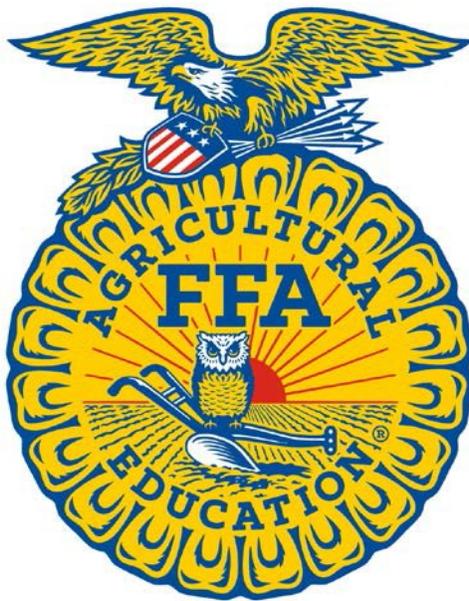


Missouri FFA Agricultural Proficiency Awards



Revised: JULY 11, 2016

Missouri FFA Agricultural Proficiency Awards

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Look for the help tips throughout the handbook!!

The Agricultural Proficiency Award Program

SAE Programs

SAE programs form the basis of proficiency and degree award programs. They are planned practical activities conducted outside of regularly scheduled 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 agriscience research. 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.

You should apply in an area in which you are strongest. For instance, if you have worked for a turf grass contractor for several years but have started your own enterprise with a couple of customers during the last year of your SAE, you should apply in the placement area to take advantage of the longer history and development. With the answers to your questions you will be able to show the judges your growth in skills and knowledge within your SAE.

Who can apply and in what areas?

Agricultural proficiency awards are available to all FFA members enrolled in high school agriculture. You can apply for specific proficiency areas while you are in high school or after you are out of high school, as long as you have been out for **less than one year**. If you have graduated from high school, you must have completed at least three full years of instruction in agricultural education or the program of agricultural education offered in the school last attended. At the minimum, you must have kept one full calendar years' worth of records as an FFA member to apply for a state level proficiency award. You can only compete at the state level in one area per year. Check with the local FFA advisor for any other specific requirements.

Applicants do not need to live on a farm or ranch to participate in the award program. The agricultural industry needs qualified employees in more than 300 career areas, including processing, sales and service, conservation, forest management, horticulture, landscaping, nursery operations, turf management, floriculture, and production agriculture.

Your reasons for submitting a proficiency award application may vary: to compete against others, to achieve a sense of satisfaction, to reach a goal, or maybe just to have fun.

To determine which SAE you have, consider the following:

Placement – you are paid for work or un-paid volunteer work. Examples working at a nursery, horse stable, or volunteering at a veterinary office.

Entrepreneurship – these are programs that involve ownership of an agricultural production or an agribusiness enterprise. Example: owning a lawn care service or animals.

Combined SAE – You have both Placement and Entrepreneurship within your SAE

Agriscience Research – you are planning and conducting a scientific experiment based on a hypothesis and the use of the scientific method of investigation could be qualitative, quantitative, experimental, or descriptive research.

Proficiency Award Areas

Not all proficiency award areas listed are available annually. This depends on the areas that national FFA has sponsored, except for one that is Missouri only. Your advisor can help you determine what areas apply to you.

It is impossible to list every type of SAE in each area. We have provided a few examples within the descriptions that follow. Once again have your advisor assist you in determining which proficiency award application to complete. Your explanations within the application will support the category you have chosen.

Listed below are the current award areas: for the 2015-2016 school year:

() Denotes a combined proficiency award area*

*Agricultural Communications	*Fiber and/or Crop Production
*Agricultural Education	*Food Science and Technology
*Agricultural Mechanics Design & Fabrication	*Food Service – Missouri State Award Only
Agricultural Mechanics Repair and Maintenance – Entrepreneurship	*Forage Production
Agricultural Mechanics Repair and Maintenance – Placement	*Forest Management
*Agricultural Processing	*Fruit Production
Agricultural Sales – Entrepreneurship	*Goat Production
Agricultural Sales – Placement	Grain Production – Entrepreneurship
*Agricultural Services	Grain Production – Placement
Agriscience Research – Animal Systems	*Home and/or Community Development
Agriscience Research – Integrated Systems	*Landscape Management
Agriscience Research – Plant Systems	*Nursery Operations
Beef Production – Entrepreneurship	*Outdoor Recreation
Beef Production – Placement	*Poultry Production
Dairy Production – Entrepreneurship	*Sheep Production
Dairy Production – Placement	*Small Animal Production and Care
*Diversified Agriculture Production	*Specialty Animal Production
Diversified Crop Production – Entrepreneurship	*Specialty Crop Production
Diversified Crop Production – Placement	Swine Production – Entrepreneurship
*Diversified Horticulture	Swine Production – Placement
*Diversified Livestock Production	*Turf Grass Management
*Environmental Science/Natural Resources Management	*Vegetable Production
Equine Science – Entrepreneurship	*Veterinary Science
Equine Science – Placement	*Wildlife Management

Agricultural Mechanics Energy Systems has been eliminated. Applicants will now apply in Agricultural Mechanics Repair and maintenance Entrepreneurship and/or Placement.

Emerging Agricultural Technology has been eliminated. Applicants will now apply in Agricultural Mechanics Design and Fabrication or Agricultural Communications.

There is not a Floriculture Proficiency Award. Members with production based placement or entrepreneurship programs will apply in the specialty crop proficiency area. Members who own floral retail or work for floral retail will apply in the agricultural sales proficiency area.

Proficiency Award Area Descriptions

Agricultural Communications – Entrepreneurship/Placement – Includes programs in which a student is placed at a newspaper or other agricultural print (such as magazines) facilities to obtain training and practical experience in writing and publicizing in preparation for a writing communications career. Programs may also be at radio, TV stations, fair media rooms, or other businesses requiring speaking skills and knowledge of agriculture. The student may also own and produce an agriculture related broadcast or show. This area also includes any use of technology (such as websites and blogs) aimed at communicating the story of agriculture.

Agricultural Education – Entrepreneurship/Placement – Related to education and extension, including, but not limited to: youth mentoring, agricultural education departmental assistants, PALS mentors and student coordinators, students developing and conducting informational materials and presentations for civic organizations and school aged youth, and students who are involved in SAEs surrounding educating the public about the broad topics of agriculture, agriculture education and the FFA.

Agricultural Mechanics Design and Fabrication – Entrepreneurship/Placement – Involves the design and construction of agricultural equipment, and/or structures or the structural materials selection, and/or implementation of plans for utilizing concrete, electricity, plumbing, heating, ventilation, and/or air conditioning into agricultural settings.

Agricultural Mechanics Repair and Maintenance – Entrepreneurship – Student owns an enterprise or business involving the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures.

Agricultural Mechanics Repair and Maintenance – Placement – Student works for an employer or conducts research involving the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures.

Agricultural Processing – Entrepreneurship/Placement – A student owns an enterprise or business of assembling, transporting, processing, fabricating, mixing, packaging, and storing food and nonfood agricultural products. Programs may include processing meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food processing. Nonfood products could include by-products processing such as meat, bone, fish and blood meal, tallow, making compost, hides, processing of wool & cotton, cubing & pelleting of forages, producing bird seed and other pet foods. **NOTE:** Processing of forest products is no longer part of the Agricultural Processing area. See: Forest Management and Products.

Agricultural Sales-Entrepreneurship – Student owns the enterprise or business, not covered in a more appropriate proficiency award category; may include enterprises such as: the sales of feed, seed, fertilizer, agricultural chemicals, agricultural equipment, machinery or structures. Enterprises may also include the merchandising of crops, livestock, processed agricultural commodities, horticultural, floriculture, or forestry items at either the retail or wholesale level.

Agricultural Sales-Placement – Student works for an agriculture related business that is not covered in a more appropriate proficiency award category that includes sales of feed, seed, fertilizer or agricultural chemicals. Students may also work for businesses that involve the sales of agricultural equipment, machinery or structures. Activities may also include the merchandising of crops, livestock, processed agricultural commodities, horticultural, floriculture, or forestry items at either the retail or wholesale level.

Agricultural Services – Entrepreneurship/Placement – Category involves a student owning enterprises, or working in an agricultural business that is not covered in any of the existing award categories. The category includes enterprises such as: custom equipment operation and maintenance, agricultural management and financial services, animal breeding services, custom baling, crop scouting, horseshoeing, taxidermy services, auction services (including working at or owning the auction house), custom and contract feeding services or other appropriate services offered through agricultural enterprises. Students applying for placement in agricultural services must work for company or individual whose key function is to provide agricultural services. **NOTE:** Activities related to lawn care, landscaping, mowing or other landscape and care activities are not included in this area. Students with these types of enterprises or activities need to apply in other more appropriate areas related to turf care, horticulture or nursery landscape.

Agriscience Animal Systems Research - Research into the study of animal systems, including life processes, health, nutrition, genetics, management and processing through the study of small animals, aquaculture, livestock, dairy, horses and/or poultry

Agriscience Plant Systems Research - Research into the study of plant life cycles, classifications, functions, practices, through the study of crops, turf grass, trees and shrubs and/or ornamental plants.

Agriscience Integrated Systems Research- (Must fit one of the following descriptions)

- Diversified Research** - Research studies in two or more of the Agriscience research areas.
- Environmental Service Systems/Natural Resource Systems Research** - Research into the study of systems, instruments and technology used in waste management and their influence on the environment.
- Food Products and Processing Systems Research** - Research into the study of product development, quality assurance, food safety, production, sales and service, regulation and compliance and food service within the food science industry.
- Power, Structural and Technical Systems Research** - Research into the study of agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.
- Social Sciences Research** - Research of leadership, personal growth and career success skills necessary for a chosen profession while effectively contributing to society.

Beef Production- Entrepreneurship – Student owns the enterprise or business that uses the best management practices available to efficiently produce and market beef. This award area is for any beef animals, including miniature Herefords, Zebu, etc.

Beef Production- Placement – Student works for a livestock producer applying the best management practices available to efficiently produce and market beef. This award area is for any beef animals, including miniature Herefords, Zebu, etc.

Dairy Production- Entrepreneurship – Student owns an enterprise or business and applies the best management practices available to efficiently produce and market dairy cattle and dairy cattle products.

Dairy Production- Placement – Student works in the dairy cattle industry applying the best management practices available to efficiently produce and market dairy cattle and dairy cattle products.

Diversified Agricultural Production - Entrepreneurship/Placement- Involves the use of the best management practices available to produce and market a combination of two or more livestock and crop related proficiencies. Must include at least one livestock and at least one crop related proficiency.

Diversified Crop Production – Entrepreneurship – Student owns an enterprise or business that applies the best management practices available to efficiently produce and market crops from two or more of the crop related proficiencies areas such as: grain production, fiber/oil production, forage production, specialty crop production, vegetable production, or fruit production.

Diversified Crop Production – Placement – Student works for a crop producer that applies the best management practices available to efficiently produce and market crops from two or more of the crop related proficiencies such as: grain production, fiber/oil production, forage production, specialty crop production, vegetable production, or fruit production.

Diversified Horticulture – Entrepreneurship/Placement – Applies the best management practices available to efficiently manage an SAE program that includes **two or more** of the following proficiency areas: floriculture, landscape management, nursery operations, or turf grass management.

Diversified Livestock Production – Entrepreneurship/Placement – Involves the use of the best management practices available to efficiently produce and market a combination of two or more livestock related proficiency award areas such as beef, dairy, swine, equine, specialty animal, small animal production and care or poultry.

Environmental Science and Natural Resources Management – Entrepreneurship /Placement – Students receive practical experience concerned with the principles and practices of managing and/or improving the environment and natural resources. Activities may include: management of agriculture waste, recycling of agriculture products, environmental cleanup, conservation corps, agricultural energy usage, multiple uses of resources, land use regulations (including soil, water and air quality), preservation of wetlands (includes shorelines and grasslands), wildlife surveys, erosion prevention practices, public relations and education concerning pollution.

Equine Science- Entrepreneurship – Student owns an enterprise or business providing experience in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member. This also includes miniature horses (formerly in Specialty Animal Production prior to 2012).

Equine Science- Placement – Student works for an employer providing experience in horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, training, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member. This also includes miniature horses (formerly in Specialty Animal Production prior to 2012).

Fiber and Oil Crop Production – Entrepreneurship/Placement – Student owns the enterprise, works for a business that includes the best management practices available to efficiently produce and market crops for fiber and/or oil; such as, cotton, sisal, hemp, soybeans, sesame seed, flax, mustard, canola, castor beans, sunflower, peanuts, dill, spearmint, and safflower.

Food Science and Technology – Entrepreneurship/Placement – Student owns the enterprise, works for a business that provides experience in the applying microbiology and biochemistry or food product development to improve taste, nutrition, quality and/or value of food. Programs could include the development of new products, food testing, grading and inspecting. **NOTE:** Food Science is not processing of food products, marketing or sales of food products, or food preparation and/or service.

Food Service – Entrepreneurship/Placement – STATE ONLY AWARD -- Involves students working for wages and/or experience in the areas of food preparation and food service as well as management of food distribution systems. Work experience could be obtained at restaurants, fast-food facilities, delicatessens, grocery stores, and other establishments that prepare and serve prepared food to customers or prepare food and food related items for sale. This area does not include enterprises that are recognized in the Ag Processing or Food Science proficiency areas. Nor does it relate to activities that are not directly related to food preparation and service. (Note: Examples of activities not recognized are serving as a host or hostess, dishwashing, busing and waiting tables.)

Forage Production – Entrepreneurship/Placement – Includes the best management practices available to efficiently produce and market crops for forage such as: sorghum not used for grain, alfalfa, clover, brome grass, orchard grass, grain forages, corn and grass silages, and all pastures.

Forest Management and Products – Entrepreneurship/Placement – Includes the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting, harvesting, Christmas tree farming, Forest Service, making and selling cedar shakes and firewood, and wood chips/mulch.

Fruit Production – Entrepreneurship/Placement – Includes the best management practices available to efficiently produce and market crops for fruit such as stone fruits, pome fruits, citrus fruits, pineapples, coconuts, berries, watermelon, grapes, nuts and all common fruits. (Pome Fruits include apples, mayhaws, and pears. Stone fruits include peaches, nectarines, plums, apricots and cherries).

Goat Production - Entrepreneurship/Placement Involves the use of the best management practices available to efficiently produce and market all goat products.

Grain Production – Entrepreneurship – Student owns an enterprise or business that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Grain Production **does not** include any of the aforementioned crops with an intended use for forage.

Grain Production – Placement – Student works for a crop producer or grain production related business that applies the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye. Grain Production **does not** include any of the aforementioned crops with an intended use for forage.

Home and/or Community Development – Entrepreneurship/Placement – Activities that involve improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants and/or modernizing the home for better health and comfort through installation or improvement of water and sanitary facilities, heating and air conditioning or labor saving devices. Also includes community development activities such as volunteerism, community development and community betterment activities.

Landscape Management – Entrepreneurship/Placement – Includes experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, grounds keeping, sprinkler installations and improvement of recreational areas.

Nursery Operations – Entrepreneurship/Placement – Provides students with job-entry experience in areas such as turf, plants, shrubs and/or tree production for the purpose of transplanting or propagation. This could include water garden plants if produced for sale.

Outdoor Recreation – Entrepreneurship/Placement – For students who strive to develop outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises are vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, trail rides, vacation farms and guest ranches, natural scenic or historic areas, and rodeo events where the member does not own or manage animals.

Poultry Production – Entrepreneurship/Placement – Includes the best management practices available to efficiently produce and market chickens, turkeys, domestic fowl such as ducks, geese and guinea, and their products.

Sheep Production – Entrepreneurship/Placement – Includes the best management practices available to efficiently produce and market sheep, sheep products and wool.

Small Animal Production and Care – Entrepreneurship/Placement – Includes the best management practices available to efficiently produce and market small pet animals such as rabbits, cats, dogs, mice, hedgehogs, guinea pigs, lizards, etc. and programs that typically provide a service in caring for the well-being of pets. Programs could include working at a pet shop, as a groomer, as a dog trainer, providing pet sitting services or working at a kennel. Also a student could be volunteering their time for a companion animal, such as a guide dog. This category does not include individuals working with therapeutic horses.

Specialty Animal Production – Entrepreneurship/Placement – Applies the best management practices available to efficiently produce and market specialty animals within the U.S. Agriculture industry. Students in the specialty animal production proficiency area must demonstrate that they are producing and marketing specialty animals not covered in any of the existing award categories. Specialty animals can include the following: aquaculture, bees, goats, mules, donkeys, miniature horses, mink, meat rabbits or rabbits bred for fur or show, worms, ostriches, emus, alpacas or llamas. Placement experiences could include roles as a zoo worker or placement at any specialty animal facility. In their supervised work experience, students must participate in hands-on activities including feeding, inoculating, performing basic animal care, weighing, measuring, showing and possibly marketing animals in an entrepreneurial or work placement environment. **NOTE:** Goats are now in the Goat Production award area, and miniature horse have been reclassified and moved to Equine Science.

Specialty Crop Production – Entrepreneurship/Placement – Applies the best management practices available to efficiently produce and market crops not covered in any of the existing award categories, such as: sugar beets, dry edible beans, gourds, tobacco, specialty corns (popcorn, white corn, Indian corn), all grass seed production, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers, production of crop seed, or specific floriculture production.

Swine Production – Entrepreneurship – Student owns an enterprise that applies - the best management practices available to efficiently produce and market swine.

Swine Production – Placement – Student works for an employer that applies the best management practices available to efficiently produce and market swine.

Turf Grass Management – Entrepreneurship/Placement – Involves the planting and maintaining of turf for outdoor beautification, providing a lawn-mowing service, improvement of recreational areas, sod produced for sale, and sport field or golf course management.

Vegetable Production – Entrepreneurship/Placement – Applies the best management practices available to efficiently produce and market crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, all canning vegetables and all common garden vegetables.

Veterinary Science – Entrepreneurship/Placement – Includes working with veterinarians in clinical practice, research facilities, colleges of veterinary medicine, animal health industry, or any other environment in which they assist veterinarians in performing duties related to the health of people and/or the health and welfare of large and small animals. This experience may include wage earning, entrepreneurial or exploratory activities not limited to: hands-on care of animals, management of business aspects of a veterinary practice, or working on legislation or regulations relating to animals.

Wildlife Production and Management – Entrepreneurship/Placement – Strives to improve the availability of fish and wildlife through practices such as land and water habitat improvement, development of new land and water habitat, trapping, Fish & Wildlife departments, Forest Service, Department of Natural Resources or the stocking of fish and wild game. Wildlife ducks, geese, quail and pheasants are eligible if used as an income enterprise.

General guidelines and recognition

- ☒ You will be granted only one proficiency award per year and will be eligible to receive that same award only once.
- ☒ You will be considered for the State award only during the same calendar year in which you placed first in the area competition
- ☒ If your application wins state it must be submitted to national and thank you note written to receive the National FFA Foundation cash award of \$250.
- ☒ You will be judged on the following criteria:
 - Skills and competencies learned that relate to an agricultural career field
 - Financial achievements, including growth in scope
 - Personal growth and development through FFA Activities
 - Evidence of student accomplishments based on available resources and opportunities
 - Communication skills as demonstrated in the written portions of the application.

Guidelines for Completing the Application

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

The remainder of the handbook will serve as a guide or map to completing the proficiency award application. Remember to utilize your advisor to help with this process.



Tips for completing the application

- ☒ Read all instructions before you begin
- ☒ Report your records on a calendar-year basis – if you have started your records on September 1, include those four months as part of your first year of records. That year will then be 16 months long, but cannot be any longer.
- ☒ Complete the application as of January 1 of the year of which the award is sought. No achievements accomplished, inventory acquired, or income after this date should be included.
- ☒ Confirm your Area's deadline for submitting the completed application, each area operates a little different.
- ☒ Obtain the required signatures. The placement application and possibly the combined application need an employer's signature.
- ☒ Review your application for spelling, grammar, or mathematical errors. Spell check is available in the text boxes.
- ☒ Include only your share of the inventory, income, and net worth in your award application. Even if you are in a partnership with your family.
- ☒ Verify that the figures are true. Applications that are incomplete or have errors are subject to rejection
- ☒ Relate your answers to the questions by providing supportive information that will clarify the SAE being described.
- ☒ Use information and examples that can be found on www.ffa.org to assist you in completing this application.



How do I find the Application? –(For login screen shots see APPENDIX A)

You will find the application on www.ffa.org. You will need to have your username and password to access this portion of the website. Once you have logged into the FFA website you will then need to open your “Dashboard”. Then you will need to open your “Toolbox”. In your toolbox you will find a link to “Applications”. You will then need to proceed to the Application Center and select the **Missouri Proficiency Award Application**. Once selected, the application will then be added to your profile under the application center and you will then be able to work on the application. The application is formatted to save as you enter information. You can go back to the application as many times as you desire.

You advisor also has the ability to add the application to your profile. Check with your advisor for further instructions.

Instructions Page and Icons in Application

An instructions page is available (and will be the first page you see) in the application to address simple tech issues or references that you might need while filling out the application. Make sure to reference the 4 main icons in the application.

Explanation for these icons are listed below:

FFA Degree/Application Manager
POWERED BY THE **AET**

National FFA/SAE Test Account
w/o AET
Keith Dietzschold2

<-- Return to App Mgr
Instructions
Cover
Basic Setup

Go to FFA.org
Go to AET
Student Help
Teacher Help
Curriculum
Ask AET a Question
Sign Off

INSTRUCTIONS

READ THIS FIRST!!

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

912993 | 6815 | TUESDAY, AUGUST 18, 2015

• Video for Students

Videos are built into the application. These videos will provide further explanation for the various parts of the application

Step 1 – Click on the “Cover” Link

Step 2 – Once the Cover page is filled out proceed by clicking on the “Basic Setup” link

These pages are described on the next few pages.

Cover Page

1. **Name** – Write your name exactly as you want it to appear on a plaque and in press releases. Confirm that it is spelled correctly. **1b:** Name on chapter roster (if different).
2. **Area** – Please place the Area you are an FFA Member. (Ex. 12)
3. **Date of birth** – Give the month, day and year of your birth. Be absolutely accurate as program officials determine your eligibility, in part, by this information.
4. **Gender** – Select the appropriate response of either male or female.
5. **E-mail address** – Provide your e-mail address for notification purposes. We will not sell your e-mail address.
6. **Address** – You will be sent mail at this address. Include the appropriate post office box number and/or street name and number, town, state and zip code.
7. **Telephone number** – Include the area code and confirm the number.
8. **Name of parents/guardians** – This information is used for news media purposes.
9. **Complete FFA chapter name** – Give the official name of the school because it is often different from the chapter name (for example: Western FFA).
10. **Name of junior high or high school** – Give the complete official name of the school because it is often different from the chapter name.
11. **School address** – FFA advisor(s) and/or other school officials will be sent mail at this address. Include the appropriate post office box number and/or street name and number, town, state and zip code.
12. **School telephone number** – Include the area code and number where program officials can reach your FFA advisor and/or other school officials.
13. **Chapter advisor(s)** – Include the complete name of each current FFA advisor.
14. **Year FFA membership began** – Please indicate the calendar year your membership began. One of the requirements for proficiency recognition is that you paid your FFA membership dues for each year covered by the application.
15. **Years of agricultural education completed** – If you are out of high school, you must have completed at least three full years of agriculture or all of the agriculture offered in the last school (grades 9-12) you attended.
16. **Years of agricultural education offered in the school last attended in grades 7-12** – Indicate the years, not semesters, your school offers. All schools do not offer the same years of instruction. Most schools offer four years of instruction in grades 9-12, but there are a wide variety of programs that offer instruction from grades 7-12 or only grades 10-12.
17. **If you have graduated from high school, year graduated** – FFA members are eligible to participate through the end of the calendar year in which they graduate.
18. **Postsecondary** – Please provide your postsecondary information.
19. **Make sure you obtain all pertinent signatures for your application** – If you are using the placement application, you will need your employer's signature, even if your employer is your parent.

Basic Setup



Beginning date must be entered on Basic Setup page or the correct years will not be available for your application.

Dates For This Application

1. Establish the starting and ending dates for the application
2. Represents your **beginning application date**.
 You should report your records on a calendar year basis. If you started your records on September 1, include those four months as part of your first year of records. That year will be 16 months long.
 (Example: Student begins Ag Ed Classes on August 20, 2014 and they start their record book on September 1, 2014. You enter 1/1/2015 for the Beginning date on the application)
3. **Ending application date** is December 31 of the year prior to the award.

I. DATES FOR THIS APPLICATION	Beginning Date	Ending Date
Establish the starting and ending dates for this application.	1/1/2015 <small>(Enter as mm/dd/yyyy)</small>	12/31/ 2015

Selecting a Proficiency Area

Using the list of applications, select the one that best describes your SAE program.

Some applications are specific to **entrepreneurship** or **placement**, while others not listing a type are considered a combination area.

Combination proficiency applications allow for entrepreneurship and or placement information.

Please select your estimated proportion of entrepreneurship versus placement SAE's represented. Student will use slider bar to choose what percentage of application is entrepreneurship or placement.

Select Proficiency Award Area

Slide to appropriate percentage

II. PROFICIENCY TYPE ?	
Choose a proficiency area for this application ?	Diversified Livestock Production ▼
Please select your estimated proportion of entrepreneurship versus placement SAEs represented by this application ?	<div style="display: flex; align-items: center; justify-content: space-between;"> Entrepreneurship 45% <div style="flex-grow: 1; position: relative;"> <div style="position: absolute; left: 0; top: -10px; color: blue;"><</div> <div style="position: absolute; right: 0; top: -10px; color: blue;">></div> <div style="width: 100%; height: 10px; background: linear-gradient(to right, green 45%, blue 45%);"></div> </div> Placement 55% </div>

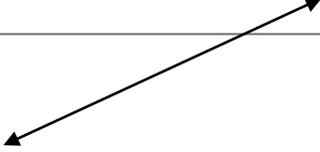
Select the appropriate pathway in regards to your SAE

The nine career pathways are:

1. **Agribusiness Systems:** The study of business principles, including management, marketing and finance, and their application to enterprises agriculture, food and natural resources
2. **Animal Systems:** The study of animal systems, including life processes, health, nutrition, genetics, management and processing, through the study of small animals, aquaculture, livestock, dairy, horses and/or poultry.
3. **Biotechnology Systems:** The study of data and techniques of applied science for the solution of problems concerning living organisms.
4. **Cluster Skills - LifeKnowledge®:** The student will demonstrate competence in the application of leadership, personal growth and career success skills necessary for a chosen profession while effectively contributing to society.
5. **Environmental Service Systems:** The study of systems, instruments and technology used in waste management and their influence on the environment.
6. **Food Products and Processing Systems:** The study of product development, quality assurance, food safety, production, sales and service, regulation and compliance and food service within the food science industry
7. **Natural Resource Systems:** The study of the management of soil, water, wildlife, forests and air as natural resources.
8. **Plant Systems:** The study of plant life cycles, classifications, functions, practices, through the study of crops, turf grass, trees and shrubs and/or ornamental plants.
9. **Power, Structure and Technical Systems:** The study of agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.

Select the pathway or pathways that represent your application

Please choose the pathways for the SAEs represented by this application.	<input type="checkbox"/> Animal Systems <input type="checkbox"/> Agribusiness Systems <input type="checkbox"/> Cluster Skills LifeKnowledge <input type="checkbox"/> Environmental Service Systems <input type="checkbox"/> Food Products and Processing Systems <input type="checkbox"/> Power, Structural and Technical Systems <input type="checkbox"/> Natural Resource Systems <input type="checkbox"/> Plant Systems <input type="checkbox"/> Biotechnology Systems
--	---



Assets, related SAE in this Proficiency Area

If you have chosen either an Entrepreneurship award area or a Combined award area, you will need to input your beginning current and non-current assets **that are related to the SAE area**. IF you are a placement only application, you will not see this section.



*Remember to only include assets that are related to your area.
DO NOT INCLUDE any personal or other assets that are related to another award area.*

Where do I find the financial information for the basic setup page?

You should be able to find the asset information from your record book. Use the following crosswalk descriptions to enter your beginning assets for this award application.

Match the letter in the box to the letter below for explanation.

III. ASSETS, RELATED SAE IN THIS PROFICIENCY AREA	Value at Beginning Date	Value at Ending Date
CURRENT/OPERATING ASSETS		
d. Current/Operating Inventory (Entrepreneurship Experience)	<i>(use conservative estimated values)</i>	
1. Investment in harvesting and growing crops	A.	<input type="text"/>
2. Investment in feed, seed, fertilizer, chemical, supplies, prepaid expenses, and other current/operating assets	B.	<input type="text"/>
3. Investment in merchandise, crops, and animals purchased for resale	C.	<input type="text"/>
4. Investment in raised market livestock & poultry	D.	<input type="text"/>
<i>Itemized ending inventory values are reported on "Ending Current Inventory" page.</i>		
NON-CURRENT/CAPITAL INVENTORY		
<i>(use conservative estimated values)</i>		
a. Investment in non-depreciable draft, pleasure, and breeding animals	E.	<input type="text"/>
b. Investment in depreciable draft, pleasure, and breeding animals	F.	<input type="text"/>
c. Investment in depreciable machinery, equipment, and fixtures	G.	<input type="text"/>
d. Investment in depreciable land improvements, buildings, and fences	H.	<input type="text"/>
e. Investment in land	I.	<input type="text"/>
<i>Itemized ending inventory values are reported on "Ending Capital Inventory" page.</i>		

REMEMBER ONLY USE THE BEGINNING FINANCIAL INFORMATION RELATED TO AWARD AREA

- A. Find this information on Form 9, Line A.
- B. Find this information on Form 9, Line B.
- C. Find this information on Form 8 and/or Form 9.
- D. Find this information on Form 8, Line B
- E. Find this information on Form 8, Line A.
- F. Find this information on Form 7.
- G. Find this information on Form 6.
- H. Find this information on Form 6.
- I. Find this information on Form 6.



Match letters to find information.
 From the Missouri Recordbook.

Performance Review

The following instructions cover Performance Review Section.

SAE programs vary widely. To help compare your accomplishments, goals, challenges, responsibilities, and plans with other applicants, judges need to know how your program began, help you received and your future plans. The performance review section needs to be supported by details provided in the remainder of the application. Each question will allow you 1500 characters for the answer.

One way to think of the next five questions is to think of answering them to tell a story. The reader, (aka the judge) will need to understand the different parts, pieces, responsibilities, and roles you have been involved in as you have developed your SAE. Use your words to help them understand your SAE and what is involved.



Questions that are found in the performance review section are listed below with helpful hints.

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

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

Some areas to cover include:

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

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

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

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

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

3. Briefly explain the challenges (advantages and/or disadvantages) you faced with the award area and how you overcame or utilized these challenges.

Explain the challenges (you could consider these advantages or disadvantages) you faced in this award area and how did you overcome or utilize these points.

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

Performance Review (cont.)

4. Briefly explain the three goals you have set for your supervised agricultural experience and what progress have you made in achieving those goals.

To accomplish any task it is important to set goals. You may not always meet them, but you are striving to achieve a level of accomplishment. It is important to remember the goals should include 5 traits or you may call them “SMART” goals (Specific, Measurable, Attainable, Relevant, and Timely).

Finish this question with the progress you have made or roadblocks you have encountered in achieving the goals you have set. Be as detailed as you can.

5. Briefly explain your future plans as they relate to your SAE, Education, and Career.

With this question, you should explain to the judges what your plans:

- are for your SAE (remain stable, increase, etc.)
- are for your future education (High School and post-secondary)
- are for your career (after you finish your education).

#####

Screen shots of pages you will need to fill out depending on your award area.

Placement Only



National FFA/SAE Test Account
w/o AET
Keith Dietzschold2

- <-- Return to App Mgr
- Instructions
- Cover
- Basic Setup**
- Performance Review
- SAEs - Hours & Wages
- Skills, Comp., Knowledge
- Photos
- Leadership Activities
- Other Activities
- Checklist
- Print Application

Go to FFA.org

Entrepreneurship Only



National FFA/SAE Test Account
w/o AET
Keith Dietzschold2

- <-- Return to App Mgr
- Instructions
- Cover
- Basic Setup**
- Performance Review
- SAEs - Entrep. Details
- Income/Expense Stmt
- Ending Current Inventory
- Ending Non-Current Inv.
- Skills, Comp., Knowledge
- Photos
- Leadership Activities
- Other Activities
- Checklist
- Print Application

Go to FFA.org

Combined Area



National FFA/SAE Test Account
w/o AET
Keith Dietzschold2

- <-- Return to App Mgr
- Instructions
- Cover
- Basic Setup**
- Performance Review
- SAEs - Hours & Wages
- SAEs - Entrep. Details
- Income/Expense Stmt
- Ending Current Inventory
- Ending Non-Current Inv.
- Skills, Comp., Knowledge
- Photos
- Leadership Activities
- Other Activities
- Checklist
- Print Application

Go to FFA.org

SAE PAGES

The pages you will need to complete will be decided on the award area you have chosen. The following guidelines will not apply to everyone. You will need to pick and chose what you need help with.

SAE – Hours & Wages – (Placement only and Combined Applications)

A “placement-type” SAE involves finding places where you can work such as on farms or ranches, in agribusinesses, in school laboratories or at community facilities. You do not own the facility or area where you work. You may work for wages or for the experiences that you receive. Through this type of SAE, you gain practical experiences needed to enter and advance in your future occupation in the agricultural industry.

With a placement SAE, you work toward achieving a list of specific agricultural skills. You use the facilities and human resources provided by employers, schools or community organizations to develop these essential skills for your career.



Use the below guidelines to determine hours allowed for placement SAE's.

SAE hours - (paid or unpaid hours):

In reviewing applications for awards and degrees, applicants sometimes present a completely unrealistic number of hours dedicated to a placement SAE. In a single year, a person working a full time 40 hour per week job will work a total 2080 hours (52 weeks x 40 hours = 2,080). In order to assist students and teachers in evaluating students supervised agricultural experience (SAE) hours, it is important to consider the hours a student must also dedicate to school, sleep, etc.

Consider the breakdown of hours for a total year.

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

In addition to the previous list, the following activities also subtract from the time a student could devote to their directed lab/SAE in a year: FFA activities outside of classroom time, Sports participation and Extra-curricular activities.



In Missouri we have adopted 2000 hours per year as the maximum that is allowed for a SAE.

SAE – Hours & Wages – (cont.) – (placement only or combined area)

Year  2010	Pathway  Agribusiness Systems (ABS)	Job Title and Responsibilities / Project Description  							Add
Employer or Project Name  		Unpaid Hours		Paid Hours		Gross Earnings		Expenses	

Year	Pathway	Employer or Project Name	Description	Unpaid Hours	Paid Hours	Gross Earnings	Expenses		
2010	No records to display.								
	Total Projects:								
2011	No records to display.								
	Total Projects:								

CLICK ADD WHEN FINISHED

You can have as many SAE employers and or project names each year as you need. You will need to fill out the above screen and click “Add” for each employer and/or project name for each year.

For each employer and/or project name you will need the following information:

Year – this is the year that the hours were accumulated

Pathway – select the appropriate career pathway in regards to your employment or project name

Employer or Project Name – Type of business or your employer

Job Title/responsibilities/Project Description – Give a brief description of the work you do or the actual title assigned to the job you perform. In the space list the relevant information on your title, responsibilities and project description. (500 character count)

Unpaid Hours – This is for the number of hours that you worked during which the only compensation you received was the experience you gained

Paid Hours – This area is for the number of hours that you worked for payment or wages

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

Expenses – Expenses associated with the placement employment or experience. Ex. gloves, tools, equipment, safety items, etc. that are a part of your job.

SAE – Entrepreneurship Details – (Entrepreneurship Only)

The form consists of a top section with several input fields and a table below. The top section includes a 'Year' dropdown menu set to '2010', a 'Pathway' dropdown menu set to 'Agribusiness Systems (ABS)', a 'Project Name' text input field with a '(Required)' label, a 'Size/Scope' text input field with a '(Required)' label, and a 'Description' text input field. An 'Add' button is located to the right of the description field. Below this is a table with columns for 'Year', 'Pathway', 'Project Name', 'Scope/Size', and 'Description'. The table has two rows, one for '2010' and one for '2011', both containing the text 'No records to display.' An arrow points from the 'Year' dropdown to the text 'Chose year before typing project name' and another arrow points from the 'Add' button to the text 'Click add when finished'.

Chose year before typing project name

Click add when finished

You should make an entry for each enterprise each year. Do not lump together enterprises. Ex. if a student has beef, swine, and corn. You should make an entry each year for each enterprise. You can even break out the enterprise into beef breeding on one line, beef market on one line, then enter swine breeding on one line, market swine on a line, then move to corn.

Year – This is the record year

Pathway – provide the pathway for each project for each year

Project Name – Name of the Enterprise ex. Swine Production, Lawn Care Service

Size/Scope – define the size of the enterprise – ex. raised 25 meat rabbits, 12 head of breeding ewes

Description – use this are to describe the SAE for that enterprise for that specific year. This will help the judge understand the nature and responsibilities of each enterprise. (500 character limit)

Income and Expense Summary

The income and expense summary is a summary of annual cash and non-cash income and expenses from appropriate SAE projects.

The dates in the Basic Setup section of this application develop your application years.

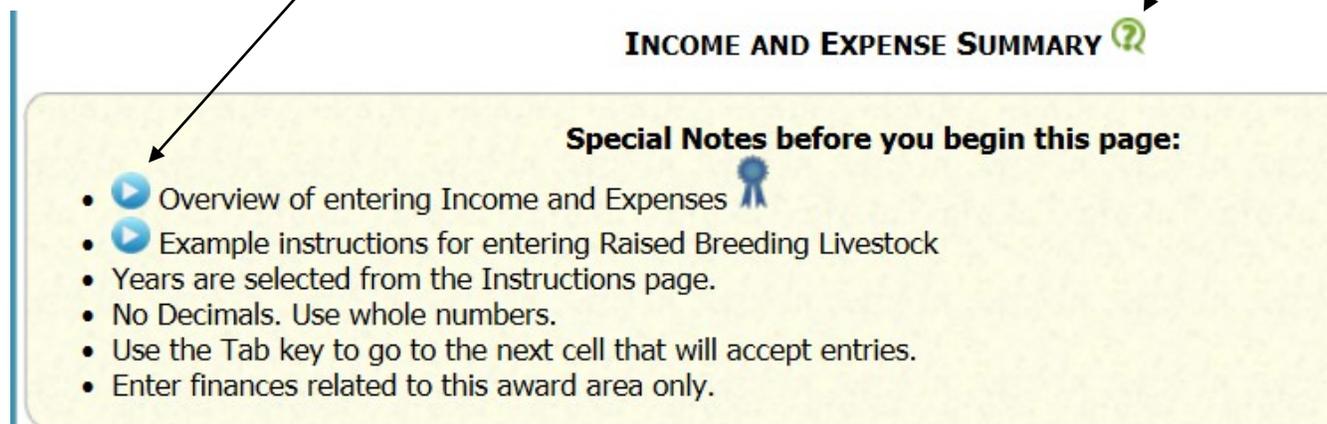
Your records should be organized into calendar years. If your record book has a short-year (4 months) and then a complete year (12 months), you will need to add both of those together to create a 16 month first year.

Ex: Year 1: September 1, of year one to December 31 of year 2 to make 16 months for first year only.

Information regarding the Income and Expense Summary can be found in the video and examples within the application.

If you hover over the “?” there will be short help notes to assist you with filling out this application.

Also if you click the video button below they will also assist you in filling out the application.



The screenshot shows the title 'INCOME AND EXPENSE SUMMARY' with a green question mark icon. Below it is a yellow box titled 'Special Notes before you begin this page:'. The notes include a video button icon, a ribbon icon, and a list of instructions. Two arrows point from the text above to the video button and the question mark icon.

INCOME AND EXPENSE SUMMARY ?

Special Notes before you begin this page:

- Overview of entering Income and Expenses
- Example instructions for entering Raised Breeding Livestock
- Years are selected from the Instructions page.
- No Decimals. Use whole numbers.
- Use the Tab key to go to the next cell that will accept entries.
- Enter finances related to this award area only.

On the next page you will find a sample of the Income and Expense Summary Page. There will be some differences between the terminology in this summary page and our Missouri Record Book. On the page following the Income and Expense Summary page (Page 24) will be a crosswalk of where to find the financial information as it relates to our Missouri Record book.

The descriptions on Page 24-26 will follow the numbering system on the Income and Expense Summary page.

Ex. 1a. Closing Current Inventory will match with 1a. Closing Current Inventory on page 24.



Missouri Proficiency

Income and Expense Summary of Entrepreneurship SAE Program

	2013	2014	2015	Total
1. Revenues from Operations				
a. Closing Current Inventory	\$0	\$0	\$0	\$0
b. Beginning Current Inventory	\$0	\$0	\$0	\$0
c. Change in Current Inventory	\$0	\$0	\$0	\$0
d. Cash Sales	\$0	\$0	\$0	\$0
e. Value Used at Home (Non-cash)	\$0	\$0	\$0	\$0
f. Value of Production Transferred to other enterprise, Transferred to Non-Current, Bartered or Labor Exchanged (Non-cash)	\$0	\$0	\$0	\$0
h. Gross Revenues (Change in Current Inventory and Total Sales)	\$0	\$0	\$0	\$0
2. Expenses from Operations				
a. Inventory Purchased for Resale (Cash)	\$0	\$0	\$0	\$0
b. Inventory Purchased for Resale (Non-Cash Transfers)	\$0	\$0	\$0	\$0
c. Cash Expenses (all other types)	\$0	\$0	\$0	\$0
d. Non-Cash Expenses (Transferred, Bartered, or SAE Labor Exchange)	\$0	\$0	\$0	\$0
e. Contributed Non-Cash Expenses (Gift or non-SAE Labor Exchange)	\$0	\$0	\$0	\$0
f. Total Operating Expenses	\$0	\$0	\$0	\$0
3. Net Income from Operations	\$0	\$0	\$0	\$0
4. Non-Current Inventory				
a. Closing Inventory	\$0	\$0	\$0	\$0
b. Transfer in from Operations (Non-Cash Transfers of non-current assets)	\$0	\$0	\$0	\$0
c. Contributed Inventory (Outside contribution of non-current assets - gift)	\$0	\$0	\$0	\$0
d. Purchases	\$0	\$0	\$0	\$0
e. Beginning Inventory	\$0	\$0	\$0	\$0
f. Sales	\$0	\$0	\$0	\$0
g. Non-Cash Sales	\$0	\$0	\$0	\$0
h. Net Non-Current Transactions	\$0	\$0	\$0	\$0
5. Net Income From Operations & Net Non-Current Transactions	\$0	\$0	\$0	\$0
6. Annual Profitability Measures				
a. Operating Profit Margin (OPM) Net Operating Income/Totals Sales = % of sales related to profit				
b. % of Total Returns from Net Non-Current Gains (Net Non-Current Gains/Total Gains)				
c. Review Non-Current Ending Inv. Value				

Income and Expense Summary - (cont.)

1a. and 1b.– Current/Operating inventory includes all items you would normally expect to have a useful or intended "life" in your SAE for 12 months (An exception to the 12 month life would be market livestock, such as steers). *Ex: Inventory includes items such as merchandise held for resale, crops held for feed or sale, investments in growing crops, market animals, etc.* Closing Inventory would indicate the investment at the end of the year and the Beginning Inventory would show the value that you began the year with. **(Forms 8 and 9 of Missouri Record Book)**

1d. – Cash Sales – This represents the cash received from the sale of all livestock, crops, products produced and miscellaneous income or services provided through that portion of the SAE program. **This does not include sale of capital items. (Form 5 of Missouri Record Book)**

Ex: Cash sales may include milk sold, live animals sold, crops sold, stud services, livestock rental for rodeo shows, fees for training animals, campground fees, vacation cabin rentals, hunting fees, sod sold, sales from items fabricated in manufacturing shops, Christmas trees sold, contracts for raising dairy heifers, cash premiums received at livestock and crop shows and fairs and other activities. (Form 5 Cash Fow)

1e. – Value used at Home (non-cash) --The fair market value for butchered livestock, milk, fruits, vegetables, flowers, plants, eggs, poultry, fish, etc. which were produced by the SAE program and consumed in the home. **(Form 11)**

1f. – Value of Production Transferred to other enterprise, Transferred to Non-current, Bartered or Labor Exchanged (non-cash) -- The fair market value for items that were produced but were transferred or traded out of your SAE program or your Labor Exchanged Income. **(Form 5 of Missouri Record Book)**

Ex 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 that is the amount you enter in line 1f.

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

Ex 3: You raised a breeding animal that has a market value of \$1,200, but is retained as a newly developed mature breeding animal. You should include:

- (1) The transfer value is \$1,200 as the value of production transferred or bartered (Line 1f), and*
- (2) aligns to a \$1,200 transfer in value of a non-cash purchase of capital item (Line 4b).*

2a. – Inventory Purchased for Resale (Cash) --This expense is used with enterprises that buy goods, which are later resold.

Ex:

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 and nuts and bolts bought for resale to farm customers.

Income and Expense Summary - (cont.)

2b. – Inventory Purchased for Resale (Non-Cash Transfers) --The non-cash purchases of items planned for sale (expenses), such as market animals, plants or other products that are planned to be sold and potentially develop a profit. This value should be also represented in line 1f to balance the transaction.

2c. – Cash Expenses (all other types) -- Cash expenses related to your SAE projects. Do not include merchandise purchased for resale that is listed in line 2a. *Ex: Cash expended for fertilizer, seed, chemicals, fuel, lubrication, hired labor, land rent, interest on money borrowed during the year and items such as veterinary and animal health, feed, bedding, registration fees, and all other cash miscellaneous expenses incurred. (Form 5 of Missouri Record Book)*

2d. – Non-Cash Expenses (Transferred, Bartered, or Labor Exchange) --Non-cash expense items are the fair market value (conservative) for items obtained through barter, exchange for labor, other means and used with another SAE entrepreneurship project. This value should also be part of the line 1f value to balance the transaction. *(Form 5 of Missouri Record Book)*

2e. – Contributed Non-Cash Expenses (Gift or Non Labor Exchange) -- Personal and non-cash expense items that were supplied from non-SAE activities.

NON-CURRENT SECTION

4a. – Closing Inventory --Ending non-current inventory is the cost value (or transfer value) of long-term use items as of December 31 of each calendar year. *(Forms 6-9 of the Missouri Record Book)*

Ex 1: Values must be kept at acquisition cost (purchase price) or acquisition cost minus accumulated depreciation. Increasing the value of items or commonly called inflation will lead to an unrealistic earnings statement and a "Review" on line 6c.

Ex 2: A piece of equipment or a building that has had extensive repairs, which extends the useful life of the asset would develop a "new asset" and would have a book value and estimated years of life to create a new non-current item. Only the actual cost of repairs can be used to calculate the new value and this does not include the cost of your own labor.

4b. – Transfer in from Operations (Non-Cash Transfers of non-current assets) -- This information describes your "transfer in" of long term assets (non-current). Your transactions here are items not purchased, but rather transferred in or in the example of breeding animals raised. This value should be also part of line 1f.

Ex 1: You raised a breeding animal that has a market value of \$1,200, but is retained as a newly developed mature breeding animal. The transfer value is \$1,200 and aligns to a \$1,200 transfer in value of a non-cash purchase of capital item.

Ex 2: You have an SAE that involves building a stock trailer, which is decided to retain ownership versus a cash sale. The fair market value is \$4,800, which is listed as a transfer non-cash sale and here as a non-cash purchase of capital item.

Income and Expense Summary - (cont.)

4c. – Contributed Inventory (Outside Contribution of non-current assets – gift) -- Not purchased items, but rather gifts of capital items to utilize within an SAE.

4d. – Purchases -- Your annual purchase price paid for all non-current inventory items used in your SAE program. Subsequent year values are the purchase price (cost) less depreciation, which develop each year's ending inventory value. ***(Form 5 of Missouri Record Book)***

Ex: Machinery, fixtures, equipment, buildings, land and land improvements, and purchased dairy, draft and breeding animals.

4e. – Beginning Inventory -- The values are derived from: (1) Beginning for your initial application year is from your beginning total non-current inventory on the basic setup section (items d 1-4) (2) Each following year matches the ending non-current inventory from the previous year.

4f. – Sales – Non-current inventory sales is removing an item from inventory by selling the item. ***(Form 5 of Missouri Record Book)***

Ex: When a tractor, dairy, draft or breeding animals, loader, trailer, display case, truck, building or other similar asset is sold (not traded) the price received for the sale of the item, should be recorded here. Only that percent of the item or previous value used in the SAE Program should be included.

4g. – Non-Cash Sales – This represents your trading out non-current assets for items used as expenses (inventory for sale or other expenses) that support your SAE.

6c. – REVIEW ERROR

If you have a red “Review” on this line you have a mistake in your Non-Current Inventory for that year. If your closing inventory exceeds logical transactions of non-current inventory then you need to review and correct this error.

The formula that is used is:

Beginning Inventory + Purchases + Transfer in of Non-current + Gifts of non-current =
= must be greater than or equal to reported closing non-current inventory.

Typically the issue can be solved by checking the following: You raised some breeding animals that were part of your current inventory and now you are reporting them on the non-current inventory.

Here is an example for you to use to check if this is your issue:

Ex. You raised a breeding animal that has a market value of \$1200, but is retained as newly developed mature breeding animal. You should:

1. The transfer value is \$1200 as the value of production transferred or bartered (\$1200 entered on Line 1f), and
2. The transfer the \$1200 of the value of the non-cash purchase of capital item (\$1200 entered on Line 4b.)

Ending Current Inventory

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



Only inventory that is related to the award application should be included

Harvested and Growing Crops/Plants --(*Missouri Record Book Form 9, Line A*)

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

Feed, Seed, Fertilizer, Chemicals, Supplies, Prepaid Expenses, other Current Assets – (*Missouri Record Book Form 9, Line B*)

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

Merchandise, Crops, and Animals Purchased for Resale – (*Missouri Record Book Form 8 or Form 9*)

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

Raised Market Animals – (*Missouri Record Book Form 8, Line B*)

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

Description

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

Quantity

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

Total

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

Ending Non-Current Inventory

Include only inventory that is related to the award area you are applying for.

Non-Depreciable Draft, Pleasure, or Breeding Animals – (Missouri Record Book Form 8, Line A)

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

Depreciable Draft, Pleasure, or Breeding Animals – (Missouri Record Book Form 7)

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

Depreciable Machinery, Equipment, and Fixtures – (Missouri Record Book Form 6)

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

Depreciable Land Improvements, Buildings, and Fences – (Missouri Record Book Form 6)

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

Description

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

Acquisition cost

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

Depreciation claimed to date

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

Total

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

Skills, Competencies, Knowledge

All applicants complete the skill competencies and knowledge section.

Candidate will identify 5 major skills, competencies and knowledge that best describes what was technically gained from the SAE using the AFNR Indicator dropdown menu.

Identify a major skill, competency or knowledge that was gained as a result of this SAE program related to the award area you are applying for. Select from the dropdown menu provided.

Contribution to Success: Using 500 characters or less, simply state how the skill, competency, or knowledge gained and its specific contribution that it made to your programs success.

Photos

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

Good quality well planned photos set your application apart from the competition. They tie the entire application together and add impact, provided they are good pictures with informative captions. Photos need to relate to the proficiency area in which you are applying. Photos with corresponding captions must be kept one per page. Photo collages are not allowed.

Photos are used as supporting evidence. They must help tell the story of your program and need to show activity, size and your involvement in the proficiency area. Pictures of sheep in your horticulture application will only raise questions, rather than clarify your SAE. Taking pictures to tell the complete story takes planning.

Consider:

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

Captions:

- ☒ Captions are a short description of the activity in your photos. Informative captions can indicate your personal involvement in and demonstrate the quality and size of the program.
- ☒ Use captions to show your 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.

Writing captions

- ☒ Avoid starting each caption with "Here I am".. or "I am ..", or "This is me doing,,"
- ☒ Be sure the caption relates to the photo. You are allowed a max. of 500 characters.
- ☒ Check 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.
"David is shown here planting corn," sounds strange if you are David.

Picture appears here

Select the picture from your files
– (use jpg, gif, png, or bmp)

Caption goes here

These are picture rotating buttons

Leadership Activities

VI. LEADERSHIP ACTIVITIES

Special Notes before you begin this page:

- Activities with the same "Activity Name" will be shown on the same row.
- To add more activities, add an activity for the first year and then edit to add additional years.
- You may list up to 15 rows to be included in your application.

Add New:	Year: 2014	Activity Name: <input type="text"/>	Chapter: <input type="text"/>	Level: <input type="text"/>	Add
----------	------------	-------------------------------------	-------------------------------	-----------------------------	---------------------

Activity	Chapter	Area, District or Region	State	National Finals Multi-State	National	
National FFA Convention					15	Edit Delete
State FFA Camp			14			Edit Delete
Area Reporter		15				Edit Delete
Area FFA Rituals LDE		14				Edit Delete
Chapter President	14					Edit Delete

Year

Activity Name

Level

Add

Edit

On this page you need to list FFA activities that you participated in. Use this section to show that you have exhibited a high level and a variety of leadership development activities. You will need to select your year, name the activity and select the appropriate level. The years will match the record years you have set for the application in the basic setup. You have the ability to list 15 FFA activities. Each time you fill in the chart you will need to click "Add". If you want to edit the activity you will need to click on "Edit" for that activity and change your information. Once you have listed 15 activities, you will lose the ability to add any other items. But you can edit one of the listed items if you want to change one.

Other Activities

int

OTHER ACTIVITIES - RELATED TO AWARD AREA AND/OR SCHOOL & COMMUNITY ACTIVITIES

Special Notes before you begin this page:

- You may list up to 5 activities to include on the application.

Activity: <input type="text"/>	Description: <input type="text"/>	Year(s): <input type="text"/>	Add
--------------------------------	-----------------------------------	-------------------------------	---------------------

Name of Activity	Description	Year(s)		
Braymer Football Team	Team Captain	2014	Delete	Edit
United Methodist Church	High School Youth Group	2014-2015	Delete	Edit

Activity

Description

Year

Add

Edit

This page you will list 5 activities that are related to award area and/or school & community activities. The application will only allow you to list 5 and these should help the judge determine your level of participation outside the FFA. The section operates like the leadership activity page (above) in regards to use of the "Add" link and the "Edit" link.

Checklist

The checklist is built into the application.

All items must be checked as having met for the application to be considered.

Only computer-generated checks are shown here. The PDF application shows additional manual checks.

Item	Value
Missing Name	MISSING
Missing Gender	MISSING
Missing Phone Number	MISSING
Missing Address, City, State, or Zip	MISSING
Missing or Invalid Email Address	MISSING
Missing Chapter Name	MISSING
Missing School Name	MISSING
Missing School Address, City, State, or Zip	MISSING
Missing School Phone	MISSING
Advisor: Missing Name/Email	MISSING
Missing DOB	MISSING
Missing Area	MISSING
Performance Review Question 1 is missing or above the 1500 character (length) limit.	MISSING
Performance Review Question 2 is missing or above the 1500 character (length) limit.	MISSING
Performance Review Question 3 is missing or above the 1500 character (length) limit.	MISSING
Performance Review Question 4 is missing or above the 750 character (length) limit.	MISSING
Performance Review Question 5 is missing or above the 750 character (length) limit.	MISSING
Candidate has fully described all five Skills, Competencies, and Knowledge.	MISSING
All pictures include captions.	MISSING
All pictures include a digital upload.	MISSING
Applicant has chosen a Pathway.	MISSING
Application includes at least one full calendar year of records.	MET
If graduated, applicant must have completed at least three full years of agriculture, or all of the agriculture offered at the school last attended.	ERROR
If graduated, applicant must have been out of high school for no more than one year	ERROR
Ending Date is Dec 31 of the year prior to the National Convention which you are applying to receive an award.	ERROR

Print Application

National FFA/SAE Test Account
w/o AET
Keith Dietzschold2

PRINT APPLICATION

Steps to Submit an Application:

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

Generate PDF

Print Application

Click tab when ready to generate your PDF

- ☒ Use this screen to print a PDF of your application.
- ☒ **Refer to the PDF cover page for required signature approvals.**
- ☒ Follow your area and state rules and requirements for submission of the paper application.
- ☒ Altering the PDF report or substituting pages may result in disqualification.
- ☒ When you are ready to generate and print your application Click on Generate PDF. Your application will contain a barcode and a version number. *It is important to make sure that your version number matches ever page that is printed and submitted to you area and state.*

Scoring Guide (Rubric) Explanation

There are three scoring guides or rubrics. One for Placement only application, a second guide for Entrepreneurship only applications, and the third for the Combined applications. You should use the appropriate guide to help you as you complete your application to maximize the chance to have success during the judging process.

If a combined area application is a placement only then you should use the placement only guide. The same holds true for a combined area application that is only entrepreneurship; use the entrepreneurship only guide. The combined scoring guide should be used for the student that has both entrepreneurship and placement as part of their SAE.

The scoring guides are located at the end of this handbook.

Agriscience Research Proficiency Award

The Agriscience Research Proficiency is designed for those students actively engaged in agriscience research and experimentation. This includes students who are actively engaged in doing their own research individually, as well as those students who may be cooperating on research projects with others including but not limited to teams in school, experiment stations or colleges/universities. The student must be actively involved in the development of the experimental design, formulation of the hypothesis, collection of data, interpretation of the data and publicizing the results to be considered for an *agriscience* research proficiency.

Award Areas:

Agriscience Animal Systems Research - Research in the life processes, health, nutrition, genetics, management and processing of animal systems related to small animals, aquaculture, livestock, dairy, horses and/or poultry.

Agriscience Plant Systems Research - Research in the life cycles, classifications, functions, practices of plant systems related to crops, turf grass, trees and shrubs and/or ornamental plants.

Agriscience Integrated Systems Research- Must fit one of the following descriptions:

Diversified Research – Research in two or more of the agriscience research areas.

Environmental Service Systems/Natural Resource Systems Research - Research in the systems, instruments and technology used in waste management and their influence on the environment.

Food Products and Processing Systems Research - Research in the product development, quality assurance, food safety, production, sales and service, regulation and compliance, and food service practices within the food industry.

Power, Structural and Technical Systems Research - Research in the agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.

Social Sciences Research - Research of leadership, personal growth and career success skills necessary for a chosen profession that effectively contributes to society.

The following pages will outline the differences between the Entrepreneurship and Placement proficiency award applications and the Agriscience Research Proficiency Award application. Many of the pages will be the same. Only the ones that are different will be depicted here.

Sections that are the same are Cover Page, Performance Review, Skills-Competencies-Knowledge, Photos, Leadership Activities, Other Activities, Checklist, and Print Application.

Sections that are different are Basic Set-up Research Projects, Research Funding, and Research Paper, these are described starting on the next page.

Other questions, you should consult your FFA Advisor.

Basic Set-up – Agriscience Award

Dates For This Application

1. Establish the starting and ending dates for the application
2. Represents your **beginning application date**.

You should report your records on a calendar year basis. If you started your records on September 1, include those four months as part of your first year of records. That year will be 16 months long.

(Example: Student begins Ag Ed Classes on August 20, 2014 and they start their record book on September 1, 2014. You enter 1/1/2015 for the Beginning date on the application)

3. **Ending application date** is December 31 of the year prior to the award.

I. DATES FOR THIS APPLICATION	Beginning Date	Ending Date
Establish the starting and ending dates for this application.	1/1/2015 <small>(Enter as mm/dd/yyyy)</small>	12/31/ 2015

Selecting a Proficiency Area

Using the list of applications, select the one that best describes your SAE program.

I. DATES FOR THIS APPLICATION ?	Date you started Ag	Ending date for this
Establish the starting and ending dates for this application.		
II. PROFICIENCY TYPE ?		
Choose a proficiency type for this application ?		

(Please Choose)

- Animal Systems
- Integrated Agriscience Research - Diversified Research
- Integrated Agriscience Research - Environmental Service Systems/Natural Resource Systems
- Integrated Agriscience Research - Food Products and Processing Systems
- Integrated Agriscience Research - Power, Structural and Technical Systems
- Integrated Agriscience Research - Social Sciences
- Plant Systems

Research Projects – Agriscience Award

The form contains the following fields:

- Pathway:** A dropdown menu with "Agribusiness Systems (ABS)" selected. An annotation 'A' points to this field.
- Research Title:** A text input field. An annotation 'E' points to this field.
- Start Year:** A dropdown menu with "(Choose)" selected. An annotation 'B' points to this field.
- End Year:** A dropdown menu with "(Choose)" selected. An annotation 'C' points to this field.
- Hours:** A text input field. An annotation 'D' points to this field.
- Add:** A blue button labeled "Add" on the right side. An annotation "Click 'Add to populate projects'" points to this button.

#	Pathway	Research Title	Years	Hours	Options
1	ESS	Examining Nitrate Levels in Different Water Sources	2014	100	Delete Edit
Total Projects: 1				100	

You will need to complete the following for each research project that you conducted in this award area.

Pathway (A) -- Choose Pathway

Start Year (B) -- Select the year that best describes the start of the project. Only years that are available are ones that match the years you entered on the Basic Set-up page.

End Year (C) -- Select the year that best describes the end of the project

Hours (D) -- This area is for the number of total hours worked on all aspects of your research project.

Research Title (E) -- Develop a descriptive title for your research project.

Research Funding – Agriscience Award

Special Notes before you begin this page:

- Entries are saved as you add/edit each row.
- No Decimals or Cents. Use whole numbers.
- Set up your list of Research Projects on the "Research Projects" page.

Select a Project:

1. Examining Nitrate Levels in Different Water Sources ▼

Make sure to select the project in which you would like to add research funding.

+ Add

For sections below to appear you will click on to “Add” research expenses and funding/income.

The window below will appear once you click “Add”. Please select the appropriate year, list the item, a short description of the item, and the cost of the item.

Year: (Choose) ▼

Expense Item:

Memo/Description:

Cost:

[Insert](#) [Cancel](#)

Describe how you handled funding of your research and then related expenses that helped you complete the research process.

Please give a detailed explanation of how you obtained your project materials. ?

maximum 750 characters - 750 remaining

Research Paper – Agriscience Award

Special Notes before you begin this page:

- Entries are saved as you go.
- Set up your list of Research Projects on the "Research Projects" page.

Select a Project:

1. Examining Nitrate Levels in Different Water Sources ▼

Make sure to select the project in which you would like to add research funding.

For each project that was completed in the award area will need to have the following completed.

Abstract

One page abstract for each research project listed. An abstract is a brief summary of your paper, which concisely describes your purpose, methods, results and conclusions. Do not include the title in the abstract. Your abstract may include potential research applications or future research. The abstract should be in paragraph form and no longer than one page.

Procedure

A well-written procedure will enable others to reproduce your results by duplicating your study. Explain the technical and experimental procedures employed. Use good judgment with details. Note easily understood tests or procedures, but do not describe them in detail.

Conclusion

Draw conclusions from the results of your study and relate them to the original hypothesis. If results were not what you expected; take this opportunity to explain why.

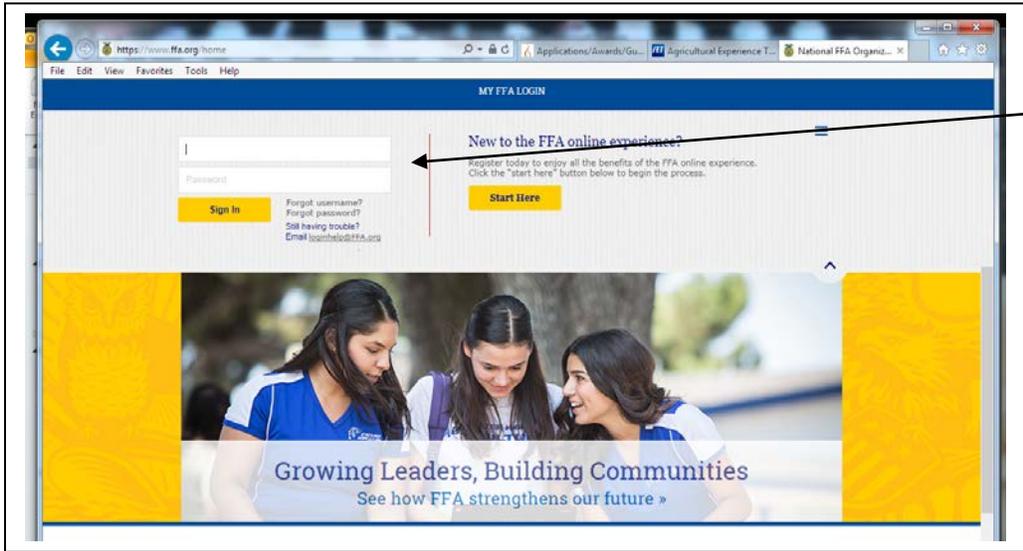
Scoring Guide or Rubric

This is located at the end of the handbook. You need to use the Agriscience Scoring Guide/Rubric to maximize your points for your application. The judges will use this as a guide for scoring your application.

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

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

APPENDIX A – OBTAINING THE APPLICATION

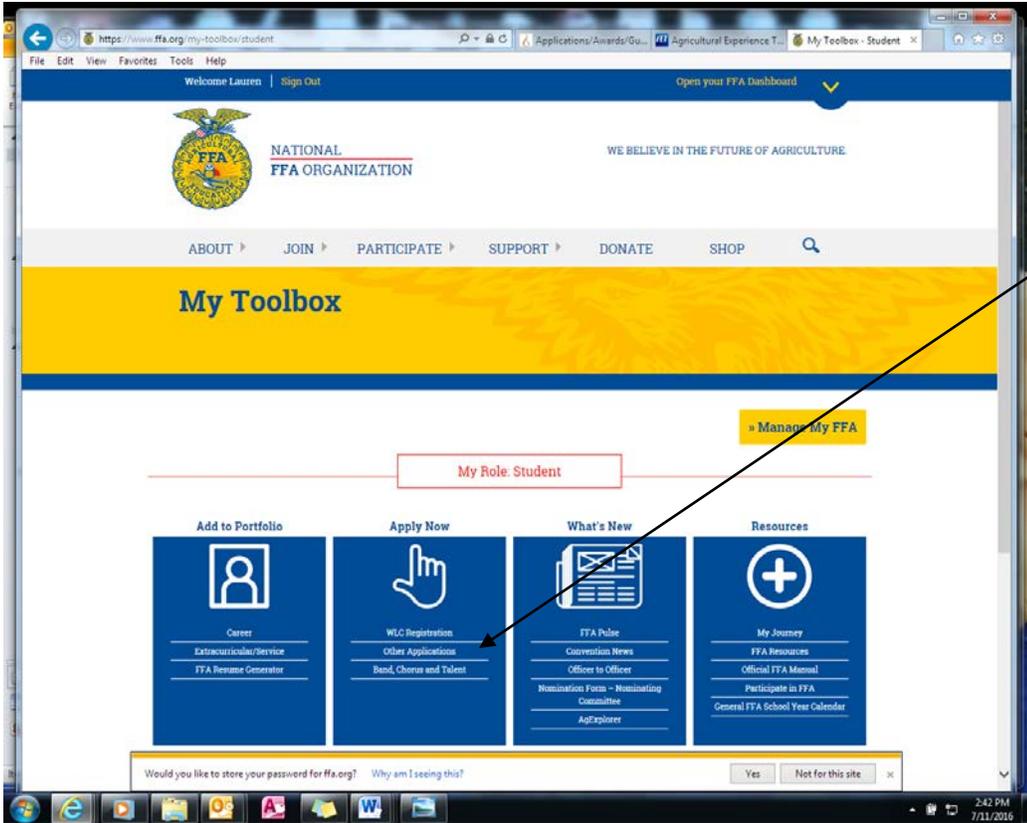


Log in to www.ffa.org and enter you username and password

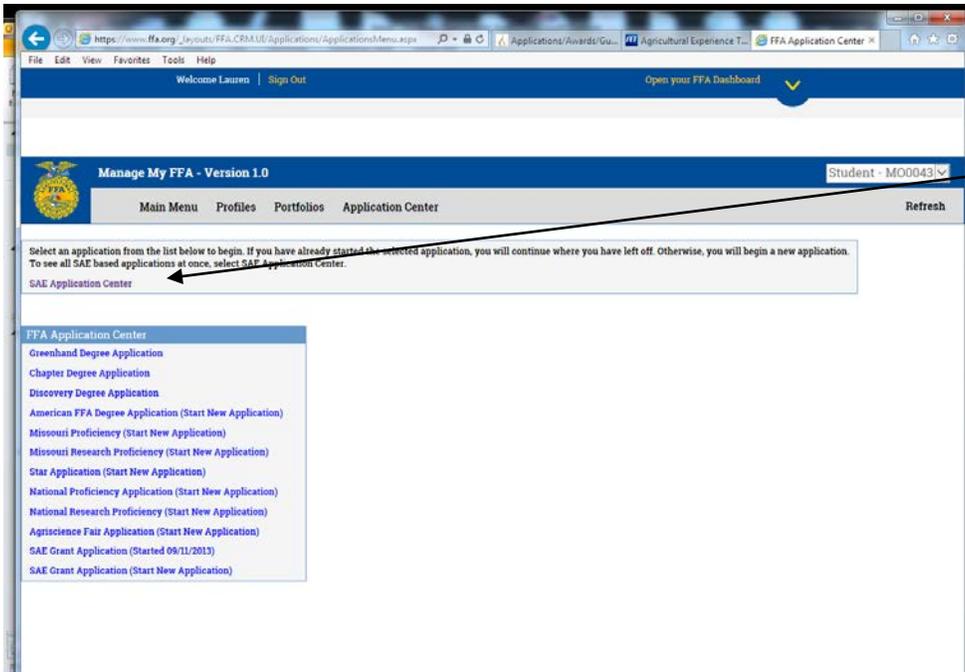


Open Dashboard

APPENDIX A – OBTAINING THE APPLICATION

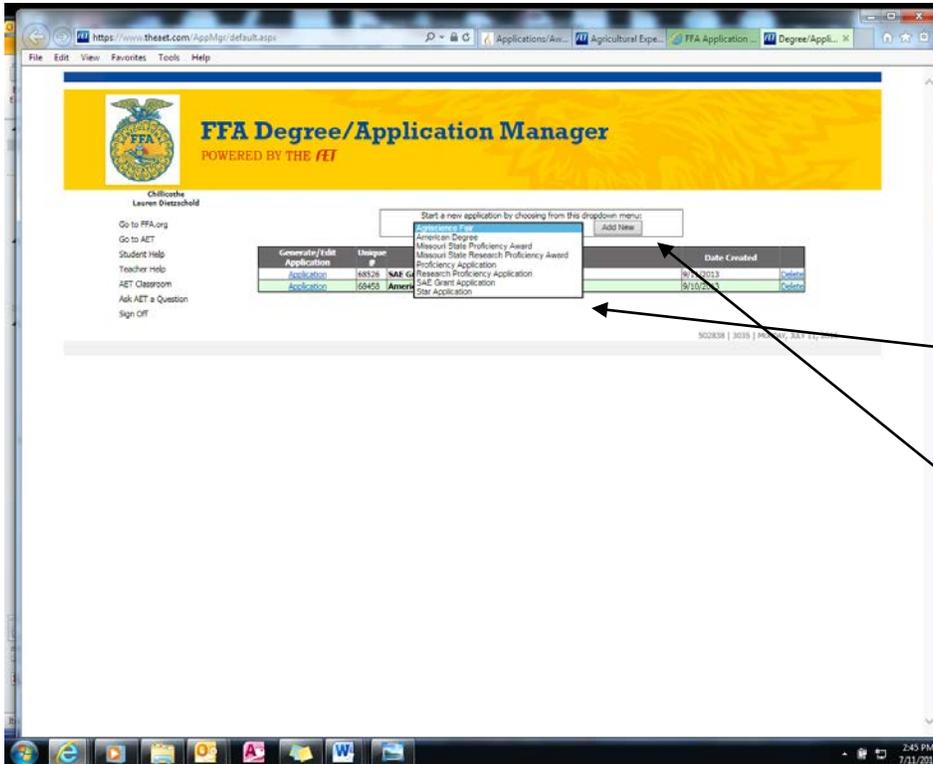


Click on Other Applications or Applications



Then Click SAE Application Center

APPENDIX A – OBTAINING THE APPLICATION



Then Select either Missouri State Proficiency Award or Missouri State Research Proficiency Award

Then click Add New to add application to your profile.