



State FFA Degree - Qualifying Review Sheet

This review sheet is to be filled out by the local FFA advisor. If all qualifications are met, it is then submitted for district review. This sheet is required to be submitted as part of the degree application at the district review.

Student Name _____
Chapter _____

Record Book – place check mark next to each requirement

YES	NO	
		The record book shows a comprehensive SAE which correlates to a current proficiency award area. Reminder: other school activities do NOT count towards an SAE. National Proficiency Area(s) _____ NE Only Proficiency Area(s) _____
		Two consecutive years of records submitted in AET (journal summary)
		Applicant must have completed at least 2 full years/4 semesters (360 hours) of agriculture classes, or all the agriculture classes offered at the school last attended. Go to application and confirm information is same ____ Number of Semesters ____ Hours
		FFA Office or Committee Served (must have been an officer or served on a committee) Part C – Officer Position _____ Part D – Committee Served _____
		SAE Summary – needed for each SAE of the student: <ul style="list-style-type: none"> <input type="checkbox"/> SAE plan (physical signatures NOT required – do NOT need to print) <input type="checkbox"/> Journal – experience related and reasonable for size/scope of project <input type="checkbox"/> Annual Review <input type="checkbox"/> Operating Expense (if entrepreneurship) <input type="checkbox"/> Income <input type="checkbox"/> Profit/Loss Report <input type="checkbox"/> Non-Current/Capital Inventory (if applicable to SAE) <input type="checkbox"/> Profit/Loss Statement (combines all experiences and years) <input type="checkbox"/> Balance Sheet (combines all experiences and years)



Application Checklist – place check mark next to each requirement

YES	NO	
		Required electronic signatures and approvals
		Active FFA member for at least the immediate past 24 months
		Earned the Chapter and Greenhand FFA Degree Greenhand_____ Chapter_____
		Performed 10 procedures of parliamentary law
		Presented a 6 minute speech on a topic relating to agriculture or FFA
		Participated in planning and completion of the chapter POA
		Clipboard in SAE Experience Manager – for each SAE, include descriptions of each project/enterprise: <ul style="list-style-type: none"> <input type="checkbox"/> Job title/name of business/what is being produced <input type="checkbox"/> Responsibilities should increase each year <input type="checkbox"/> Skills should be related to the state/national proficiency area <input type="checkbox"/> Dollars per hour earned for placement can be listed <p><i>See suggested formats on page 3</i></p>
		Inventory Statements Placement SAEs – most will have none Entrepreneurship SAEs – breeding livestock/grain from previous year/equipment, etc: <ul style="list-style-type: none"> <input type="checkbox"/> Ensure accurate inventory numbers <input type="checkbox"/> Provide complete descriptions
		Non-cash income and expense is balanced each year on the Income/Expense Report
		Accuracy Check for the Balance Sheet (Assets = Liabilities + Equity) and Growth
		Qualifies for State Degree with earning, productively invested, and hours <ul style="list-style-type: none"> A. Student must have productively invested at least \$1,000 and must show SAE earnings of at least \$3,000 <p>OR</p> <ul style="list-style-type: none"> B. Student must have productively invested at least \$3,000 and must show SAE earnings of at least \$1,000 <p>OR</p> <ul style="list-style-type: none"> C. Student must have productively invested at least \$1,200 and must show SAE earning of at least \$1,200 and must show that: [(3.56 factor *quantity of unpaid hours) + value of productively invested assets] = at least \$5,000 And must show that: [(3.56 factor *quantity of unpaid hours) + SAE earnings] = at least \$5,000
		Journal of Leadership Activities Must have a minimum of 500 leadership points; 150 above chapter level <i>See State FFA Leadership Points Guide on pages 5-6</i>
		Recorded at least 25 hours of community service in at least two different activities Activity 1:_____ Activity 2:_____
		Hours recorded_____



	<ul style="list-style-type: none"> <input type="checkbox"/> Individual/Group/Organization to whom service was PROVIDED. This does NOT include FFA chapter activities <input type="checkbox"/> Describe the service performed and to whom the service was performed with if applicable – be specific with skills completed during community service <input type="checkbox"/> FFA Chapter can organize the event, but list the organization being serviced (see 2nd example below) <p><i>Examples:</i></p> <table border="1"> <thead> <tr> <th>Organization</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Youth Football Camp</td> <td>Volunteered my time to help teach students how to block on the offensive line. I also led them to different stations and built relationships and communicated with them.</td> </tr> <tr> <td>Nebraska Department of Roads</td> <td>Picked up trash with my FFA Chapter in both ditches along a two mile stretch of highway south of Firth, NE in the spring and the fall</td> </tr> </tbody> </table> <p><i>See additional Community Service Examples on page 7</i></p>	Organization	Description	Youth Football Camp	Volunteered my time to help teach students how to block on the offensive line. I also led them to different stations and built relationships and communicated with them.	Nebraska Department of Roads	Picked up trash with my FFA Chapter in both ditches along a two mile stretch of highway south of Firth, NE in the spring and the fall
Organization	Description						
Youth Football Camp	Volunteered my time to help teach students how to block on the offensive line. I also led them to different stations and built relationships and communicated with them.						
Nebraska Department of Roads	Picked up trash with my FFA Chapter in both ditches along a two mile stretch of highway south of Firth, NE in the spring and the fall						
	Using the FFA application in AET, Checklist of Minimum Qualifications are MET						
	Complete the State FFA Degree assessment interview with a minimum of 70%. See list of questions on page 8						

Optional Record Book Components

These CAN be included in the record books. Omission of these DOES NOT DISQUALIFY individuals from receiving their degree:

- Resume (leadership/service and skills/abilities)
- Income and Expenses Unrelated to the SAE (personal income/expense)
- Journal/Financial Entries – *no minimum number to receive degree*

Suggested SAE Description Formats

Placement - Golden Acre Farms

In this SAE I work for my father on the family farm. This is a paid position where I am paid \$9.00 per hour and I work primarily during the summer months. While working for the farm I complete various jobs. These jobs include mowing around our fields, spraying for weeds, sweeping and cleaning the shop, rogueing bean fields, operating a tractor, checking irrigation and pivots. I also will help with the harvest in the fall on the weekends. During this time I operate the grain cart and bring grain to the bin site for storage.

Production – Beef Cattle

I have purchased 4 bred heifers that I will be using to show and to start my own business. I plan on retaining any good quality heifers that are born and will sell all steers either to local show families or the local auction. I make sure these animals are fed and watered each day and make sure they are healthy by vaccinating them with my herd health program. I ended the year with 4 head of heifers.

Production - Beef Cattle

I purchased 4 bred heifers last year. All of them successfully calved and I have kept all of them. I had 2 females and 2 males born. Both of the females born were of good quality and I have retained them for breeding. I sold the two males to local show families. I will continue to show my cattle at local shows and state fair. I make sure these animals are fed and watered each day and make sure they are healthy by vaccinating them with my herd health program. I also clean and wash pens and my animals after I walk with them. A new skill that I am able to do is AI my own cattle this year.



2024 State Degree Eligibility

In addition to meeting the required degree qualifications listed above, the following members are eligible for the 2024 State FFA Degree:

- Members who are juniors during the 2023-2024 school year
- Members who are seniors during the 2023-2024 school year
- Members are eligible to apply for the State FFA Degree through their 3rd State FFA Convention after graduation
 - Members must have retained membership post-high school
 - Students graduating in May 2024 are eligible to apply for their State Degree through the 2027 State FFA Convention

District Review Notes

*This section to be used at the district review process only.
Review teams should provide notes, clarifications, and questions as applicable.*

State FFA Degree Leadership Points

State Degree FFA Activity Guidelines:

- Must be a bona fide FFA activity where the FFA member committed out of class time to the activity for the benefit of the member, chapter, community, or organization while representing the chapter, state and/or national FFA.
- Activity must be designated as an FFA activity **OR** Community Service activity – it cannot be used for both.

Leadership Point Decision Guide

Unacceptable

These are examples of activities that do not constitute a true voluntary FFA activity or at the wrong level.

Acceptable

These examples represent voluntary activities at the proper level.

National Level Unacceptable	National Level Acceptable
Counting each day of National Convention as an activity.	Attending National Convention counts as one entry.
Practice/preparation for competitive events.	One entry per competitive event at National Convention. An additional entry can be made for a National Finalist Proficiency or Star Interview.
	National Land/National Range/ National Envirothon
Applying for National Band/Chorus/Talent is not a national activity, but application can be a local activity.	National Band/Chorus/Talent registered for and completed.

State Level Unacceptable	State Level Acceptable
Counting each day of State Convention as an activity.	Attending State Convention counts as one entry.
Practice/preparation for competitive events.	Competitive Events: CDE, LDE, ASF, Hall of Chapters, Proficiency Awards, Star Awards. One entry per event the student is registered for and competes in. An additional entry can be made for a State Finalist Proficiency or Star Interview.
Applying for State Chorus/Talent is not a national activity, but application can be a local activity.	State Chorus/Talent registered for and completed.
Leadership Academies/Industry Workshops/Tours are not State Activities. These fall under the points for State FFA Convention.	Ag Issues Academy/State Choir/State Talent/Launch registered for and completed.
	State Quiz Bowl



	State Land/State Range/State Envirothon
Counting each day of COLT/Mission and Impact/P2C etc. as an activity	One entry for each conference, COLT/Mission and Impact/P2C, EDGE, etc. as a state level activity.
Each animal/exhibit if not an individual entry.	Exhibiting at the State Fair – one entry per division (per Species/Mechanics/Horticulture/Crops and Range)

District Level Unacceptable	District Level Acceptable
Practice/preparation for competitive events.	Competitive events: CDE, LDE, Proficiency Awards, Star Awards. One entry per event student is registered for and competes in.
	Land/ Range/Envirothon
	Quiz Bowl

Chapter Level Unacceptable	Chapter Level Acceptable
	Chapter Meetings
	Bona Fide Officer Meetings
Husker Harvest Days is not a state activity.	Husker Harvest Days <i>MAY</i> be a local activity.
	One day fundraisers: one entry per participation (i.e. concession stand).
Not one entry per customer/delivery/day/etc.	Product sales (i.e. fruit): one entry per year per fundraiser.
Not one activity for each grade presented to.	Literacy days (and other unique events)
FFA Week activities are NOT national activities.	FFA Week activities
Applications for State/National Chorus/Band/Talent are NOT national or state activities.	Application for State and/or National Chorus/Band/Talent is a local activity
Practice/preparation for competitive events.	Chapter "run-offs" for LDE/CDE teams and event, and local public performances.
Cleaning classroom/lab during the school day or as a class requirement.	Special clean up, or set up day, outside of class time/requirement.
	Many other local activities can be considered.

State FFA Degree Community Service Hours

State Degree FFA Community Service Guidelines:

- The two activities must be distinctly different, not the same activity listed twice, even if in different years.
- Activity must be designated as a Community Service activity OR an FFA activity – it cannot be used for both.

Community Service Decision Guide

Unacceptable

These are examples of participation/engagement rather than service or directly benefit the participant.

Acceptable

These examples represent voluntary activities, provide tangible benefit to the community and do not directly benefit the participant.

Participating in a fundraiser in which the profits benefit the FFA chapter and/or chapter members.	Participating in a fundraiser organized by the FFA chapter for which all profits are donated to the local children's hospital.
Organizing and/or participating in a fall leaf clean up at your own home, family business, or a relative's home.	Organizing and/or participating in a fall leaf clean up for a civic building, community park, church/place of worship at which you are not a member or for community members in need.
Volunteering as a scorekeeper, manager, concession stand, etc. for your school's sports team, band, play, assembly, choir, etc.	Volunteering as the unpaid coach, scorekeeper, manager or referee for a community sports team, band, choir, dance troupe, etc.
Playing on a sports team or participating in a club, band, scout troop, church choir, etc.	Participating in community service activities with or organized by a sports team, club, band, scout troop, church choir, etc.
Participating in or conducting religious worship services/practices such as performing in choir, band, play, re-enactment, providing clerical services; proselytizing; teaching religion classes; etc.	Participating with or as part of a religious organization/group/congregation to provide meals, build homes, teach non-religion classes (English language, employment skills, homemaking skills, etc.).
Cleaning school shop windows as required service to make up for truancy or citizenship demerits or through court order.	Volunteering to clean windows at local library.
Showing your own or assisting others to show animals at a livestock show for an award or to sell.	Serving as a volunteer to organize/conduct a community education event/display at a livestock show or fair.
Training fellow FFA chapter members for competitions, events, offices, etc.	Provide training to members of a 4-H club of which you are not a member.
Serving as an officer in FFA, 4-H, scouts, Glee Club, etc.	Time spent planning, organizing and conducting a community service project as an officer or member of an organization/club/group. <i>(Cannot be double counted as an FFA or SAE activity for other degree requirements.)</i>

State FFA Degree Interview Assessment

The purpose of the assessment/interview is to evaluate the State FFA Degree candidate's understanding of agriculture education and FFA from their involvement and experiences. The interview should also be a time to ask clarifying questions or get additional information as needed from their State Degree Application.

Students who meet 14 points (a point is equivalent to a "complete" response) out of 20 earn a 70% to meet minimum requirement for the State FFA Degree.

Interview Questions

Some questions have more than one point per questions. See point value in parentheses.

1. Why is it important to take agriculture classes? (1 point)
2. Select 2 of the agriculture classes you took. For each one, explain what you learned. What did you like/dislike about the class? (2 points)
3. Think about 2 laboratory activities you completed in agriculture classes. (i.e. science based, welding, greenhouse, etc.) Describe what they were and why they were important. (2 points)
4. In your own words, describe what being in FFA means to you. (1 point)
5. Think about competitive events you have been in (LDEs, CDEs, ASF, proficiency award, etc). Describe 2 you have been involved in and explain what you learned. (2 points)
6. Think about Community Service activities you participated in. Pick 2 and describe what you did and what you learned. (2 points)
7. Select 2 FFA activities you participated in as a member. Describe each activity and why you enjoyed it. (2 points)
8. Explain your plans after high school graduation. (1 point)
9. What are your career goals? (1 point)
10. Describe your SAE(s). (1 point)
11. Describe three skills you learned from your SAE(s). (3 points)
12. What are two things you did (marketing plan, diversification, purchase equipment etc) to make your SAE be more successful. (2 points)