



National FFA Agricultural Proficiency Awards

*A Special Project of the
National FFA Foundation*

National FFA Agricultural Proficiency Awards

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



***MANDATORY REQUIREMENT!** - Résumé*

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. You can include information on your goals, a résumé, and a personal page about your entrepreneurship. While that will show the progress into your career goal, you are only confusing the judges by mixing the information from both placement and entrepreneurship on one application.

Who can apply?

Agricultural proficiency awards are available to all FFA members enrolled in high school agriculture including special needs students. 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 year's worth of records as an FFA member to apply for a national level proficiency award. Realistically, you are more competitive at the national level with more years of records. Some states have specific requirements; your state FFA advisors can provide more information.

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

The FFA motto

Learning to Do, Doing to Learn, Earning to Live, Living to Serve.

The Agricultural Proficiency Awards program is similar to the FFA motto in that it helps you set goals and learn practical skills. The program rewards FFA members, such as yourself, at the local, state and national levels for exceptional accomplishments and excellence in a supervised agricultural experience (SAE) program.

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** is for paid work or un-paid/volunteer work. Examples include working at a nursery, grooming at a horse stable or volunteering at a local park.
- The second type of SAE is called **entrepreneurship**. It is for SAE programs that involve ownership of an agricultural production or an agribusiness enterprise. Examples include owning/operating a lawn care service, holiday poinsettia production and sales or a pay-to-fish operation.
- **combined: New starting in 2015**, for the award areas that are combined [example Agricultural Communications-**Entrepreneurship/Placement**] you can enter both placement and entrepreneurship records. Check the award listing offered for the year you are applying for combined areas.
- The third type of SAE is **agriscience research and experimentation**. It is for SAE programs that involve planning and conducting a scientific experiment based on a hypothesis and the use of the scientific method of investigation on the hypothesis. This may include qualitative research, quantitative research, experimental research, descriptive research or quasi experimental research. The fourth type of SAE is **exploratory**. It is for the SAE program that explores various parts of agriculture and agricultural careers. Examples include attending an agricultural career fair or creating a report on the work of a veterinarian.

SAE info

More information on SAE programs is available from your agriculture instructor, at www.ffa.org.

Proficiency award areas

Not all of the proficiency award areas listed in this publication are available annually. Availability of awards depends on obtaining a special project sponsor. Your FFA advisor can assist you in determining whether the proficiency area for which you want to apply includes a sponsored award.

It is impossible to list every type of SAE in each area in this publication, especially when students, parents and advisors have devised many creative programs. Only a few examples are listed in the descriptions that follow. A slight modification in an SAE program can make it better suited for a different proficiency area than originally thought.

Your state FFA advisors or national FFA staff can assist you in determining which proficiency award application to complete. You should provide sufficient explanations as to support placement in that category.

The agricultural proficiency award areas approved for sponsorship by the National FFA Board of Directors for 2014 and beyond include those that follow. (**Only areas with sponsorship will be offered in any given year.**)



***Special Tip:** Combined areas listed in red*

About the awards

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 and 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 – Relates to education and extension, including, but not limited to youth mentoring, agricultural education departmental assistants, PALS mentors and student coordinators, 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 FFA.

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

Agricultural Mechanics Energy Systems– Entrepreneurship/Placement – Involves the adjustment, repair, and maintenance of agricultural power systems including mechanical power, electrical power, chemical power, wind power, solar power and/or water power.

NOTE: Electrical wiring for general construction, restoration of tractors, general engine repair is more appropriately covered in other agricultural mechanics proficiency award areas.

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 involved in the repair and maintenance of agricultural equipment (including lawn equipment) and/or structures.

Agricultural Processing – Entrepreneurship/Placement – A student owns an enterprise or works for a business of assembling, transporting, processing, fabricating, mixing, packaging and storing food and nonfood agricultural products. Programs could 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, hides; processing of wool & cotton, making compost, cubing & pelleting of forages, producing bird seed and other pet foods. **NOTE:** Processing of non-food 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, could include enterprises such as the sales of feed, seed, fertilizer, agricultural chemicals, agricultural equipment, machinery or structures. Enterprises could also include the merchandising (which is buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture (including quarry rock for decorative or landscape purposes), floriculture, or forestry items at either the retail or wholesale level. **NOTE:** SAEs that include the production or processing of the previous items does not belong in this award area.

Agricultural Sales-Placement – Student works for an agriculture related business that is not covered in a more appropriate proficiency award category. This could include sales of feed, seed, fertilizer or agricultural chemicals. Students could also work for businesses that involve the sales of agricultural equipment, machinery or structures. Activities could include the merchandising (buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticulture (including quarry rock for decorative or landscape purposes), floriculture, floriculture and/or forestry items at either the retail or wholesale level. **NOTE:** SAEs that include the production or processing of the previous items, it does not belong in this award area.

Agricultural Services – Entrepreneurship/Placement – Student owns enterprises or works in an agricultural business that is not covered in any of the existing award categories. This includes enterprises such as custom equipment operation and maintenance, agricultural management and financial services, animal breeding services, custom baling, crop scouting, implementing integrated pest management programs, horseshoeing, taxidermy services, auction services (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 a company or individual whose primary activity 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 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 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.

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. This award area also includes enterprises in which a student who leases cattle for a dairy production business.

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 livestock and crops in **two or more** proficiency areas. These areas include at least one species included in diversified livestock and at least one species included in diversified crop proficiency area.

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 proficiency areas. These areas include grain production, fiber/oil production, forage production, specialty crop production (excluding floriculture 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. These areas include grain production, fiber/oil production, forage production, specialty crop production, vegetable production or fruit production.

Diversified Horticulture – Entrepreneurship/Placement – Student works for someone who or owns the enterprise or business that applies the best management practices available to efficiently manage an SAE program that includes **two or more** of the following proficiency areas: landscape management, nursery operations, turf grass management, or the specific floricultural production or floral design and floral sales activities accepted in specialty crop production.

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. These areas include beef, dairy, sheep, swine, equine, goat, specialty animal, small animal production and care, or poultry.

Emerging Agricultural Technology - Entrepreneurship/Placement – Involves gaining career experiences in the development of new and emerging agricultural technologies such as engineering, remote sensing, hand held device technology, precision agriculture, agrobotics and other new and emerging technologies that are not covered in any of the existing award categories. The implementation of new and emerging agricultural technologies is more appropriate in other existing categories.

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 the areas of management of agriculture waste (excluding common compliance with EPA regulations) recycling of agriculture products, environmental cleanup, serving in the conservation corps; managing agricultural energy usage (not for building or maintaining), multiple uses of resources, land use regulations pertaining to soil, water and air quality, preservation of wetlands, shorelines, and grasslands, wildlife surveys, erosion prevention practices; public relations and education concerning pollution.

Equine Science - Entrepreneurship – Student owns an enterprise or business that provides experiences 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 (prior to 2012, formerly in Specialty Animal Production).

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 not owned and/or managed by the member. This also includes miniature horses (prior to 2012, formerly in Specialty Animal Production).

Fiber and Oil Crop Production – Entrepreneurship/Placement – Student owns the enterprise, or 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, or works for a business that applies 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.

Forage Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that 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 – Student owns the enterprise, or works for a business that 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, making and selling cedar shakes and firewood, and wood chips/mulch, or working for the Forest Service. Does not include any food items harvested from the forest.

Fruit Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market crops for fruits such as stone fruits, pome fruits, citrus fruits, pineapples, coconuts, berries, cranberries, 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 -- Student owns the enterprise, or works for a business that involves the use of the best management practices available to efficiently produce and market goats and 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 – Student owns the enterprise, or works for a business that involves 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 – Student owns the enterprise, or works for a business that 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 – Student owns the enterprise, or works for a business that provides students with job-entry experience in areas such as turf, ornamental plants, vegetable starter 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 – Student owns the enterprise, or works for a business that develops outdoor recreational activities best suited to family use or as income-producing enterprises. These enterprises could include vacation cabins and cottages, camping and/or picnic areas, fishing, hunting, water sports (not including indoor lifeguard activities), winter sports, shooting preserves, guide services, riding stables, trail rides, vacation farms and guest ranches, natural scenic or historic areas, and running petting zoos and rodeo events where the member does not own or manage animals.

Poultry Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that 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 – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market sheep, sheep products and wool.

Small Animal Production and Care – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that includes the best management practices available to efficiently produce and market small animals such as all rabbits, cats, dogs, mice, hedgehogs, guinea pigs, lizards, small birds (such as canaries, cockatiels, cockatoos, parakeets, parrots, 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, working at a kennel, or preparing guide and assistance animals.

Specialty Animal Production – Entrepreneurship/Placement – Applies the best management practices available to efficiently produce and market specialty animals within the 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, mules, donkeys, bison, oxen, mink, worms, ostriches, pigeons, 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 horses have been reclassified and moved to equine science. All rabbits should be entered in small animal production.

Specialty Crop Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that applies the best management practices available to efficiently produce and market crops not covered in any of the existing award categories such as: native prairie plants, sugar beets, dry edible beans, green peanuts, 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 – Student owns the enterprise, or works for a business that involves the planting and maintaining of turf for outdoor beautification, providing a lawn mowing service; improving recreational areas, sod produced for sale, and sport field or golf course management.

Vegetable Production – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that applies the best management practices available to efficiently produce and market crops such as asparagus, beans, potatoes, sweet potatoes, yams, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, all canning vegetables and all common garden vegetables.

Veterinary Science – Entrepreneurship/Placement – Student owns the enterprise, or works for a business that 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 – Student owns the enterprise, or works for a business that includes the improvement and the availability of fish and wildlife through practices such as land and water habitat improvement, development of new land and water habitat, trapping, or the stocking of fish and wild game. This proficiency includes activities conducted with the Fish & Wildlife departments, or Department of Natural Resources. The production of wild species for the stocking of ducks, geese, quail and pheasants are eligible if used as an income enterprise.

Guidelines for state winners

- You will be granted only one proficiency award per year and will be eligible to receive that same award only once. For instance, if you competed in landscape management in 2014 and won at your state level, you would no longer be eligible to participate in landscape management. However, you could apply in turf grass management if your SAE applies to the award description.
- You will be considered for national awards only during the same calendar year in which you place first in state competition.
- You will receive reimbursement from the National FFA Foundation only if your application wins at the state level and is submitted for national consideration.
- You will be expected to attend the national FFA convention to receive your award *if you are selected as a national finalist*.

Judging for national finalists

Local or state level winners are selected based on their location. For example, Jim Jones from Anytown, Iowa, can win the Iowa FFA Agricultural Communications Proficiency Award, but he cannot win the Indiana FFA Agricultural Communications Proficiency Award.

Judging the applications

Proficiency awards will be judged by 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 applications and clear, concise answers given during interviews.

Recognition**Awards available from National FFA Organization**

- **Chapter level**
 - Medal and certificate
- **State level**
 - Each state winner receives a framed certificate and a \$250 cash award.
- **National level**
 - Each national finalist receives a plaque and a \$500 cash award.
 - National winner receives an additional plaque and an additional \$500 cash award.
 - Each national finalist can apply for and compete to participate in an international travel experience.

NOTE: Local and state associations may have additional awards. Your local and state FFA advisors can provide more information.

Information, please

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. 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 in navigating through the proficiency award application. Throughout this section you will find definitions, examples and helpful hints to answer questions.

***Tips for completing the application***

1. Read all instructions before you begin.
2. Report your records on a calendar-year basis.
3. Confirm your state's deadline for submitting the completed application because each state has different rules.
4. Obtain the required signatures on the application in the proper places. Your placement application needs an employer's signature, even for volunteer, unpaid, directed lab and research programs. The person supervising your progress should sign the application, even if s/he is a parent or an advisor.
5. Review your application one more time for spelling, grammar or mathematical errors. With the new electronic applications, spellcheck is available for all text boxes.
6. Include only your share of inventory, income and net worth in your proficiency award application if your SAE program involves other family members.
7. Verify that the figures used are true. You may round them to the nearest dollar. Applications which are incomplete or have mathematical errors are subject to rejection.
8. Use information and examples in the handbook's appendices and on the proficiency homepage on www.ffa.org to clarify and assist you in completing your application.




Example applications for entrepreneurship, placement and combined are available on the Proficiency award program website on www.ffa.org

Instructions Page and Icons in Application

An instructions page is available 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:**

INSTRUCTIONS


READ THIS FIRST!!

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



Special Tip:

Videos are available throughout to assist with questions you might have for completing the application.

-  Video for Students

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

I. 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. **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.
3. **Gender** – Select the appropriate response of either male or female.
4. **E-mail address** – Provide your e-mail address for notification purposes. We will not sell your e-mail address.
5. **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.
6. **Telephone number** – Include the area code and confirm the number.
7. **Name of parents/guardians** – This information is used for news media purposes.
8. **Parents/Guardian occupation** - 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. **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.

II. Basic Setup



Special Tip:

Beginning date must be entered on Basic Setup page or additional years will not be available for your records.

Dates For This Application

- Establish the starting and ending dates for the application
- Represents your **beginning application date**, which includes:
 1. First day of agriculture education
 2. Development of SAE plan.
 3. FFA Involvement
- **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. ?	9/1/2010 <small>(Enter as mm/dd/yyyy)</small>	12/31/ 2013

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 are.



Special Tip:

To determine if your award area is combined, check the areas offered for year you are applying. If listed as Entrepreneurship/Placement the area is combined. [Page 4 and area descriptions Pages 5-11]

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.

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 ?	Entrepreneurship 45% Placement 55%

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.

Current proficiency areas covered under Biotechnology Systems:

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.

**Special Tip:**

NOTE: Application questions are different than what was in the previous applications.

III. Performance Review:

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

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

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

Performance Review A:

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

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

Some areas to cover include:

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

2. Briefly explain how your roles and responsibilities related to this 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 what is the single greatest challenge you faced in this proficiency award area and how did you overcome that challenge.

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

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

Performance Review B:**4. Briefly explain your three greatest accomplishments/findings in this proficiency award area?**

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

Accomplishment/Finding #1

Accomplishment/Finding #2

Accomplishment/Finding #3

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

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

Impact #1

Impact #2

Impact #3

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

IV. SAE Entrepreneurship Details (Entrepreneurship Applications)

Entrepreneurship is for SAE programs that involve ownership of an agricultural production or an agribusiness enterprise. Examples include owning/operating a lawn care service, holiday poinsettia production and sales or a pay-to-fish operation.

SAE enterprise Pathway

Provide the pathway for every project for each year.

Size/scope of enterprise

A definition of size

Entrepreneurship example: Raised 25 meat rabbits, 12 head of breeding ewes. (animal systems career pathway)

Description

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

Year ? 2010	Pathway ? Agribusiness Systems (ABS)	Project Name ? (Required)	Size/Scope ? (Required)	Description ?	Add
2010	Pathway	Project Name	Scope/Size	Description	
No records to display.					
2011	Pathway	Project Name	Scope/Size	Description	
No records to display.					

Choose Year before Typing in Project Name

Click Add When Finished

V. SAE Hours and Wages (Placement 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 or- ganizations to develop these essential skills for your career.



Special Tip:

Follow guidelines below to determine number of hours allowed for Directed lab/SAE hours.

Directed lab/SAE hours - (unpaid hours):

In reviewing applications for awards and degrees, applicants sometimes present a completely unrealistic number of hours dedicated to directed lab/SAE. In a single year, a person working a full time 40 hour per week job will work a total 2080 hours (52 weeks x 40 hours = 2,080). In order to assist students and teachers in evaluating students directed lab/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
	(36 week school year)			
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
- Extra-curricular activities

Should an applicant submit an application that claims they have worked in excess of 2080 hours, the application should explain how this large number of hours was achieved while remaining compliant with child labor laws.



Special Tip:

Refer to Page 17 for the 9 career pathway areas and definitions.

Career pathway

Select the appropriate career pathway in regards to your SAE.

Placement (employer) or Project Name

Type of business in your employment.

Example: Hal's Nursery (If you are working with the plants, your career pathway would be Plant Systems.)

Description of duties

This area is for a brief description of the work you do or the actual title assigned to the job you perform. In this area, significant space is available for you to list relevant information on your title, responsibilities, and project description.

Unpaid

This area is for the number of hours that you worked during which the only compensation you received was the experience you gained.

Paid

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.

Current Expenses

Some employment opportunities require you to provide gloves, tools, equipment, safety items etc. as part of your job.

Year	Pathway	Job Title and Responsibilities / Project Description					
2010	Agribusiness Systems (ABS)	<input type="text"/>		<input type="text"/> Add Unpaid Hours Paid Hours Gross Earnings Expenses			
	Employer or Project Name						
2010	Pathway	Employer or Project Name	Description	Unpaid Hours	Paid Hours	Gross Earnings	Expenses
	No records to display.						
Total Projects:							
2011	Pathway	Employer or Project Name	Description	Unpaid Hours	Paid Hours	Gross Earnings	Expenses
	No records to display.						
Total Projects:							

VI. 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.

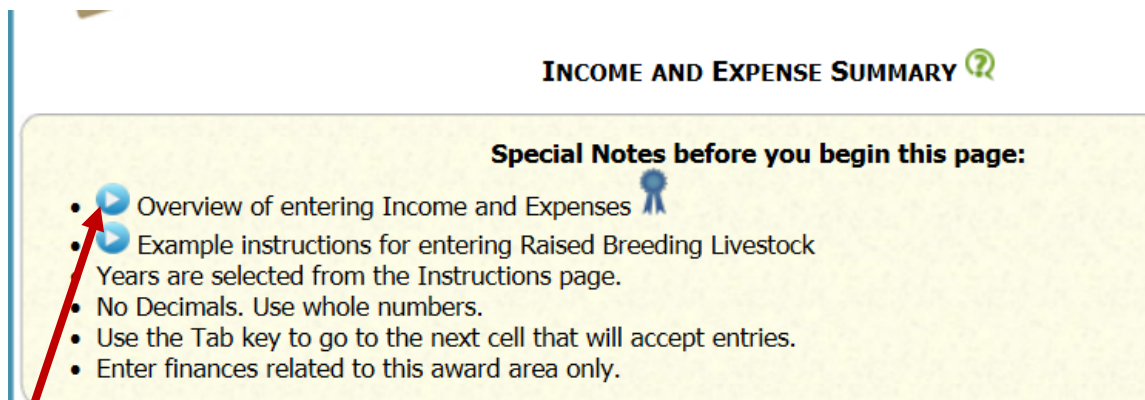
Your records should be organized into calendar years. If your record book has a short-year (4 months) and then a complete year (12 months), you will need to separate each into two calendar years.

Ex:

Year 1: September 1 to December 31 - (4 months of records for the year), then


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

- For further information regarding the Income and Expense Summary please refer to the video and examples within the application.



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.

Click “play” button to access video

VII. 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.

Harvested and Growing Crops/Plants

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

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

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

Merchandise, Crops, and Animals Purchased for Resale

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

Raised Market Animals

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

Description

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

Quantity

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

Total

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

VIII. Ending Non-Current Inventory

Value for determining investment/requirement based on fair market value.

Non-Depreciable Draft, Pleasure, or Breeding Animals

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

Depreciable Draft, Pleasure, or Breeding Animals

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

Depreciable Machinery, Equipment, and Fixtures

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

Depreciable Land Improvements, Buildings, and Fences

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

Description

A one or two word description of the specific non current asset

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.



Special Tip:

Your 5 major skills will be in your main career pathway; however, your 5 additional skills could be in other pathways such as cluster skills, etc.

IX. Skills, Comp., Knowledge:

All applicants complete the skill competencies and knowledge section.

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

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

Figure I

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

The candidate will also identify 5 additional skills, competencies and knowledge that were gained in one of the other related pathways.

KNOWLEDGE

page:

hway

Contributions to Success (max 500 characters)

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

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

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

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

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

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

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

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

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

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

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

Figure II

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

X. Outcomes/ Efficiencies:

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

Efficiency factor

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

Level achieved at end of first record book or production cycle

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

Level achieved at end of last record book or production cycle

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

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

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

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

<input checked="" type="checkbox"/>	I learned about safety in the shop....	Year 2011 Level 10% knowledge	Year 2011 Level 90% knowledge	This helped me in my job....	Delete	Edit
-------------------------------------	--	--	--	------------------------------	------------------------	----------------------

**MANDATORY:**

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

XI. Résumé:

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

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

1. Career objective

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

2. Education

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

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

3. Supervised Agricultural Experiences

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

Examples

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

4. FFA Involvement and Leadership

Leadership development opportunities come in many different forms. Some activities are the direct result of FFA membership, while others are offered by the school and community and are available to all students.

Examples:

- **FFA offices held** - junior officer, secretary, president of chapter
- **Major committee assignments** - chairperson of fundraising, chairperson of spring banquet
- **State, national conventions** - member of courtesy corps, chapter or state delegate

(continued next page)

- **Recognition received** - Star Greenhand, Chapter Star Farmer, Chapter Star in Agribusinessman, 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% attendance at chapter functions

5. 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

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

6. Accomplishments

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

Ex:

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

7. Certifications, Skills, and Memberships

(most recent to oldest):

Ex:

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

8. Recommendations

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

**Special Tip:**

Remember you can include only six pictures with your proficiency application. It's important to make each picture count. Judges don't know your program, personally. Your application must represent your SAE so make sure the photos and captions emphasize your strong points, not your weaker ones.

this
item.

Ask a person who is unfamiliar with your program to review your photos and captions to determine the type of message they convey.

XII. Photos

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

Good quality, well planned photos set your application apart from the competition. They tie the entire application together and add impact, 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.

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

Consider:

- An SAE program normally covers a period from three to four years.
- Every program has important phases that can only be captured on film when they happen.
- It is best to take pictures over a period of time to reflect your program's growth. (Sometimes staged photos are needed, but work at making them not look staged by changing hats, shirts, etc.)

- The background and what you are doing should fit the photo. (Mowing grass with snow on the ground is not believable.)

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.



Special Tip: Tips in Writing captions

- *Avoid starting each caption with “Her I am”... or “I am ...”, or “This is me doing*
- *Be sure the caption relates to the photo.*
- *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.*

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.

XIII. Attachments:



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

Employer or Instructor's Statement The applicant's most recent employer or agriculture instructor should evaluate and submit a maximum of one page report of the progress the student has made in developing the skills and competencies necessary for success in the particular area of this application.

- This statement gives a different perspective of your SAE. Judges find this section very helpful in evaluating your application. A name and title must appear with the statement. **NOTE: The recommendation can be no more than one page in length.** If both your employer and advisor want to make a recommendation, they can either put both recommendations on one page, or use a separate recommendation as your personal page

Personal Page Attach one page of additional information, of your choice, supporting your application for this area. (i.e., newspaper clippings, additional statements from employer, student work, etc.)

The Personal page section is the place to add anything you feel will support and set apart your application, including information that maybe doesn't fit into any other category.

- If you are an entrepreneurship candidate and possess a large inventory, you may wish to use this area to list completely the inventory items that you own.
- If you received numerous awards, you could even include a picture showing all of the awards in one photo.

XIV. Checklist

- Photos
- Attachments
- Checklist**
- Print Application

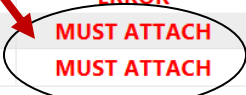
The checklist is built into the application.

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

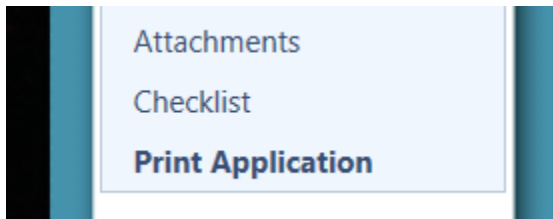
Item	Value
Missing Name	MISSING
Missing Gender	MISSING
Missing Phone Number	MISSING
Missing Address, City, State, or Zip	MISSING
Missing or Invalid Email Address	MISSING
Missing Chapter Name	MISSING
Missing School Name	MISSING
Missing School Address, City, State, or Zip	MISSING
Missing School Phone	MISSING
Advisor: Missing Name/Email	MISSING
Missing DOB	MISSING
Performance Review A Question 1 is missing or above the 1500 character (length) limit.	MISSING
Performance Review A Question 2 is missing or above the 1500 character (length) limit.	MISSING
Performance Review A Question 3 is missing or above the 1500 character (length) limit.	MISSING
Performance Review B Question 1 is missing or above the 750 character (length) limit.	MISSING
Performance Review B Question 2 is missing or above the 750 character (length) limit.	MISSING
Performance Review B Question 3 is missing or above the 750 character (length) limit.	MISSING
Performance Review C Question 1 is missing or above the 750 character (length) limit.	MISSING
Performance Review C Question 2 is missing or above the 750 character (length) limit.	MISSING
Performance Review C Question 3 is missing or above the 750 character (length) limit.	MISSING
Candidate has fully described and selected one to five Learning Outcomes or Efficiency Factors.	MET
Candidate has fully described all ten Skills, Competencies, and Knowledge.	MISSING
All pictures include captions.	MISSING
All pictures include a digital upload.	MISSING
Resume Section 1 is missing or above the 400 character (length) limit.	MISSING
Resume Section 2 is missing or above the 750 character (length) limit.	MISSING
Resume Section 3 is missing or above the 750 character (length) limit.	MISSING
Resume Section 4 is missing or above the 750 character (length) limit.	MISSING
Resume Section 5 is missing or above the 750 character (length) limit.	MISSING
Resume Section 6 is missing or above the 750 character (length) limit.	MISSING
Resume Section 7 is missing or above the 750 character (length) limit.	MISSING
Application includes at least one full calendar year of records.	MET
Ending Date is Dec 31 of the year prior to the National Convention which you are applying to receive an award.	ERROR
Employer or Instructor's Statement must the printed and submitted with the application.	MUST ATTACH
Personal Page must the printed and submitted with the application.	MUST ATTACH

Must be checked "MET" before application is ready for approval.

SEE ATTACHMENTS



XV. Print Application




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

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

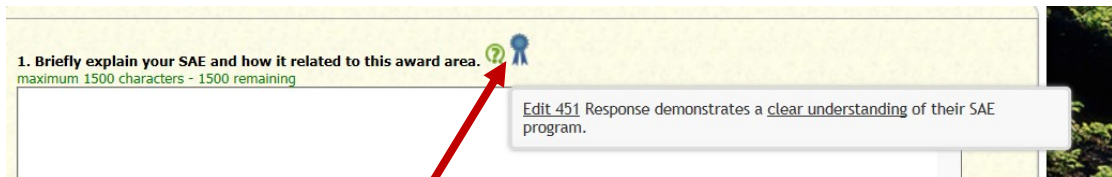


Click Tab when ready to Generate PDF

XVI. Rubrics

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

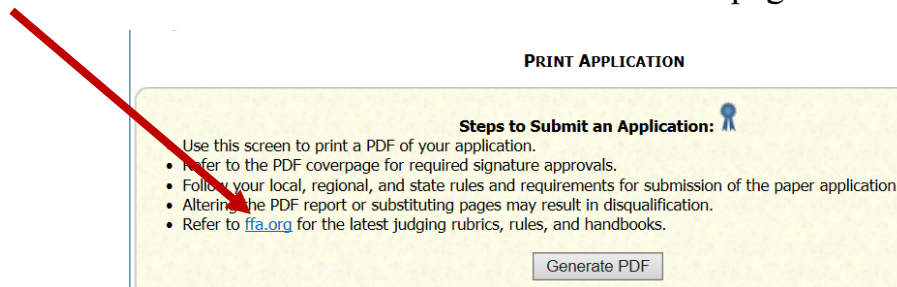
- If you hover your mouse over the ribbon icon; a portion of the grading rubric will appear. This section provides tips to obtain the maximum amount of points available.



Place mouse over icon for box to appear

Rubric Availability

A link to the rubrics are available within the application. You can find the link to the National FFA Website on the “Print Screen” page.



Rubrics can also be found online at:

<https://www.ffa.org/Programs/Awards/Proficiency/Pages/Resources.aspx>

Rubric Explanation

Entrepreneurship or Placement Rubric: Both rubrics are listed on the same chart. Take note that if the student is an entrepreneurship only (i.e., Beef Entrepreneurship) you will only grade using the entrepreneurship scale. The same can be said for placement.

Combined Rubric: The “**Combined Rubric**” is the rubric that will be used for all applications in any combined area, e.g. Ag Communications, Ag Services, etc., in which students indicate they have BOTH placement and entrepreneurship SAEs, and have used the slider bar to indicate the percentage of each SAE. This rubric will NOT be used for any application in a combined area in which the student is 100% placement or entrepreneurship. **The creation of the “Combined Rubric” is for a student that truly has a tough time choosing which application to fill out because they are strong in both placement and entrepreneurship programs.**

(continued next page)

The “**Entrepreneurship or Placement**” rubric will be used for any student that is applying in a “combined” area, e.g. Goat Production, but is strictly 100% entrepreneurship OR 100% placement. (i.e. If a student applies in agriculture education but indicates they are 100% placement, this application should be treated as if it is in a placement only area and you would use the “E/P” rubric. Likewise, if a student applies in goat production but is a 100% entrepreneurship SAE, then this rubric would be used and scored as if it were in an entrepreneurship only area).



Special Tip: Combined Areas Listed Below

Combined Award Areas for 2015

- Agricultural Communications
- Agricultural Education
- Agricultural Mechanics Design and Fabrication
- Agricultural Mechanics Energy Systems
- Agricultural Processing
- Agricultural Services
- Diversified Agricultural Production
- Diversified Horticulture
- Diversified Livestock Production
- Emerging Agricultural Technology
- Environmental Science and Natural Resources
- Fiber and/or Oil Crop Production
- Food Science and Technology
- Forage Production
- Forest Management and Products
- Fruit Production
- Goat Production
- Home and/or Oil Crop Production
- Landscape Management
- Nursery Operations
- Outdoor Recreation
- Poultry Production
- Sheep Production
- Small Animal Production and Care
- Specialty Animal Production
- Specialty Crop Production
- Turf Grass Management
- Vegetable Production
- Veterinary Science
- Wildlife Production and Management

Glossary

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

Accrue: to accumulate; to grow.

Acquisitions: items that are purchased or received.

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

AFNR: agriculture, food and natural resources.

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

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

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

Book value: the original value minus the accumulated depreciation.

Boot: something given to equalize an uneven trade.

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

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

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

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

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

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

Competencies: measures of abilities, knowledge or skills.

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

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

Current liabilities: liabilities that are payable within the year.

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

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

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

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

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

Eligibility: qualifications that must be met to attain something.

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

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

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

Expense: cost involved with producing a product or service.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Scope: size and growth of an operation or enterprise.

Shop FFA: the online merchandising division of the National FFA Organization, 6060 FFA Drive, PO Box 68960, Indianapolis, IN 46268-0960.

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

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

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

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

Working capital: amount of funds available after sale of current assets and payment of current liabilities. It is calculated by subtracting current liabilities from current assets.



Postmarked Due July 15

**AGRICULTURAL PROFICIENCY
CERTIFICATION**

Having applications disqualified during national finalist competition after the applicant has received state recognition and the publicity that accompanies such recognition has to be a disappointment to the student, an embarrassment to the state and national organizations, a very undesirable task for a panel of judges and most of all very difficult to explain to the sponsor of the activity. To improve the quality of applications submitted, and to eliminate the need to disqualify an application at the national finalist level of competition each agricultural proficiency award application submitted should be certified by the state advisor. The state advisor should appoint a team to review each application and only send those on to national competition that have a positive response to each of the statements listed on the Entrepreneurship/Placement and/or Agriscience Research Review forms.

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

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

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

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