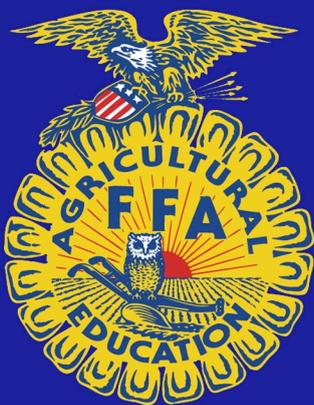
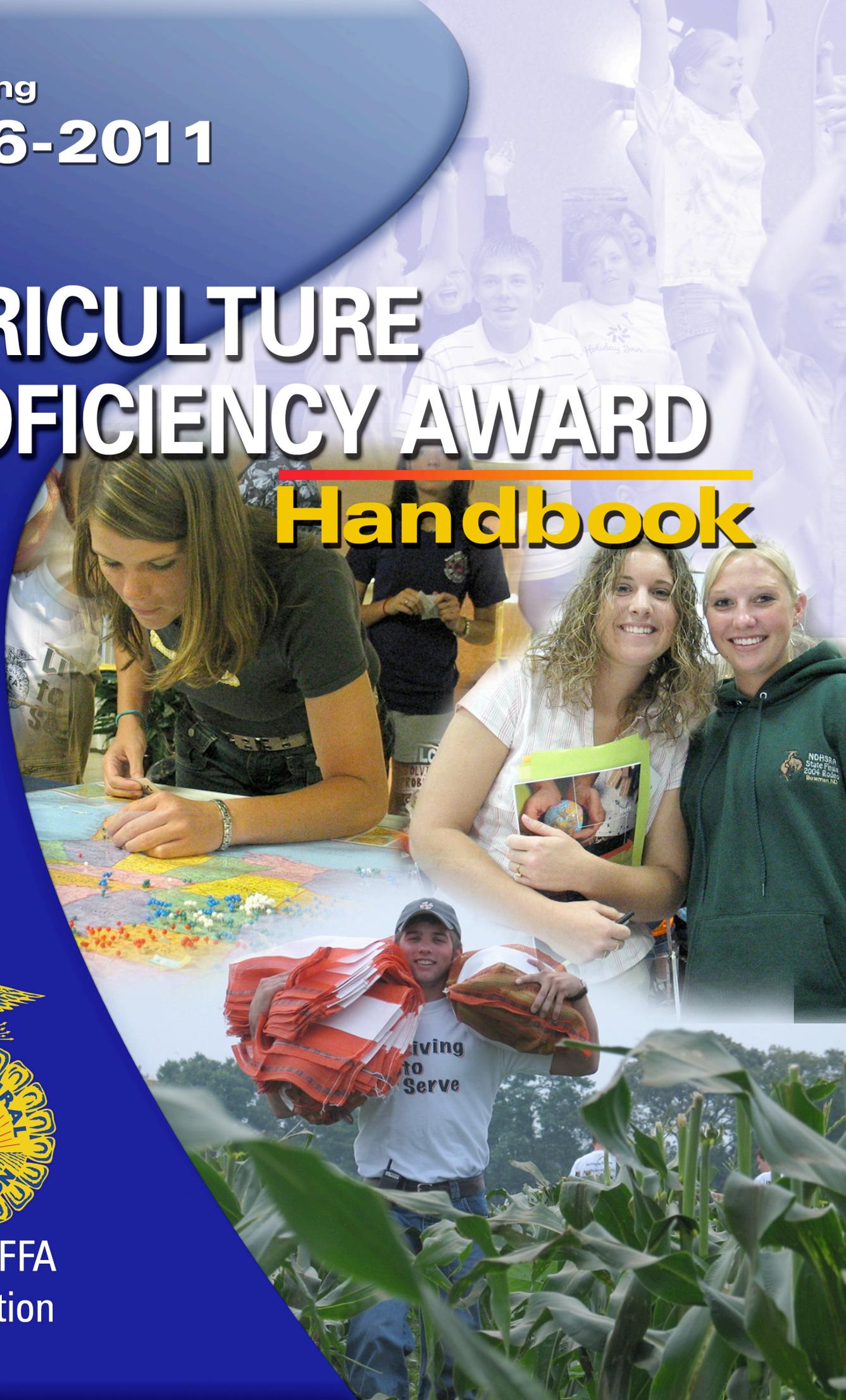


Beginning
2006-2011

AGRICULTURE PROFICIENCY AWARD

Handbook



National FFA
Organization

Agricultural Proficiency Award Handbook

Preface

The special project sponsors of the National FFA Agricultural Proficiency Award program have made this handbook possible. It has three uses:

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

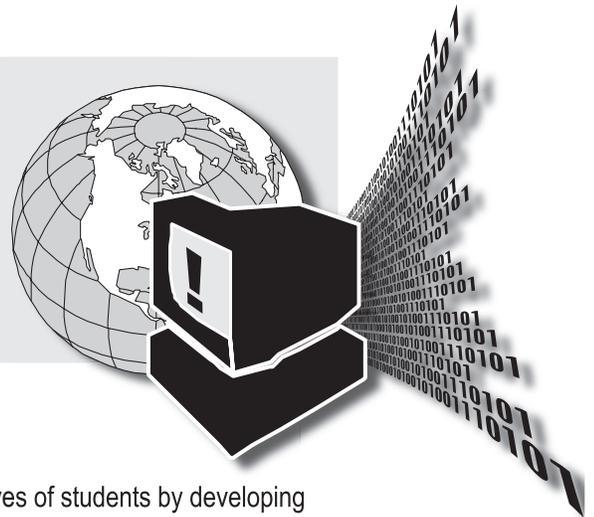


Acknowledgements

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About the FFA

FFA is a national organization of 476,732 members preparing for leadership and careers in the science, business and technology of agriculture. Local, state and national programs provide opportunities for students to apply knowledge and skills learned in the classroom. The organization has 7,223 local chapters located throughout the United States, Puerto Rico, Guam and the Virgin Islands. The National FFA Organization's Internet web site located at www.ffa.org has more information about the organization.



FFA Mission

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

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

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Part I

Introduction—The Agricultural Proficiency Award Program	1
Two Award Applications.	1
SAE Programs	1
Who Can Apply?	2
Agricultural Proficiency Award Areas	3
About the Awards.....	6
Guidelines for State Winners.....	6
Pool Judging for National Finalists	6
Judging the Applications	6
Common Mistakes on Applications.....	7
Make A Copy	9
Recognition	9

Part II

Completing the Application.....	10
Information, Please!	10
Tips for Completing Your Application	10
A Step-By-Step Approach.	11
Common Areas of the Entrepreneurship and Placement Applications	11
I. Performance Review	12
V. or XII. Supporting Documentation	13
■ Résumé	14
■ Employer or Instructor Statement.....	15
■ Supporting Pictures	15
■ Personal Page.....	15

Entrepreneurship Applications *Only*

D. Skills, Competencies and Knowledge	21
II. Inventory Related to this Proficiency Area	21
III. Schedule of Liabilities Related to this Proficiency Area.....	23
IV. Scope Related to this Proficiency Area	24
V. Income and Expense Summary Related to this Proficiency Area	25
VI. Applicant's Financial Balance Sheet Statement	30
VII. Efficiencies Attained	33
VIII. Non-Cash Income Not Related to this Award Area	34
IX. Earned Income Not Related to this Award Area	35
X. Gifts, Inheritance and Other Non-Earned Income.....	35
XI. Accounting for Change in Owner's Equity.....	35

Placement Applications *Only*

II. Scope, Income and Expense Summary for Placement-Type Supervised Agricultural Experience Program.....	37
III. Balance Sheet	38
IV. Skills and Activities	41

A Final Checklist: Can You Answer "Yes" to These 10 Statements?	43
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Part III

Appendices	44
Appendix I: How to Calculate Data For Efficiency Factors	44
Appendix II: Efficiency Factor Formulas	48
Appendix III: General Photography Tips and Evaluation	56
Appendix IV: Examples – Example applications are available on the proficiency award program home page. Examples are located at bottom of that page. NOTE: We add to these examples each year.	
Proficiency Review Sheets	
Entrepreneurship Scorecard	
Entrepreneurship Rubric	
Placement Scorecard	
Placement Rubric	
Personal Page Examples	
 Appendix V : Frequently Asked Questions	 60
Glossary	67
 Quick Reference	 69

Part 1: Introduction —

The Agricultural Proficiency Award Program



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!

Two Award Applications

There are two types of proficiency award applications. The first type is called “placement.” It is for work or experience-only (paid or unpaid) SAE programs, such as directed lab, improvement and research/experimentation experiences.

Examples include working at a nursery, grooming at a horse stable, developing a research program involving wildlife or volunteering at a local park. The other proficiency award application is called “entrepreneurship.” It is for SAE programs that involve ownership of an agricultural production or an agribusiness enterprise.

An easy way to differentiate between the two categories is to determine if the SAE program involves ownership. A student who works for a wage as an employee at a feed store has a “placement” program; whereas, a student who grows feed grain and assumes all risk on the investment of that crop has an “entrepreneurship” program.

Your agriculture instructor can assist you in determining which application best suits your SAE program.

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

SAE Programs

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

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

SAE Information

More information on SAE programs is available from your agriculture instructor, at www.ffa.org or the SAE Central web site at www.cals.ncsu.edu/agexed/aee322/index.html.



Agricultural 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 chapter 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 such 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, 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 2006 and beyond include those that follow. **(Only areas with sponsorship will be offered in any given year.)**

Who Can Apply?

Agricultural proficiency awards are available to all FFA members enrolled in high school agriculture, including special needs students.

Individually, you can apply for specific proficiency areas while you are in or after you are out of high school, as long as you have been out for **no more** 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 over 250 career areas, including processing, sales and service, conservation, forest management, horticulture, landscaping, nursery operation, turf management and floriculture.

If you have an SAE that is both entrepreneurial and placement, you need to decide which area you are stronger in. For instance, you have worked for a turf grass contractor for several years, but have started your own enterprise with a couple of customers during the latest year of your SAE, you would apply in the placement area to take advantage of the longer history and development. You can include information on your goals, resume,

personal page about your entrepreneurship, and that will show the progress into your career goal, but you are only confusing the judges by mixing the information from both placement and entrepreneurship on one application.

- **Agricultural Communications**-typically includes programs in which a student works at newspapers or other agricultural print facilities, such as magazines, to obtain training and practical experience in writing and publicizing in preparation for a writing or communications career. SAE programs may occur at radio or television stations, fair media rooms or other businesses that require speaking skills and a knowledge of agriculture. This area includes any use of communication technology, such as websites, aimed at communicating about agriculture.
- **Agricultural Education** - for students with SAE's 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 FFA.

- **Agricultural Mechanics Design and Fabrication** involves designing and constructing agricultural equipment, structural land improvements and/or buildings and structures. It also includes selecting structural materials and/or implementing plans that use concrete, plumbing, heating, ventilation and/or air conditioning in agricultural settings.
- **Agricultural Mechanics Energy Systems** (Agricultural Power)-involves adjusting, repairing and maintaining agricultural power systems, which includes those that run by the way of mechanical, electrical, chemical, wind, solar, fluid and/or water power.
- **Agricultural Mechanics Repair and Maintenance** involves repairing and maintaining agricultural structures, machinery and/or equipment, including lawn equipment.
- **Agricultural Processing**-involves students who assemble, transport, process, fabricate, mix, package and store food and non food agricultural products. Programs may include the processing of meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food items. Nonfood products can include the processing of by-products such as meat, bone, fish and blood meal; tallow; compost; hides; wool and cotton. It can include the cubing and pelleting of forages as well as producing birdseed and other pet foods. **NOTE:** The processing of forest products is no longer part of this proficiency area. (*The Forest Management and Products area has more details*).
- **Agricultural Sales** involves students who sell feed, seed, fertilizer or agricultural chemicals. Students can also own businesses that involve the sales of agricultural equipment, machinery or structures. Activities can include the merchandising of crops, livestock, processed agricultural commodities, horticultural or forestry items at either the retail or wholesale level.
- **Agricultural Services** involves students who work in services offered through agricultural enterprises that deal with custom equipment operation and maintenance, agricultural management and finance, animal breeding, custom baling, crop scouting, horseshoeing, taxidermy, animal hospitals, custom and contract feeding or other appropriate services.
- **Aquaculture** involves programs that use the best management practices available to produce and market aquatic plants and animals. Programs can include catfish, shrimp and crawfish farming; mollusks; salmon ranching; tropical fish rearing and tilapia culture.
- **Beef Production** includes programs that use the best management practices available to produce and market beef efficiently.
- **Dairy Production** involves programs that use the best management practices available to produce and market dairy cattle and dairy products efficiently.
- **Diversified Agricultural Production** involves the use of the best management practices available to produce and market efficiently at least one livestock and at least one crop related proficiency.
- **Diversified Crop Production** involves the use of the best management practices available to efficiently produce and market efficiently two or more crop related proficiency areas such as: grain, fiber/oil, forage, specialty crop, non-horticultural vegetable or fruit production.
- **Diversified Horticulture** typically involves producing, processing and marketing plants used principally for ornamental or aesthetic purposes and fruits and vegetables traditionally related to horticulture. This diversified proficiency area encompasses student SAEs with at least two of the following areas: floriculture, nursery operations, landscape management, turf grass management, as well as fruit and vegetable production, such as viticulture (grapes), pomology (fruit trees) and horticultural fruits and vegetables (not including fruit and vegetable row crops).
- **Diversified Livestock Production** involves the use of the best management practices available to produce and market efficiently a combination of two or more livestock related proficiency areas such as beef, dairy, swine, equine, specialty animal, small animal production and care, or poultry.

Agricultural Proficiency Award Areas

- **Emerging Agricultural Technology** involves programs where students gain career experiences in new and emerging agricultural technologies, such as agri-science, global positioning, biotechnology, lab research, computers and others that are covered by none of the existing award categories.
- **Environmental Science and Natural Resources Management** typically results in FFA members receiving practical experiences in the principles and practices of managing and/or improving the environment and natural resources. Activities may involve managing agriculture waste, recycling agriculture products, cleaning the environment or serving in the conservation corps. This area can include multiple resource uses; wildlife surveys; erosion prevention practices; public relations and pollution education; land use regulations that pertain to soil, water and air quality; as well as wetlands, shorelines and grasslands preservation.
- **Equine Science** typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by a member.
- **Fiber and/or Oil Crop Production** involves the use of the best management practices available to produce and market efficiently fiber and/or oil crops such as cotton, sisal, hemp, soybeans, flax, mustard, canola, castor beans, sunflower, peanuts, dill, mint and safflower.
- **Floriculture** involves the use of the best management practices available to produce and market efficiently fresh and dried field or greenhouse flowers, foliage and related plant materials, including the arranging, packaging and marketing of these materials for ornamental purposes.
- **Food Science and Technology** involves students who work for wages and/or experiences in applying microbiology, food biochemistry or food product research and development to improve taste, nutrition, quality and/or the value of food. Programs can include research, new product development, food testing, grading and inspecting. Work experience could be obtained at research facilities, in classroom/lab facilities or through the quality and safety testing of milk or other foods. **Food Science does not** involve the processing, marketing and sales of food products or food preparation and/or service.
- **Forage Production** involves the use of the best management practices available to produce and market efficiently forage crops such as non-grain sorghum, alfalfa, clover, bromegrass, orchard grass, grain forages, corn or grass silages and pastures.
- **Forest Management and Products** involves the use of 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 and harvesting. It can include experiences with the Forest Service, Christmas tree farming, as well as making and selling cedar shakes, firewood and wood chips/mulch.
- **Fruit Production** involves the use of the best management practices available to produce and market efficiently fruit crops such as stone, pome and 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).
- **Grain Production** involves the use of the best management practices available to produce and market efficiently grain crops 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** typically involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants, as well as modernizing a home for better health and comfort by installing or improving water and sanitary facilities, heating and air conditioning or labor saving devices. It can include community betterment and development activities such as volunteerism to improve the community.
- **Landscape Management** typically involves experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, installing sprinklers and improving recreational areas.
- **Nursery Operations** typically provides students with job-entry experiences in areas such as shrubs, trees or other plant production for the purpose of transplanting or propagation. It can include water garden plants produced for sale.
- **Outdoor Recreation** typically involves outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises include vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, vacation farms and guest ranches, natural scenic or historic areas and rodeo events where members do not own or manage horses.
- **Poultry Production** using the best management available to produce and market efficiently domestic fowl such as ducks, geese and guinea; chickens; as well as turkeys and their products.
- **Sheep Production** involves the use of the best management practices available to produce and market sheep and wool efficiently.
- **Small Animal Production and Care** involves the use of the best management practices available to manage, produce, care for and/or market efficiently small pet animals, such as rabbits as companion animals, cats, dogs, mice, hedgehogs and guinea pigs. Programs can typically provide a service where students care for the well-being of pets. They can also include working at a pet shop or kennel, grooming or training dogs, as well as serving as a veterinary assistant or providing pet sitting services.
- **Specialty Animal Production** involves the use of the best management practices available to produce and market efficiently specialty animals covered by none of the existing award categories, including bees, goats, mules, donkeys, miniature horses, meat rabbits, mink, worms, ostriches, emus, alpacas or llamas. Placement experiences can involve working at a zoo or at any specialty animal facility.
- **Specialty Crop Production** involves the use of the best management practices available to produce and market efficiently crops covered by none of the existing award categories, including sugar beets, dry edible beans, gourds, tobacco, popcorn, Indian and other specialty corns, grass seed, herbs, and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers or crop seed.
- **Swine Production** involves the use of the best management practices available to produce and market swine efficiently.
- **Turf Grass Management** typically involves the planting and maintaining of turf for outdoor beautification, owning a lawn mowing service, improving recreational areas, producing sod for sale and managing golf courses.
- **Vegetable Production** involves the use of the best management practices available to produce and market efficiently crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, as well as all canning and common garden vegetables.
- **Wildlife Production and Management** typically involves activities to improve the availability of fish and wildlife through practices such as trapping, stocking fish and wild game or those that develop new or improve existing land and water habitat for wildlife. This proficiency can include experiences with Fish and Wildlife Departments and the Department of Natural Resources. Wildlife, wild species of ducks, geese, quail and pheasants are eligible in this area if used as an income enterprise.

About the Awards

Guidelines for State Winners

If you advance to the state level:

- 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 national awards only during the same calendar year you place first in state competition
- You will receive reimbursement from National FFA Foundation funds 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*

Pool 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 for national proficiency awards is conducted on a “pool” basis. This means that judges select the top four or 10 percent of applicants—whichever is greater—as national finalists, regardless of the geographical area an applicant comes from. Theoretically, all four finalists in a proficiency area could be selected from the same area of the country.

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.

Dual Participation:

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

Process for implementation

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

Applications should honestly, accurately and neatly reflect members' SAE programs and other achievements. Judges do not want to see mysterious accounting and other inconsistencies.

You are responsible for communicating clearly and completely to the evaluators in your application, answering questions completely and providing the information requested. Some trouble spots to avoid are highlighted here and on page 8.

➤ Change in net worth greater than acceptable levels

The change in net worth during the years covered by an application cannot be greater than the total of the following:

- "Total Return to Labor, Capital and Management" earned during the years covered by the application from that portion of the award area (**Section V, Line 6**). For SAE programs that include both ownership and wage earning enterprises, the total income earned as wages should also be included; plus
- "Total Non-Cash Income Not Related to This Award Area" earned during the years covered by the application (**Section VIII**); plus
- "Total Earned Income Not Related to This Award Area" received during the years covered by the application (**Section IX**); plus
- "Total Gifts, Inheritance and Other Non-Earned Income" received during the years covered by the application (**Section X**).

Common Mistakes On Applications

When you have added these four totals together, you have accounted for all of the income you have received from all sources. Your change in net worth cannot be greater than this sum (**Section V, Line 6, column F + Total Section VIII + Total Section IX + Total Section X**).

➤ Unrealistic and inaccurate scope, income or expenses

It is unrealistic for you to show a sheep production SAE program that increases from two ewes in the first year to 50 ewes the second year without any expenses. Receiving \$5,000 for 20 hours of work is also an unrealistic figure. Include only those portions of your SAE program that relate directly to the particular proficiency area for which you are applying in the section of the application pertaining to scope.

➤ Unrealistic explanations of how total investment was obtained

Let's say you had a grain production SAE program and wrote the following in your award application:

"My father gave me a 33 percent share of all his farm machinery for repairing and maintaining the equipment. My share of the machinery is now \$47,135."

This wage is unrealistic for repairing machinery. It also has an inflationary effect on your net worth. Rather than record this \$47,135 as "Non-Cash Income Not Related to This Award Area," it would be more appropriate to list it as a gift in the "Gifts, Inheritance, and Other Non-Earned Income" section of the application.

➤ Unrealistic reporting of applicant's responsibilities

Let's say you had a diversified livestock production SAE program and you wrote the following in your award application:

"I farm 160 acres of land, of which I own half interest and rent an additional 305 acres. My livestock enterprise consists of 140 head of cattle, of which I own half, and 155 head of hogs, of which I own 100 percent. I am a full-time college student living away from home."

The situation described is a bit unbelievable because it is difficult for you as a full-time college student to live away from home and to handle so many farm responsibilities.

➤ Failure to exhibit growth

The proficiency program recognizes success through growth and achievement. If your enterprise began with five rabbits when you were a first-year student and only increased to seven rabbits by your fourth year, your program has failed to grow significantly.

A program that starts at a modest size and grows over the years will be more competitive than one that starts at a larger size and remains the same size over the identical years covered by an application.

➤ Failure to include all costs associated with a production program

Most judges know how much money it takes to produce 10 acres of corn. Be very careful to avoid typographical errors as you document all figures. Reporting \$300 when you meant \$3,000 can cause a judge to disregard the rest of your application.

➤ **Beginning and ending inventories don't match**

One year's ending inventory values must be the same as your following year's beginning inventory values.

➤ **Questionable financial arrangements**

Judges become concerned when they see an application that includes questionable financial arrangements. Take for example a student who constructed a building on land owned by someone else. Sometimes it's the things not explained that cause the most trouble, as in the case of a student who noted he owned \$15,000 worth of land, but never explained how he paid for it while at the same time showed no liabilities against the property on his application.

➤ **Pictures that show unrelated activities or unsafe practices**

There is no better way to ruin your chances of winning an Agricultural Mechanics Proficiency award than by showing a picture of someone welding without proper safety equipment. And there is no sense in showing a picture of a dairy cow if you are applying for recognition, say, in forest management.

➤ **Applying in the wrong award area**

Judges have disqualified applicants for submitting applications in the incorrect area. For example, an applicant who owned only horses and applied in the diversified livestock production area, will be disqualified because the application should have been submitted in the equine science area. Pages 2-5 contain descriptions of the various award areas.

➤ **Sloppy work**

To succeed in the agricultural proficiency awards program, you must produce a neat, concise application for the judges. Write your first draft by hand, then use a typewriter or computer to complete your application.

Check grammar, spelling and sentence structure. You may be able to recruit your local English teacher or school secretary to proofread your application on a volunteer basis.

Make A Copy

Applicants are encouraged to make copies of their applications because they are not returned. However, microfilm copies of all national finalist applications are kept in the National FFA Center archives.

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.

Part II: Completing the Application—

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.

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

This experience will prepare you for the future!

Tips for Completing Your Application

1. Read all instructions before you begin. Review the glossary to gain a better understanding of the terminology used throughout the application.
2. Do not alter the application in any way, it will be “DISQUALIFIED”. This includes copying the application into a word document, altering the space given for responses for any questions or changing the font size below 10 points. For fairness, all applicants must respond to questions in the space provided.
3. Complete the application by January 1 of the year in which you are applying for the award. After the first year, report your records on a calendar-year basis.
4. Use the latest revised application forms. Verify that you have the right application by checking the dates listed on the document’s upper left-hand corner.
5. Confirm your state’s deadline for submitting completed applications because each state has different rules.
6. 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 he or she is a parent or an advisor.
7. Review your application one more time for spelling, grammar or mathematical errors. Your application should be typed. To assist you in that task and to reduce the chances of mathematical errors, the FFA encourages you to use the computerized version of the application.
8. If you need to spellcheck your electronic application, it is recommended you copy the text and paste it into word and spellcheck your text there. Since the Microsoft Excel template applications are protected due to all of the calculations, you are unable to spellcheck in Excel. You can download the applications from the FFA website on the Proficiency home page, or from the current Chapter Resource Guide CD ROM.
9. Place your application in an FFA award binder available through the FFA Supply Service at 888-332-2668. Doing so makes processing the application much easier.
10. Prepare two copies of the application. Send one to the next level of competition and place the other in your chapter’s files as a permanent record. You will find it difficult to obtain a copy of your application once you mail it to the next level because program officials will not return it.
11. Include only your share of inventory, income and net worth in your proficiency award application if your SAE program involves other family members.
12. Verify that the figures used are true. You may round them to the nearest dollar. Applications which are incomplete, or which have mathematical errors, are subject to rejection.
13. If you put decimal points or accidental spaces in the cells, the new applications will give you a warning to only enter WHOLE NUMBERS and will not allow you to enter decimal points.
14. Use the information and examples in this handbook’s appendices to clarify and assist you in completing your application.

A Step by Step Approach

The two applications discussed earlier in Part One, placement and entrepreneurship, include sections that are the same and others that are different.

- Areas that apply to each will be covered first.
- Sections that pertain only to the Entrepreneurship application will then be covered, followed by those of the Placement application.

Common Areas of the Entrepreneurship and Placement Application

(Go to the cover page of either application.)

1. **Name**—Write your name exactly as you want it to appear on a plaque and in press releases. Confirm that the typist has spelled it correctly.
 - 1b: Name on chapter roster (if different)
2. **Date of birth**—Give the month, day and year of your birth. Program officials determine your eligibility, at least in part, by this information.
3. **Age**—Provide your age as of your last birthday.
4. **Gender**—Select the appropriate response of either male or female.
5. **Social Security number**—Applications received without a Social Security number will **not** be disqualified from competition, however, a Social Security number must be provided before receipt of any national award checks. This SSN is required for audit purposes only.
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. **Parent/guardian occupations**—List their current job or career area.
10. **Complete FFA chapter name**—Give the complete official chapter name because it is often different from the school name. (for example: **Western FFA**)
11. **Name of high school**—Give the complete official name of the school because it is often different from the chapter name.
12. **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.
13. **School telephone number**—Include the area code and number where program officials can reach your FFA advisor and/or other school officials.
14. **Chapter advisor(s)**—Include the complete name of each current FFA advisor.
15. **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.
16. **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.
17. **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.
18. **Year in school at time of applying for award**—FFA members are eligible to participate during any year that they are enrolled in agricultural education classes.

Completing the Application

- 19. 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.
- 20. State/national dues paid**—Verify your membership status by reviewing the chapter and state membership rosters for each year covered by the application.
- 21. 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 parents.

I. Performance Review

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.

A. Getting Started in this Activity

- 1. Briefly describe your SAE program as it relates to this proficiency area. Describe how you started your program in this proficiency area. What interested and motivated you to begin?**

This is the first impression the judges have of your program and application. Make your write-up interesting and informative. Think about when you first started this enterprise and what happened? Did any particular person or event spur your interest to begin a program?

- 2. When you were planning your SAE in this proficiency area, what two or three goals and objectives did you plan to achieve by this point in your development?**

Setting goals is very important in successful SAE programs. Did you have a goal when you first started? What did you want to accomplish by this point in your program?

B. Progress

- 1. Describe any special advantages or disadvantages that had a major impact on your achievements in your SAE program.**

There are circumstances—such as where you live, facilities at school or community and your parents' occupation—that can be considered advantages or disadvantages. Natural disasters such as floods or drought can be considered disadvantages. Make certain that you explain any unique or questionable situations that impact your SAE. Describe how these circumstances impacted your achievements.

- 2. (For Entrepreneurship applicants only) Explain how resources such as livestock, land, buildings, equipment, machinery, supplies and labor are obtained and utilized by you in this proficiency area.**

There are many ways to obtain assets: working other jobs, securing loans, inheriting, exchanging labor or materials and even bartering.

- 2. (For Placement applicants only) Briefly describe your placement in this proficiency area. (Include a description of the business/farm/facility, physical environment, size, number of employees, etc.)**

Describe your position, your responsibilities, the number of hours worked and other important information that explains your placement position.

3. *(For Entrepreneurship applicants only)* Describe your marketing and merchandising plans for this proficiency award area.

Explain how you promoted, sold and distributed your products.

3. *(For Placement applicants only)* How has your position description and/or responsibilities changed during the time of your placement?

Describe your responsibilities and note any changes that have occurred throughout your time in this position. Your entire position could have changed.

C. Analysis and Evaluation of Program:

1. Describe your level of achievement and progress towards your goals (such as skills, scope, etc.) in this award area, as related to your goals and objectives described on page two, question two.

You should have learned many skills at this point in your SAE. In this section, clarify how the skills developed relate to your stated goals and objectives.

2. Describe the personal, educational and career goals you would like to achieve in the next 10 years.

Where do you want to be in the future? Be as specific as you can in describing each goal.

The following instructions are found in Section XII, page 9 on the Entrepreneurship application or Section V, page 9 on the Placement application under the heading "Supporting Documentation."

V. or XII. Supporting Documentation

A. Résumé

A résumé is a written account of your experiences and accomplishments that you use to explain to potential employers why you are the most qualified person for a specific position. Sooner or later, if you want a job, you will need to develop a résumé.

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

a. Name/address/phone/FFA chapter

Include your name, current address, telephone number and the name of your FFA chapter.

b. Career objective

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

c. Education

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



Examples:

- attended seminars on specific topics of interest
- earned state-level certification for pesticide and herbicide applications
- toured three commercial greenhouse operations
- completed a plant science short course
- participated in a one-week ecology camp
- attended a garden seed seminar

A. Résumé (continued)

d. FFA leadership activities/awards

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 or president of chapter
- **Major committee assignments**—chairperson of fundraising or spring banquet
- **State, national conventions**—courtesy corps member, chapter or state delegate
- **Recognition received**—Star Greenhand, Chapter Star Farmer, Chapter Star in Agribusiness, Chapter Star in Agricultural Placement, Chapter Star in Agriscience, State Star Farmer, State Star in Agribusiness, State Star in Agricultural Placement, State Star in Agriscience, chapter member of the year, 100 percent attendance at chapter functions

e. School leadership activities/awards

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



Examples:

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

f. Community leadership activities/awards

Include major community related activities.



Examples:

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

g. Professional associations



Examples:

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

h. Other accomplishments

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



Examples:

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

i. References

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

Three sample résumés follow on pages 16-20. However, there are other acceptable formats also.

B. Employer Statement

This statement gives a different perspective of your SAE. Judges find this section very helpful in evaluating your application.

Be sure that the person you request to write the statement understands that he or she should emphasize your SAE accomplishments. A name and title must appear with the statement.

NOTE: The recommendation can be no more than one page in length.

C. Supporting Pictures

Every picture tells a story, but it won't do your FFA award application much good 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.

Digital photos are acceptable as long as they have not been electronically altered.

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 not making them 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.)

To learn more about how to use photography to your advantage, turn to Appendix III, "General Photography Tips and Evaluation," in this handbook.

D. The Personal Page

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. Information such as newspaper clippings, additional support statements or recommendations, additional photographs, copies of licenses or certifications, charts and/or graphs and advertisements are appropriate. However, your space is limited to one 8 1/2" x 11" single-side page. Information for this section may not include such items as videotapes, computer discs, CD-ROMs, DVD-ROM and other multi-media presentations. **IDEA: If you received numerous awards, you could even include a picture showing all of the awards in one photo.**

Sample résumé #1

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

Career objective

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

Education

Took landscaping design course at local community college
Attended three-day night course through Cooperative Extension Service
Toured two local greenhouses

FFA Leadership activities/awards

Star Greenhand, freshman year
Star Chapter Agri-businessman, junior year
Chairman, spring flower and bulb sale committee
Chapter reporter, junior year
Section reporter, senior year

School leadership activities/awards

Class treasurer, freshman year
Cross country team, sophomore-senior year
Band, Chorus, freshman-senior year
National Honor Society, senior year

Community leadership activities/awards

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

Professional associations

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

Other accomplishments

First place, floriculture arrangement, county fair, sophomore year

References

John Doe
5678 Second Place
Here, XX 00000
555-000-0000

Mary Jay
1234 First Place
There, XX 00000
555-555-5555

Don Done
9101 Third Street
Over, XX 00000
000-555-5555

Sample résumé #2

ERICA WISE

200 West Bloom Street
Fresno, California 93722
(555) 555-5555

Fresno-Central FFA Chapter, California Association FFA

CAREER OBJECTIVE

I am attending California State University - Fresno, majoring in Agricultural Education/Communications. Upon graduation from CSUF, it is my goal to work in journalism with a focus on agriculture-related news.

QUALIFICATIONS

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

EMPLOYMENT HISTORY

F & F Contracting, Inc.

June 2005-present

Office Assistant

The Maize

September 2004-October 2005

Cashier

The Fresno Bee

September 2005-present

Reporter

EDUCATION

California State University Fresno

Majoring in Agricultural Education/Communications

August 2005-present

Central High School - West Campus

Agriculture Classes: Introduction to Agriculture; Leadership; Ornamental Horticulture I

Graduated May 2004

FFA EXPERIENCE

Offices

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

CDE's

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

Leadership Activities

- ◆ State FFA Convention (two years, one as delegate)
- ◆ National FFA Convention (three years, two as a delegate)
- ◆ Sacramento Leadership Experience
- ◆ State Committee Chairman (Finance & Audit Committee)

Awards

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

SCHOOL ACTIVITIES AND AWARDS

- ◆ Academic Awards in seven areas over four years.
- ◆ Principal's List 2003, 2004 and 2005
- ◆ ASB offices: Reporter (two years), Secretary and Parliamentarian
- ◆ West Campus correspondent for school newspaper
- ◆ Video Yearbook Editor (two years)
- ◆ Editor-in-Chief of Central High School- West Campus *Memory Book*
- ◆ Class valedictorian
- ◆ Director's Award- 2005 Calcot-Seitz Foundation
- ◆ Recipient of the 2005 National FFA Booker T. Washington Memorial scholarship

COMMUNITY LEADERSHIP ACTIVITIES/AWARDS

- ◆ 4-H Club president
- ◆ County Winner - horse and veterinarian science projects
- ◆ 4-H Junior Horse Leader, teen leader in veterinary science
- ◆ 4-H State Champion Junior Hunter Hack
- ◆ Coordinated volunteers for the ABC Channel 30 Valley Freeze Relief Food Drive

PROFESSIONAL ASSOCIATIONS

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

OTHER ACCOMPLISHMENTS

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

REFERENCES

John Janes
2345 South Park Drive
San Francisco, CA 22222

Terry Carter
1789 East West St.
Carmel, CA 11111

Robert Ray
1009 Champ St.
Fresno, CA 44444

Sample résumé #3

Chris Blue

Present Address
200 Cherry Lane
Davis, CA 22222

Permanent Address
917 Wood Avenue
Bakersfield, CA 93308

CAREER OBJECTIVE

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

EDUCATION

UNIVERSITY OF CALIFORNIA - DAVIS

College of Agriculture

Bachelor of Science, May 20XX

Masters of Science, May 20XX

NORTH HIGH-BAKERSFIELD FFA CHAPTER

Graduated May 2005

FFA ACTIVITIES

2002-2003

- Staff breakfast committee member
- Yard sale fund raiser committee member
- Opening/closing ceremonies tryouts attendee
- Greenhand FFA degree

2003-2004

- Chapter Secretary
- Chapter farmer degree
- Opening/Closing ceremonies team gold rating
- Agrifinancing contest 2nd place individual and team
- Parliamentary procedures team president
- Sectional extemporaneous speech contest winner
- Kearney Ag. Futures intern
- San Joaquin Regional FFA Agri-Science Plant Science Division winner

2004-2005

- State FFA Degree
- San Joaquin Regional FFA Agriscience microbiology division winner
- San Joaquin Regional FFA Agriscience advanced overall division winner
- Kern Inyo Section emerging technologies and enviro-sciences proficiency winner
- San Joaquin regional emerging technologies proficiency winner
- San Joaquin regional extemporaneous speech winner
- Kern Inyo section marketing contest winner
- State Agriscience Student of the Year
- State Emerging Technologies Proficiency third place
- State Marketing Quiz Contest first place high individual, third high team
- National FFA Agriscience student of the year first runner up

SCHOOL LEADERSHIP ACTIVITIES

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

COMMUNITY LEADERSHIP ACTIVITIES

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

REFERENCES

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

Harry Green
345 Gala Rd
Bakersfield, CA 22222

Grace Hand
678 Field Drive
Bakersfield, CA 22222

ENTREPRENEURSHIP APPLICATIONS ONLY

The following instructions are located on the top of Page 4.

D. Skills, Competencies, and Knowledge:

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

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

Examples:

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

The next set of instructions are for page 5.

This section includes both current/operating and non-current/capital inventories. It allows you to record all current/operating inventories, all non-current/capital non-depreciable inventories and land.

II. Inventory Related to this Proficiency Area

! Special Tip: The totals for **1** and **2** must be the same as **Section VI, line 1d** and **line 2A** respectively.

Beginning

This area refers to the date on which you started your SAE program for this award application.

Ending

This area refers to December 31 of the last year included in this application.

Note: The application does not allow a lengthy listing of inventory. If you as a candidate have substantial inventory, you may use the "Personal Page" for the purpose of listing inventory items.

II. Inventory Related to this Proficiency Area (continued)

1. Current/Operating inventory

Total Value (A, B)

This area includes the actual dollar value of specific inventoried items owned at the time you started this specific enterprise, as well as on December 31 of the last year covered by this application.

a. Candidate's investment in harvested and growing crops

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

b. Candidate's investment in feed, seed, fertilizer, chemicals, supplies and other current/operating assets

This area includes consumable items such as livestock feed and veterinary supplies; crop supplies like potting soil, fertilizers, pesticides and other supplies such as gas, oil or spare parts.

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

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

d. Candidate's investment in raised market livestock and poultry.

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

2. Total Current/Operating Inventory

The figure is the total dollar value of all inventoried items owned by you (**lines a+b+c+d**) for the Total Value (A) and Total Value (B) columns.

3. Non-Current/Capital Non-Depreciable Inventory

a. Candidates investment in non-depreciable draft, pleasure or breeding livestock and poultry

This area includes all non-depreciable draft, pleasure or breeding livestock and poultry owned by you as of December 31 of the year for which you submit an application. This figure includes animals that have not reached their maturity value (the point at which they start to decline in value), making them non-depreciable.

b. Candidate's investment in land

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

c. Total Non-Current/Capital Non-Depreciable Inventory

This figure is the total dollar value of all inventoried items owned by you (**lines a+b**) for the Total Value (A) and Total Value (B) columns.

II. Inventory Related to this Proficiency Area (continued)

4. Non-Current/Capital Depreciable Inventory

This area includes depreciable property owned as of December 31 of the last year covered by your application and used for the SAE program associated with this award area. It also includes purchased draft, dairy or breeding livestock (that have reached maturity value) equipment; buildings and land improvements such as tiling or water control structures.

a. Candidates investment in depreciable draft, pleasure or breeding livestock

In this area, list the livestock that have reached their maturity value at their remaining book value.

b. Candidate's Investment in machinery, equipment and fixtures

In this area, list machinery, tool and equipment values at their remaining book value, meaning acquisition cost minus depreciation.

c. Candidate's Investment in depreciable land improvements, buildings and fences

In this area, list land improvements such as terraces, tiling, buildings and fences at their remaining book value, meaning acquisition cost minus depreciation.

d. Total Non-Current/Capital Depreciable Inventory (a+b+c)

5. Total Non-Current/Capital Inventory

Using columns Total Value (A) and Total Value (B), add **2c+3d**

The next set of instructions are for page 5.

The schedule of liabilities allow you to record all of the debts you still owe as a result of developing your enterprise.

III. Schedule of Liabilities Related to this Proficiency Area

Beginning (A)

The beginning balance is the amount of principal you owed creditors on the first day covered by this application.

Ending (B)

The ending balance is the amount of principal you owed creditors on the last day covered by this application.

1. Current/Operating Liabilities

This category includes items you owe that are due within the next 12 months.

a. Total accounts and notes payable

In this area is where you record money you owe others for operating expenses or for money borrowed that is due within the next year. It can include previously unpaid accounts such as taxes, rent or leases.



Examples of Accounts Payable:

- Charge account, gas – Good's Gas Station
- Fourth quarter previous tax estimate – due January 15
- Feed bill at Cyclone Cooperative
- Veterinary invoice at Whirlwind Vet Service
- Student school fees past due
- Insurance premiums past due

III. Inventory Related to this Proficiency Area

1. Current/Operating Liabilities

b. Total current portion of non-current debt

This area includes your non-current debt, such as a chattel mortgage, contract for deed or a land mortgage, which is due within the current year.



Example:

You have a chattel mortgage of \$9,000 for a pickup truck that is payable over a four-year period. You must pay \$2,400 on the principal this next year, which is recorded on **line b**. The remaining \$6,600 becomes a non-current liability on **line d**.

c. Total Current Liabilities

Add **lines a + b** and place the total here.

2. Non-current/Capital Liabilities

Non-current/capital liabilities are notes, chattel mortgages and contracts that are not due within the next 12 months. Do not report the current portion, which you recorded under the current liabilities, again in this section.

d. Total notes and chattel mortgages

These items are debts generally acquired to purchase non-current assets essential to your business or enterprise. They can include personal loans for machinery, equipment and tools or chattel mortgages on dairy cows, tractors and other pieces of equipment. This amount is determined by subtracting the current portion of your debt from the total non-current liability

e. Total real estate mortgages/contracts

This amount is what you owe on real estate contracts or mortgages and is determined by subtracting the current portion of your debt (amount you owe this year) from the total non-current liability (amount you still owe after this year). This section includes all loans or contracts for deed and real estate mortgages or land improvements (terraces, tiling, buildings and fences). Do not report the current portion, which you recorded under current liabilities, again in this section.

f. Total Non-Current Liabilities

Add **d+e** and place the total here.

IV. Scope Related to this Proficiency Area (applicant's share)

This section of this handbook corresponds with the top of page 6a and 6b for your entrepreneurship application only.

The word "scope" used in this section refers to the size and growth of your SAE program.

Year

This area is for the calendar year in which you conducted your program. For a new student, the first-record year can be either less or more than 12 months. If you are enrolled in agricultural education and start your SAE program by September 1, you have the option of ending the first year on December 31 of the same year (short year) or continuing through December 31 of the following year (long year). The computerized application makes allowances for this option.

Kind of Enterprise

This area refers to the specific types of enterprises that you conducted. It is for only the enterprises and information that are directly related to this proficiency award area. Adding unrelated enterprises raises questions about your financial reporting.

Examples:**Agricultural Processing**

If your award area is in agricultural processing, your enterprise may include cheese making, meat processing or vegetable canning.

**Outdoor Recreation**

If your award area is in outdoor recreation, your enterprise may include campground management, hunting guide service or riding stable worker.

**Small Animal Production and Care**

If your award area is in small animal production and care, your enterprise may include pet store employee, veterinary assistant or kennel employee. If you are applying in the entrepreneurship area, it may include raising rabbits for pets, hunting dogs or research mice.

**Size of Enterprise**

If you were to explain the size of your enterprise to a friend, how would you describe it? Would you use acres? Would you use pounds of milk per cow? Think of how best to describe the size of your enterprise in this section of the application.

V. Income and Expense Related to this Proficiency Area (applicant's share only)

This section of this handbook corresponds with pages 6a and 6b for your entrepreneurship application only.

Record Year

This area is the calendar year in which you conducted your program. For new students, the first record year can be less or more than 12 months. If you are enrolled in agricultural education and start your SAE program by September 1, you can conclude your records on December 31 of the same year (short year) or continue through December 31 of the following year (long year). The computerized application makes allowances for this option.

Income and Expense Summary continued on page 26

V. Income and Expense Related to this Proficiency Area (applicant's share only)

1. Current/Operating Income

This area covers the money or something of value that you receive for products you sell or exchange for services.

a. Closing current/operating inventory

This figure is the closing value of your annual current/operating inventory. You can find these values in your SAE records.

b. Beginning current/operating inventory

This figure is the beginning value of your annual current/operating inventory. You can find these values in your SAE records.

c. Inventory change (1a minus 1b)

This value is the amount that current/operating inventory increased or decreased during the year. To find the change, subtract the beginning value of current/operating inventory from the ending value.

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

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

d. Cash Sales

This amount represents the cash received from the sale of all non-capital livestock, crops, products and miscellaneous income or services provided through that portion of your SAE program for which you seek recognition.



Examples:

Cash sales can include milk, live animals, Christmas trees or crops sold; government crop payments; stud services; livestock rental for rodeo shows; animal training, hunting or campground fees; vacation cabin rentals; sod sold; sales from items fabricated in manufacturing shops; contracts for raising dairy heifers; as well as cash premiums received at livestock and crop shows, fairs and other activities.

You should include as a part of cash sales any earned cash income from activities related to the SAE program covered by this proficiency award application.

e. Value of products used at home

This area covers the fair market value for butchered livestock, milk, fruit, vegetables, flowers, eggs, poultry and fish produced by that portion of your SAE program covered by this proficiency award application and consumed in the home.

f. Value of production transferred or bartered

This area includes the fair market value of things produced by or were a part of your enterprise that you transferred or bartered to another business not covered under this award area.



Example #1:

You are applying for recognition in the dairy production area. You transferred all weaned male calves to a beef feeding operation.

You should credit the value of these calves at the time of transfer to your dairy enterprise.



Example #2:

You transferred bedding plants from your greenhouse business to your meat processing enterprise for beautifying the facility's entrance.

You should credit the value of these plants to your greenhouse enterprise.

**Example #3:**

You are applying for a swine proficiency award. You traded a market hog to your father of \$110-worth of corn for feed for your hogs. No money changed hands.

You should include the value of the market hog (\$110) as value of production transferred to another enterprise or bartered (**Section V, line 1f**). Then list the \$110 worth of corn as non-cash current/operating expenses – feed (**Section V, line 2c**).

g. Value of agricultural labor exchanged for non-cash operating expenses

An example: You work for your veterinarian in exchange for medicine to use with your poultry operation. The value of the medicine is equal to the value of the labor. Record this value in this section.

List the same value as a non-cash current/operating expense – other (**Section V, line 2e**).

h. Total Current/Operating Income

This value is the sum of the total change in inventory; cash sales; the value of products used at home, transferred or bartered as well as the value of agricultural labor exchanged (**1c+1d+1e+1f+1g**).

2. Current/Operating Expenses

This area represents the cash and non-cash business costs associated with owning and operating your enterprise.

a. Current/operating inventory purchased

These costs are for purchased goods you intend to sell later. List items at their purchased value. Do not include property that you can depreciate such as tractors, computers or purchased breeding stock.

**Examples:**

- Bedding plants bought from a wholesaler for retail sale in a florist shop
- Vegetables bought from a neighbor for resale at a roadside market
- Beef sides bought for resale to locker plant customers
- Nuts and bolts bought for resale to farm customers

b. Cash current/operating expenses – feed

This is the amount of cash you paid for grains, forages, pastures, supplements and other feeds used with animal enterprises.

c. Non-cash current/operating expenses – feed

This is the fair market value for all feeds obtained through barter, exchange for labor, gifts or other means and used with an animal/poultry enterprise. Include the fair market value for all home-grown feeds fed that you produced in a crop enterprise.

**Swine Enterprise Example #1:**

You traded three bred gilts to a neighbor in exchange for 225 bushels of corn valued at \$600. This is an example of “bartering.” If you apply under swine proficiency award, record the value of the gilts as operating income in **line 1f** as “Value of production transferred or bartered.”

**Swine Enterprise Example #2:**

You received 900 bushels of corn from your dad in exchange for summer labor, estimated at a value of \$2,400.

V. Income and Expense Summary (continued)



Swine Enterprise Example #3:

You received, as a gift from your brother, a half ton of high quality alfalfa hay, estimated at a value of \$75, for sow ration.



Swine Enterprise Example #4:

You fed 750 bushels of oats at an estimated value of \$1,100 to swine raised as part of your feed grain enterprise.

d. Cash current/operating expenses – other

This amount represents the cash costs associated with all enterprises other than feed. It includes the cash expended for fertilizer, seed, chemicals, fuel, lubrication, hired labor, land rent or interest on borrowed money. It can include other cash miscellaneous expenses incurred such as veterinary and animal health costs, bedding charges and registration fees. It also includes business supplies, insurance, telephone, advertising, machinery rent, custom hire, building repair and maintenance, equipment, fences, fixtures and other day-to-day business operating expenses. **DO NOT** include merchandise purchased for resale. Record all expenses associated with items purchased for resale in the “Current/operating inventory purchased” expense category on **line 2a, page 6a and 6b**.

e. Non-cash current/operating expenses – other

This area is for the fair market value of expense items similar to those listed under “Cash operating expenses – other,” but obtained through barter, exchange for labor or gifts and/or other non-cash means. Refer to the examples provided under the category, “Non-cash operating expenses – feed,” to learn how to report these transactions.

f. Total current/operating expenses

This value represents the sum of all cash and non-cash expenses incurred in conducting your enterprise/business for the year (**2a+2b+2c+2d+2e**).

3. Net Current/Operating Income

This amount is the difference between total operating income and total operating expense. You can calculate it by subtracting the total current/operating expense from total current/operating income (**line 1h minus line 2f**).

4. Non-Current/Capital Transactions

This amount includes depreciable property such as equipment, machinery, fixtures, purchased breeding dairy and draft livestock and non-depreciable land.

a. Closing non-current/capital inventory

This value is for all depreciable capital items, including non-depreciable land, as of December 31 of each calendar year. The ending value should equal the depreciated book value of depreciable assets and the purchase cost of land.

- ! **Special Tip:** It is important to keep land values at their purchase cost. Increasing their values due to inflation will lead to an unrealistic earnings statement.
- ! **Special Tip:** All machinery, buildings, fixtures and equipment values must reflect the remaining book value or equal the purchase cost minus depreciation.
- ! **Special Tip:** Adjust the remaining book value and estimated years of life of equipment or buildings, whose value and service life was extended through extensive repairs, to reflect the added value. Use only the actual cost of repairs to calculate the new value. Do not include the cost of your own labor. Include the cost of these repairs only on **line 4d** for Non-current/capital purchases. Do not include this amount on **line 2d** for Cash current/operating expenses – other.

b. Non-current/capital sales

In this category, record the sale price received for a capital asset such as a tractor, loader, trailer, display case, truck, building or other similar asset that is sold, **not traded**. Include only that portion of the item used in the production or operation of the enterprise covered by this proficiency award.



Example:

You sell a trailer that you used 25 percent of the time in a landscape nursery enterprise for \$400. You can include only \$100, or 25 percent of \$400, in your landscape nursery application.

c. Beginning non-current/capital inventory

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

! **Special Tip:** A record year normally covers the period from January 1 to December 31 of each year. Check with your state FFA advisor to determine state rules on the length of year for first-year students. No matter whether state officials recognize a short (less than 12 months) or long (more than 12 months) first record year, record your beginning inventory for the first year from the date you began your enterprise. All subsequent beginning inventories need to reflect values as of January 1 annually.

! **Special Tip:** Include only your actual share of each inventory item.

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

! **Special Tip:** Each year's beginning inventory must equal the preceding year's ending inventory.

d. Non-current/capital purchases

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

e. Net capital transactions

The value of net capital transactions is a combination of depreciation and the gain or loss on the sale of capital items. To calculate net capital transactions, **first add lines 4a and 4b; then add lines 4c and 4d; now subtract the total of c+d from the total of a+b.**

5. Return to Capital, Labor and Management

This area measures earnings to determine how much profit a business generates from the use of labor, management and capital. The value reflects the available money that remains to "pay" you, the operator, for your investment in capital, labor and management. Calculate this value by **adding line 3 plus line 4e.**

6. Total Return To Capital, Labor and Management

This amount represents the total returns to capital, labor and management for the years covered by your application. Calculate this total by **adding lines 5 column A, plus B, plus C, plus D, plus E, plus F.**

Numbers can paint an accurate picture of business success. Understanding how they can guide you in making decisions in your business, and throughout your life, is important.

Beginning of first year (SAE)

This amount is the value of particular assets or liabilities at the time your first SAE program began.

Ending of last complete year

This amount is the value of particular assets or liabilities as of December 31 of the final year covered by this application.

Related to Proficiency (A, C)

Judges evaluate your agricultural proficiency award on the basis of what you accomplish in a very specific area of agriculture. Like many students, you may have a broader SAE program than what is eligible for any one proficiency application. For this reason, use the financial information that relates to the specific proficiency award area covered by this application in the columns labeled "Related to Proficiency."

Total (B, D)

This amount represents the financial information that pertains to your **entire** SAE program, including the amount in the columns labeled "Related to Proficiency (A)" and "Related to Proficiency (C). Like most students you will have additional SAE programs that are not related to this proficiency award area. Include the assets from those areas in the **Total columns (B and D)**.

1. Current/Operating Assets

This category includes the cash or items you own that could be covered into cash within one year during the normal course of business operation.

a. Cash on-hand, or money in the bank in checking and savings accounts

b. Cash value – bonds, stocks and life insurance

This area is for actual cash value from any item, which can be turned into cash. Include only the cash surrender value of a life insurance policy, not the face value. Remember that some life insurance policies *have no cash value*.

c. Notes and accounts receivable

This area deals with money others owe you for items sold or services you provided. **One example:** You have sold a bred mare to your neighbor in December, but he has not paid for four months. Until he pays you for the mare, list the value of the sale as an account receivable. **Another example:** You completed a landscape job for a local hospital during the last year covered by your application. You charged hospital officials \$4,500. Officials paid \$2,000 of the cost in November when you finished. They will not pay the remaining amount until March. The \$2,500 officials still owe is an account receivable.

d. Current/operating inventory

Transfer the amounts from **columns (A) and (C)** from **page 5, line 2 – Total Current/Operating Inventory** to this space.

e. Total current/operating Assets

This value represents the total of your current assets, including those associated with this award area **(1a+1b+1c+1d)**.

2. Non-current/Capital Assets

Non-current/capital assets are the items used in your business that have a productive life of more than one year.

a. Non-depreciable inventory (including land)

Transfer the totals from **page 5, line 3c** to this space.

b. Depreciable inventory (including purchased breeding stock)

Transfer the total from **page 5, line 4d** to this space.

c. Total non-current/capital assets

Transfer the totals from **page 5, line 5 – Total Non-Current/Capital Inventory** to this space.

d. Total assets

This value is the sum of **lines 1e+2c**.

3. Current/Operating Liabilities

This category deals with the money you owe others that you expect to pay within a year.

a. Accounts and notes payable

Transfer the totals from **page 5, line 1a – Schedule of Liabilities** to this space.

b. Current portion of non-current debt

Transfer the totals from **page 5, line 1b – Schedule of Liabilities** to this space.

c. Total Current/Operating Liabilities

Transfer the totals from **page 5, line 1c – Schedule of Liabilities** to this space.

4. Non-current/Capital Liabilities

Non-current liabilities are those that are not due within a year. Formerly classified as intermediate and long-term liabilities, they are now included in the general category of non-current liabilities.

a. Notes and chattel mortgages (total notes and chattel mortgages minus current portion)

Transfer the totals from **page 5, line d – Schedule of Liabilities** to this space.

b. Real estate mortgages, contracts (total real estate mortgages; contracts minus current portion)

Transfer the totals from **page 5, line 2e – Schedule of Liabilities** to this space.

c. Total Non-Current/Capital Liabilities

Transfer the total s from **page 5, line 2f – Schedule of Liabilities** to this space.

d. Total Liabilities (3c plus 4c)

This value represents your total debts and is determined by combining your total current liabilities with non-current liabilities.

VI. Financial Balance Sheet Statement

5. Owner's Equity/net Worth (2d minus 4d)

Equity is the value of your ownership in items such as property, stocks or cash. It is what you have remaining if you turn everything you own into cash and pay all your debts. This value is determined by subtracting your total liabilities from your total assets.

6. Gain Or Loss In Owner's Equity

Gain or loss in owner's equity is calculated by subtracting your beginning equity from your equity at the end of the last year included in your application – **page 7, line 5, column c minus line 5, column A (for Related to Proficiency column); page 7, line 5, column D minus line 5, column B (For Total columns).**

7. WORKING CAPITAL (Current assets minus current liabilities)

Working capital is the amount of money you have to operate your business after you lay aside funds to pay your current liabilities. It is expressed in actual dollars and is calculated by subtracting the dollars you owe in current liabilities from the dollars you own in current assets.

8. Current Ratio (Current assets divided by current liabilities) (1d divided by 3c)

This value describes how many dollars of current assets you have for each dollar of current liabilities. Creditors often scrutinize this ratio as a measure of your ability to manage additional debt.

9. Debt To Equity Ratio (Total liabilities divided by owner's equity) (4d divided by 5)

This ratio shows the relationship of your debt to your equity. It describes the degree to which your business is leveraged, meaning how much money you owe versus someone else has invested in your business.

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 you if your business is doing well and you should continue your current practices. They can also reveal whether you should make some changes.

Efficiency Factor

Efficiency Factors are accepted industry measurements that you use to assess the effectiveness of specific aspects of your enterprise.

Year

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

Level Achieved

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

Describe how this factor was used to manage this enterprise

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

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

VII. Efficiencies Attained (continued)

Where and how to get information for formulas? You can find it in Appendix I and II.

- Total feed expense – see page 40
- Total pounds of meat an animal poultry produced – see page 40
- Total livestock – animal enterprise income – see page 41.
- Total pounds of feed fed – see page 41.
- Average number of animals in inventory for the year – see page 41.
- 205-day adjusted weaning weight (beef cattle only) – see page 42.
- Total pounds milk produced (dairy, dairy goats and milking sheep) – see page 42.

Turn to Appendix II for a sample of specific formulas needed to calculate efficiency factors for some enterprises.

VIII. Non-Cash Income Not Related to this Award Area

This next section of your Entrepreneurship application is located on the top of page 8.

This section deals with the fair market value for items that were obtained through barter or an exchange for labor. This category includes income NOT related to your award area.



Example:

You operate a hog enterprise and a landscape nursery business. You are applying for a swine proficiency award. You worked for your neighbor in exchange for three pickup loads of baled straw, valued at \$120, to use in your landscape nursery operation. Record the \$120 as non-cash income here in **Section VIII**, then add the value of the straw (the \$120) as a non-cash operating expense to your record for nursery management, but do **NOT** include it as a non-cash expense in your swine proficiency application.

Year

This area is for the calendar year in which you received non-cash income.

Source of Income

This area is for a short statement that describes who provided the income.

Amount Received

This area is for the fair market value of the exchange for labor or barter transaction.

IX. Earned Income Not Related to this Award Area

This next section of your Entrepreneurship application is located on the top of page 8.

This section covers the income to capital, labor and management from enterprises other than the area covered by your application. It includes gross wages earned while working for someone else and net income from supplementary activities, such as custom work.

Most students' SAE programs include several different enterprises. However, the agricultural proficiency award program is designed to recognize achievements in a specific enterprise area. Since the return to capital, labor and management from these additional enterprises is reflected in your financial statements, it is important to identify it.

IX. Earned Income Not Related to this Award Area

Year

This area is for the calendar year in which you received income not related to this particular award area.

Source of Income

This area is for a short statement that describes the source of the income.

Amount Received

The value listed is the gross dollar value of each item of income.

This section represents the cash value of unearned income received from items such as interest on savings accounts, dividends on stocks and bonds, gifts or inheritances (such as artwork, jewelry or other items that are not related to the SAE).

X. Gifts, Inheritance, and Other Non-Earned Income

This next section of your Entrepreneurship application is located on the top of page 8.



Example #1:

Your uncle died and you inherited 20 acres of land valued at \$10,000. Record the value of this inheritance.



Example #2:

The hardware store downtown had a drawing for a large socket set valued at \$150. You were the lucky winner. Record the value of the socket set in this section.



Example #3:

You have stock in a mutual fund. This year the fund declared a dividend of \$90 on your stock. Record the dividend in this section.

This next section of your Entrepreneurship application is located on the top of page 8.

XI. Account for Change in Owner's Equity

One way to check the accuracy of your application is to account for changes reported in your equity or net worth. Here is the concept: All of the money you earned or gained through other means, such as gifts or inheritances, can be used for only two purposes. One way is for you to use this money for items to operate your business and to consume in personal living such as for food, clothing, tuition or stereos. Secondly, you can use it to change your equity.

The brief chart that follows allows you to collect information from other sections of your application and from your personal records to verify the accuracy of your accounts.

XI. Accounting for Change in Owner's Equity (continued)

1. Total Return to Capital, Labor and Management

Obtain this figure from **Section V, line 6, column f**.

2. Non-Cash Income Not Related to this Award Area

Obtain this figure from **Section VIII**.

3. Earned Income Not Related to this Award Area

Obtain this figure from **Section IX**.

4. Gifts, Inheritances and Other Non-Earned Income

Obtain this figure from **Section X**.

5. Total Sources of Income

This value in **Section XI** equals $1+2+3+4$.

6. Withdrawals for Personal Living, Gifts, Income/Taxes, Educational expences, and All Other Personal Expenditures

This figure is obtained from your own personal spending records because it is recorded no place in the application. In this area, include money you spent for personal use not associated with your business enterprises, including items such as food, purchased meals, supplies, school tuition, books, fees, gas, income taxes (includes local, state & federal income taxes and FICA), recreation or gifts to others. **NOTE: Any applicant who shows income sufficient to pay taxes who does not show any expenses will receive a deduction from their score on these pages equal to one-half the allotment for that section.**

7. Maximum Possible Increase in Owner's Equity

This figure equals **line 5 minus line 6**. The increase in Owner's Equity cannot be greater than the difference between the total source of all income received and all expenditures incurred during the years covered by your application. Remember, you accounted for the costs associated with your enterprise when you calculated the return to capital, labor and management.

8. Gain or Loss in Owner's Equity

Obtain this figure from **Section VI, line 6, column d**. Remember that the gain in Owner's Equity cannot be greater than the value you reported on line 7 above (Maximum Possible Increase in Owner's Equity).

II. Scope, Income and Expense Summary for Placement – Type Supervised Agricultural Experience Program

Turn to page 4 of your Placement application.

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.

Total Hours Worked

This area is for both paid and unpaid hours of work.

Year

This area is for the calendar year in which you conducted your program. For new students, the first record year can be either less or more than 12 months. If you are enrolled in agricultural education and start your SAE program by September 1, you can conclude the first year on December 31 of the same year (short year) or continue through December 31 of the following year (long year). The computerized application makes allowances for this option.



Special Tip: Consult with the state FFA advisor to determine state rules on length of year for new students.

Job Title or Type of Work

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 the site, title of work and position description.



Examples:

- Research project on soil amendments
- Milk hand
- Field hand
- Tractor driver
- Floral designer
- Park attendant
- Sales clerk in feed store
- Transplanting and potting plants
- Cleaning fish ponds

Unpaid (A)

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

Paid (B)

This area is for the number of hours that you worked for payment or wages.

Total (C)

In this area, add your paid and unpaid work hours (as completed through your SAE program) that are directly related to the award covered by your application.

Gross Earnings (D)

This area is for your gross salary before payroll deductions for income taxes, social security or other benefits.

Placement Applications Only (continued)

Total Expenditures (E)

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



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



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

Net Earnings (F)

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

Totals for Year

To determine this value, total the columns labeled Unpaid, Paid, Total, Gross Earnings, Total Expenses and Net Earnings for each year covered by your application.

Grand Totals

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

III. Balance Sheet

The following instructions are for page 5 of the Placement application.

1. Current/Operating Assets:

This area is for cash, checking and assets convertible into cash within one year without disrupting the business.

a. Cash on-hand, checking and savings

This figure consists of those items that you can readily convert into cash.

b. Cash value-bonds, stocks and life insurance

This figure refers to the actual cash value that you can obtain if you turn an item into cash. Remember that all life insurance policies do not have a cash value.

c. Notes and accounts receivable

This figure refers to the money others owe you for items you sell or services you provide. For example, you sold 10 goats to a neighbor in December. She will not pay you for four months. Until she pays you for the goats, list the sale value as an account receivable. Another example: You cared for a neighbor's yard while he was on vacation in November and December. Upon returning in January, he plans to pay you. List the value of your service as an account receivable.

d. Total current/operating inventory (all other current assets)

Current/operating inventory includes all items that you expect to maintain in your SAE for a useful or intended "life" of 12 months. Report all personal, non-capital property items in the inventory, including merchandise held for resale, crops held for feed or sale, investments in growing crops or market animals. Use the inventory of capital goods, such as animals held for dairy, draft or breeding purposes, machinery, equipment, fixtures, land and buildings, in calculating non-current/capital assets on **line 3.**

2. Total Current/Operating Assets

This value is the total of all current/operating assets, **lines 1a+1b+1c+1d**).

3. Non-Current/Capital Assets:

This area is for the assets used in producing items that remain unsold and unconverted into cash during a year. This includes only your portion of investment in items such as draft, pleasure and breeding livestock or poultry; depreciable, draft, pleasure and breeding livestock; machinery, equipment and fixtures; depreciable land improvements, buildings and fences as well as land.

4. Total Assets (lines 2+3)**5. Current/Operating Liabilities (notes payable)**

This area is for the liabilities that are payable within the year, including operating loans, accrued taxes, accrued rent, lease payments, interest on liabilities, balances on equipment and purchased livestock.

6. Non-Current/Capital Liabilities

This area is for the liabilities that are not due within a year. These liabilities represent items that have a useful life of more than one year and are used by you to produce something or provide a service.

7. Total Liabilities

This figure includes both your Current/Operating Liabilities and the Non-Current/Capital Liabilities and equals **line 5+6**.

8. Net Worth (Line 4 Minus Line 7)

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

9. Earnings from this Proficiency Area

This area is for the amount of money you have earned from your SAE experience. Obtain this figure from **page 4, Grand Totals, column F**.

10. Other SAE Earnings NOT from This Proficiency Area

This area is for the amount of earnings from your SAE that is not included in this award area application. For example, you applied for a floriculture proficiency award with your work at a local flower shop. You also worked with the veterinarian in your area. Record the earnings from the veterinarian's office in this section.

iii. Balance Sheet (continued)

11. Earnings from Non-SAE Activities

Often students have earnings that do not come from SAE activities. Since this income is a part of your financial statement, report it here.



Examples:

- Working at local pizza restaurant
- Bagging groceries
- Babysitting
- Serving as a gas station attendant
- Delivering newspapers
- Allowance for non-agricultural work

12. Income Other Than Earnings

Gifts, interest on savings, inheritances and awards (whether cash or non-cash) also have an influence on your financial statement. List this income in this area.



Examples:

- Inheriting five acres of land
- Owning one-fourth interest in John Deere tractor
- Owning 129 piece set of hand tools
- Obtaining interest on savings account

13. Total Earnings (lines 9+10+11+12)

14. Use of Funds

a. Total educational expenses

This area includes expenses for tuition, registration fees and books.

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

Expenses in this area include all items for which you are personally responsible such as house rent, utility costs, food, entertainment, auto expenses or insurance. **NOTE: Any applicant who shows income sufficient to pay taxes who does not show any expenses will receive a deduction from their score on these pages equal to one-half the allotment for that section.**

15. Total Use of Funds (14a+14b)

A. Skills

Skills are specific tasks that you can perform with some level of competence. Examples in a dairy SAE can include your ability to test for mastitis, mix feed additives or inseminate cattle through artificial means. Examples in a sales or service SAE can include your ability to price merchandise and take inventory. You may not practice these skills everyday. Select the six most important skills that you gained while working in your placement program.

Year

This area is for the specific calendar year in which the activity occurred

Skill

This area is for a short statement that describe the activity.

Where Attained

This area is for the place where you obtained this experience.

Student Hours

This figure represents the total hours you devoted to the activity. How much time did you spend practicing this skill?



Example

1. Skill Number #1

Year	Skill	Where Attained	Student Hours
200?	Learned to display merchandise to attract customer attention.	Oddmark Garden Store	100
Description of Skill: Knowing that the way one displays merchandise affects the interest customers show. I learned to display the high profit, fast-moving merchandise close to areas of heavy customer traffic.			

2. Skill Number #2

Year	Skill	Where Attained	Student Hours
200?	Learned to maintain sanitary facilities for small animal care	Paws-n-Claws Vet Center	120
Description of Skill: Sanitation in a small animal care facility is essential to prevent the spread of diseases and parasites. I learned to treat all incoming animals for external parasites before assigning them to a cage. Cages were periodically steam cleaned to kill any parasite eggs deposited during an animal's stay.			

3. Skill Number #3

Year	Skill	Where Attained	Student Hours
200?	Detected heat and artificially inseminated swine.	Our Farm	75
Description of Skill: Detecting heat at the right time ensures high conception rates and is essential to a successful A.I. program. A sow in heat will have a swollen vulva and discharge. She will stand without resistance. I take a spirette catheter and turn it counter clockwise at a 45 degree angle into the vulva. When it passes the cervix, then I can squeeze the sperm out of the catheter.			

B. Activities

Activities are a main part of your job and tasks that you regularly perform as a part of your job description. For example in a dairy placement SAE, you may milk, feed or inspect the health of cattle. In a sales or service SAE, you may stock shelves.

Year

This area is for the specific calendar year in which the activity took place.

Activity

This area is for a short statement that describes the activity.

Where Attained

This area is for the place where you received this experience.

Student Hours

This area is for the total hours you devoted to the activity.



Examples:

1. Activity Number #1

Year	Skill	Where Attained	Student Hours
200?	Retail sales	Oddmark Garden Store	480
Description of Skill:			
I was responsible for selling bedding plants, roses and shrubs to urban gardeners. Duties included arranging displays, recommending types of plants based on customer desires, handling cash and credit sales, as well as delivering to customers' vehicles.			

2. Activity Number #2

Year	Skill	Where Attained	Student Hours
200?	Small animal care	Paws-n-Claws Vet Center	600
Description of Skill:			
I was responsible for the care and maintenance of caged areas. Performed daily care and feeding of pets admitted for veterinary care. Handled the admission of animals for boarding. Occasionally assisted the veterinarian in small animal surgery. Made recommendations to pet owners for grooming and exercising.			

3. Activity Number #3

Year	Skill	Where Attained	Student Hours
200?	Equipment and building maintenance	Our Farm	800
Description of Skill:			
Our Farm has 20 buildings, several tractors, trucks, other equipment and fencing. We do all our own maintenance in the shop area. We also construct our own buildings. Through my agricultural education courses, I learned to weld, which is helpful in my tasks.			

Congratulations! You have completed the application!

A Final Checklist

Have you ever seen a football player run for a sure touchdown to win the game in the final seconds, only to learn that the play had been whistled dead because of a rules infraction back at the 50 yard line?

To prevent a similar situation from happening to your award application, you should make certain that

the minimum requirements are met. No judge wants to disqualify an application on any level. However, it does happen. Just because your application passed local or state judging evaluations, doesn't mean it will pass national competition.

Can You Answer "Yes" To These Ten Questions?

Review your application with your chapter advisor. Your advisor must be able to provide a positive response to the following 10 statements.

1. FFA membership dues have been paid for each year covered by this application (**Cover page**)
2. The applicant has been out of high school for no more than one year and has completed at least three full years of agriculture, or all of the agriculture offered in the school last attended (**Cover page**). If he or she is still enrolled in high school, the applicant is eligible to participate at all grade levels.
3. Gain in owner's equity has been accounted for and it has not exceeded the maximum possible, as calculated in **Section VI (page 6 a and 6b, Entrepreneurship only)**.
4. Wherever annual inventories have been reported, beginning inventories are the same as the ending inventories from the previous year (after the first year) (**page 6a and 6b, Entrepreneurship only**).
5. Non-cash feed costs, non-cash operating expenses and non-cash expenses for use of buildings, fences and equipment have been listed as either Other earned income OR as Income other than earnings (**page 6a and 6b, Entrepreneurship only**).
6. The applicant, parent, guardian and agriculture instructor have signed the application. In the case of work experience, the applicant's most recent employer, superintendent and/or principal have signed the application (**Page 1**).
7. The application contains a résumé (**page 9**).
8. The application contains no more than six photographs, which are no larger than 4" x 6" (**page 9**).
9. The captions accompanying photographs contain no more than 50 words each (**page 9**).
10. Only one personal page is included as well as a one-page letter of recommendation from the agricultural education instructor and/or the student's employer or supervisor.

Part III — Appendices

Appendix 1: How to calculate data for efficiency factors

Use the following step-by-step explanations to find the information for computing figures for efficiency factors needed in Section VII of the entrepreneurship applications.

Refer to Appendix II for the actual formulas for these efficiency factors.

Total Feed Expense

Step One: Add the following:

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

Step Two: Add the following:

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

Step Three: Total from Step one minus Total from Step two... equals **Total feed expense**

Total Pounds Of Meat Animal Or Poultry Produced

Step One: Add the following:

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

Step Two: Add the following:

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

Step Three: Total from Step one minus Total from Step two equals...**Total Pounds Meat Animal or Poultry Produced**

Total Pounds of Feed Fed

Step One: Add the following:

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

Step Two: Add the following:

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

Step Three: Total from Step one minus Total from Step two equals...**Total pounds of feed fed**

Average Number Of Animals On-Hand For The Year

Step One: Add the following:

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

Step Two: Total from Step one divided by 13 equals... **Average number of animals on hand for the year**



EXAMPLE:

January 1	63
February 1	62
March 1	61
April 1	61
May 1	61
June 1	61

July 1	60
August 1	60
September 1	60
October 1	63
November 1	63
December 1	64
<u>December 31</u>	<u>58</u>
Total	797

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

Appendix I: How to calculate data (continued)

Total Livestock-Animal Enterprise Income

Step One: Add the following:

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

Step Two: Add the following:

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

Step Three: Total from Step One minus Total from Step two equals... **Total Livestock-Animal Enterprise Income**

205-day Adjusted Weaning Weight (Beef Enterprise Only)

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

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

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

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

Adjustment Factors

A very important variation in growth rate of a calf can be associated with the differences in the age of the cows. Cows between the ages of 5 and 10 are considered mature. The following adjustment factors are added to dams not in this mature equivalent bracket:

Pounds to be added to obtain adjusted age-of-dam 205 day weight to adjust for age of dam

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



EXAMPLE:

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

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

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

Step One: Add the following:

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

Step Two: Add the following:

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

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

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

Appendix II: Efficiency Factor Formulas

An efficiency factor is a way to measure how well your business is doing based on accepted standards of production. Use the formulas in this section can help you to calculate the efficiency factors are best suited to your

Supervised Agricultural Experience program. Refer to Appendix I if you need to calculate information needed for these formulas.

Efficiency Factors For Non-production Agriculture Businesses

Return on investment:

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

Inventory Turnover:

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

! SPECIAL TIP: Use the most frequent inventory values available to calculate average retail value. For example, if an inventory is taken quarterly, the process would be:

Value of beginning inventory.....	\$8,200
March 31.....	\$9,500
June 30.....	\$7,400
Sept. 30.....	\$11,200
Dec. 31.....	<u>\$9,200</u>
.....	\$45,400
45,500 divided by 5 = \$9,100 Average retail value of inventory	

! SPECIAL TIP: Use the neutral, not cost, value for this factor.

Percent Markup on Retail:

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



Example:

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

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

$$.40 \times 100 = 40 \text{ Percent markup on retail}$$

Gross Profit Percentage:

$$\frac{\text{Net cash and credit sales minus cost of goods sold}}{\text{Cash and credit sales}} \times 100 = \text{Percent gross profit}$$



Example:

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

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



Special Tip:

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

Beginning inventory at cost	_____
Merchandise purchased for sale	_____
Cost of freight in	_____
Total	_____

Minus:

Ending inventory at cost	_____
Cost of goods sold	_____



Example:

Beginning inventory of merchandise for sale	\$3,200
Merchandise purchased	\$14,500
Freight in costs	<u>\$500</u>
Total	\$18,200
Ending inventory	<u>-\$3,500</u>
Cost of goods sold:	\$14,700

Average Collection Period:

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

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

Miscellaneous:

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



Example:

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

Year	Guest hours	Number of horses	Hours per horse
2000	4,050	6	675
2001	5,996	8	737
2002	7,450	10	745

Appendix II: Efficiency Factors (continued)



Example:

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

2005 - 25 cords harvested & sold

2006 - 31 cords harvested & sold

2007 - 39 cords harvested & sold

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

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

<u>Year</u>	<u>Acres pulpwood clear-cut</u>	<u>Number. pine seedlings planted</u>
2005.....	8.....	11,000
2006.....	10.....	16,200
2007.....	13.....	25,000

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

Additional Entrepreneurship Efficiency Factor Ideas:

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

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

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

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

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

Crop Efficiency Factors

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

CROP: The specific type of crop for which the efficiency was attained.

Yield per acre:

Total bushels, tons or pounds of crop produced, divided by the number of acres used to produce the crop.



Example:

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

Cost Per Bushel, Ton, or Pound:

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



Example: 10 acres of oats

Fertilizer cost.....	\$214.20
Crop chemicals	\$35.00
Seed.....	\$37.70
Custom hire.....	\$49.90
Power and machinery cost	\$191.60
Land rent.....	\$221.40
<u>Interest on borrowed capital.....</u>	<u>\$36.60</u>
Total Cost =.....	\$786.40

\$786.40 for 1,000 bushels production = 79¢

Swine Efficiency Factors

Feed Cost Per Pound of Pork Produced:

$$\frac{\text{Total feed expense (See Appendix I)}}{\text{Total pounds of pork produced (See Appendix I)}} = \text{Feed cost per pound of pork produced}$$

Number of Pigs Farrowed Per Litter:

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

- ! **Special Tip:** Confirm that your application indicates whether your swine enterprise is a farrow-to-finish, a finishing-only or an operation that only produces weaning pigs for sale to other feeders. Efficiency factors, which are reported under Section VII, will be judged on a different set of standards, depending upon the kind of swine enterprise conducted.
- ! **Special Tip:** Do not use the “Feed Cost per Pound of Pork Produced” efficiency factor if your swine enterprise only consists of producing weaning pigs to be sold to others.

Appendix II: Efficiency factor Factors (continued)

- ! **Special Tip:** Calculate the “Total Number of Pigs Farrowed” by including all full-term pigs born dead or alive.”
- ! **Special Tip:** In calculating the “Total number of litters” include all litters that produced one or more pigs, either dead or alive.
- ! **Special Tip:** In calculating the average daily gain for market swine include only the animals that are in the finishing enterprise. Do not include breeding stock.

Number of Pigs Weaned per Litter:

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

Return for \$100 Worth of Feed Fed:

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

Pounds of Feed Fed per Pound of Gain:

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

Average Daily Gain for Market Swine:

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



Example: First, Calculate Number Of Swine

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

Days on Feed

February -	28
March -	31
April -	30
May -	31
	120 days
June -	15 days

Number of Swine x Days on Feed

$$120 \text{ days} \times 120 \text{ pigs} = 14,400 \text{ pig days}$$

$$15 \text{ days} \times 15 \text{ pigs} = 225 \text{ pig days}$$

$$\text{Number of Swine} \times \text{Days on Feed} = 14,625 \text{ pig days}$$

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

Poultry Efficiency Factors

Number of Eggs Per Hen Housed:

$$\frac{\text{Total number of eggs produced}}{\text{Average number of hens housed (See Appendix I)}} = \text{Number of Eggs per Hen Housed}$$

Feed Cost Per Dozen Eggs Produced:

$$\frac{\text{Total feed expense (See Appendix I)}}{\text{Dozen of eggs produced}} = \text{Feed Cost per Dozen Eggs Produced}$$

Pounds of Feed Fed Per Pound of Broiler Gain:

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

Feed Cost per Pound of Broiler Gain:

$$\frac{\text{Total feed expense (See Appendix I)}}{\text{Total pounds of broilers produced (See Appendix I)}} = \text{Feed Cost per Pound of Broiler Gain}$$

- ! Special Tip:** To determine and report the efficiencies obtained in turkey production use the equivalent instructions provided for laying hens (turkey breeding flock) and broilers (turkey poults).
- ! Special Tip:** The average number of layers housed per year is determined by calculating the number on hand the first day of each month plus the number on-hand on December 31 divided by 13.
- ! Special Tip:** Calculate the total dozen of eggs produced, by including all eggs produced, whether they were sold, consumed in the home, bartered, given away, broken in handling or used in hatching.
- ! Special Tip:** Confirm that your application indicates whether your beef enterprise is a breeding-to-finishing, breeding-to-feeder or an operation that finishes feeders that were produced by another breeder. Efficiency factors, which are reported under Section VII, will be judged on a different set of standards, depending upon the kind of beef enterprise conducted.

Beef Efficiency Factors

Average Daily Gain for Finishing Cattle:

$$\frac{\text{Total pounds of finishing cattle produced (See Appendix I)}}{\text{Number of fat cattle x days on feed}} = \text{Average Daily Gain for Finishing Cattle}$$

Return for \$100 Worth of Feed Fed for Finishing Cattle:

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

Pounds of Feed Fed per Pound Gain for Finishing Cattle:

$$\frac{\text{Total pounds of feed fed (See Appendix I)}}{\text{Pounds of finishing cattle produced (See Appendix I)}} = \text{Pounds of Feed Fed per Pound Total Gain for Finishing Cattle}$$

Feed Cost Per Pound of Gain for Finishing Cattle:

$$\frac{\text{Total feed expense (See Appendix I)}}{\text{Total pounds of finishing cattle produced (See Appendix I)}} = \text{Feed Cost per Pound of Gain for Finishing Cattle}$$

Beef Efficiency factors continued on page 54

Appendix Efficiency Factors (continued)

Weight of Calves at Weaning (adjusted to 205 days):

$$\frac{\text{Total weight of all calves weaned (See Appendix I)}}{\text{Total number of calves weaned}} = \text{Weight of calves at weaning}$$

Percent Calf Crop:

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

Percent of Calf Crop Weaned:

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

- ! **Special Tip:** Confirm that your application indicates whether your beef enterprise is a breeding-to-finishing, breeding-to-feeder or an operation that finishes feeders that were produced by another breeder. Efficiency factors, which are reported under Section VII, will be judged on a different set of standards, depending upon the kind of beef enterprise conducted.
- ! **Special Tip:** Consider animals a part of your cattle finishing enterprise at the time they are either purchased for or they are weaned and transferred from a breeding enterprise to the finishing enterprise.
- ! **Special Tip:** Adjust all calf weights to 205 days.
- ! **Special Tip:** Calculate the "Total Number of Calves Dropped" by including all full-term calves, regardless whether they were born dead or alive.
- ! **Special Tip:** Calculate the "Total Number of Cows Bred" by including all cows and heifers bred with the intention of holding them until calving.

Sheep Efficiency Factors

Feed Cost per Pound of Sheep and Lambs Produced:

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

Percent Lamb Crop:

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

Pounds of Feed Fed per Pound Gain for Sheep and Lambs:

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

Average Daily Gain for Lambs:

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

- ! **Special Tip:** Confirm that your application indicates whether your sheep enterprise is a lambing-to-market, lamb-finishing or an operation that only produces weaning lambs for sale to other feeders. Efficiency factors, which are reported under Section VII, will be judged on a different set of standards, depending upon the kind of sheep enterprises conducted.
- ! **Special Tip:** Calculate the “Total Number of Lambs Dropped” by including all full-term lambs, regardless if they were born dead or alive.
- ! **Special Tip:** Calculate the “Total Number of Ewes Bred” by including all ewes and ewe lambs bred with the intention of holding them until lambing.
- ! **Special Tip:** Calculate the “Average Daily Gain for Lambs” by including only the animals that are in the finishing enterprise, not breeding stock.
- ! **Special Tip:** Calculate the “Average Daily Gain for Lambs” the same way that you compute the “Average Daily Gain for Market Swine” on page 49.

Average Weight of Fleece per Sheep Sheared:

$$\frac{\text{Total weight of all fleece sheared}}{\text{Total number of sheep sheared}} = \text{Average Weight of Fleece per Sheep Sheared}$$

Return for \$100 Worth of Feed Fed:

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

Dairy Efficiency Factors

Average Annual Milk Production Per Cow:

$$\frac{\text{Total pounds of milk produced (See Appendix I)}}{\text{Average number of cows (See Appendix I)}} = \text{Average Annual Milk Production per Cow}$$

Average Annual Butterfat Production Per Cow:

$$\frac{\text{Total pounds of butterfat produced (See Appendix I)}}{\text{Average number of cows (See Appendix I)}} = \text{Average Annual Butterfat Production per Cow}$$

Average Annual Butterfat Percent for Herd:

$$\frac{\text{Total pounds of butterfat produced (See Appendix I)}}{\text{Total pounds of milk produced (See Appendix I)}} = \text{Average Annual Butterfat Percent for Herd}$$

Feed Cost Per CWT of Milk Produced:

$$\frac{\text{Total feed expense (See Appendix I)}}{\text{Pounds of milk produced (See Appendix I)}} \times 100 = \text{Feed Cost per CWT Milk Total Produced}$$

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

Taking The Pictures

Even if you own an automatic camera, you still need to possess a thorough knowledge of film, equipment and techniques to take good pictures. Consider these tips:

- Use the appropriate film to obtain the best pictures. In general, a film with a lower ASA/ISO rating – for example 100 ASA – is used when there is plenty of light available. A film with a higher rating – say 400 or 1,000 ASA – is used when there is not enough light available. The best all-around choice is 200 ASA.
- Hold your camera steady. Gently squeeze the shutter release. Suddenly moving your camera can cause fuzzy, out-of-focus pictures.
- Understand how your camera's flash works. Verify that your flash unit is properly "synchronized" with your camera. Stand close enough to your subject, so that light from the flash will reach it. Base this distance on the film speed and flash setting you select.
- Clean your camera's lens because lint on it can cause misty looking pictures.
- Be sure that your pictures are properly exposed – not too light, nor too dark.
- For dramatic pictures, choose a camera angle carefully. Move around your subject to determine which perspective is best. You may find that the subject looks better at a high- or low-viewing angle
- Be careful of cluttered backgrounds. Maintain only one center of interest in each picture. Eliminate all distracting elements by moving closer to your subject or by keeping simple items in the foreground and background.
- Move closer to your subject whenever possible because close-up photos have more impact than distant shots.
- Always focus your camera's lens on your subject's eyes or face.
- Take a number of shots of the same activity, so as to avoid being "stranded" with only one photo of a crucial scene during which your subject had his or her eyes closed! Take various exposures, especially if you are using slid film. (A film processor can "correct" an under- or overexposed color print, but not a slide).
- Take pictures during early morning or late afternoon because those taken around noon can appear "washed out."
- Verify that your light source is behind you and not your subject.
- If your subject is wearing a hat with a brim, you may need to use a flash to avoid a shadow across his or her face. If needed, ask your subject to tilt the hat back a bit or remove it altogether.
- Dress your subject in reasonably clean clothing. Avoid wild hats and shirts. Whenever possible, identify your subject with the FFA.
- Make your picture realistic. Don't wear an FFA jacket if you're washing livestock or cleaning a greasy engine. If you need photos of a work scene, have your subject wear an FFA cap or T-shirt, rather than an official FFA jacket.

Selecting The “Best” Photos

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

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

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

Mounting The Pictures

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

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

Writing The Caption

Captions are a short description of the activity in your photos. Informative captions can indicate your persona involvement in and demonstrate the quality and size of your program. No word limitation. You may put as many words that will fit in box as long as you DO NOT change the size of the font Arial 14.

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

Tips in Writing Captions

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

Appendix III: General Photography Tips and Evaluation

Here are a few examples of common photo and caption found in typical proficiency applications. Read the critiques for ways on how to improve these photos and captions

Example one: Get Close



Photos: (1-Test Plot, student, sign;2- equipment in distance)

Caption: “Promoting this laboratories test plot was important to me. People were interested in what I was testing, the progress and the outcome of this project. The plot was located next to the road to help generate interest in the project.”

Critique: This caption is not bad, but a little more detail on steps or results would make it better. The main problem is the distance, get close when taking photos where the face and sign can be seen. The second picture also need to be closer, it is hard to tell what equipment is there.

Example two:



Photo : (Log house being built)

Caption: Use your 50 word allotment to its fullest without going over. Example: “We are putting up a roof system using A-trusses.”

Critique: The caption is too short (9 words) and doesn't add any new information or enhance the application. Show your knowledge; tell something that you haven't said in the application about your project.

Example three: Safety



Photos: (1- welding without gloves or jacket, 2-getting ready to weld with all proper safety equipment)

Critique: One of these photos show obvious safety violation, no welding gloves or jacket. Make sure your photos show safety in practice.

Example four: Show your knowledge and you doing something



Photos: (1-Student with carcass, 2-Student with poinsettias)

Captions: 1- E-Coli causes widespread and severe diseases in susceptible people. This pathogen comes from ingestion of undercooked meat from a contaminated carcass. The USDA started a generic E-Coli program which I have performed (and am shown doing) at W Slaughterhouse and the school lab.

2- I am pulling poinsettias to fill orders for deliveries. The plants are tagged with “sold” tickets and placed in the work area for processing. The plants are dressed with baskets and bows, Spanish moss, and care cards. They are then placed at the delivery station according to service area.

Critique: This photos and captions are great. The photos show the students performing tasks and the captions show that the students have additional knowledge that was not covered in the application.

APPENDIX V: Questions asked during the 2001-2005 application process

Category	Question	Answer
Proficiency application 6A or 6B pages	Regarding the entrepreneurial app., pages 6a/6b, section v - is this for all SAE projects and inventory changes or just this application's SAE area? If for all inventory, do we include in section X gifts received that become part of the market value section of the records?	Pages 6a/6b, Section V of the Entrepreneurship proficiency app. Is only for items related to that proficiency award area. Any gifts received, even if not related to the proficiency award, should be listed on the app. Because they effect the student's net worth.
Ag Communications Application	What style of writing should I use in filling out my application? AP Style or MLA Grammar?	We would accept either style for any applications, the reviewer she used is a journalist and they would use AP style as their standard -- if the applicant wishes to use this style, it may impress more judges at the national finals in October should she make it that way, but since most of our national finals judges in July are educators, they would not be likely to grant any advantage based on style -- many of the judges in October are professional journalist and would be likely to notice and prefer this style, but there is no requirement to go that way and no score offered for style -- the candidate will have to use her own discretion as to whether to make the changes or not .
Award area (dog breeding)	In which proficiency award area do we put a student owned dog breeding program?	Small Animal Production and Care.
Barter	Unpaid hours. Student Raises steer to show at fair and father trades work for steer (barter). Where do I show that?	The raising of a steer as a part of the SAE is not 'unpaid hours', especially where there is a barter situation -- this is an entrepreneurship and you list the value of the steer as "non-cash current/operating expense-other", line 2e, page 8 a/b. and you show the same amount in line 1.g "value of ag labor exchanged for non-cash operating expenses". If feed costs are also bartered you show the value on line 2c, page 8 a/b and add that amount into line 1.g page 8 a/b.

APPENDIX V: Questions asked during the 2001-2005 application process

Category	Question	Answer
Capital inventory	What is the difference between “capital” and “non-current” inventory?	None for our purposes - these are two terms for the same group of items. Capital and non-current assets or inventory are those items that a member would normally expect to have a useful life of more than one year and all pleasure, draft and breeding animals.
Capital transactions	On the Entrepreneurship app, how do we handle “capital transactions” when breeding livestock appreciate?	You use pages 6a/6B, line 1a, closing current/operating inventory for market livestock appreciation and/or other operating inventory changes. On pages 6a/6b, line 4a, closing non-current/capital inventory, is where you include purchased breeding livestock. Generally speaking all breeding livestock should be annually valued at market prices for this section, as we use cash/market values in our applications. Purchased breeding, draft and pleasure livestock are depreciable in book values used for tax purposes, but these values do not accurately represent student investment or assets for our purposes.
Contract Farming	How should we handle contract farming?	Contracts for raising of livestock or crops are most commonly and correctly counted as an entrepreneurship project, since such a contractor is an entrepreneur.
Current	What is Current Assets?	If you are raising an animal to sell this year, it would be listed as current assets. Once you list that item in current it will remain in current
Current vs Non-Current	When should I use Current vs. Non Current?	Once you designate an asset as current or non-current, that is the way it will be posted from then on out. Once you decide to sell a non-current item, it will be a Capital Expense.
Entrepreneurship or Placement application	One year I had an Entrepreneurship SAE and another year I had a Placement SAE. Which application do I use Entrepreneurship or Placement?	You can not put both Entrepreneurship and Placement on any one application. You have to decide one you are strongest in and stick with it.

APPENDIX V: Questions asked during the 2001-2005 application process (continued)

Category	Question	Answer
Ethanol	I was curious if the small scale production of ethanol for fuel purposes could be incorporated into some proficiency category?	This type of program would fit well into Agricultural Processing, as long as the SAE is approved (in Wisconsin the approval is in the hands of the local school, so your advisor will certainly know whether or not this is an approved SAE)
Frozen Embryos	I have an SAE that has frozen embryos. Is that current or non-current?	Frozen Embryos is an asset, determine whether this asset is current or non-current. Once you make it one or the other, if made non-current it will remain that until you decide to sell and then it is a Capital Expense.
Gifts	Where should I list my gifts?	Any gifts received, even if not related to the proficiency award, should be listed on the application because they effect the student's net worth.
Gifts value	Do we account for changes in the values of gifts from year to year? For example, a shotgun given to the student valued at \$110 in December, 1999 and a gift of \$90 in December of 2000.	The gift should be shown at its initial value. A depreciation value should be used for depreciable items in the balance statement. Only items that effect income are depreciated in the proficiency award applications. The value of the gift at the time it is received is the correct value to record in the application on the "income" page.
Grocery Store - SAE	I work in a Grocery Store and need to know what proficiency area that would be in.	The appropriate area would be Agricultural Services. However, you need to check with your state to see if that would qualify as a SAE in your state. If it does, then it would qualify at national. Contact your main contact person of your state to see if it qualifies.
Gross Income	"I have a student with a placement application and he also has cattle which are NOT part of his "SAE Program" However, his expenses for his cattle are deductible on his federal income tax information therefore we placed these expenditures under Non SAE Deductable expenses (in the Kansas Record Book). What do we do with this column total for the three years of records that the student has in order to produce an accurate application?"	We suggest that students list the non-SAE income referred to here on line 22a as a net income -- they MAY list it as gross income and then show the expense on line 22e, but this is unnecessary (the bottom line will be the same in either case)

APPENDIX V: Questions asked during the 2001-2005 application process (continued)

Category	Question	Answer
Home Farms	<p>I have a couple of students working on their home farms in shares. For instance I have a student with 110 steers in a feedlot situation. He owns 10 percent of these steers and his dad has the other 90 percent. His dad has put him in charge of the whole project (he does 100 percent of the work.) How should the proficiency application be completed?</p>	<p>On a Proficiency application the student only counts 10 percent of the total project throughout the appl. If his father isn't charging him cash for operating expenses, the student should count his savings from these potential expenses as income for the extra hours that he works (total hours minus his share, 10 percent). He actually is bartering labor for non-cash operating expenses. There is no free feed, etc. Remember, the bartered value should be a fair market value for the hours worked and any reported non-cash expenses in the summary must be covered by non-cash income in either the summary (page 6A/6b, line 1G) for bartered labor if directly related to the SAE or on page 8 if not directly related to the SAE).</p>
Insurance	<p>I have insurance and registration fees for the vehicle is use for work. Do I put this as current or non-current?</p>	<p>Insurance and registration is considered personal expenses so on the AD you would put it under Non SAE Income/expenses (page 11, line 22e)</p>
Learning Disabled	<p>I have a student who is learning disabled. How can he qualify for the American Degree?</p>	<p>The local school district determines whether the student has a passing grade or not. National accepts the schools ruling. No grade point average is necessary, just a signature from Guidance Counselor.</p>
Leased or Bartered Equipment	<p>I have a lawncare enterprise, but don't own the equipment as it is owned by my parents. Am I Entrepreneurship or Placement and how do I list that on the application?</p>	<p>You would be an Entrepreneurship application; however, you would list your equipment as leased or bartered. On the proficiency application that would be listed on line 2E or 1G. You would be unable to list your equipment but you could show what equipment you use in a picture. More than likely you do things for your parents that are not part of your SAE and that lets you barter the equipment from your parents. That way you wouldn't be in a disadvantage with the other applicants.</p>

APPENDIX V: Questions asked during the 2001-2005 application process

Category	Question	Answer
Missing one year activity in my SAE	I did not take ag for my sophomore year but had an SAE for grade 8, 9, 11 and 12. My ending inventory for my freshman year shows up as beginning inventory my sophomore year but I did not take ag that year. How can I fix this?	There are two ways you could do it. You could go back and activate your membership for your sophomore year even though you did not have ag. Or, you would have to sell all of your inventory at the end of your freshman year and then buy it back at the beginning of your junior year.
Non-Current	What is Non-Current Assets?	Non-current assets are things you are going to keep over a period of time (more than one year) Once you decide to sell you would post it as a Capital Expense.
Operating Inventory	What is the difference between "operating" and "current" inventory?	None for our purposes - these are two terms for the same group of items. Operating or current assets or inventory are those items that the member expects to have for one year or less and all market animals, regardless of the length of time that they would be held. All items for resale would be included in this inventory, even purchased inventory that will be resold.
SAE - Grain	Which area should I place this student. He works at a grain elevator that takes in a nd merchandises grain. His main tasks are handling grain food and non-food grade; collects bids (not merchandise); some equipment maintenance; Blending grain; Loading and unloading; maintain grain quality.	He would best fit into Ag Processing.
SAE Agreement	I need an SAE Agreement for a proficiency placement student. Where do I find that?	The Chapter Resource Guide CD ROM has an Excel template of an SAE Agreement. You find that by opening the CD ROM, click on SAE and the link for SAE Agreement is on that page.

APPENDIX V: Questions asked during the 2001-2005 application process

Category	Question	Answer
Taxes	Where do I put my tax information?	On the Proficiency applications it would go on Page 7, 3A and on the American Degree it would go on page 10, 6A (taxes paid already by the end of the year are entered on page 8 a/b on the line 2d - - 'cash expenses other' -- since they are annual payments due within a 12 month period and are not purchasing any asset they are current expenses – If these payments are due by the end of the year and were not paid in that calendar year (making them a liability).
Vehicle	I have a vehicle which I am making payments on, where do I put this on my application?	You would put the value of the vehicle in the Non-Current/Capital Assets and then the amount she still owes on the loan in the Non-Current/Capital Liabilities. This should even itself out. If you put just the loan amount it will show up in the negative.
Volunteer Activities	Where should I list my volunteer activities?	Any volunteer activity which applies to their SAE would be listed on Page 4. Say you were participating in SME and you volunteered at the humane society. That would apply to your SAE. If you volunteered at a day care center and your SAE was small animal care, that would not apply to your SAE and you would list that on your resume.
Wiring	Should wiring that is done on the home farm be applied on the AME or HCE award area?	The student could apply in either area as they meet the description printed in the handbook. Students completing the HCE award area would usually apply in the placement area.
Wrestling	I received a full ride scholarship in wrestling. Where do I put this on my application?	Put it in as a SAE earnings and then in the education expenses and it will zero out.

Glossary

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

Accrue- To accumulate; to grow something.

Acquisitions- Items that are purchased or received.

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

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

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

Book value - The original value of an item minus the accumulated depreciation.

Boot - Something given to equalize an uneven trade.

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

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

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

Competency - A measures of abilities, knowledge or skills.

Current liabilities- Liabilities that are payable within the year.

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

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

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

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

Depreciation - The amount an item declines in value because of time and/or wear and tear.

Eligibility - Qualifications that must be met to attain something.

Employee - A person who works for another person for wages or salary.

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

Equity - Businesses assets minus liabilities; same as net worth

Expense- The cost involved in producing a product or service

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

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

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

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

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

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

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

National FFA Center - The headquarters of the National FFA Organization.

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

Glossary

Net worth -The difference between total assets and total liabilities; same as equity

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

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

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

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

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

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

Proficiency - An advancement in knowledge or skill; the process of receiving competencies through training and practice.

Processing - The changing of a raw material into a more useable form.

Ratios - The relationship in quantity, amount or size between two or more things.

Recordkeeping - The process of keeping accurate facts and information pertaining to an SAE.

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

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

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

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

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

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

Quick Reference Listing

This is an alphabetical reference of SAE areas. It is not an ALL inclusive list.

If you have any questions, contact national center: at (317) 802-4255 or proficiency@ffa.org

Alphabetical Listing	Award Area
A	
Agriscience new and emerging technology	Emerging Agricultural Technology
Air conditioning installation or improvement	Ag Mechanics Energy Systems OR Home and/or Community Development
Alfalfa	Forage Production
Alpacas	Specialty Animal Production
Animal breeding services	Agricultural Services
Animal hides processing/tanning	Agricultural Processing
Animal hospitals	Agricultural Services OR Small Animal Production and Care
Animal production not covered by other areas	Specialty Animal Production
Apples	Fruit Production
Apricots	Fruit Production
Aquatic animal marketing (catfish; shrimp; crawfish; mollusks; salmon ranching; tropical fish rearing and tilapia culture)	Aquaculture
Aquatic animal production (catfish; shrimp; crawfish; mollusks; salmon ranching; tropical fish rearing and tilapia culture)	Aquaculture
Aquatic plant marketing	Aquaculture
Aquatic plant production	Aquaculture
Assistants (Ag education department)	Agricultural Education
B	
Barley	Grain Production
Barrell racing (Equine)	Equine Science
Beans (unless produced for Oil and not including Soybeans)	Vegetable Production
Beauty protection of an area by using natural vegetation or commercial ornamental plants	Landscape Management OR Home and/or Community Development
Bee production	Specialty Animal Production
Beef marketing	Beef Production
Beef production	Beef Production
Berries	Fruit Production
Biotechnology	Emerging Agricultural Technology
Birdseed producing	Specialty Crop Production
Blood meal by-product processing	Agricultural Processing

Quick Reference Listing B-C

Bone by-product processing	Agricultural Processing
Bromegrass	Forage Production
Buckwheat	Grain Production
Building and structures improvements	Agricultural Mechanics Design and Fabrication
By-product processing (Non Food)	Agricultural Processing
C	
Cabins Management	Outdoor Recreation
Calf roping	Equine Science
Camping area	Outdoor Recreation
Canola production or marketing	Fiber and/or Oil Crop Production
Castor beans production or marketing	Fiber and/or Oil Crop Production
Cats	Small Animal Production and Care
Cedar shakes production or sales	Forest Management and Products
Chapter officers/leaders workshop development and presentations	Agricultural Education
Cheese processing	Agricultural Processing
Chemical sales	Agricultural Sales
Cherries	Fruit Production
Chickens	Poultry Production
Christmas tree farming	Forest Management and Products
Citrus fruits	Fruit Production
Civic organization presentations	Agricultural Education
Clover	Forage Production
Coconuts	Fruit Production
Commodities merchandising/sales	Agricultural Sales
Common fruits	Fruit Production
Communication	Agricultural Communications
Community betterment or development	Home and/or Community Development
Compost processing	Agricultural Processing
Computer new and emerging technology	Emerging Agricultural Technology
Confectionary sunflowers	Specialty Crop Production
Conservation	Environmental Science and Natural Resources
Contract feeding	Agricultural Services
Corn for silage	Forage Production
Corn fro grain	Grain Production
Corns (specialty, ie. Indian Corn, popcorn)	Specialty Crop Production
Cottage management	Outdoor Recreation
Cotton processing	Agricultural Processing
Cotton production or marketing	Fiber and/or Oil Crop Production
Crop merchandising/sales	Agricultural Sales

Crop scouting	Agricultural Services
Crop seed production	Specialty Crop Production
Custom baling services	Agricultural Services
Custom equipment operation and maintenance services	Agricultural Services
Custom feeding	Agricultural Services
D	
Dairy cattle marketing	Dairy Production
Dairy cattle production	Dairy Production
Dairy products marketing	Dairy Production
Dairy products production	Dairy Production
Department of Natural Resources experience	Wildlife Production and Management
Departmental (Ag Education) assistants	Agricultural Education
Dill production or marketing	Fiber and/or Oil Crop Production OR Specialty Crop if for fresh markets
Dogs	Small Animal Production and Care
Domestic fowl production and marketing	Poultry Production
Donkeys	Specialty Animal Production
Dry edible beans	Specialty Crop Production
Ducks	Poultry Production
Ducks (wild)	Wildlife Production and Management
E	
Educating the public about the broad topics of agriculture, agricultural education and FFA	Agricultural Education
Emus	Specialty Animal Production
Environmental improvement	Environmental Science and Natural Resources
Equine breeding	Equine Science
Equine marketing	Equine Science
Equine production	Equine Science
Equine showing	Equine Science
Equipment design and construction	Agricultural Mechanics Design and Fabrication
Equipment sales	Agricultural Sales
Erosion prevention	Environmental Science and Natural Resources
F	
Fair Media	Agricultural Communications
Feed sales	Agricultural Sales
Fertilizer sales	Agricultural Sales
Fiber and/or oil crop marketing	Fiber and/or Oil Crop Production
Fiber and/or oil crop production	Fiber and/or Oil Crop Production
Financial services	Agricultural Services
Firewood production or sales	Forest Management and Products
Fish and Wildlife Department experience	Wildlife Production and Management

Quick Reference Listing F-G

Fish by-product processing	Agricultural Processing
Fish stocking (income enterprise)	Wildlife Production and Management
Fishing recreation	Outdoor Recreation
Flax production or marketing	Fiber and/or Oil Crop Production
Flower arranging	Floriculture
Flower packaging	Floriculture
Flowers (dried) production or marketing	Floriculture
Flowers (fresh) production or marketing	Floriculture
Foliage production or marketing	Floriculture
Food biochemistry	Food Science and Technology
Food grading	Food Science and Technology
Food inspection	Food Science and Technology
Food processing	Agricultural Processing
Food production research and development	Food Science and Technology
Food safety experiences and research	Food Science and Technology
Food services (related)	Agricultural Services
Food taste improvement	Food Science and Technology
Food testing	Food Science and Technology
Forage crops production or marketing	Forage Production
Forest service employment	Forest Management and Products
Forestry items for retail or whole sales	Agricultural Sales
Fruit crop production or marketing	Fruit Production
G	
Garden production of canning vegetables	Vegetable Production
Garden vegetables	Vegetable Production
Geese (domestic)	Poultry Production
Geese (wild)	Wildlife Production and Management
Global positioning systems	Emerging Agricultural Technology
Goats (meat and dairy)	Specialty Animal Production
Gourds	Specialty Crop Production
Grain crops	Grain Production
Grain forages	Forage Production
Grain Sorghum	Grain Production
Grapes	Fruit Production
Grass seed	Specialty Crop Production
Grass silages and pastures	Forage Production
Grassland preservation	Environmental Science and Natural Resources
Greenhouse flowers production or marketing	Floriculture
Grooming dogs	Small Animal Production and Care
Guest ranches	Outdoor Recreation
Guide services	Outdoor Recreation

Guinea fowl	Poultry Production
Guinea pigs	Small Animal Production and Care
H	
Hamsters	Small Animal Production and Care
Heating	Agricultural Mechanics Design and Fabrication
Heating installation or improvement	Home and/or Community Development
Hedgehogs	Small Animal Production and Care
Hemp (rope grade) production or marketing	Fiber and/or Oil Crop Production
Herb processing	Agricultural Processing
Herb production	Specialty Crop Production
Herbs	Specialty Crop Production
Historic area development and management	Outdoor Recreation
Home modernization for better health and comfort	Home and/or Community Development
Honey processing (and beeswax processing)	Agricultural Processing
Hops	Specialty Crop Production
Horse production and management	Equine Science
Horses (miniature)	Specialty Animal Production
Horseshoeing services (farrier services)	Agricultural Services
Horticulture items for retail or wholesale sales	Agricultural Sales
Hot Peppers	Vegetable Production
Hunting recreation	Outdoor Recreation
I	
Improving recreational areas	Turf Grass Management
Improving water quality in home	Home and/or Community Development
Indian corn	Specialty Crop Production
Insect and disease control, planting and harvesting	Forest Management and Products
Installing water in home	Home and/or Community Development
K	
Kennel employment	Small Animal Production and Care
L	
Lab research	Emerging Agricultural Technology
Labor saving devices in home	Home and/or Community Development
Land use regulations (pertaining to soil, water and air quality)	Environmental Science and Natural Resources
Landscaping	Landscape Management
Lawn mowing service	Turf Grass Management
Livestock merchandising/sales	Agricultural Sales
Livestock production and management of two or more livestock related proficiency areas such as beef, dairy, swine, equine, poultry, small animal production and care and specialty animal production	Diversified Livestock Production

Quick Reference Listing L-P

Llamas	Specialty Animal Production
M	
Magazine articles and publication	Agricultural Communications
Malting barley	Grain Production
Management services	Agricultural Services
Managing golf course	Turf Grass Management
Maple syrup processing	Agricultural Processing
Mayhaws	Fruit Production
Meat by-product processing	Agricultural Processing
Meat processing	Agricultural Processing
Meat rabbits	Specialty Animal Production
Mentoring (youth)	Agricultural Education
Mice	Small Animal Production and Care
Microbiology	Food Science and Technology
Milk processing	Agricultural Processing
Milk testing	Food Science and Technology
Millet	Grain Production
Milo	Grain Production
Miniature horses	Specialty Animal Production
Mink	Specialty Animal Production
Mint production or marketing	Fiber and/or Oil Crop Production
Mulch production or sales	Forest Management and Products
Mules	Specialty Animal Production
Mushrooms	Specialty Crop Production
Mustard production or marketing	Fiber and/or Oil Crop Production
N	
Natural resources improvement	Environmental Science and Natural Resources
Natural scenic area	Outdoor Recreation
Nectarines	Fruit Production
Newspaper	Agricultural Communications
Nuts	Fruit Production
O	
Oats	Grain Production
Onions	Vegetable Production
Orchard grass	Forage Production
Ornamental flowers	Floriculture
Ostriches	Specialty Animal Production
Outdoor beautification	Landscape Management
Outdoor recreational activities	Outdoor Recreation
P	
PALS mentor	Agricultural Education

Peaches	Fruit Production
Peanuts production or marketing	Fiber and/or Oil Crop Production
Pears	Fruit Production
Pelt processing	Agricultural Processing
Pet care	Small Animal Production and Care
Pet foods producing	Agricultural Processing
Pet shop employment	Small Animal Production and Care
Pet sitting	Small Animal Production and Care
Pheasants (income enterprise)	Wildlife Production and Management
Pineapples	Fruit Production
Plant materials production or marketing	Floriculture
Plant processing and marketing for ornamental or aesthetic purposes related to horticulture of two or more proficiency area for (floriculture, nursery operations, landscape management, turf grass management, fruit and vegetable production such as viticulture (grapes), pomology (fruit trees) and horticultural fruits and vegetables (not including fruit and vegetable row crops.	Diversified Horticulture Production
Plant production in nursery	Nursery Operations
Plant propagation	Nursery Operations
Plants or shrubs installation and maintenance	Landscape Management
Plumbing	Agricultural Mechanics Design and Fabrication
Plums	Fruit Production
Pollution management and control	Environmental Science and Natural Resources
Pome fruits	Fruit Production
Popcorn	Specialty Crop Production
Potatoes	Vegetable Production
Power Systems adjusting, repairing and maintaining. Including those that run by way of mechanical, electrical, chemical, wind, solar, fluid and/or water power.	Agricultural Mechanics Energy Systems
Presentations (students conducting information materials and presentations)	Agricultural Education
Print Facilities	Agricultural Communications
Produce and market one livestock and at least one crop related proficiency areas	Diversified Agricultural Production
Produce and market two or more crop related proficiency areas (such as grain, fiber/oil, forage, specialty crop, non-horticultural vegetable or fruit production)	Diversified Crop Production
Propagation of plants	Nursery Operations
Propagation of plants	Nursery Operations
Pruning forests	Forest Management and Products

Quick Reference Listing P-S

Public relations	Environmental Science and Natural Resources
Pumpkins	Vegetable Production
Q	
Quail (wild/restocking/management)	Wildlife Production and Management
R	
Rabbits as companion animals	Small Animal Production and Care
Rabbits for meat production	Specialty Animal Production
Racing (equine)	Equine Science
Radio and broadcasting	Agricultural Communications
Raisins and other dried fruits processing	Agricultural Processing
Recreational area improvement	Landscape Management
Recreational area improvement	Turf Grass Management
Recycling	Environmental Science and Natural Resources
Reforestation	Forest Management and Products
Rice	Grain Production
Riding lessons (equine)	Equine Science
Riding stables	Outdoor Recreation
Rodeo (ownership and management of horses)	Equine Science
Rodeo event (where member does not own or manage horses)	Outdoor Recreation
Rye	Grain Production
S	
Safflower production or marketing	Fiber and/or Oil Crop Production
Sanitary facility improvement	Home and/or Community Development
Sanitary facility installation	Home and/or Community Development
Seed (grass)	Specialty Crop Production
Seed sales	Agricultural Sales
Sheep production and marketing	Sheep Production
Shooting preserve	Outdoor Recreation
Shoreline preservation	Environmental Science and Natural Resources
Shrubs in nursery	Nursery Operations
Shrubs or plants installation and maintenance	Landscape Management
Sisal production or marketing	Fiber and/or Oil Crop Production
Small pet animals (manage, produce, care for and/or market)	Small Animal Production and Care
Sod sales	Turf Grass Management
Sorghum	Grain Production
Sorghum cane	Specialty Crop Production
Sorghum for forage (non-grain)	Forage Production
Soybeans production or marketing	Fiber and/or Oil Crop Production
Specialty animal facility employment	Specialty Animal Production

Spices	Specialty Crop Production
Sprinkler installation (lawn and garden)	Landscape Management
Stand improvement (timber)	Forest Management and Products
Stocking fish (game fish)	Wildlife Production and Management
Stone fruit	Fruit Production
Structural land improvements	Agricultural Mechanics Design and Fabrication
Student coordinators for educational programs	Agricultural Education
Students developing informational materials and conducting presentations	Agricultural Education
Sugar beets	Specialty Crop Production
Sugar cane	Specialty Crop Production
Sunflower production or marketing	Fiber and/or Oil Crop Production
Sunflowers (confectionary)	Specialty Crop Production
Sweet Corn	Vegetable Production
Swine production and marketing	Swine Production
T	
Tallow processing	Agricultural Processing
Taxidermy	Agricultural Services
Television and broadcasting	Agricultural Communications
Therapeutic horseback riding (if owned and/or managed by student)	Equine Science
Thinning forest	Forest Management and Products
Tobacco	Specialty Crop Production
Tomatoes	Vegetable Production
Training dogs	Small Animal Production and Care
Transplanting plant	Nursery Operations
Trapping (income enterprise)	Wildlife Production and Management
Trees in nursery	Nursery Operations
Turf planting for outdoor beautification	Turf Grass Management
Turkeys and their products	Poultry Production
V	
Vacation cabins management	Outdoor Recreation
Vacation cottages management	Outdoor Recreation
Vacation farm management	Outdoor Recreation
Ventilation and/or Air Conditioning	Agricultural Mechanics Design and Fabrication OR Agricultural Mechanics Energy Systems
Veterinary related employment	Small Animal Production and Care
Volunteer to improve community	Home and/or Community Development
W	
Waste management	Environmental Science and Natural Resources
Watermelon production	Fruit Production
Website development and management	Agricultural Communications

Quick Reference Listing W-Z

Weeding forests	Forest Management and Products
Wetland preservation	Environmental Science and Natural Resources
Wheat	Grain Production
Wild ducks	Wildlife Production and Management
Wild game	Wildlife Production and Management
Wildlife surveys	Environmental Science and Natural Resources
Wood chips production or sales	Forest Management and Products
Wool processing	Agricultural Processing
Wool production and marketing	Sheep Production
Worms	Specialty Animal Production
Y	
Youth mentoring	Agricultural Education
Z	
Zoo employment	Specialty Animal Production
Zucchini	Vegetable Production

PROFICIENCY APPENDIX IV

Examples:

For Examples of the Proficiency applications, please go to:

<http://www.ffa.org/programs/proficiency/index.html>

or

www.ffa.org

Site Index

P for Proficiency Award Program homepage

Bottom of page there are examples available in PDF format.

NOTE: We add to these examples yearly.

Proficiency Review – Entrepreneurship

Proficiency Review – Placement

Proficiency Entrepreneurship Scorecard

Proficiency Entrepreneurship Rubric

Proficiency Placement Scorecard

Proficiency Placement Rubric

Personal Page Examples

National Due Date: Postmarked by July 15

Check with your State office for your state due date. If you are unsure of your state's contact information, e-mail-proficiency@ffa.org

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 and/or Placement Review forms.

(Continue to following pages for Entrepreneurship and Placement review sheets.)

ENTREPRENEURSHIP
AGRICULTURAL PROFICIENCY
REVIEW
1 of 3 pages

NAME OF APPLICANT: _____

AWARD AREA: _____

REVIEWED BY : _____

Note: Applicants using the National FFA Template already have a review which is part of the application. You **DO NOT** have to complete this review also, it is identical. If you do not use the template please attach a completed copy of this review to each Entrepreneurship Agricultural Proficiency application that is sent on for national consideration.

YES NO

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Applicant has been an active FFA member for each year covered by this application, Cover Page, Line 20. (Consult state copy of membership roster for each year.) |
| _____ | _____ | 2. Applicant has included his/her Social Security number, Cover Page, Line 5. |
| _____ | _____ | 3. Applicant has been out of high school for no more than one year, Cover Page, Line 19 , or is still enrolled in high school. |
| _____ | _____ | 4. Applicant has graduated and has completed at least three full years of agriculture, or all of the agriculture offered in the school last attended, Cover Page 1, Line 16. |

NOTE: Applicants that are still in high school at the time of applying are eligible to participate at all grade levels. Applicants need to have a minimum of one full calendar year of records to apply for a national level proficiency award.

- | | | |
|-------|-------|---|
| _____ | _____ | 5. Applicant has in operation, and has maintained at least one calendar year of SAE records to substantiate an outstanding SAE program, which exhibits comprehensive planning, managerial and financial expertise, Pages 2-9. |
| _____ | _____ | 6. Kind of Businesses/Enterprises listed on Page 6 a/b, Section IV , Scope, relates to the Efficiencies Attained recorded on Page 7, Section VII. |
| _____ | _____ | 7. After the first year the beginning/current inventory, Page 6 a/b, Line 1b is the same as the closing/current inventory for the previous year, Page 6 a/b, Line 1a . After the first year the beginning/non-current inventory, Page 6 a/b, Line 4c , is the same as the closing/non-current inventory, Page 6 a/b, Line 4a. |

- _____ _____ 8. All non-cash current/operating expenses recorded on **Page 6 a/b, Lines 2c and 2e** were also reported as income on **Page 6 a/b, or between Line 1f and or 1g** or if not directly related to the SAE in **Section VIII, or X.**
- _____ _____ 9. *Applicant's Total Return to Capital, Labor and Management has been accurately transferred from **Page 6 a/b, Line 6, to Page 8, Section XI, Line 1.**
- _____ _____ 10. * Applicant's Non-Cash Income Not Related to this Award Area has been accurately transferred from **Page 8, Section VIII to Page 8, Section XI, Line 2.**
- _____ _____ 11. * Applicant's Earned Income Not Related to this Award Area has been accurately transferred from **Page 8, Section IX to Page 8, Section XI, Line 3**
- _____ _____ 12. * Applicant's Gifts, Inheritances and Other Non-Earned Income has been accurately transferred from **Page 8, Section X to Page 8, Section XI, Line 4.**
- _____ _____ 13. The Maximum Possible Increase in Owner's Equity, **Page 8, Section XI, Line 7,** must exceed/or equal the Gain in Owner's Equity, **Page 8, Section XI, Line 8.**
- _____ _____ 14. The Total Inventory Change, **Section V, Line 1c** (calculated by adding all numbers across the page in line 1c on page 6) is equal to the difference in operating inventory from beginning to end of the project as shown on **Page 5, Section III, Line 2** Total Current/Operating Inventory.
- _____ _____ 15. Applicant has included no more than a two-page résumé.
- _____ _____ 16. Applicant has included no more than a one-page written evaluation by the most recent employer and/or agriculture instructor describing the progress that the applicant has made in developing the skills and competencies necessary for success within the award area in which they are applying.
- _____ _____ 17. Applicant has included a maximum of six photographs with captions containing less than 50 words each.
- _____ _____ 18. Applicant has included a maximum of one page (maximum size 8 1/2" X 11") of additional information. This may **NOT** include the following: Video tapes; computer disk; CD Roms; DVD's; etc.

- _____ 19. The application is properly signed by applicant, parent or guardian, chapter advisor, school superintendent or principal, and State FFA Advisor.
- _____ 20. Does the Beginning, Related to Proficiency (A), Total Current/Operating Assets, **Page 7, Line 1e** match the beginning/current/operating inventory for the first year of the program, **Page 6 a, Line 1b**?
- _____ 21. Does the Ending, Related to Proficiency (C), Total Current/Operating Assets, **Page 7, Line 1d**, match the ending/current/operating inventory for the last year of the program, **Page 6 a/b, Line 1a**,?
- _____ 22. Does the Beginning, Related to Proficiency (A), Total Non-Current/Capital Assets, **Page 7, Line 2c**, , match the beginning non-current/capital inventory for the first year of the program, under Non-Current/Capital Transactions, **Page 6 a, Line 4c**?
- _____ 23. Does the Ending, Related to Proficiency (C), Total Non-Current/Capital Assets, **Page 7, Line 2c** match the ending inventory for the last year of the program, under Non-Current/Capital Transactions, **Page 6 a/b, Line 4a**.

*** The computer version will automatically make these transfers**

**PLACEMENT
AGRICULTURAL PROFICIENCY
REVIEW
1 of 2 pages**

NAME OF APPLICANT: _____

AWARD AREA: _____

REVIEWED BY: _____

Note: Applicants using the National FFA Template already have a review which is part of the application. You **DO NOT** have to complete this review also, it is identical. If you do not use the template please attach a completed copy of this review to each Placement Agricultural Proficiency application that is sent on for national consideration.

YES NO

- ___ ___ 1. Applicant has been an active FFA member for each year covered by this application, **Cover Page, Line 20. (Please consult state copy of membership roster for each year.)**
- ___ ___ 2. Applicant has included his/her Social Security Number, **Cover Page, Line 5.**
- ___ ___ 3. Applicant has been out of high school for no more than one year, **Cover Page 1, Line 19**, or is still enrolled in high school.
- ___ ___ 4. Applicant has graduated and has completed at least three full years of agriculture, or all of the agriculture offered in the school last attended, **Page 1, Line 16.**

NOTE: Applicants who are still in high school at the time of applying are eligible to participate at all grade levels. Applicants need to have a minimum of one full calendar year of records to apply for a national level proficiency award.

- ___ ___ 5. Applicant has in operation and has maintained at least one calendar year of SAE records to substantiate an outstanding SAE program, which exhibits comprehensive planning, managerial and financial expertise, **Pages 2-9.**
- ___ ___ 6. The total hours that a student lists on **Page 4, Section II** are greater than or equal to the hours listed in **either** the "Skills" portion of **Section IV, Pages 6 and 7** or the "Activities" portion of **Section IV, page 8.**
- ___ ___ 7. Applicant has included no more than a two-page resume.

- ___ ___ 8. Applicant has included no more than a one-page written evaluation by the most recent employer and/or agriculture instructor describing the progress that the applicant has made in developing the skills and competencies necessary for success within the award area in which they are applying.
- ___ ___ 9. Applicant has included a maximum of six photographs with captions containing less than 50 words each.
- ___ ___ 10. Applicant has included a maximum of one page (maximum size 8 1/2" X 11") of additional information. This may **NOT** include the following: Video tapes; computer disk; CD ROM's; DVD's; etc.
- ___ ___ 11. The application is properly signed by applicant, parent or guardian, chapter advisor, school superintendent or principal, and employer or placement supervisor, and submitted to the State FFA Advisor.

ENTREPRENEURSHIP

ENTREPRENEURSHIP PROFICIENCY AWARD EVALUATION RUBRIC (3 PAGES)

Item	Page/Reference	Possible Pts	Full Points	Middle Points	Low/No Points
Performance Review - Getting Started - Motivation	Page 2 - Item I. A. 1.	2	Candidate has given a thorough description of their SAE program and how it relates to the selected award area. They have described a complete process for selection of an SAE program based on planning rather than chance. Shows thought for a future in this industry.	Candidate's description is less than complete, but does show how it relates to the selected award area. They describe how they started, but without showing a planned thought process to future interests in this industry.	Candidate's description is vague and/or does not show relation to this award area. It shows little evidence of a plan or reason for this choice other than chance. Does not address a future in this industry.
Performance Review - Goals & Objectives	Page 2 - Item I. A. 2.	2	Candidate shows a broad understanding of goals and has set forth a measurable series of reasonable, yet challenging goals related to their SAE program.	Candidate has set goals which may be difficult to measure or do not stretch the candidate. Goals may not indicate the need for extensive effort from the candidate.	The candidate has not listed goals, or has listed goals which are already in place or met without any input or effort from the candidate.
Performance Review - Progress - Advantages & Disadvantages	Page 2 - Item I. B. 1.	2	The student has made a thoughtful effort to identify advantages that they have as well as disadvantages they have encountered, or may encounter, and has indicated the influence of these on their SAE program.	The student has thoroughly identified advantages and/or disadvantages that they may have encountered, but have not identified how these impact their SAE program or not communicated this well to the evaluator.	Student has not addressed advantages or disadvantages completely. Student is not connecting advantages and disadvantages to the success or failure of the SAE program.
Performance Review - Progress - Resources	Page 3 - Item I. B. 2.	2	Student completely explains how resources were obtained and utilized in this award area. They show a planned, systematic approach utilizing sound business practices.	Student explains how resources were obtained and utilized, but does not show a complete planned approach and does not document sound business practices.	Vague explanation of how resources were obtained. Student does not address a planned approach to resource obtainment.
Performance Review-Progress-Marketing	Page 3 - Item I. B. 3.	2	Student identifies a complete plan for marketing their product(s) showing consideration of supply and demand, market availability and advertising.	Student has a plan but may not show basing all decisions on sound marketing practices, or show evidence of considering marketing practices important.	Student has little or no plan or efforts towards marketing. Marketing of product is left to chance.
Performance Review - Progress - Goal Progress	Page 3 - Item I. C. 1.	2	Progress toward reaching goals is addressed and substantial at the present point in the program considering the student's opportunity, advantages and disadvantages.	Progress toward reaching each goal is less than would be expected considering the advantages, disadvantages, and circumstances communicated within the application.	Achievements related to goals are not fully addressed or progress toward reaching goals indicates little ability to grasp opportunities presented and advantages identified.
Performance Review - Future - Goals	Page 3 - Item I. C. 2.	3	Candidate addresses future goals in areas of education/professional development and career success as well as personal and financial stability. Goals are related to current experiences and continue to challenge the candidate	Candidate addresses goals completely, but these goals are not related to current experiences or candidate does not address complete spectrum of goal areas for success. Goals do not support continued growth in student.	Candidate does not communicate future goals, goals are unrelated to current SAE program, or goals do not set a foundation for future success in the industry.
Skills, competencies and knowledge	Page 4 - Item I. D. 1.	15	Student has identified ten different skills related to their SAE and has identified contributions to success which support decisions made and improvement in financial and/or production efficiencies consistent with those in industry.	Student has identified ten different skills, but has not drawn a relationship between these skills and management decision making or improved efficiencies.	Student has not completely identified skills, has not taken the opportunity to identify skills normally associated with the industry and/or has not identified relationships between the skills and the management decisions or efficiencies.

ENTREPRENEURSHIP

ENTREPRENEURSHIP PROFICIENCY AWARD EVALUATION RUBRIC (3 PAGES)					
Item	Page/Reference	Possible Pts	Full Points	Middle Points	Low/No Points
Inventory Related to this Proficiency Area	Page 5-Item II.	10	Inventory is complete and consistent with summary report. Inventory supports known industry needs or inconsistencies are explained in the application.	Inventory is somewhat incomplete compared to industry expectations. An incomplete explanation of the situation is present.	Inventory does not support industry standard and no viable explanation is offered in the application
Schedule of Liabilities	Page 5 - Item III.	5	Liabilities are reported completely and accurately and support the student commentary and movement into the industry.	Liabilities do not completely support the summary information presented.	Liabilities are not consistent with reported practices and or movement into the industry.
Scope	Page 6a/b - Item IV.	5	The student shows a consistent expansion into the industry taking into consideration the opportunity and management decisions consistent with potential returns/economic situations in said industry. Expansion is by student's own efforts.	The student consistently expands, without regard for industry trends and consideration of financial trends and opportunities in the industry. Expansion is highly supported by outside influences and student's own efforts are not clearly evident.	Student has not taken advantage of expansion opportunities, or program appears stagnant, or program changes have not mirrored opportunities reflective of the industry.
Income and Expense Summary	Page 6a/b - Item V.	15 NOTE: Summary must be technically accurate when compared to balance sheet and inventories in order to be considered for national recognition	Summary shows expected incomes and expenses. Student returns are from the student's efforts. Incomes and expenses are related to this proficiency award. Net capital transactions are consistent with assets managed.	Summary shows one or more unexplained inconsistency versus the industry standard. Undue returns from outside sources appear and are unexplained. Unexplained gains in net capital transactions appear.	Summary does not show expenses or receipts consistent with the industry and reported efficiencies. Returns do not support management decisions made.
Balance Sheet	Page 7 - Item VI.	5	Student balance statement shows progress into establishment in the industry. Evidence of good investment and thrift, given the student situation are present. Investment and liabilities shown are consistent with industry standards within presented information.	Student balance sheet shows progress into establishment in the industry but thrift and strong investment philosophy are not evident. Investment takes place outside the SAE program. Liabilities are more or less than expected.	Student balance sheet shows reduction in investments and lack of planned establishment in the industry. Liabilities are excessively high.
Efficiencies Attained	Page 7 - Item VII.	5	Listed efficiencies are related to the program and support management decisions made. Efficiencies are relevant to the industry standards and show improvement over time and/or challenges industry perimeters for excellence.	Efficiencies shown do not support management decisions shown in all cases. Some efficiencies are low for industry, or are not standards for the industry.	Efficiencies listed do not support decisions made or are lower than industry expectations without explanation and/or do not support management decisions made.

ENTREPRENEURSHIP

ENTREPRENEURSHIP PROFICIENCY AWARD EVALUATION RUBRIC (3 PAGES)					
Item	Page/Reference	Possible Pts	Full Points	Middle Points	Low/No Points
Accounting for Change in Owner's Equity	Page 8 - Item XI	5 Candidate may not have a gain in equity greater than the possible reported gain.	Gain/Loss in owner's equity is consistent with reported income, and "Withdrawals..." (line 6) listed	Gain/Loss shown is somewhat suspect when reconciled with student report and "Withdrawals..." (line 6) listed.	Gain/Loss shown is inconsistent and unexplained.
Resume	Supplemental Pages - Not more than 2 pages in length	6	Resume completely addresses categories given within application, resume supports statements made in the application and supports a broad based student involvement in school, chapter and community	Resume is slightly incomplete or in conflict with comments in the application.	Resume is in conflict with statements made in the application or is substantially incomplete. Resume not present equals score of zero on this section.
Employer and/or Instructor's Statement	Supplemental Page- Not more than 1 page in length	2	Statement emphasizes the student's accomplishments that have been made in their SAE proficiency award area. Statement supports the information included in the application. Name, title and signature of the person(s) making the statement(s) is present.	Statement supports some accomplishments and information provided in the proficiency award application. Name, title and signature of person(s) making the statement(s) is present.	Statement does not/or is extremely limited in supporting the information and accomplishments included in the application. Name, title and/or signature of person(s) making the statement(s) is absent. Statements not included equals zero points.
Photographs	Supplemental Pages - not more than 6 photographs with captions	10 In no case will more than 6 photos be allowed	Application includes 6 clear photos, each have a related caption which gives a complete explanation of activities and supports facts within the application.	Application has less than 6 clear photos which have relevant captions and support the quality of the application or has 6 photos, some of which do not support quality of application or which are of low photo or caption quality.	Application has less than the number of photographs allowed, are of poor quality, have little or no caption or relativity to the application or are non-existent (score of zero on this section if no photos and captions are submitted).
Personal Page	Supplemental Page - not more than 1 page	2	Page supports the knowledge, skills and competencies necessary for success in the award area. Personal page gives additional information or supports information provided in the application.	Page has limited support for knowledge, skills and competencies necessary for success in the award area. Gives limited additional information towards the application.	Page has little or no support for the application and/or does not give additional information. Page not included equals a score of zero.

Agricultural Proficiency Award - Entrepreneurship Scorecard

Award Category	Points Available	Contestant #1	Contestant #2	Contestant #3	Contestant #4
Performance Review pages 2-3 (Sub category points listed below)	NAME:				
	Section 1A-1	2			
	Section 1A-2	2			
	Section 1B-1	2			
	Section 1B-2	2			
	Section 1B-3	2			
	Section 1C-1	2			
	Section 1C-2	3			
Competencies & Knowledge, page 4	15				
Inventory Related to this Proficiency Area, page 5	10				
Schedule of Liabilities Related to This Award page 5	5				
Scope, page 6a/b	5				
Expense Summary, page 6a/b	15				
Applicant's Financial Balance Sheet Statement, page 7	5				
Efficiencies Attained, page 7	5				
Accounting for Change in Owner's Equity, page 8	5				
Supporting Docs. - Resume	6				
Supporting Docs. - Employer /Instructor Statements	2				
Supporting Docs.- Photos & Captions	10				
Supporting Docs.- Personal Page	2				
TOTAL	100				
RANK					

PLACEMENT PROFICIENCY AWARD EVALUATION RUBRIC (2 PAGES)

Item	Page/Reference	Possible Pts	Full Points	Middle Points	Low/No Points
Performance Review - Getting Started - Motivation	Page 2 - Item I. A. 1.	2	Candidate has given a thorough description of their SAE program and how it relates to the selected award area. They have described a complete process for selection of an SAE program based on planning rather than chance. Shows thought for a future in this industry.	Candidate's description is less than complete, but does show how it relates to the selected award area. They describe how they started, but without showing a planned thought process to future interests in this industry.	Candidate's description is vague and/or does not show relation to this award area. It shows little evidence of a plan or reason for this choice other than chance. Does not address a future in this industry.
Performance Review - Getting Started - Goals/ Objectives	Page 2 - Item I. A. 2.	2	Candidate shows a broad understanding of goals and has set forth a measurable series of reasonable, yet challenging goals related to the their SAE program.	Candidate has set goals which may be difficult to measure or do not stretch the candidate. Goals may not indicate the need for extensive effort from the candidate.	The candidate has not listed goals, or has listed goals which are already in place or met without any input or effort from the candidate.
Performance Review - Progress - Advantages & Disadvantages	Page 2 - Item I. B. 1.	2	The student has made a thoughtful effort to identify advantages that they have as well as disadvantages they have encountered, or may encounter, and has indicated the influence of these on their SAE program.	The student has thoroughly identified advantages and/or disadvantages that they may have encountered, but have not identified how these impact their SAE program or not communicated this well to the evaluator.	Student has not addressed advantages or disadvantages completely. Student is not connecting advantages and disadvantages to the success or failure of the SAE program.
Performance Review - Placement Description	Page 3 - Item I. B. 2.	2	Candidate has given a complete description of placement position(s) in this proficiency area. Included are descriptions of the business, size, equipment, etc.	Candidate has given a description of placement position which may lack completeness in one area, but gives a good idea of the position.	Description has little information and/or describes positions that are not related to the award area. After reading it is unclear what the student's position entails.
Performance Review - Progress - Responsibilities	Page 3 - Item I. B. 3.	2	Candidate shows substantial progress towards additional/or more advanced responsibilities during placement. There is evidence of student efforts seeking increased responsibilities.	Candidate has had some increase in responsibilities. There may be little evidence of student's own effort to advance program.	Candidate does not show evidence of increase and/or shows a decrease in responsibilities.
Performance Review-Progress- Goal Progress	Page 3- Item I. C.1.	2	Progress towards reaching goals is addressed and substantial at the present point in the program considering the student's opportunity, advantages and disadvantages.	Progress towards reaching each goal is less than would be expected considering the advantages, disadvantages, and circumstances communicated within the application.	Achievements related to goals are not fully addressed or progress towards reaching goals indicates little ability to grasp opportunities presented and advantages identified.
Performance Review - Future - Goals	Page 3 - Item I. C. 2.	3	Candidate addresses future goals in areas of education/professional development and career success as well as personal and financial stability. Goals are related to current experiences and continue to challenge the candidate	Candidate addresses goals completely, but these goals are not related to current experiences or candidate does not address complete spectrum of goal areas for success. Goals do not support continued growth in student.	Candidate does not communicate future goals, or goals are unrelated to current SAE program, or goals do not set a foundation for future success in the industry.
Scope, Income and Expense Summary	Page 4 - Item II.	20	The student shows three activities which are well defined and continually expanding. Student indicates taking advantage of opportunities presented. Complete descriptions are given.	Student appears to be in a holding pattern as far as progress. While opportunity appears to be present, full advantage has not been taken. Activities may lack in importance to the SAE.	Student appears to not have taken advantage of opportunities presented, program appears stagnant, or even reduced. Activities are unclear or unrelated to the SAE.

PLACEMENT

PLACEMENT PROFICIENCY AWARD EVALUATION RUBRIC (2 PAGES)

Item	Page/Reference	Possible Pts	Full Points	Middle Points	Low/No Points
Balance Sheet	Page 5.- Item III.	5	Candidate shows significant SAE earnings, application shows that funds were utilized in such a way as to support identified goals. If no significant earnings are shown give maximum points.	Candidate shows significant earnings. Funds were utilized some in supporting identified goals.	Candidate shows significant earnings. Funds were not used to support goals and there is no explanation of use of funds.
Skills	Page 6-7. - Item IV. A	25 points total for six skills	Six skills are identifies that are well defined, high level skills which includes a complete description and identification to importance of student's SAE and to their future entry into career area or higher education	The six skills lacks either a well defined description or relevance to SAE and career or future higher education, or are only moderately well described and related to SAE, or are at only a moderate level.	Skills lacks significantly in both description and relevance to success or are at a very low level for this career area. Less than six skills are identified.
Activities	Page 8- Item IV. B	15 points total for three activities	Three activities are well defined and include both a complete description and identification of importance to the success of the SAE and to the student's career area or higher education.	Activities lack description and/or importance to the SAE. They are lacking in definition or are moderately unclear. Activities may not relate well to SAE or future education.	Activities lack both description and importance to the SAE or they are completely unclear or unrelated to the SAE or future career goals.
Resume	Supplemental Pages - Not more than 2 pages in length	6	Resume completely addresses categories given within application, resume supports statements made in the application and supports a broad based student involvement in school, chapter and community	Resume is slightly incomplete or in conflict with comments in the application.	Resume is in conflict with statements made in the application or is substantially incomplete. Resume not present equals a score of zero on this section.
Employer and/or Instructor's Statement	Supplemental Page- no more than 1 page	2	Statement emphasizes the student's accomplishments that have been made in their SAE in the proficiency award area. Statement supports the information included in the application. Name, title and signature of the person(s) making the statement(s) is present.	Statement supports some accomplishments and information provided in the proficiency award application. Name, title and signature of person(s) making the statement(s) is present.	Statement does not/or is extremely limited in supporting the information and accomplishments included in the application. Name, title and/or signature of person(s) making the statement(s) is absent. Statements not included equals zero points.
Photographs	Supplemental Pages - not more than 6 photographs with captions	10 In no case will more than 6 photos be allowed	Application includes 6 clear photos each having a related caption which gives a complete explanation of activities and supports facts within the application.	Application has less than six clear photos which have relevant captions and support the quality of the application or has 6 photos, some of which do not support quality of application or which are of low photo or caption quality.	Application has less than the number of photographs allowed, are of poor quality, have little or no caption or relativity to the application or are non-existent (score of zero if no photos and captions are submitted).
Personal Page	Supplemental Page- no more than 1 page	2	Page supports the knowledge, skills and competencies necessary for success in the award area. Personal page gives additional information or supports information provided in the application.	Page has limited support for knowledge, skills and competencies necessary for success in the award area. Gives limited additional information towards the application.	Page has little or no support for the application and/or does not give additional information. Page not included equals a score of zero.

Agricultural Proficiency Award - Placement Scorecard

Award Category	Points Available	Contestant #1	Contestant #2	Contestant #3	Contestant #4
Performance Review pages 2-3 (Sub category points listed below)	NAME:				
	Section 1A-1	2			
	Section 1A-2	2			
	Section 1B-1	2			
	Section 1B-2	2			
	Section 1B-3	2			
	Section 1C-1	2			
	Section 1C-2	3			
Expense Summary for Placement Type SAE Program, page 4	20				
Balance Sheet, page 5, Item III	5				
Skills, pages 6-7	25				
Activities, page 8	15				
Supporting Docs.- Resume'	6				
Supporting Docs.- Employer/Instructor Statements	2				
Supporting Docs.- Photos & Captions	10				
Supporting Docs.- Personal Page	2				
TOTAL	100				
RANK					

PERSONAL PAGE EXAMPLE 1

Abe Moore R.R. #4 Chillicothe, MO Triumph Brand Grain Sorghum Plot						
Hybrid	# Rows	Row Length	% Moisture	Lbs. Harvested	Test Weight	Raw Yield
Triumph Two 80 D	8	535.3	17.0	1675	53	117.5
Triumph 65 G	16	535.3	17.8	3950	58	137.20
Triumph 64y G	16	535.3	15.7	3550	52	226.40
Triumph 82G	16	535.3	19.5	4015	60	136.5
Triumph Two 80D	16	535.3	17.0	3180	52	111.5
Triumph 44905 Experimented	16	535.3	16.5	3870	57	136.50
Cargill Brand 837CS	16	535.3	16.2	3560	54	126.0
Triumph Two 80D	16	535.3	16.3	2955	52	104.50
Triumph Grain Sorghum is sold by GATEWAY SEED GENETICS, Contact Jim D. George, District Manager, 555-555-0000						

Working with Gateway Seed, I was able to publish the test results for area farmers to examine. I talked to several farmers about the grain sorghum and encouraged them to use Triumph hybrids. By placing the tests plots in a visible location, many area producers were able to watch the plants throughout the

*I have the bugs
you want!*

About the Company



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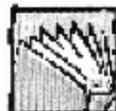
[National Recognition](#)



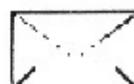
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[Online Catalog](#)



[E-mail Meissen
Entomology](#)



I was featured on *FFA
New Horizons'* cover in
March/April 1999

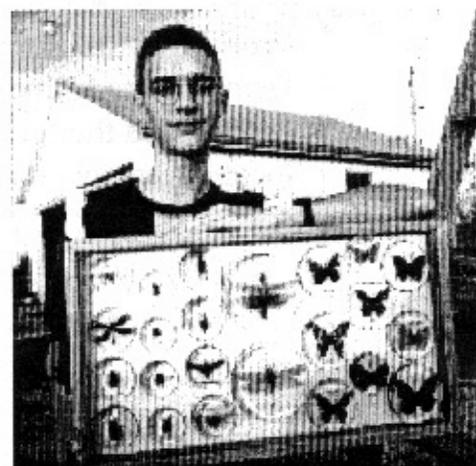


Bucks for BUGS

Meissen Entomology was
featured in the August 1999
Missouri Conservationist

Meissen Entomology is an entrepreneurship business which I started as part of a Supervised Agricultural Experience program which was a requirement for FFA and my Ag Science Class. I have collected insects for years, however, only recently did I realize that I could actually sell collections to schools and individuals. Click here for access to the [Salisbury FFA Homepage](#).

I owe a great deal to my involvement in the FFA organization. The reason I started Meissen Entomology Company was to have a FFA project. By being involved in FFA Contests and activities I learned about how to go about starting a entrepreneurship, how to go through a planning process, and how to take risks. I would encourage any student to take a class on Ag Economics, Ag Business, or Ag Science and to get involved with the FFA no matter what their career objectives are. The goal of the [National FFA Organization](#) is to develop premier leadership, personal growth, and career success in all of its members. The FFA is about a whole lot more than farming. The agriculture industry itself encompasses careers involved with production, marketing,





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 systems.

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 except as expressly provided for in the National FFA Organization Constitution and Bylaws. The National FFA Organization affirms its belief in the value of all human beings and seeks diversity in its membership, leadership and staff as an equal opportunity employer.