   The ranch I worked for has over 500 purebred cows and heifers, 400 acres of hayland, 800 acres of pasture and 400 acres of cropland. I also worked at a smaller ranch mainly with show cattle. They had 20 stock cows and calves when I started, they expanded in number of cattle, plus expanded into feeder pigs and sheep. I also did some work in clipping and grooming cattle for various beef owners.

5. How has your position description and/or responsibilities changed during the time of your placement?

   When I first started I mainly fed cattle and did some field work. In my third year I was promoted to assistant beef herdsman and also began to AI cows. I also was able to do all herd health duties. I later assumed responsibility for pastureland and became involved in maintenance.

6. Describe your level of achievement and progress towards your goals (such as skills, scope, etc.) as related to the goals and objectives described in question 2.

   I feel I have made great strides towards achieving my goals of someday becoming the manager of a large beef ranch or owning my own ranch someday, mainly in the knowledge and skills that I will need. Each year the number of jobs and responsibilities at the ranch has increased greatly for me. These have in turn made me more prepared and responsible. I have been able to help my family and pay for my education in agribusiness. I have learned to make decisions regarding all areas of cattle production and also crop and pasture management. I have spent many hours grooming cattle for shows and have witnessed success from these efforts.

7. Describe the personal goals, educational goals, and career goals you want to achieve in the next ten years.

   I was in the agribusiness program at a technical institute. Upon graduation I decided to further my education in agricultural education and animal science at the local university. I hope to either become an ag teacher or to manage a cattle ranch someday. If I can get into teaching I would love to start a cattle herd and continue to improve their genetics. As I have children I hope they can be actively involved in livestock show, which I enjoy very much. I would also like to become involved with youth to share my knowledge, experiences and love of the cattle industry and promote the industry to the future generations.

ENTERPRISE AGREEMENT

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

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

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

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

   I am going to care for and harvest 7 acres of apple trees starting in January and ending in December.

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

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

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

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

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

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

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

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

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

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

Signed _____
(student)
Signed _____
(other party)
Signed _____
(other party)

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

EXAMPLE - LAND RENTAL SAE AGREEMENT

This agreement is made between John Doe and Robert Lee of Lee Farms this first day of January 2005 and shall continue from year to year unless written termination is given by either party to the other on or before the first day of January each year.

Land Lease Agreement:

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

Equipment and Farm Management:

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

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

Signature:

In witness whereof the parties have here unto affixed their signature this first day of January 2000.

_____

Robert Lee of Lee Farms

_____

John Doe

_____

Witness

SAE - EQUIPMENT RENTAL AGREEMENT

This agreement is made the first day of January 2005, between Joseph Blow, landlord, and Jane Doe, Renter. This agreement shall remain in effect until December 31, 2006 and any years thereafter unless other wise stated in a notice of termination given by either party.

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

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

These stipulations will be net under the following conditions:

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

In witness whereof the parties have affixed their signature this first day of January 2005.

_____	_____
Tenant	Landlord
_____	_____
Advisor	Witness

NON-OWNERSHIP ENTERPRISE AGREEMENT
(Paid and Unpaid Work Experience)

1. **To provide a basis of understanding and to promote sound business relationships, this written agreement** is established on 15-Sep , 20 05 This work/training will start on, 15-Sep , 20 05 and will end on or about Sept. , 20 06 unless the arrangement becomes unsatisfactory to either party.
2. Type of Business or Service: Environmental Research Project
3. Person (employer/trainer) responsible for training: Dr. Jay Jay
4. Usual working hours will be as follows: three to four hours per week after school and five to ten hours during the weekend
5. Provision for time off: time will be flexible
6. Insurance coverage (provided by parent and/or employer - type and amount): will be covered under parent's policy
7. Wages: none Frequency of Payment: none
8. **IT IS UNDERSTOOD THAT THE EMPLOYER WILL:**

   a. Instruct the student in ways of doing his/her work and acquaint him/her with management problems.

   b. Help the teacher/coordinator make an honest appraisal of the student's performance.

   c. Avoid subjecting the student to unnecessary hazards.

   d. Notify the parent immediately in case of accident or sickness, or if any other serious problems arises.

   e. Assign the student new experiences in keeping with his/her progress.

   f. Cooperate with the teacher in arranging a conference with the student ono supervisory visits.

   g. Provide the student with opportunities to learn how to do well in as many jobs as possible, with particular reference to items listed below:

identify environmental concerns	improve public speaking abilities
do water quality analysis	coordinate volunteers
identify wildlife in area	compile data
identify native and non-native plant life	develop charts and graphs of information
identify non-vertebtate organisms	surveying skills

   h. Provide other considerations:

9. **THE STUDENT AGREES TO:**

a. Do an honest day's work recognizing that the employer/trainer expects profit from wages or time. spent to justify hiring/training him or her.

b. Be considerate of the employer/trainer by being punctual, dependable in attendance and by telephoning if he or she will be absent.

c. Follow instructions, avoid unsafe acts and be alert to unsafe conditions.

d. Be courteous and polite to the employer, his or her family, other employees and all customes or patrons.

e. Keep records of occupational experience and make such reports as the school may require.

f. Develop plans for management decisions with the employer/trainer and teacher.

g. Provide other considerations: _____

10. **OTHER PARTY AGREES TO:** provide a quality learning experience in a safe environment.

11. **STUDENT'S SIGNATURE**

Address: 234 Rain Lane

Soc. Sec. No.: 000-00-0000

Home Telepone: 555-555-5555

Date of Birth: 1/2/1984

EMPLOYER/TRAINER'S SIGNATURE:

Address: 123 Academic Avenue

Business Telephone: 555-555-0000

OTHER PARTY'S SIGNATURE:

Address: 234 Rain Lane

Telephone: 555-555-5555

OTHER PARTY'S SIGNATURE:

, Agriculture Instructor

Address: 567 Wildcat Lane

Telephone: 555-555-1111

NOTE: Personal History should be no smaller than size 10 font and no more than 3 pages double spaced. If more than 3 pages, the additional pages will removed before judging.

American Star in Agribusiness

My name is Doug Ballard and I proudly represent the Anderson FFA Chapter as a candidate for the American Star in Agribusiness Award. I am 20 years old and a partner in DB Lawn Care Services in Anderson, Wisconsin.

My Supervised Agricultural Experience started the summer prior to my entering high school. My younger brother and I began providing lawn care services for our neighbors. At about this same time my father's employer was relocating to Mexico, but we, as a family, decided to stay in central Wisconsin. This prompted us to pool our resources and expand our lawn care service.

With the help of my father and my brother we were able to buy larger and more efficient equipment. We initially used advertisements in the local paper to acquire new accounts. Our business has now expanded to 107 full-time accounts, with new customers coming from referrals. Currently we are almost at our maximum account capacity without adding more employees.

We offer a wide variety of services to our clients including: mowing, trimming, spring and fall clean-up, planting shrubs, fertilizing lawns and shrubs, landscaping, driveway sweeping and lawn weed control. Since we live in the Upper Midwest, we purchased lawn care equipment that can be converted to handle snow removal for our clients in the winter.

There is a great demand for lawn care services, especially with today's busy lifestyles. Professional and retired people as well as area businesses would rather pay to have lawn services done than handle them themselves. Our business continues to change. Last year we signed a contract with a neighboring village to maintain all its parks and ball diamonds. There are several other small communities in the area that are considering hiring us for their park beautification needs because they don't have park and recreation department personnel to maintain them. We also hope to expand in to the landscape design area by providing smaller quantities of decorative stone, bark and black dirt to people who want to do their own landscaping projects on a smaller scale than what companies will deliver materials for.

At Anderson High School I began my FFA participation in 7th grade by taking Agriculture 7. I really got involved when I learned about the FFA in my Introduction to Agriculture class during my freshman year. As a junior I was Treasurer of my local FFA chapter and in my senior year I was Vice-President. While I was an FFA member I participated in workshops and activities at the chapter level and above.

The FFA and agricultural education have taught me responsibility as well as record keeping and communication skills that have helped me become an active community member. My agriculture instructor introduced us to the numerous proficiency

award areas. We then set goals for ourselves. My first goals were to apply for a state proficiency and to earn my State FFA Degree. I'm excited that I've exceeded my goals by being a State Proficiency Award Winner in Turf Grass Management and the Wisconsin Star in Agribusiness. I have also been selected as a Turf Grass Management National Proficiency Award Winner and have earned my American FFA Degree. My ultimate goal is to be named the American Star in Agribusiness.

The help that I have received from my FFA Advisor, Tom Anderson, and from the FFA Alumni, my family and the community will always be remembered. In return I would like to show them my appreciation for all the help that I have received. I am an officer of the county fair board and the local Lions Club. I joined the local FFA Alumni chapter and serve as its Vice-President. All of these activities will provide opportunities for me to help other FFA members and young people with their projects.

NOTE: Personal History should be no smaller than size 10 font and no more than 3 pages double spaced. If more than 3 pages, the additional pages will removed before judging.

PERSONAL HISTORY EXAMPLE 2

My Supervised Agricultural Experience (SAE) involves the growing and marketing of three greenhouses for annual bedding plants, 5 acres of organic vegetables, 16 acres of organic small grains, 25 acres of organic soybeans, 7 acres of transitional organic soybeans, 20 acres of organic hay, 900 dahlias, 1/4 acre cut flowers, 18,980 gladiolus, 1500 strawberry plants, as well as 300 Christmas trees.

The farm crisis of the 80's created a situation which forced me to look at other alternatives if I wanted to be involved in agriculture. This is why I was interested in the area of "alternative farm crops". The farm crisis also established in me my current philosophy regarding the control and management of my expenses and debt load.

My interest in floriculture began in '99 when I was 12 years old. My father and I built four 3' X 12' raised flower beds along the lane of my family's convenience store and campground business. I have since added over 800' linear feet of raised beds that require over 40 flats of annuals. In the winter of 2001-2002, a local gladiolus grower admired my project. He explained how gladiolus would compliment my existing plantings. In the spring of '02 he gave me 24 gladiolus corms to be part of my plantings.

When I started raising glads in '02, I had no set goals in mind. I began to realize that raising gladiolus could be a business venture. I saw how goals could keep me focused on my program's growth and development. My early goals centered on showing and sales. When I began Ag-Ed and FFA, my FFA advisor showed me how to take my interest in floriculture and develop it into an S.A.E. program. My agriculture instructor urged me to enter the Iowa State Fair FFA Floriculture Show. I did and enjoyed much success. I now have had 75 champions at North American Gladiolus Council, FFA and other shows. Success in these shows translates into sale of corms and spikes because my customers then understood the quality of my stock. My goals then started to move in the direction of sales and growth of my program. My agriculture instructor urged me to set challenging goals to direct my program's growth. I wanted to take my cormlets to blooming size in one year so I talked to gladiolus producers to learn how. They said it couldn't be done consistently. Through trial and error I was able to accomplish this. By using careful records, I saved cormlets from the best spikes and planted them the next year. This was primarily how I went from 200 corms planted in '03 to 18,980 corms and 145,060 cormlets planted in '01. To expand my corm sales I produced and distributed a mail order catalog of show quality corms with sales in all parts of the U.S.

My gladiolus spikes were first sold in my parent's store. I realized that this method of marketing would not keep pace with my operation's growth. In response to this, I contacted two area florists and rented space at area farmers markets. The success of my spike sales was due in part to closer attention to quality and color selection of the gladiolus spikes than my competitors. I also wanted products that were unique, so I set a goal to hybridize, reproduce and introduce new varieties of gladiolus. I introduced one new variety in '99 and have twenty-five other varieties that I hope to introduce within the next two to three years.

As my program grew, I felt diversification would be the key to my future success. I needed income during other parts of the year so I built two greenhouses to raise bedding plants for farmers markets and for my own use. This not only spread out my marketing year, but helped keep some of my other costs down because I did not have to purchase them. I wanted to have gladiolus ready for an early market so I asked how this could be done in a greenhouse. I was told it couldn't be done. I did raise gladiolus in my greenhouse for two years and did quite well with them. The gladiolus were ready for market far in advance of any other grower in the area. I didn't raise them in the greenhouse in '01 because I felt my greenhouse space could be better utilized with bedding plants. I plan to return to raising gladiolus in my greenhouse if I can solve my space limitation problem.

'99 and '2000 forced me to adjust plantings and caused me to irrigate. (2) In '2000, high winds and a hailstorm damaged my crops during the prime harvest period. With more acres I now minimize this risk by spreading my plantings around the farm. (3) My operation is very labor intensive that creates timing problems both when planting and harvesting. (4) Not having a background in organic farming created a problem of learning as I went. I studied everything I could but until I did it, I was not really sure about the practices and procedures. (5) Near drought conditions during the summer of '98, caused me to spend a lot of time irrigating my crops. (6) In school I was labeled as having a learning disability. Through a lot of my own hard work, and my parents and FFA Advisor instilling in me the belief that there was nothing that I couldn't accomplish, I made Honor Roll in high school and the Dean's List in college. I am of the belief that a challenge or obstacle is an opportunity waiting for you unless you let it be a roadblock.

Many skills have helped me become successful and will ensure achievement of future goals. The greatest impact on my achievements and goals is the skill of marketing. Having a good marketing plan helps ensure profitability. I have established markets with three area florists and four different farmers markets in a 130-mile radius. To be successful, I must have: attractive displays, competitive pricing, and a commitment to provide only high quality products for the customer. Approved greenhouse practices have included: constructing heated germination benches, scheduling of plantings for optimum spring sales, matching fertilizer applications with plant needs, transplanting of seedlings and cuttings. Major skills that I have applied are: hybridizing, raising blooming size corms from cormlets and proper storage of cut flowers, corms and tubers. One other critical skill which I have learned is time management. Commuting 45 miles to and from college each day as a full time student and running my operation, succeeded only because I was able to manage my time. I completed all of my course work for my "Associate of Applied Science Degree" in Nursery Landscape & Garden Center Management at Kirkwood Community College in Cedar Rapids, Iowa, in four semesters when most other students were doing the same work in five semesters.

Setting new career and educational goals will help pave the direction of my operation. My goals for the future are to: expand a quality business which will include floriculture, greenhouse, organically grown fruit, vegetable, and organic crop farm, implement additional value added products in my operation; increase marketing of products directly to consumers at my farm and internationally through a broker; have products from my operation available for sale year round; have my gladiolus catalog ranked as one of the top catalogs of show quality gladiolus in the U.S. and expand my corm sales by listing them on the World Wide Web. My educational goal is to complete my education from Iowa State University in Professional Agriculture.

I have been fortunate in winning many FFA awards highlighted by the 2000 National FFA Floriculture Proficiency, 2000 Iowa Star in Agribusiness, '99 National Agri- Entrepreneur Finalist, Iowa State Fair - FFA Floriculture Show Award of Excellence and Sweepstakes Award, plus many other awards. I invested the prize money from these awards into my program that has helped me expand faster. More important than the prize money, are the experiences I gained through the FFA. In these I learned that with hard work as well as setting and achieving goals, I could go from 24 corms and a few bedding plants to an exciting, fulfilling career in agriculture.

EXAMPLE ONE

Abstract

At the time this study began, FSH-P which had been the industry standard for superovulation of beef and dairy cattle had been removed from the U. S. market. This left only one product, Super-Ov, approved for use in the states. Super-Ov was at the same time receiving heavy criticism from practitioners around the country as ineffective, and thus this project began as a comparison study of various levels of Super-OV on donor cows. However, late in the school year a new version of FSH-P was introduced and the purpose of this study became to determine the most effective means for superovulation, the recommended dosage of Super-OV, the double dosage of Super-OV, or the recommended dosage for the new FSH-P. Results: The recommended dosage of Super-OV (control group with n=12) resulted in one unfertilized embryo, the double dose of Super-OV (experimental group 1 with n=4) resulted in ten embryos being recovered (six of which were quality grade one, two quality grade three embryos, and two degenerated), and the recommended level of the new FSH-P (experimental group 2 with n=9) resulted in flushes which yielded 88 total embryos, 22 of which were transferable. Forty-eight of the embryos recovered using the new FSH-P were determined to be infertile due to poor quality semen (four cows used in the study were bred to the same bull, yielding no fertilized eggs. This prompted the researcher to have the semen used analyzed for quality. It was determined to be inadequate for flush use and the cause of the high number of unfertilized embryos recovered.) All fertilized embryos were frozen, even though the likelihood of a pregnancy from the number three embryos is unlikely.

Results of the Experiment

The control cows (n=12) which received only a single dose of Super-Ov produced one ova (evidence that the one subject did in fact cycle and produce an egg), however the ova was unfertilized. There was little indication from palpation of the ovaries that any stimulation (superovulation) had occurred, and none of these would have been flushed for a commercial customer, but to verify the results of this project all cows given the single dosage of Super-Ov were flushed.

Cows in the first experimental group (n=4) received the double dose of Super-Ov, and yielded six embryos of excellent quality for freezing or transplanting, two which were a quality grade three (these could have been transplanted fresh with good results, but frozen would have little chance for survival), and two embryos which showed signs of fertilization, but were in a degenerated state. All embryos were frozen for storage using the one-step ethylene glycol procedure (Direct Embryo Transfer at WOBI, 1996). Although four embryos were of low enough quality that they would not have been frozen had this flush been conducted for a paying customer, they were frozen in order to test conception rates of low quality embryos as part of the "Biotechnology Comes to Life" grant (Norris, R. J. & Norris, G. L, 1995) and to provide embryo samples for future class instruction.

The cows superovulated with FSH-P (n=9) gave the researcher the most cause for hope prior to being flushed. The ovaries of eight of these donors were swollen, and had several prominent CL's (corpus lutieum bumps which form on the ovary after the egg has been released) present when palpated (examined with the fingers through the rectal lining of the animal) prior to the flush procedure. One subject in this experimental group showed no sign of stimulation when palpated and yielded no embryos when flushed. The cows in this group, as a whole, responded to superovulation as predicted by the pre-flush palpation, and resulted in the recovery of eighty-seven embryos, twenty-two of which were freezable and transferable. The researcher became concerned about four of the animals in this group that yielded 48 unfertilized ova. These subjects had all been inseminated using the same bull, which caused the quality of the semen to come into question. When examined under a microscope these concerns were validated as the semen used to inseminate these donors was found to be low in motility and quality. This was determined to be the cause of the failure to recover a fertilized embryo from these donors and not the drug used.

EXAMPLE TWO

Abstract

This study was conducted to determine if supplemental nutrition (above what the plant receives from the nutrient rich water) had an effect on growth and production when plants were grown hydroponically. The study utilized a commercial hydroponic unit, one control and three experimental groups. The control group received only a traditional water/nutrient supply, while the control groups received the following: water/nutrients/granular fertilizer at the time of planting; water/nutrients/ powered plant food added weekly; and water/ nutrients/plant spikes added every eight weeks. Results: The experimental group which received the supplemental plant spikes out performed all other groups for plant growth rate, time to first flowers, time to first fruit, and total production. The weekly addition of plant food proved to be to strong, killing two plants and severely stunting and reducing the production of the third plant in this group. No differences existed between the control group and those plants which had granular fertilizer added at the time of planting.

Results of the Experiment

No significant difference existed between the groups ($p<.05$) at the beginning of the experiment for plant height, however that was not the case by the completion. Significant differences for height existed between the control, the plant spike group, and the granular fertilizer groups when compared to the plant food group (only one plant remained alive and was quite stunted). The plant spike group was significantly larger than the control and granular fertilizer groups when compared for size of plants. Size of the plants had a direct correlation to the total production received i.e., the larger plants produced the most peppers, and the smallest plants produced the least peppers during the experiment. Also, during the course of the experiment the plants experienced an infestation of spider mites which threatened the life of the plants. The researcher found, while this is not a portion of the actual experiment, that the larger plants were the least effected

by the infestation, while the smaller plants were immediately effected with a reduction in flowers and produce. Again, while this was not an objective of the experiment it is worth noting that the quicker a plant reaches maturity and the larger it is, the more resistant it appears to be to insects that might threaten production. Results for the comparison for size is displayed in the following chart:

Size Comparison at Experiment Completion

Group	N	Average Ht. in Inches	Significance ($p<.05$)
Control	3	16	b
Plt. Food	1	7	c
Spikes	3	18	a
Grn. Fert.	3	15.6	b

abc: Treatments with like letters exhibited no significant differences when compared together for size of mature plants.

N = number of plants remaining in the experimental group at the completion of the experiment.

The experiment began 11/17/01, with none of the plants possessing buds or flowers when they were placed into the rockwool. The first buds flowers appeared on plants one week into the project, and only on the group which received the supplemental plant spikes. No flowers were present on any of the other groups, thus there was a significant difference ($p<.05$) between the plant spike groups and each of the other treatments for time to first flowers. By 12/1/01 all plants in each group had produced flowers, however the plant spike group was still significantly higher in number than the other groups (1 plant in the plant food group had already died by this time).

By 12/1/01 two of the three plants had began to produce peppers (3 on each plant), while only one plant in the granular fertilizer group had began to produce (1 pepper),

and none of the plants in either the control or plant food groups had began to produce. Statistically significant differences existed between the plant spike group and each of the other three groups for first onset of peppers, and significant differences existed between the granular fertilizer group and the control and plant food groups for onset of first peppers. If one were to apply these facts to commercial applications it is easy to see that the sooner plants can be gotten into production, and the longer they can be kept producing, the higher the yields that can be expected. This can mean more produce to enjoy from a hydroponic garden, or higher profits if this were applied to a large scale production operation.

The final recorded measurement had to do with total production of peppers (measured in grams) from each of the experimental groups. The plant spike group out-produced each of the other groups for total production of peppers at the time the experiment concluded on 2/4/98 (plants were still producing beyond this period, but this was the predetermined cutoff in order that data might be compiled and prepared for the local science fair). Results of the production and significant differences between the groups can be found in the following chart:

Total Production by Experimental Group

Group	N	Production in Grams	Significance (p<.05)
Control	3	62.5	b
Plt. Food	1	22	c
Spikes	3	216.5	a
Grn. Fert.	3	95.25	b

abc: Treatments with like letters exhibited no significant differences when compared together for size of mature plants.

N = number of plants remaining in the experimental group at the completion of the experiment.

This chart graphically displays the differences between the groups for total production of peppers during the period covered by the experiment. The plant spike group dramatically out produced each of the other groups in the project. It's important to note also that while there was no statistically significant difference between the control group and the group which had granular fertilizer added to the roots at the time the plants were placed in the rockwool, some real differences did exist when comparing production.

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