NEBRASKA FFA

2027 SAE Award Handbook

Contents

Nebraska FFA SAE Award Program Introduction ***3***
Program Purpose 3
Professional Integrity 3
Use of Artificial Intelligence (AI) for National Programs and Events 3
Code of Conduct 4
For Which National/Nebraska FFA SAE Award Does My SAE Qualify? 4
Award Areas 6

Understanding SAE Awards **6**
Competition and Recognition Levels 6
Eligibility of Participants 7
Program Rules 8

Completing the Application **9**
For All SAE Award Applications 9
Instructions and Icons in Application 9
SAE Award Area 10
Basic Setup 10
SAE Type 11
SAE Project Statements 11
Photo Pages 14

Entrepreneurship SAE Applications **16**
SAE Details 16
Agreements/Plans 17
Outcomes 17
Beginning SAE Assets 19
Ending SAE Assets 23
SAE Income and Expense Summary 26

Placement SAE Application **29**
SAE Details 29
Agreements/Plans 31
Outcomes 32
SAE Outcome Examples: 33

Research SAE Applications ***36***
SAE Details 36
Agreements/Plans 36
SAE Outcomes 37
Research Report 38
SAE Income and Expense Summary 41

School-Based Enterprise SAE Applications **43**
SAE Details 43

Agreements/Plans 43
SAE Implementation 44
Outcomes 45
Beginning SAE Assets 46
Current Assets 46
Fixed or Non-Current Assets 48
Depreciable Assets 48
Land 49
Ending SAE Assets 49
Fixed or Non-Current Assets 51
Depreciable Assets 51
Ending Land 52
SAE Income and Expense Summary 52

Service-Learning SAE Applications 57
SAE Details 57
Agreements/Plans 57
SAE Implementation 58
SAE Outcomes 58
SAE Income and Expense Summary 59

Finalizing The Application 61
Checklist 61
Electronic Signatures 61
Save Your Application 61
Application Submission 62
Recognition 62
Scoring Rubrics 63
Additional Information 64

Nebraska FFA SAE Award Program Introduction

Program Purpose

The Nebraska FFA SAE Award Program (formerly known as Proficiency Awards) is based entirely on an FFA member's Supervised Agricultural Experience (SAE). These awards recognize individual skills and career-based competencies developed through multiple years of participation in FFA SAE Award Program does not and is not meant to define SAEs. Not all SAEs will have a Nebraska FFA SAE Award Program area to be recognized in, though areas are added and updated each year, attempting to include as many SAEs as possible. The Nebraska Only FFA SAE Award program is designed to provide opportunities for recognition through the chapter, district, and state levels for many of these programs.

Refer to the National FFA SAE Award Program webpage at FFA.org/proficiency *for the most up-to-date edition of the national handbook*.

Professional Integrity

FFA members participating in FFA programs and events understand and agree that all work must result from their own effort and ability, created, and completed alone (except for partner or chapter applications). When outside sources (direct quotes or phrases, specific dates, figures, or other materials) are used for a project, document, or application, the required reference citation must be completed according to the rules specified by the applicable handbook.

While participating in FFA programs, FFA members are prohibited from:

- Plagiarizing
- Violating copyright
- Cheating
- Falsifying information
- Using another person's results or thoughts as their own, even with this person's permission. This includes work done by a family member or a mentor.
- Using information or data obtained from the internet without proper citation.

Any attempt to gain an unfair advantage will not be tolerated. Non-compliance represents plagiarism and will automatically disqualify a member.

Use of Artificial Intelligence (AI) for National Programs and Events

Artificial intelligence (AI) refers to computer systems capable of performing complex tasks that historically only a human could do, such as reasoning, making decisions, or solving problems. As AI continues to evolve, it can be a tremendous tool to help companies,

organizations, and individuals enhance their productivity and work. Therefore, the FFA Organization allows the use of AI tools. FFA members may use AI tools, such as ChatGPT, Gemini, and CoPilot, to assist them in their learning.

Appropriate uses of AI may include:

- generating ideas for any FFA-related assignments, projects, contests, and award applications
- checking facts of a phenomenon
- checking for and correcting grammatical errors in a paper written by a member

For more information, please see the Standard Operating Procedures on the Use of Artificial Intelligence (AI) for National Programs and Events document.

Code of Conduct

FFA members participating in FFA programs understand and agree to abide by the National FFA Code of Conduct.

For Which National/Nebraska FFA SAE Award Does My SAE Qualify?

There are two important steps to selecting the right SAE Award Program area in which to apply: determining the SAE application type and finding the best award area.

SAE Application Types

The correct SAE type must first be known to determine which National FFA SAE Award Program area an applicant should apply to. Five SAE types are recognized by the National Council for Agricultural Education and defined by the SAE for All Guidelines. The Nebraska Only SAE Award Areas only recognize the Entrepreneurship and Placement SAE types. Learn more about these on the website SAE for All. For more information on Nebraska Only SAE Awards, please reference the Nebraska Only SAE Award Guide.

- **Entrepreneurship SAE** - An FFA member who owns an SAE that matches currently approved AFNR Standards and that provides goods and/or services to the marketplace has an ENTREPRENEURSHIP SAE type. The operational and risk management decisions on how goods and/or services are provided are made by the member-owner.

- **Placement SAE** – An FFA member conducting a PLACEMENT SAE is employed (either paid or volunteer) by another. They perform tasks determined by the employer that are necessary for the operation of the business. The employer must fall within the currently approved AFNR Standards.
- **Research SAE** – An FFA member conducting a RESEARCH SAE is involved in a systematic investigation to answer questions, solve problems, or develop new solutions in agriculture and natural resource fields matching current AFRN Standards. Members apply as individuals. There are three Research SAE categories:
    - **EXPERIMENTAL RESEARCH SAE**: Applies the scientific method by controlling certain variables while manipulating others to observe outcomes. The member must define the hypothesis, select the experimental design, conduct the research, collect the data, analyze the results, and make recommendations for further study or explain an application for the information discovered.
    - **ANALYTICAL RESEARCH SAE**: Focuses on investigating why or how something occurs. The member must collect qualitative and/or quantitative data, analyze the information, and draw conclusions based on findings.
    - **INVENTION RESEARCH SAE**: Uses the engineering design process to develop a new product or service. The member must identify a need, create a prototype, test, and refine the design to meet the intended purpose.
- **School-Based Enterprise (SBE) SAE** – An SBE is an Entrepreneurship SAE based at the school, which fits within current AFNR Standards, and involves a group of FFA members working cooperatively. School-Based Enterprise SAEs are student-led business enterprises that provide goods or services. They are operated from the school campus, utilizing facilities, equipment, and other resources provided by the agricultural education program or the school in general. A member will work with one or more peers in the operation of the enterprise. The business itself may be "owned" by the school or FFA chapter, meaning that the organization holds the risk of the business that is led, directed, and managed by FFA members. Alternatively, the business may be structured as a partnership or cooperative between FFA members. Partnership or cooperative agreements will define how the responsibilities and profits are distributed. Members apply as individuals. Members who do not lead/manage the SBE but are employed by the SBE have Placement SAE projects, not SBE project.

- **Service-Learning SAE** – Conducted by one or a team of FFA member(s) who plan, conduct, and evaluate a project to provide a service to the school, public entities, or the community. It must provide a benefit to an organization, group, or individuals

other than the FFA chapter. The project must be preapproved by a review committee that includes local stakeholders in addition to the agriculture teacher. The service provided must align with current AFNR Standards. Members apply as individuals.

Award Areas

The list of available National FFA SAE Award Program areas is updated yearly and released each fall. Here is the current list of available award areas: 2027 National FFA SAE Award Areas.

The Nebraska Only SAE Award Areas are updated yearly and released each fall. The current list can be found on the Nebraska FFA Website: Nebraska Only SAE Award Areas

Carefully review the current year's Award area list to find an Award area description that matches your SAE project(s). Read all possible award areas to be certain. Some types of agriculture are specifically specified in certain areas. If the wrong award area is selected, the application will perform poorly in the judging process.

With constant changes in agriculture and the creativity of students, parents, and advisors, it is possible to have an SAE project that will not fit into any National FFA SAE Award Program area. Updates are made each year, attempting to include all types of SAE projects.

The Nebraska FFA Association recognizes transferable skills through the Nebraska Only areas. Local chapters may provide other opportunities. Only the current year list, published by the National FFA Organization, is applicable for national-level competition.

Consult with the chapter FFA advisor and state or national FFA staff if help is needed to determine the most appropriate National FFA SAE Award area for an SAE project.

Understanding SAE Awards

Competition and Recognition Levels

Nebraska SAE Awards start competing at the chapter level and are narrowed down through district and state reviews until the 1st, 2nd, and 3rd place state winners in each area are named at the Nebraska State FFA Convention. Opportunities for awards and recognition are provided at each level. Nationally recognized SAE Award areas will advance to National competition. (Nebraska Only Award Areas DO NOT advance to national competition.

- CHAPTER—FFA SAE Based Award applications start the competition process at the local chapter level. Check local chapter and state rules to ensure eligibility, meet local deadlines, and use the correct application forms and procedures. Chapters have many options for recognizing local winners. Certificates, pins, plaques, and even cash awards may be offered.
- DISTRICT – Each District recognizes applicants as Bronze, Silver, or Gold in each area. Up to three gold applications advance to the state level. Each district determines the method of recognizing award applicants.
- STATE – The Nebraska State FFA Association conducts an initial review of all state advancing applications from the district level. State advancing applications must follow submission guidelines which can be found on neaged.org, and the initial review typically takes place during February. Bronze, Silver, and Gold Ratings are earned. The top 3 gold applications, if applicable, advance to an interview process as state finalists. The finalists are recognized at the State FFA Convention, with final placings announced.
- NATIONAL – The National FFA Organization allows each state association to submit one national competitor in each current year's National FFA SAE Award area for competition at the national level.

Eligibility of Participants

Membership

Nebraska FFA SAE Awards are available to all Nebraska FFA members who meet the following minimum qualifications:

- Each participant must be a current dues-paying FFA member in good standing with the local chapter, Nebraska FFA Association and National FFA Organization during the school year in which the participant qualified to participate at the national level.
- The participant, at the time of their selection as a national participant, must be:
    - For all Nebraska SAE Award recognitions, a student must be an FFA member in grades 9-12 during the school year, or a graduating senior is considered eligible to compete at the state and national level up to and including their second national convention following graduation. Eligibility is based on the National FFA membership year (August 1–July 31)—not a school's academic calendar or "rising grade" designation.

- Enrolled in at least one agricultural education course during the school year in which the participant qualified to participate at the national level and/or follow a planned course of study.

If a student moves to a different chapter or a different state once they have qualified as a state representative in a National FFA SAE Award area, that student may be allowed to compete in the state and/or national event with the school they qualified with during the qualifying year.

Program Rules

1. Only activities, events, and SAE records that took place while an active FFA member may be included in the application.
2. Eligibility in Nebraska begins at the 9th grade level continuing to the first state convention following graduation. 7th and 8th grade records can be included in applications provided they were Bonafide FFA members at the time.
3. SAE records, information about activities and skills acquired after Dec. 31 of the calendar year before application submission may not be included.
4. A student may only be submitted for national competition in a single SAE Award area, per year.
5. Applications must include SAE records *(hours, paid/unpaid or finances)* from at least two calendar years, including records from the year prior to applying for the specific SAE project(s) on which the application is based. ***NOTE:*** *More years make the application more competitive.*
    a. *Example: Cindy started a new job writing online articles about local agriculture for a news website in 2025. She could not apply in 2026 since she can report only one calendar year of records. She continues the SAE project through 2026 and can now apply in 2027 since she has SAE records for this SAE project covering at least two calendar years.*
    b. *Zara began doing agricultural stories for the local radio station in 2023 and applies in 2027 with four years of records and experiences. Zara's application scores higher than Cindy's.*
6. The SAE project(s) detailed in the application for nationally recognized areas must be agricultural in nature and meet the written description of the award area.
7. The Nebraska Only SBA Area Applications must meet the written description of the award area.

Completing the Application

This portion of the handbook explains the application sections and provides instructions, definitions, examples, and helpful hints for each section of the application.

The application provides information to judges about the applicant's Supervised Agricultural Experience (SAE) project(s). Questions are designed to give judges a detailed look at the SAE project, how it has developed, and what the applicant has learned and earned. A complete set of SAE project records is the best start to an application.

The application is electronic and completed online.

For All SAE Award Applications

Overview

1. Report your records on a calendar year basis.
2. Review your chapter and state association rules and submission deadlines.
3. Obtain the required signatures on the application in the proper places.
4. Review your application carefully for spelling, grammar, or mathematical errors. A spell check is available in every text box.
5. Include only your share of inventory, income, and net worth in the award application if the SAE project involves other owners, especially for family-owned SAE projects.
6. Verify that the figures used are true and match your SAE records. Round them to the nearest dollar. Applications that are incomplete or have mathematical errors are penalized.
7. Use information and examples on the National FFA SAE Awards webpage of FFA.org to clarify and assist you in completing your application.

Instructions and Icons in Application

Carefully reading the "Instructions" screen/page of the electronic application before beginning the application will help avoid technical issues and save much frustration while filling out the application.

For help and tips, click on the following icons as you complete the application:  Click on this icon to get additional help and tips for that application section.

 Click on this icon for tips from the scoring rubric to help get maximum points.

Read the instructions and "Special Notes" at the top of each screen/page in the electronic application carefully. This will save a great deal of time and effort

SAE Award Area

Click the "Select" button next to the National SAE Award area you wish to apply for. Make this selection carefully so your application will be competitive. For assistance, read the "Special Notes for this page" at the top of the screen.

Basic Setup

This page interacts with and impacts the following screens/pages in the application. It should be completed before trying to enter data into the following screens/pages:

1. Dates for This Application
    a) **Beginning Date –** Enter the date the SAE project included in the application began, or the date your FFA membership began, whichever is later.
        i) Example: FFA membership began Aug. 1, 2022. The SAE project on which the application is based did not begin until June 1, 2023. Enter June 1, 2023, as the later date. This will ensure that only records from this specific SAE project will be included in the application.
        ii) The beginning date MUST be entered on the Basic Setup page for the rest of the application pages to work properly.

    b) **Ending Date –** Enter the year prior to the National FFA Convention year in which the application will be submitted for competition.
        i) *Example: The ending date for an application that will be turned in to compete at the state or national level in 2027 must have an ending date of 2026.*
        ii) **IMPORTANT** – Only records and activities that occurred prior to the ending date of the application are eligible to be entered into the application. Any mention of records, skills, events, or activities that occur after this date will cause the application to be penalized. *(Including future SAE goals or plans is acceptable; reporting outcomes is not.)*
        iii) To add years to an application already started in a prior year, changing the Ending Date will allow additional years of records to be entered into the application.

SAE Type

This page will appear differently depending on the SAE Area you selected on the previous screen.

1. Primary Pathway
    a. Select the primary pathway your SAE fits into. Even if entering multiple SAE projects from different pathways, one of the nine career pathways must be selected.
    b. The pathway selected will determine the Agriculture, Food and Natural Resources (AFNR) Performance Indicators available to select in a later section of the application. The Biotechnology Systems pathway performance indicators will be available in addition to the performance indicators for the AFNR Pathway selected. This selection can be changed at any time, but if the pathway is changed and the "Skills, Competencies and Knowledge" portion of the application has been completed, this section must be redone.

SAE Project Statements

The following instructions and suggestions cover the SAE Project Statements.

- Provide clear and concise information to allow judges to understand the SAE project(s) the application is based on.
- Only include information on the specific SAE project(s) that qualify in the selected FFA SAE Award area. Information about show pigs in a Landscape Installation Award area is irrelevant and penalizes the application score.
- The SAE Project Statements section must be supported by details provided in the remainder of the application. Stating that your SAE project expanded from one welder and a wire brush to owning your building and then not showing the purchase and ownership of the building in the financial sections of the application provides contradictory information to judges and will reduce the application score.

Overview:

1. **Question 1:** Describe the SAE projects included in this application as completely and specifically as possible in the space allowed.
    a. Suggested information to provide:
        i. What is the SAE project(s)? Providing a clear, concise overview of the SAE project for the judges is the most important piece of information to provide here. This helps the judges better understand the rest of the application.

Remember that judges have only the information provided in the application. Be clear!

ii. Explain unusual SAE project aspects such as labor exchanges, gifts, loans, etc. that helped start or sustain the SAE project.

iii. Describe specifically how you started the project(s).

2. **Question 2:** Briefly explain how your roles, responsibilities and/or management decisions related to this award area changed.
    a. Suggested information to include here:
        i. How have your roles and responsibilities changed over the life of this SAE project(s)?
        ii. How have your responsibilities related to this award area changed or increased?
        iii. How have your knowledge and skills related to this area changed or increased?
3. **Question 3:** Briefly explain the single greatest challenge you faced in this award area and how you overcame that challenge.
    a. Suggested information to include here:
        i. Specifically describe the challenge and provide the judges with insight into your management and performance skills when describing what you did to overcome the challenge.
        ii. Be clear and detailed.
4. **Question 4:** Briefly explain the single greatest risk you took in this award area and how you managed that risk
    a. Suggested information to include here:
        i. Specifically describe the single greatest risk you took in this award area and how you managed that risk.
        ii. Be clear and detailed.
5. **Accomplishments– Accomplishment/Finding #1 & #2:** Briefly explain your two greatest accomplishments or findings in this award area.
    a. Suggested information to include here:
        i. Training, certifications, or knowledge gained that impacted success and/or growth as an owner or employee.
        ii. Expansion, adaptation, or major changes to the enterprise or employment that had a significant positive impact.
        iii. Successful implementation of new methods or technologies.
        iv. Personal growth or skill increase gained through the SAE project that can be applied to future life or career.

TIP: Avoid repetition. If you have already shared information on a skill, experience, or challenge, do not repeat it. Provide the judges with new and additional information.

6. Accomplishments**– Trend, Technology or Policy:** Name one issue, trend, technology, or public policy that has impacted your SAE project or the industry your SAE project falls in. Describe the specific impact on your SAE project.
    a. Suggested information to include here:
        i. Specifically identify the current issue, trend, technology, or policy that impacts your SAE project.
        ii. As specifically as possible, explain the impact on your SAE project. The impact may be positive or negative.
7. **Career Exploration and Planning – Question 1**: Specify your career objective and describe the career exploration and research steps you performed to select this career. This career objective does not have to be related to agriculture or natural resources.
    a. Suggested information to include here:
        i. List and describe a specific career objective rather than only a broad career field.
        ii. List specific exploration and research steps taken to choose this career.
        iii. Give reasons why you selected this career.
8. **Career Exploration and Planning – Experience/Activity/Opportunity #1 and #2**: Describe two experiences, activities, or opportunities provided by your SAE projects and explain how they have helped you explore this career choice.
    a. Suggested information to include here:
        i. Specifically explain how these experiences, activities, and opportunities have helped prepare you for your selected career.
        ii. What certifications or trainings have you participated in, through this SAE project, which will apply to your selected career?
        iii. Personal or business connections gained through this SAE project that will impact your future.
        iv. Life skills learned through this SAE project that will impact your future career.

9. **Personal Financial Management and Planning – Financial Status Question #1 (Entrepreneurship and School-Based Enterprise Only)**: Describe specifically the source of your resources to start your projects and describe how you obtained them. Resources might include assets, financial, business, human, and personal sources. What steps did you take to start your projects?
    a. Examples
        i. I borrowed money from…
        ii. I created a barter agreement with…
        iii. I used my personal savings…
        iv. I was gifted money/assets from…
        v. I already owned the (*list assets*) prior to becoming an FFA member because…
10. **Personal Financial Management and Planning – Financial Status Question #2 (Entrepreneurship and School-Based Enterprise Only)**: Describe how you used your financial records to make decisions about your projects.
    a. Examples
        i. I found my feed costs were too high, so I changed…
        ii. Seeing my total rent payments convinced me to buy my own…
        iii. Seeing my low rate of return helped me decide…

Photo Pages

Photos are used as supporting evidence to help tell the SAE project's story. They need to show activity, size, and your involvement in the selected National FFA SAE Award area. Good photos and informative captions help judges understand SAE projects and provide additional information.

1. **Workplace Safety Photos #1 and #2–** The first two photo pages must be used to show and describe the applicant demonstrating one or more safety practices appropriate to maintaining their own safety and the safety of other people for the SAE project described in the application.
2. **SAE Project Photos #3, #4, #5, and #6–** The last four photo pages are available to insert one photo and a caption on each page. These photos and captions are for the application to show and explain their SAE.
3. **Photo Pages Rules –** Breaking any of the following rules will result in penalties up to and including disqualification of the entire application.
    a. Each photo page may contain only one original photo.

        i. Photo pages on which multiple photos have been combined in any way, including producing a single photo file (collage, before/after, etc.), are scored at zero.
    b. Photos may only show equipment, scenes, activities, etc. that are of the applicant's SAE project included in the application.
        i. Using photos taken from magazines, the internet, photo banks, etc. and claiming they are of the applicant's SAE project will result in the application being disqualified.
    c. Using photos that include a copyright mark, watermark or any other mark that shows the photo is the intellectual property of someone other than the applicant will result in the application being disqualified unless the following information is included in the application.
        i. Professional photos that have been legally purchased or are used with permission of the photographer are allowed if the applicant clearly asserts that permission to use the photo has been obtained and that the National FFA Organization has permission to use the photo as well. This statement may be included in the photo caption.
        ii. Using professional photos in the application is not needed and is generally not recommended to avoid any issues.
    d. Judges are instructed to deduct points from photo pages that show/discuss unsafe practices.
4. **Photo Tips –** The following suggestions can greatly improve the score for the photo pages.
    a. Photos and captions need to be related to the SAE project. Pictures of a grand champion ram in an Agricultural Mechanics application will score zero, as sheep are not included in the Agricultural Mechanics area. A picture of a sheep in the fitting stand you built and a caption describing your steps to make the stand strong, durable, and safe are relevant. Do not add details about the sheep.
    b. Do not use photo captions to tell judges something they can already see by looking at the picture. Use the caption to add more information.
    c. An SAE project must cover at least two years; a national-level application is more competitive if showing more years. Inserting only recent photos, all taken on the same day, does not tell the story of your SAE, as well as photos taken over multiple years that show the progress and growth of the SAE project.

d. Only six pictures can be included in the photo pages. Make each picture count. Judges do not know your SAE project, so make sure the photos and captions emphasize your strong points, not your weaker ones.
e. Ask a person unfamiliar with your SAE project to review your photos and captions to determine the type of message they convey

Entrepreneurship SAE Applications

SAE Details

This screen/page of the application appears in the application menu if you have selected an Entrepreneurship SAE Award area.

Here you will enter details about ONLY the SAE project(s) on which this application is based.

You can make multiple entries each year. For example, if you own multiple animal or crop SAE projects or multiple business enterprises that fit into the same award area, you can enter information for each in the year(s) you own them.

1. **Year** – This drop-down menu will include only the years you designated on the Basic Setup screen/page of the application. The earliest year available will be the year of the "Beginning Date" you entered. The latest year will be the year of the "Ending Date" you entered. Change these dates to make additional years available if appropriate. Select the year from the drop-down menu you wish to enter records for.
2. **Project Name** – Enter the name of the project you own. For example: Feeder Steers, 7E Lawn Mowing, or Juanita's Pet Care.
3. **Size/Scope** – Enter the size or scope for each SAE project. Examples could include Three Head, 7 Clients, $4,290 Gross Revenue, 8 acres, 69 tons or 71 repairs. Provide the information that best helps judges understand your size and scope.
4. **Description/Responsibilities** – This portion is scored heavily. Provide the judges with a concise but clear description of your SAE project and specifically include your duties and responsibilities. Do not include duties or responsibilities from SAE projects that do not fit the selected award area.
   TIP: Judges are looking for growth in responsibilities and duties over the years. Be sure your descriptions give details about any increased responsibilities, duties, and skill growth.

Agreements/Plans

Upload the most recent Supervised Agricultural Experiences (SAEs) Agreement / Business Plan PDF for each of your SAE projects for the last year of your application.

SAE Plans

SAE Agreement components should include the following:

1. Description of SAE: (List all roles and responsibilities the student will have. Be as specific as possible.)
2. Resources and materials: (List items that will be required for the SAE and note who (e.g., student, teacher, parent/guardian, employer) will provide the items.)
3. Profit/Loss Responsibility: (If the experience includes the potential for a profit or loss, describe who will receive the profit or incur the liability.)
4. Agriculture for Youth SAE Risk Assessment and include findings and action items
5. Signature of student, employer/provider, parent/guardian, and teacher.

SAE Business Plan components should include the following:

1. Business Description - Describe the overall goal and unique value proposition of your business. List the products and services you will provide and how they meet a need in the marketplace.
2. Market Analysis - Present the findings of your market research and analysis. This section should highlight your industry knowledge and define your primary target market.
3. Competitor Assessment - Summarize findings on competitors to your proposed business. Identify any barriers you may face in entering the market.
4. Marketing Plan - Outline your overall marketing and sales strategy. This section will answer the question, “How will you create a customer base?”
5. Operating Plan - Describe the organizational structure for the business. List all roles and responsibilities the student(s) will have.
6. Financial Plan - Prepare financial projections that include an income statement, balance sheet, cash flow statements, and expected capital expenditures.
7. Agriculture for Youth SAE Risk Assessment and include findings and action items
8. Signature of student, employer/provider, parent/guardian, and teacher.

Outcomes

Learning Outcomes are specific skills or abilities learned or developed through the SAE project.

Efficiency Factors measure how well an enterprise is managed compared to accepted industry standards. Efficiency factors are like grades on report cards. They help you know if your business is doing well and if you should continue your current practices or make changes to increase efficiency.

Click "+ Add New Outcome/Efficiency" in the upper left corner of the application table to make an entry. Record up to five intended outcomes for your SAE, which should look like goal statements. These should be specific and measurable.

1. Learning Outcome or Efficiency Factor – Enter clear, specific, and measurable skills and abilities you have increased or efficiency factors you have achieved. See examples below.
   TIP: Clear and realistically measurable outcomes/factors score better.
2. Beginning Level
   a. Year – Enter the year the specific outcome or efficiency started. This is generally the same year as the SAE project started.
   b. Level – Enter the specific outcome or efficiency level you started at when the learning outcome or efficiency factor began.
3. Level Attained
   a. Year – Enter the year the specific outcome or efficiency finished. This is generally the same year as the application closes.
   b. Level – Enter the specific outcome or efficiency level you have reached for the learning outcome or efficiency factor.
4. Describe how this factor or outcome impacted the management decisions or performance objectives – Provide a clear explanation of how the outcome/factor listed made a difference to the SAE project the application is based on.

SAE Outcomes Examples:

Learning Outcome or Efficiency Factor	Beginning Level	Level Attained	Describe how this factor or outcome impacted the management decisions or performance objectives.
Hourly Pay Rate	Year **2018** Level **$8.00 per Hour**	Year **2021** Level **$16.00 per Hour**	I started with no experience but committed to being reliable, teachable and hard working. I have called in sick only twice in 3 1/2 years and arrive to work on time every day. I have applied on the job training and my employer has recognize my value as an employee with multiple pay increases.
Job Safety, Accidents in Employment	Year **2018** Level **3 Accidents**	Year **2021** Level **0 Accidents**	Job safety is closely monitored by my employer to keep workers safe and avoid downtime. My first year I had three minor accidents. By applying training and experience I have decreased my accident rate so I have not had a reportable accident in two years.
Job Skills	Year **2018** Level **1 Skill Attained**	Year **2021** Level **11 Skills Attained**	When starting my employment my only skill was arriving on time. I have now learned to operate three different types of mowers as well as gas powered trimmers and edgers. I have learned six different basic maintenance operations.
Pumpkin Crop Yield	Year **2019** Level **1 ton per acre**	Year **2021** Level **1.6 tons per acre**	By adding additional organic matter to the soil and applying fertilizer strategically rather than broadcasting The water retention and nutrient levels of my soils has been increased resulting in improved yield.
Survival Rate	Year **2018** Level **18% Loss**	Year **2021** Level **6% Loss**	By purchasing and installing a new computerized thermostat and grow light switch I was able to improve the growing conditions of my poinsettia's. The reduced loss rate increased the number of healthy plants available to sell and increased profit.
Written Communication	Year **2018** Level **8-10 Edits per Article**	Year **2021** Level **1-2 Edits per Article**	When I first began writing agricultural news articles my editor regularly found spelling, grammar and content errors which necessitated corrections. Through improvements to my writing skills my editor now generally finds few errors in each article saving us both time and effort.

Beginning SAE Assets

Current Assets

In this section of the application enter the value of SAE items that you owned on the Beginning Date of this application and that you intended to use up or sell/trade over the first 12 months in your SAE operations. Examples could include seeds you intend to plant, fuel you will use, and animals, plants, or equipment you will sell/trade/harvest before Dec. 31 of the following year.

Do not include items in this section that you intend to keep for longer than 12 months or that you can depreciate, which are capital items (non-current). Examples could include fish tanks, a greenhouse, computer hardware, trailers, or breeding stock.

Only include items in this section directly related to the SAE project(s) included in the application.

Example: The SAE project is based on selling vegetable starts, and the award area selected is Nursery Operations. A saddle won at a rodeo should not be listed as inventory for the nursery SAE project.

For each of the following sections, fill in the Description and Value boxes. You can add as many lines as needed to each inventory section by simply completing one line and clicking "Add."

- Description – Enter a clear description of the item(s). For example, "Ewe Lambs," Feeder Steers or "Purebred Labrador Retriever Pups." Entering a description that only you understand, such as an animal's name (Spot) or tag number (582), is a bad idea. Include the number of animals, pounds, gallons, plants, or other specific measurable amounts of each item on hand. Remember: Judges do not know about your SAE project; you must clearly describe it to them.
- Value – The total dollar value of listed inventory items entered on the line as of the Beginning Date of this application.

Some example areas could be:

1. Harvested and Growing Crops/Plants – This includes plants/crops owned on the date shown. Examples could include potted plants or trees being held for sale, crops growing in the field or greenhouse, and harvested grain in storage. The Value should be the lower of cost and Net Realizable Value.
2. Feed, Seed, Fertilizer, Chemicals, Supplies, Prepaid Expenses and Other Current Assets – This includes consumable items such as livestock feed and veterinary supplies; crop supplies such as fertilizer, potting soil, and pesticides; and supplies such as gas, oil, spare parts, etc. The Value should be the acquisition cost.
3. Merchandise, Crops and Animals Purchased for Resale – This includes all items of inventory owned that have been purchased for the specific purpose of reselling within 12 months, which are on hand as of Beginning Date. The Value should be the lower of cost and Net Realizable Value.
4. Raised Market Animals – Includes all the home-raised animals born that year and on hand as of Beginning Date. The Value should be current market prices minus any estimated marketing, commission,

and transportation costs to sell them (Net Realizable Value).

Fixed or Non-Current Assets

In this section of the application enter the value of items that you owned on the Beginning Date of this application that were raised livestock. Examples could include Non-Depreciable Draft, Pleasure, or Breeding Animals.

Enter the value of items that you owned on the Beginning Date of this application.

Do not include items in this section that you intend to use or sell within the next 12 months. Examples could include animal feed, fuel, items purchased for resale, etc.

Only include items in this section directly related to the SAE project(s) included in the application.

For each of the following sections, fill in the Description and Value boxes. You can add as many lines as needed to each inventory section by simply completing one line and clicking "Add."

- Description – Enter a clear description of the item(s). Entering a description that only you understand, such as an animal's name (Spot) or tag number (582), is a bad idea. Remember: The judges do not know your SAE project; you must clearly describe it to them.
- Value – The total dollar value of listed inventory items entered on the line as of the Beginning Date of this application. Enter the lower of cost and Net Realizable Value.
- Non-Depreciable Draft, Pleasure, or Breeding Animals – Includes all working, pleasure, or breeding animals/livestock born and raised on your property and owned by you, which are on hand as of the Beginning Date of this application being submitted. These are animals that have not reached their maturity (the point at which they start to depreciate).

Depreciable Assets

Enter the value of items that you owned on the Beginning Date of this application and that you intend to keep longer than 12 months in this section of the application. Examples could include but are not limited to tools, fish tanks, tractors, tack, buildings, breeding animals, etc.

Do not include items in this section that you intend to use up or sell within the next 12 months. Examples could include animal feed, fuel, items purchased for resale, etc.

Only include items in this section directly related to the SAE project(s) included in the application.

For each of the following sections, fill in the Description and Value boxes. You can add as many lines as needed to each inventory section by simply completing one line and clicking "Add."

- Description – Enter a clear description of the item(s). For example: "Mature Mare," "2011 Case IH Tractor" or "5 Gallon Fish Tank." Entering a description that only you understand, such as an animal's name (Spot) or tag number (582), is a bad idea. Remember: The judges do not know your SAE project; you must clearly describe it to them.
- Value – The total dollar value of listed inventory items entered on the line as of the Beginning Date of this application. Enter the depreciated value on the Beginning date of this application.
- Depreciable Draft, Pleasure, or Breeding Animals – Includes animals that have reached their maturity value and are now declining in value. These animals/livestock are owned by you and on hand as of the Beginning Date of this application being submitted.
- Depreciable Machinery, Equipment and Fixtures – Includes all machinery and equipment personally owned as of the Beginning Date of this application being submitted.
- Depreciable Land Improvements, Buildings and Fences – Includes all the buildings and land improvements, including tiling, terracing and fences, you owned as of the Beginning Date of this application being submitted.

Land

Includes any land owned as of the Beginning Date of this application being submitted. Enter the Acquisition Cost for the Value. Land does not depreciate.

Ending SAE Assets

Current Inventory

In this section of the application enter the value of items that you own on Dec. 31 of the year prior to the year applying (Ending Date) and that you intend to use up or sell/trade over the next 12 months in this section of the application. Examples could include seeds you intend to plant, fuel you will use, and animals, plants, or equipment you will sell/trade/harvest before Dec. 31 of the following year.

Do not include items in this section that you intend to keep for longer than the next 12 months and that you can depreciate which are capital items (non-current). Examples could include fish tanks, a greenhouse, computer hardware, or breeding stock.

Only include items in this section directly related to the SAE project(s) included in the application.

Example: The SAE project the application is based on selling vegetable starts, and the award area selected is Nursery Operations. A saddle won at a rodeo should not be listed as inventory for the nursery SAE project.

For each of the following sections, fill in the Description and Value boxes. You can add as many lines as needed to each inventory section by simply completing one line and clicking "Add."

- Description – Enter a clear description of the item(s). For example, "Ewe Lambs," Feeder Steers or "Purebred Labrador Retriever Pups." Entering a description that only you understand, such as an animal's name (Spot) or tag number (582), is a bad idea. Include the number of animals, pounds, gallons, plants, or other specific measurable amount of each item on hand. Remember: Judges do not know about your SAE project; you must clearly describe it to them.
- Value – The total dollar value of listed inventory items entered on the line as of the Ending Date of this application.

Some example areas could be:

1. Harvested and Growing Crops/Plants – This includes plants/crops owned on the date shown. Examples could include potted plants or trees being held for sale, crops growing in the field or greenhouse, and harvested grain in storage. The Value should be the lower of cost and Net Realizable Value.

2. Feed, Seed, Fertilizer, Chemicals, Supplies, Prepaid Expenses and Other Current Assets – This includes consumable items such as livestock feed and veterinary supplies; crop supplies such as fertilizer, potting soil, and pesticides; and supplies such as gas, oil, spare parts, etc. The Value should be the acquisition cost.
3. Merchandise, Crops and Animals Purchased for Resale – This includes all items of inventory owned that have been purchased for the specific purpose of reselling within 12 months, which are on hand as of the Ending Date. The Value should be the lower of cost and Net Realizable Value.
4. Raised Market Animals – Includes all the home-raised animals born that year and on hand as of the Ending Date. The Value should be current market prices minus any estimated marketing, commission, and transportation costs to sell them (Net Realizable Value).

Fixed or Non-Current Assets
In this section of the application enter the value of items that you owned on the Ending Date of this application that were raised livestock. Examples could include Non-Depreciable Draft, Pleasure, or Breeding Animals.

Enter the value of items that you owned on the Ending Date of this application.

Do not include items in this section that you intend to use up or sell within the next 12 months. Examples could include animal feed, fuel, items purchased for resale, etc.

Only include items in this section directly related to the SAE project(s) included in the application.

For each of the following sections, fill in the Description and Value boxes. You can add as many lines as needed to each inventory section by simply completing one line and clicking "Add."

- Description – Enter a clear description of the item(s). Entering a description that only you understand, such as an animal's name (Spot) or tag number (582), is a bad idea. Remember: The judges do not know your SAE project; you must clearly describe it to them.
- Value – The total dollar value of listed inventory items entered on the line as of the Ending Date of this application. Enter the lower of cost and Net Realizable Value.
- Non-Depreciable Draft, Pleasure, or Breeding Animals – Includes all working, pleasure, or breeding animals/livestock born and raised on your property and owned by you, which are on hand as of the Ending Date of this application being submitted.

These are animals that have not reached their maturity (the point at which they start to depreciate).

Depreciable Assets

Enter the value of items that you own on the Ending Date and that you intend to keep longer than 12 months in this section of the application. Examples could include but are not limited to tools, fish tanks, tractors, tack, buildings, breeding animals, etc.

Do not include items in this section that you intend to use up or sell within the next 12 months. Examples could include animal feed, fuel, items purchased for resale, etc.

Only include items in this section directly related to the SAE project(s) included in the application. Example: The SAE project the application is based on is selling vegetable starts, and the award area selected is Nursery Operations. A saddle won at a rodeo should not be listed as inventory for the nursery SAE project.

For each of the following sections, fill in the Description, Acquisition Cost, Depreciation Claimed boxes. You can add as many lines as needed to each inventory section by simply completing one line and clicking "Add."

- Description – Enter a clear description of the item(s). For example: "Mature Mare," "2011 Case IH Tractor" or "5 Gallon Fish Tank." Entering a description that only you understand, such as an animal's name (Spot) or tag number (582), is a bad idea. Remember: The judges do not know your SAE project; you must clearly describe it to them.
- Acquisition Cost – The actual cash dollar cost to obtain the inventoried item. This would only be for Depreciable Assets obtained from the Beginning Date of this application.
- Depreciation Claimed – Represents the total dollar value of the depreciation claimed since the Beginning Date of this application.
    - Depreciable Draft, Pleasure, or Breeding Animals – Includes animals that have reached their maturity value and are now declining in value. These animals/livestock are owned by you and on hand on the Ending Date.
    - Depreciable Machinery, Equipment and Fixtures – Includes all machinery and equipment personally owned as of the Ending Date.
    - Depreciable Land Improvements, Buildings and Fences – Includes all the buildings and land improvements, including tiling, terracing and fences, you owned as of the Ending Date.

Ending Land
Land – Includes any land owned as of the Ending Date.

SAE Income and Expense Summary

The SAE Income and Expense Summary is a yearly summary of annual cash and non-cash income and expenses from the SAE project(s) that qualify in the chosen National FFA SAE Award area.

The dates entered in the application on the Basic Setup screen/page set your application years.

Your records should be organized by calendar year. If your SAE records have a short year (example: four months) and then a complete year (12 months), you will need to separate the records into two calendar years.

Example:

Year 1: Sept 1 to Dec 31 (4 months of records for the year).

Year 2: Jan 1 – Dec 31 (12 months of record for the year).

Annual Income received from the sale of all livestock, crops, products produced and miscellaneous income or services from your SAE program.

> *Ex: Sales may include milk sold, live animals sold, crops sold, stud services, livestock rental for rodeo shows, fees for training animals, campground fees, vacation cabin rentals, hunting fees, sod sold, sales from items fabricated in manufacturing shops, Christmas trees sold, contracts for raising dairy heifers, cash premiums received at livestock and crop shows and fairs and other activities. Any cash income from activities related to the SAE program must be included as part of cash sales.*
>
> *Ex: If your sales represent non-cash/transfers of SAE items to other SAE projects, use the appropriate Transfer income to represent those transactions. Examples could be transferring your SAE hay production to your animal SAE projects for their use. In this section of income, you would be the market value of the hay transferred.*

Expenses related to your SAE projects, which illustrate the cost of your SAE project and represent common industry expense areas.

Ex: Expenses include fertilizer, seed, chemicals, fuel, lubrication, hired labor, land rent, interest on money borrowed during the year and items such as veterinary and animal health, bedding, registration fees, and all other miscellaneous expenses incurred.

Ex: If your expenses represent non-cash/transfers, those are included here. Examples could be you trading your hay production from another SAE and recognizing the market value of the hay as cost in your SAE, getting a gift, trading your labor, or other transactions that support expense items in your SAE. You can choose the expense type with "Transfer" label to show those expenses. This helps show how your SAE covered appropriate expenses for your type of SAE.

1. Current Income
    a. This will include cash and non-cash transactions from the sale of all livestock, crops, products produced and miscellaneous income or services from your SAE program.
        i. Ex: Sales may include milk sold, live animals sold, crops sold, stud services, livestock rental for rodeo shows, fees for training animals, campground fees, vacation cabin rentals, hunting fees, sod sold, sales from items fabricated in manufacturing shops, Christmas trees sold, contracts for raising dairy heifers, cash premiums received at livestock and crop shows and fairs and other activities. Any earned cash income from activities related to the SAE program must be included as part of cash sales.
        ii. Ex: If your sales represent non-cash/transfers of SAE items to other SAEs, use the appropriate Transfer income to represent those transactions. Examples could be transferring SAE hay production to another animal SAE for use; SAE animals transferred to other animal SAEs for added value, or raw honey transferred to another SAE to manufacture items for sale.
2. Current Expenses
    a. This will include cash and non-cash transactions related to your SAE projects, which illustrate the cost of your SAE project and represents common industry expense areas.
        i. Ex: Expenses include fertilizer, seed, chemicals, fuel, lubrication, hired labor, land rent, interest on money borrowed during the year and items such as veterinary and animal health, bedding, registration fees, and all other miscellaneous expenses incurred.

        ii. Ex: If your expenses represent non-cash/transfers, those are included here. Examples could be you trading your labor, getting a gift, transfers from other SAEs, or other transactions that support expense items in your SAE. You can choose the expense type with "Transfer" label to show those expenses.

3. Accrual Adjustments
    a. Beginning Current Inventory
        i. This field is not editable. This field is automatically calculated using the Ending Current Inventory from the previous year.
    b. Ending Current Inventory
        i. This field is editable. Please enter your Total Current Inventory value at the end of each year of your SAE Projects. The Ending Current Inventory for the Ending Date is automatically calculated using the value from the Ending SAE Assets Tab. Please refer to the Ending Inventory Section of this Handbook for additional information and examples.
    c. Current Inventory Change
        i. This field is not editable. This field is automatically calculated using Ending Current Inventory minus Beginning Current Inventory for each year.
    d. Depreciation
        i. The amount of Depreciation Claimed for each year.
        ii. Please enter your Total amount of Depreciation Claimed on your Depreciable Assets at the end of each year of your SAE Projects. Please refer to the Depreciable Assets Section of this Handbook for additional information and examples.
    e. Net Gain or Loss on Capital Sales
        i. A Net Gain or Loss on Capital Sales is the overall financial profit or loss resulting from selling or exchanging capital assets—such as land, buildings, long-term breeding livestock, or machinery—calculated by subtracting the asset's adjusted cost basis from the net sales proceeds.
4. Summary of SAE-Related Capital Transactions in each SAE year to show values from beginning to ending year.
    a. Sold/Transferred Out
        i. Each year, list the sales prices of capital items (non-current) that you sold. These are SAE-related capital items you listed as beginning or purchased/transferred in.

   b. Book Value of Sold Items - not editable
      i. This value helps you review your entries.
      ii. This takes your capital sales value minus your reported item e. net Gain or Loss on Capital Sales (+/-) in Accrual Adjustments to illustrate the book value of items you sold.
      iii. This value should always be positive, and if negative, review your reported value on line e. Gain or Loss on Capital Sales in Accrual Adjustment area or reported sales/transfers out value in this section.
   c. Purchased/Transferred In
      i. In each year, list the price of any capital (non-current items) that you have purchased or transferred in from your SAEs, based on your records.
5. Ratio Analysis – Profitability
   a. Net Income (unadjusted)
      i. Total SAE Income – Total SAE Expenses
   b. Net Income from Operations
      i. SAE Net Income (unadjusted - Depreciation
   c. Net Income (adjusted)
      i. SAE Net Income from Operations + Net Gain or Loss on Capital Sales
6. Financial Efficiency
   a. Net Income Ratio
      i. SAE Net Income (unadjusted)/Total SAE Income
   b. Operating Expense Ratio
      i. Total SAE Expenses/Total SAE Income

Placement SAE Application

SAE Details

This screen/page of the application appears in the application menu if you have selected a Placement SAE Award area.

Here you will enter details about ONLY the SAE project(s) on which this application is based.

You can make multiple entries each year. For example, if you own multiple animal or crop SAE projects or multiple business enterprises that fit into the same award area, you can enter information for each in the year(s) you own them.

1. Year – This drop-down menu will include only the years you designated on the Basic Setup screen/page of the application. The earliest year available will be the year of

the "Beginning Date" you entered. The latest year will be the year of the "Ending Date" you entered. Change these dates to make additional years available if appropriate.

   a. Select the year from the drop-down menu you wish to enter records for.

2. Employer or Supervisor's Name – Enter the name of the business or person you work for. Even if your SAE project is unpaid, to be a placement SAE project, you have someone to whom you report and who makes management decisions. Enter that person's name.
3. Job Title and Responsibilities / SAE Project Description – This portion is scored heavily. Provide the judges with a succinct but clear description of your SAE project and specifically include your duties and responsibilities. Do not include duties or responsibilities from SAE projects that do not fit the selected award area.
   TIP: Judges are looking for growth in responsibilities and duties over the years. Be sure your descriptions give details about any increased responsibilities, duties, and skill growth.
4. Unpaid Hours – Enter the number of hours worked in an unpaid position for experience or as a volunteer on the SAE project(s) the application is based on.
5. Paid Hours – Enter the number of hours worked for payment or wages on the specific SAE project the application is based on.
   TIP: You cannot enter paid and unpaid hours in the same entry. If you work for an employer and some hours are paid and some are unpaid, you will enter the hours as two different positions and should explain in the descriptions why some hours are paid and some are unpaid.
   TIP: Do not duplicate hours. Each hour worked is either paid or unpaid; it is not both.
   TIP: If you own the SAE project (animal, business, etc.), you do not have a Placement SAE project and need to change to an Entrepreneurship application.
6. Gross Earnings – Enter the entire wage or salary you earned during that specific calendar year for the SAE project(s) in the application before any payroll deductions were made for taxes or other benefits.
7. Expenses – Some employment opportunities require you to provide your own equipment or safety items as part of your job. Enter the total amount spent during the calendar year of your entry on required items such as gloves, special shoes, safety glasses, etc. If you do not have such expenses, leave this box empty.
   TIP: When good records are not maintained, it is easy to overestimate the number of hours invested in a SAE project. Review SAE/Directed Lab Hour Limits for information on the number of hours in a typical

work year. If you are legitimately listing more than 2,080 hours in any one year, be sure to provide a good explanation for the judges in your description.

Agreements/Plans

Upload the most recent Supervised Agricultural Experience (SAE) Agreement or Training Plan PDF for each of your SAE projects for the last year of your application. SAE Training Plans should include the following:

1. Description of intern roles and responsibilities: (List all roles and responsibilities the student will have. Be as specific as possible.)
2. Learning outcomes:(Define the knowledge and skills that will be targeted for development during the internship.)
3. Method of supervision: (List the primary contact(s) who will provide on-site supervision, coaching and evaluation of the intern.)
4. Resources and materials: (List items that will be required for the SAE and note who (e.g., student, teacher, parent/guardian, employer) will provide the items.)
5. Performance evaluation: (Describe how and when the student will be evaluated during the internship.)
6. Compliance with Child Labor Requirements in Agricultural Occupations Under the Fair Labor Standards Act (Child Labor Bulletin 102) (If the student placement is in a Hazardous Occupation, confirm that the placement documentation meets the requirements for Student-Learner Exemption from Hazardous Occupations Orders (HO/As) in Agriculture.)
7. Results of the Safety in Agriculture for Youth SAE Risk Assessment, including the findings and action items.
8. Signature of student, employer/provider, parent/guardian, and teacher.

Or the SAE Agreement should include all the following:

1. Description of SAE: (List all roles and responsibilities the student will have. Be as specific as possible.)
2. Resources and materials: (List items that will be required for the SAE and note who (e.g., student, teacher, parent/guardian, employer) will provide the items.)
3. Profit/Loss Responsibility: (If the experience includes the potential for a profit or loss, describe who will receive the profit or incur the liability.)
4. Results of the Safety in Agriculture for Youth SAE Risk Assessment, including the findings and action items.
5. Signature of student, employer/provider, parent/guardian, and teacher.

Outcomes

Learning Outcomes are specific skills or abilities learned or developed through the SAE project.

Efficiency Factors measure how well an enterprise is managed compared to accepted industry standards. Efficiency factors are like grades on report cards. They help you know if your business is doing well and if you should continue your current practices or make changes to increase efficiency.

Click "+ Add New Outcome/Efficiency" in the upper left corner of the application table to make an entry. Record up to five intended outcomes for your SAE, which should look like goal statements. These should be specific and measurable.

Learning Outcome or Efficiency Factor – Enter clear, specific, and measurable skills and abilities you have increased or efficiency factors you have achieved. See examples below.

TIP: Clear and realistically measurable outcomes/factors score better.

Beginning Level

- Year – Enter the year the specific outcome or efficiency started. This is generally the same year as the SAE project started.
- Level – Enter the specific outcome or efficiency level you started at when the learning outcome or efficiency factor began.

Level Attained

- Year – Enter the year the specific outcome or efficiency finished. This is generally the same year as the application closes.
- Level – Enter the specific outcome or efficiency level you have reached for the learning outcome or efficiency factor.

Describe how this factor or outcome impacted the management decisions or performance objectives – Provide a clear explanation of how the outcome/factor listed made a difference to the SAE project the application is based on.

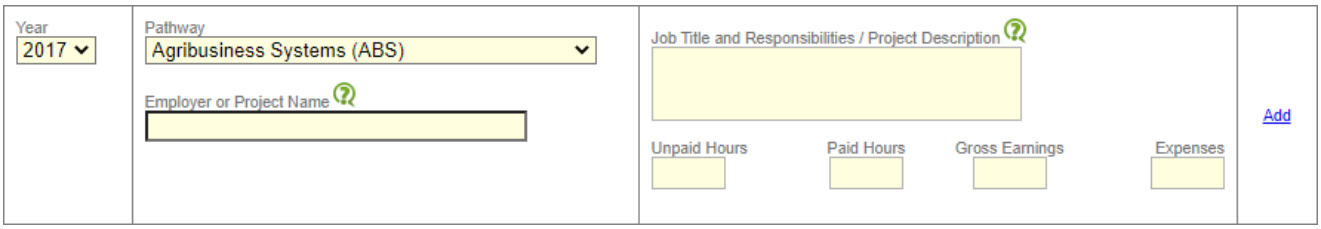
SAE Outcome Examples:

Learning Outcome or Efficiency Factor	Beginning Level	Level Attained	Describe how this factor or outcome impacted the management decisions or performance objectives.
Hourly Pay Rate	Year **2018** Level **$8.00 per Hour**	Year **2021** Level **$16.00 per Hour**	I started with no experience but committed to being reliable, teachable and hard working. I have called in sick only twice in 3 1/2 years and arrive to work on time every day. I have applied on the job training and my employer has recognize my value as an employee with multiple pay increases.
Job Safety, Accidents in Employment	Year **2018** Level **3 Accidents**	Year **2021** Level **0 Accidents**	Job safety is closely monitored by my employer to keep workers safe and avoid downtime. My first year I had three minor accidents. By applying training and experience I have decreased my accident rate so I have not had a reportable accident in two years.
Job Skills	Year **2018** Level **1 Skill Attained**	Year **2021** Level **11 Skills Attained**	When starting my employment my only skill was arriving on time. I have now learned to operate three different types of mowers as well as gas powered trimmers and edgers. I have learned six different basic maintenance operations.
Pumpkin Crop Yield	Year **2019** Level **1 ton per acre**	Year **2021** Level **1.6 tons per acre**	By adding additional organic matter to the soil and applying fertilizer strategically rather than broadcasting The water retention and nutrient levels of my soils has been increased resulting in improved yield.
Survival Rate	Year **2018** Level **18% Loss**	Year **2021** Level **6% Loss**	By purchasing and installing a new computerized thermostat and grow light switch I was able to improve the growing conditions of my poinsettia's. The reduced loss rate increased the number of healthy plants available to sell and increased profit.
Written Communication	Year **2018** Level **8-10 Edits per Article**	Year **2021** Level **1-2 Edits per Article**	When I first began writing agricultural news articles my editor regularly found spelling, grammar and content errors which necessitated corrections. Through improvements to my writing skills my editor now generally finds few errors in each article saving us both time and effort.

This screen/page of the application only appears in the application menu if you have selected a Placement SAE Award area.

Enter details about ONLY the SAE project on which this application is based.

You can make multiple entries in each year. For example, if you work for two different employers that both fit into the same award area, you can enter information for both in the year(s) you work for them.



1. **Year** – This drop-down menu will include only the years you designated on the Basic Setup screen/page of the application. The earliest year available will be the year of the "Beginning Date" you entered. The latest year will be the year of the "Ending Date" you entered. Change these dates to make additional years available if appropriate.
    a. Select the year from the drop-down menu you wish to enter records for.
2. **Pathway** – There is no right or wrong answer for this selection; choose the pathway that best fits the SAE project. (See Primary Pathway for descriptions)
    a. Select your desired pathway from the drop-down menu.
3. **Employer or SAE Project Name** – Enter the name of the business or person you work for. Even if your SAE project is unpaid, to be a placement SAE project, you have someone to whom you report and who makes management decisions. Enter that person's name.
4. **Job Title and Responsibilities / SAE Project Description** – This portion is scored heavily. Provide the judges with a succinct but clear description of your SAE project and specifically include your duties and responsibilities. Do not include duties or responsibilities from SAE projects that do not fit the selected award area.

TIP: Judges are looking for growth in responsibilities and duties over the years. Be sure your descriptions give details about any increased responsibilities, duties, and skill growth.

5. **Unpaid Hours** – Enter the number of hours worked in an unpaid position for experience or as a volunteer on the SAE project(s) the application is based on.
6. **Paid Hours** – Enter the number of hours worked for payment or wages on the specific SAE project the application is based on.

TIP: You cannot enter paid and unpaid hours in the same entry. If you work for an employer and some hours are paid and some are unpaid, you will enter the hours as two different positions and should explain in the descriptions why some hours are paid, and some are unpaid.

TIP: Do not duplicate hours. Each hour worked is either paid or unpaid; it is not both.

TIP: If you own the SAE project (animal, business, etc.), you do not have a Placement SAE project and need to change to an Entrepreneurship application.

7. **Gross Earnings** – Enter the entire wage or salary you earned during that specific calendar year for the SAE project(s) in the application before any payroll deductions were made for taxes or other benefits.

   TIP: When good records are not maintained, it is easy to overestimate the number of hours invested in an SAE project. Review SAE/Directed Lab Hour Limits for information on the number of hours in a typical work year. If you are legitimately listing more than 2,080 hours in any one year, be sure to provide a good explanation for the judges in your description.

Research SAE Applications

SAE Details

This screen/page of the application appears in the application menu if you have selected an Entrepreneurship SAE Award area.

Here you will enter details about ONLY the SAE project(s) on which this application is based.

You can make multiple entries each year. For example, if you own multiple animal or crop SAE projects or multiple business enterprises that fit into the same award area, you can enter information for each in the year(s) you own them.

1. Year – This drop-down menu will include only the years you designated on the Basic Setup screen/page of the application. The earliest year available will be the year of the "Beginning Date" you entered. The latest year will be the year of the "Ending Date" you entered. Change these dates to make additional years available if appropriate.
    a. Select the year from the drop-down menu you wish to enter records for.
2. Project Name – Enter the name of the project you conducted.
3. Project Description, Purpose, or Objectives– This portion is scored heavily. Provide the judges with a concise but clear description of your SAE project and specifically include your duties and responsibilities. Do not include duties or responsibilities from SAE projects that do not fit the selected award area.
4. Hours –Enter the number of hours you invested in the Research SAE project(s) the application is based on. Only include information on the specific SAE project(s) that qualify in the selected Pathway.
   TIP: Judges are looking for growth in responsibilities and duties over the years. Be sure your descriptions give details about any increased responsibilities, duties, and skill growth.

Agreements/Plans

Upload the most recent Research Plan PDF for each of your SAE projects for the last year of your application.

The SAE Research Plan should include the following:

1. Type: (Experimental, Analytical or Invention)
2. Title of Research Project: (Provide a clear and descriptive title for your research project.)

3. Abstract: (Present a summary of what you will be researching. Include why you are researching this topic or area and what you hope to discover.)
4. Introduction: (Summarize in two to three paragraphs the problem you are addressing or the invention you are creating. Be sure to include the reason behind your proposed research. Explain why it is important and what you hope to accomplish by completing the work. This is also where you can include predictions about your potential outcomes.)
5. Literature Review: (In this section, highlight the findings of research by credible sources on the topic or issue in question. The literature review will provide proposal reviewers insights into what experts already know about the topic.)
6. Methods and Results: (Describe your hypothesis and proposed research methods. Be as descriptive as possible.)
7. Discussion: (In this section, include any potential weaknesses or complications you may face with your research.)
8. Agriculture for Youth SAE Risk Assessment and include findings and action items
9. Signature of student, employer/provider, parent/guardian, and teacher.

SAE Outcomes

Record up to five intended outcomes for your Research SAE, which could look like goal statements. These should be specific and measurable. Consider the following:

- How this Research SAE could help you progress toward achieving the career goals outlined in your career plan
- How this Research SAE could help you progress toward meeting any training and experiential requirements for pursuit of a career in your AFNR pathway of interest
- Knowledge that could be gained specific to the career area or, in general, related to trends in the AFNR system
- Skills that could be developed related to the career area
- Financial goals
- Professional networking opportunities

1. Intended Outcome Statemen
    a. Enter clear, specific, and measurable skills and abilities you have developed through the SAE project(s)
2. Relationship to Career Plan and/or Project
    a. Provide a clear explanation of how the outcome/factor listed is related to your career plan and/or SAE project(s)

3. How to Measure Progress
    a. Describe the methods you used to measure progress in your SAE project(s).

General

1. All SAEs not meeting the criteria of the National FFA Research SAE Award but are otherwise permissible must be conducted in a Regulated Research Institution (RRI). A Regulated Research Institution is defined as a professional research/teaching institution that is regularly inspected by the USDA and is licensed to use animals covered by the Animal Welfare Act and may also be subject to U.S. Public Health Service Policy. Also included are federal laboratories such as the National Institutes of Health and the Centers for Disease Control. In addition, pharmaceutical and biotechnology companies and research institutes that utilize research animals that are not covered by the Animal Welfare Act but have been an operational Institutional Animal Care and Use Committee and are in compliance with U.S. federal laws are included in this definition.
2. A Research SAE may be part of a larger study performed by professional scientists, but the work presented in the application, by the student, must be only their own portion of the complete study.
3. Data may not be added to the National FFA Research SAE Award application after state-level selection.

Human Vertebrate

For policies detailing the use of human beings, human vertebrate, and non-human vertebrate in Research SAEs, please refer to the National FFA Handbook.

Hazardous Material

1. Material Safety Data Sheets (MSD Sheets) are required and must be included for all substances other than Water (H2O) and Table Salt (NaCl).
2. All Hazardous substances used in the current year's research must be listed in the Hazardous Materials Form of the application.

Research Report

A complete Research Report is required for each research project from all years listed in the “SAE Details” tab.

Format of Research Report

The report should be printed on 8 ½ x 11-inch white paper. The report will have 1-inch margins. Font size must be 12 using Times New Roman font.

Framework of the Research Report

Student(s) may use the written report template available on ffa.org/participate/awards/agriscience-fair/ or the following headings to create a research report. All reports must meet the additional criteria listed in the *Format of Report* section.

- A Short Title (50 characters or less)
- Title Page
- Project Title
- Maximum of 3 lines/15 words
- Includes Student Name, Chapter, State, Pathway, Grade Level
- Abstract
- No Longer than a page
- Introduction
- Literature Review
- Materials and Methods
- Results
- Discussion and Conclusions
- Acknowledgements
- References

TYPE

Experimental, Analytical or Invention

ABSTRACT

A brief summary of the research, which concisely describes the purpose, methods, results, and conclusions. The abstract may include potential research applications or future research. The abstract should not contain cited references.

It should be no longer than one page and in paragraph form. Because this is the first page of the Research Report, it will be where the judge forms an opinion on the study. In the abstract, arrange the points in this order:

1. Purpose.
2. Procedure.
3. Results.
4. Conclusions.

This section would include methods, primary results/effects of major treatments, and main conclusions. Do not include discussion, citations and footnotes, or references to tables and figures.

INTRODUCTION

The introduction answers the question, "Why was the work done?" It provides background on the subject in several paragraphs. The introduction should clearly state the practical need or problem to be solved that justifies conducting the research project, the purpose of the research, criteria for proposed solution, its impact on agriculture, the findings of earlier work, and the general approach and objectives. You must cite sources for statements that are not common knowledge. The last paragraph of the introduction includes the objectives of the study.

LITERATURE REVIEW

The literature review should detail what information currently exists concerning the Research SAE. Information in the review should be written in APA style and should include publications used for the research. Publications cited could include articles about similar studies, similar research methods, history of the research area, and any other items that support the current knowledge base for the research topic and how the research SAE might complement existing information.

MATERIALS AND METHODS

A well-written materials and methods section enables others to reproduce the results by replicating the study. Write in past tense, third person, encompass all materials required, state the hypothesis/research questions, or practical need or problem to be solved and explain the study design by sharing the technical and experimental procedures and methodology employed. With fieldwork, describe the study site. Include any statistical procedures employed or prototype/models developed. This section should be a narrative rather than a list of steps on how to do the process.

RESULTS

This section is a summary of the results, including testing in multiple conditions/trials, even if they are not what was hypothesized or expected. Do not include discussion or conclusions about the data. Tell the reader exactly what was discovered and what patterns, trends, or relationships were observed. Decide on the most meaningful way to present the data (tables, figures) and refer to them in the text. Data should be able to stand alone in the form of tables and/or figures. Pictures, surveys, or other materials that are not tables can be referenced here but included at the end of the report in the Appendices. Follow the APA style guide for formatting.

DISCUSSION AND CONCLUSIONS

In this section, draw conclusions from the results of the study and relate them to the original hypothesis/ question/problem. It is helpful to briefly recap the results and use them as a foundation for the conclusions. If the results were not what was expected, take this opportunity to explain why. Give details about the results and observations by elaborating on the mechanisms behind what happened. Tie the study in with the literature, but do not hesitate to offer sound reasoning of your own. Discussion should refer to facts and figures in the results section and provide recommendations for practice and future research. Discussion and conclusions should also address the impact the research has on the agriculture industry.

ACKNOWLEDGMENTS

Acknowledge anyone who helped in any aspect of the research SAE in this section.

REFERENCES

Only significant, published, and relevant sources accessible through a library or an information system should be included. All citations in the text must be included in the reference section. When information or facts are used that are not common knowledge, give credit to the source of that information by citing a reference. Use the APA style recognized citation system throughout the report.

APA STYLE/SPELLING

The student should use correct spelling, complete sentences, proper grammar, and appropriate APA-style writing throughout the report.

SAE Income and Expense Summary

The SAE Income and Expense Summary is a yearly summary of annual cash and non-cash income and expenses from the SAE project(s) that qualify in the chosen National FFA SAE Award area.

The dates entered in the application on the Basic Setup screen/page set your application years.

Your records should be organized by calendar year. If your SAE records have a short year (example: four months) and then a complete year (12 months), you will need to separate the records into two calendar years.

Example: Year 1: Sept. 1 to Dec. 31 (four months of records for the year) Year 2: Jan. 1 to Dec. 31 (12 months of records for the year)

Annual Income received from the sale of all livestock, crops, products produced and miscellaneous income or services from your SAE program.

Ex: Sales may include milk sold, live animals sold, crops sold, stud services, livestock rental for rodeo shows, fees for training animals, campground fees, vacation cabin rentals, hunting fees, sod sold, sales from items fabricated in manufacturing shops, Christmas trees sold, contracts for raising dairy heifers, cash premiums received at livestock and crop shows and fairs and other activities. Any cash income from activities related to the SAE program must be included as part of cash sales.

Ex: If your sales represent non-cash/transfers of SAE items to other SAE projects, use the appropriate Transfer income to represent those transactions. Examples could be transferring your SAE hay production to your animal SAE projects for their use. In this section of income, you would be the market value of the hay transferred.

Expenses related to your SAE projects, which illustrate the cost of your SAE project and represent common industry expense areas.

Ex: Expenses include fertilizer, seed, chemicals, fuel, lubrication, hired labor, land rent, interest on money borrowed during the year and items such as veterinary and animal health, bedding, registration fees, and all other miscellaneous expenses incurred.

Ex: If your expenses represent non-cash/transfers, those are included here. Examples could be you trading your hay production from another SAE and recognizing the market value of the hay as cost in your SAE, getting a gift, trading your labor, or other transactions that support expense items in your SAE. You can choose the expense type with "Transfer" label to show those expenses. This helps show how your SAE covered appropriate expenses for your type of SAE.

School-Based Enterprise SAE Applications

SAE Details

This screen/page of the application appears in the application menu if you have selected an Entrepreneurship SAE Award area.

Here you will enter details about ONLY the SAE project(s) on which this application is based.

You can make multiple entries each year. For example, if you own multiple animal or crop SAE projects or multiple business enterprises that fit into the same award area, you can enter information for each in the year(s) you own them.

1. Year – This drop-down menu will include only the years you designated on the Basic Setup screen/page of the application. The earliest year available will be the year of the "Beginning Date" you entered. The latest year will be the year of the "Ending Date" you entered. Change these dates to make additional years available if appropriate.
    a. Select the year from the drop-down menu you wish to enter records for.
2. Project Name – Enter the name of the project you conducted.
3. Project Description, Purpose, or Objectives– This portion is scored heavily. Provide the judges with a concise but clear description of your SAE project and specifically include your duties and responsibilities. Do not include duties or responsibilities from SAE projects that do not fit the selected award area.
4. Hours –Enter the number of hours you invested in the SAE project(s) the application is based on. Only include information on the specific SAE project(s) that qualify in the selected Pathway. Only include the applicants' share of hours invested.
   TIP: Judges are looking for growth in responsibilities and duties over the years. Be sure your descriptions give details about any increased responsibilities, duties, and skill growth.

Agreements/Plans

Upload the most recent School-Based Enterprise Business Plan PDF for each of your SAE projects for the last year of your application. SAE Business Plan Components should include the following:

1. Business Description - Describe the overall goal and unique value proposition of your business. List the products and services you will provide and how they meet a need in the marketplace.

2. Market Analysis - Present the findings of your market research and analysis. This section should highlight your industry knowledge and define your primary target market.
3. Competitor Assessment - Summarize findings on competitors to your proposed business. Identify any barriers you may face in entering the market.
4. Marketing Plan - Outline your overall marketing and sales strategy. This section will answer the question, "How will you create a customer base?"
5. Operating Plan - Describe the organizational structure for the business. List all roles and responsibilities the student(s) will have.
6. Financial Plan - Prepare financial projections that include an income statement, balance sheet, cash flow statements, and expected capital expenditures.
7. Agriculture for Youth SAE Risk Assessment and include findings and action items
8. Signature of student, employer/provider, parent/guardian, and teacher.

SAE Implementation

1. Who is your student leadership team.
    a. Clearly identify all key student leaders by title and explain how they work together to manage the business.
2. What are the leadership teams within the business? (CEO, CFO, etc.)
    a. List all major leadership roles and explain how each contributes to business operations.
3. What are the roles and responsibilities?
    a. Explain the responsibilities of each leadership position with specific examples.
4. How are those positions selected?
    a. Describe the selection process, criteria, timeline, and decision-makers involved.
5. Who are the Board of Directors that the leadership team answers to?
    a. Identify the Board of Directors and explain its purpose and oversight role.
6. How often do you meet with the Board of Directors? Who prepares agendas, updates, and financial reports for those meetings?
    a. State the meeting frequency and clearly identify who prepares agendas, reports, and updates, including their responsibilities.
7. How and where are records kept for the business?
    a. Explain the record-keeping procedures, storage methods, security measures, and responsible personnel.

Outcomes

Learning Outcomes are specific skills or abilities learned or developed through the SAE project.

Efficiency Factors measure how well an enterprise is managed compared to accepted industry standards. Efficiency factors are like grades on report cards. They help you know if your business is doing well and if you should continue your current practices or make changes to increase efficiency.

Click "+ Add New Outcome/Efficiency" in the upper left corner of the application table to make an entry. Record up to five intended outcomes for your SAE, which should look like goal statements. These should be specific and measurable.

- **Learning Outcome or Efficiency Factor** – Enter clear, specific, and measurable skills and abilities you have increased or efficiency factors you have achieved. See examples below.
  TIP: Clear and realistically measurable outcomes/factors score better.
- **Beginning Level**
  - Year – Enter the year the specific outcome or efficiency started. This is generally the same year as the SAE project started.
  - Level – Enter the specific outcome or efficiency level you started at when the learning outcome or efficiency factor began.
- **Level Attained**
  - Year – Enter the year the specific outcome or efficiency finished. This is generally the same year as the application closes.
  - Level – Enter the specific outcome or efficiency level you have reached for the learning outcome or efficiency factor.
- **Describe how this factor or outcome impacted the management decisions or performance objectives**
  - Provide a clear explanation of how the outcome/factor listed made a difference to the SAE project the application is based on.

SAE Outcome Examples:

Learning Outcome or Efficiency Factor	Beginning Level	Level Attained	Describe how this factor or outcome impacted the management decisions or performance objectives.
Hourly Pay Rate	Year **2018** Level **$8.00 per Hour**	Year **2021** Level **$16.00 per Hour**	I started with no experience but committed to being reliable, teachable and hard working. I have called in sick only twice in 3 1/2 years and arrive to work on time every day. I have applied on the job training and my employer has recognize my value as an employee with multiple pay increases.
Job Safety, Accidents in Employment	Year **2018** Level **3 Accidents**	Year **2021** Level **0 Accidents**	Job safety is closely monitored by my employer to keep workers safe and avoid downtime. My first year I had three minor accidents. By applying training and experience I have decreased my accident rate so I have not had a reportable accident in two years.
Job Skills	Year **2018** Level **1 Skill Attained**	Year **2021** Level **11 Skills Attained**	When starting my employment my only skill was arriving on time. I have now learned to operate three different types of mowers as well as gas powered trimmers and edgers. I have learned six different basic maintenance operations.
Pumpkin Crop Yield	Year **2019** Level **1 ton per acre**	Year **2021** Level **1.6 tons per acre**	By adding additional organic matter to the soil and applying fertilizer strategically rather than broadcasting The water retention and nutrient levels of my soils has been increased resulting in improved yield.
Survival Rate	Year **2018** Level **18% Loss**	Year **2021** Level **6% Loss**	By purchasing and installing a new computerized thermostat and grow light switch I was able to improve the growing conditions of my poinsettia's. The reduced loss rate increased the number of healthy plants available to sell and increased profit.
Written Communication	Year **2018** Level **8-10 Edits per Article**	Year **2021** Level **1-2 Edits per Article**	When I first began writing agricultural news articles my editor regularly found spelling, grammar and content errors which necessitated corrections. Through improvements to my writing skills my editor now generally finds few errors in each article saving us both time and effort.

Beginning SAE Assets

In this section, enter the Beginning SAE Assets for the entire School-Based Enterprise. The items listed should be for the School-Based Enterprise, not your personal SAE Assets.

Current Assets

In this section of the application enter the value of SAE items that you owned on the Beginning Date of this application and that you intended to use up or sell/trade over the first 12 months in your SAE operations. Examples could include seeds you intend to plant, fuel you will use, and animals, plants, or equipment you will sell/trade/harvest before Dec. 31 of the following year.

Do not include items in this section that you intend to keep for longer than 12 months or that you can depreciate, which are capital items (non-current). Examples could include fish tanks, a greenhouse, computer hardware, trailers, or breeding stock.

Only include items in this section directly related to the SAE project(s) included in the application.

Example: The SAE project is based on selling vegetable starts, and the award area selected is Nursery Operations. A saddle won at a rodeo should not be listed as inventory for the nursery SAE project.

For each of the following sections, fill in the Description and Value boxes. You can add as many lines as needed to each inventory section by simply completing one line and clicking "Add."

- **Description** – Enter a clear description of the item(s). For example, "Ewe Lambs," Feeder Steers or "Purebred Labrador Retriever Pups." Entering a description that only you understand, such as an animal's name (Spot) or tag number (582), is a bad idea. Include the number of animals, pounds, gallons, plants, or other specific measurable amount of each item on hand. Remember: Judges do not know about your SAE project; you must clearly describe it to them.
- **Value** – The total dollar value of listed inventory items entered on the line as of the Beginning Date of this application.

Some example areas could be:

1. Harvested and Growing Crops/Plants – This includes plants/crops owned on the date shown. Examples could include potted plants or trees being held for sale, crops growing in the field or greenhouse, and harvested grain in storage. The Value should be the lower of cost and Net Realizable Value.
2. Feed, Seed, Fertilizer, Chemicals, Supplies, Prepaid Expenses and Other Current Assets – This includes consumable items such as livestock feed and veterinary supplies; crop supplies such as fertilizer, potting soil, and pesticides; and supplies such as gas, oil, spare parts, etc. The Value should be the acquisition cost.
3. Merchandise, Crops and Animals Purchased for Resale – This includes all items of inventory owned that have been purchased for the specific purpose of reselling within 12 months, which are on hand as of Beginning Date. The Value should be the lower of cost and Net Realizable Value.
4. Raised Market Animals – Includes all the home-raised animals born that year and on hand as of Beginning Date. The Value should be current market prices minus any

estimated marketing, commission, and transportation costs to sell them (Net Realizable Value).

Fixed or Non-Current Assets

In this section of the application enter the value of items that you owned on the Beginning Date of this application that were raised livestock. Examples could include Non-Depreciable Draft, Pleasure, or Breeding Animals.

Enter the value of items that you owned on the Beginning Date of this application.

Do not include items in this section that you intend to use up or sell within the next 12 months. Examples could include animal feed, fuel, items purchased for resale, etc.

Only include items in this section directly related to the SAE project(s) included in the application.

For each of the following sections, fill in the Description and Value boxes. You can add as many lines as needed to each inventory section by simply completing one line and clicking "Add."

- **Description** – Enter a clear description of the item(s). Entering a description that only you understand, such as an animal's name (Spot) or tag number (582), is a bad idea. Remember: The judges do not know your SAE project; you must clearly describe it to them.
- **Value** – The total dollar value of listed inventory items entered on the line as of the Beginning Date of this application. Enter the lower of cost and Net Realizable Value.
- **Non-Depreciable Draft, Pleasure, or Breeding Animals** – Includes all working, pleasure, or breeding animals/livestock born and raised on your property and owned by you, which are on hand as of the Beginning Date of this application being submitted. These are animals that have not reached their maturity (the point at which they start to depreciate).

Depreciable Assets

Enter the value of items that you owned on the Beginning Date of this application and that you intend to keep longer than 12 months in this section of the application. Examples could include but are not limited to tools, fish tanks, tractors, tack, buildings, breeding animals, etc.

Do not include items in this section that you intend to use up or sell within the next 12 months. Examples could include animal feed, fuel, items purchased for resale, etc.

Only include items in this section directly related to the SAE project(s) included in the application.

For each of the following sections, fill in the Description and Value boxes. You can add as many lines as needed to each inventory section by simply completing one line and clicking "Add."

- **Description** – Enter a clear description of the item(s). For example: "Mature Mare," "2011 Case IH Tractor" or "5 Gallon Fish Tank." Entering a description that only you understand, such as an animal's name (Spot) or tag number (582), is a bad idea. Remember: The judges do not know your SAE project; you must clearly describe it to them.
- **Value** – The total dollar value of listed inventory items entered on the line as of the Beginning Date of this application. Enter the depreciated value on the Beginning date of this application.
- **Depreciable Draft, Pleasure, or Breeding Animals** – Includes animals that have reached their maturity value and are now declining in value. These animals/livestock are owned by you and on hand as of the Beginning Date of this application being submitted.
- **Depreciable Machinery, Equipment and Fixtures** – Includes all machinery and equipment personally owned as of the Beginning Date of this application being submitted.
- **Depreciable Land Improvements, Buildings and Fences** – Includes all the buildings and land improvements, including tiling, terracing and fences, you owned as of the Beginning Date of this application being submitted.

Land

Land – Includes any land owned as of the Beginning Date of this application being submitted. Enter the Acquisition Cost for the Value. Land does not depreciate.

Ending SAE Assets

In this section, enter the Beginning SAE Assets for the entire School-Based Enterprise. The items listed should be for the School-Based Enterprise, not your personal SAE Assets.

Current Inventory

In this section of the application enter the value of items that you own on Dec. 31 of the year prior to the year applying (Ending Date) and that you intend to use up or sell/trade over the next 12 months in this section of the application. Examples could include seeds you

intend to plant, fuel you will use, and animals, plants, or equipment you will sell/trade/harvest before Dec. 31 of the following year.

Do not include items in this section that you intend to keep for longer than the next 12 months and that you can depreciate which are capital items (non-current). Examples could include fish tanks, a greenhouse, computer hardware, or breeding stock.

Only include items in this section directly related to the SAE project(s) included in the application.

Example: The SAE project the application is based on selling vegetable starts, and the award area selected is Nursery Operations. A saddle won at a rodeo should not be listed as inventory for the nursery SAE project.

For each of the following sections, fill in the Description and Value boxes. You can add as many lines as needed to each inventory section by simply completing one line and clicking "Add."

- **Description** – Enter a clear description of the item(s). For example, "Ewe Lambs," Feeder Steers or "Purebred Labrador Retriever Pups." Entering a description that only you understand, such as an animal's name (Spot) or tag number (582), is a bad idea. Include the number of animals, pounds, gallons, plants, or other specific measurable amount of each item on hand. Remember: Judges do not know about your SAE project; you must clearly describe it to them.
- **Value** – The total dollar value of listed inventory items entered on the line as of the Ending Date of this application.

Some example areas could be:

1. **Harvested and Growing Crops/Plants** – This includes plants/crops owned on the date shown. Examples could include potted plants or trees being held for sale, crops growing in the field or greenhouse, and harvested grain in storage. The Value should be the lower of cost and Net Realizable Value.
2. **Feed, Seed, Fertilizer, Chemicals, Supplies, Prepaid Expenses and Other Current Assets** – This includes consumable items such as livestock feed and veterinary supplies; crop supplies such as fertilizer, potting soil, and pesticides; and supplies such as gas, oil, spare parts, etc. The Value should be the acquisition cost.
3. **Merchandise, Crops and Animals Purchased for Resale** – This includes all items of inventory owned that have been purchased for the specific purpose of reselling within 12 months, which are on hand as of the Ending Date. The Value should be the lower of cost and Net Realizable Value.

4. **Raised Market Animals** – Includes all the home-raised animals born that year and on hand as of the Ending Date. The Value should be current market prices minus any estimated marketing, commission, and transportation costs to sell them (Net Realizable Value).

Fixed or Non-Current Assets

In this section of the application enter the value of items that you owned on the Ending Date of this application that were raised livestock. Examples could include Non-Depreciable Draft, Pleasure, or Breeding Animals.

Enter the value of items that you owned on the Ending Date of this application.

Do not include items in this section that you intend to use up or sell within the next 12 months. Examples could include animal feed, fuel, items purchased for resale, etc.

Only include items in this section directly related to the SAE project(s) included in the application.

For each of the following sections, fill in the Description and Value boxes. You can add as many lines as needed to each inventory section by simply completing one line and clicking "Add."

- **Description** – Enter a clear description of the item(s). Entering a description that only you understand, such as an animal's name (Spot) or tag number (582), is a bad idea. Remember: The judges do not know your SAE project; you must clearly describe it to them.
- **Value** – The total dollar value of listed inventory items entered on the line as of the Ending Date of this application. Enter the lower of cost and Net Realizable Value.
- **Non-Depreciable Draft, Pleasure, or Breeding Animals** – Includes all working, pleasure, or breeding animals/livestock born and raised on your property and owned by you, which are on hand as of the Ending Date of this application being submitted. These are animals that have not reached their maturity.

Depreciable Assets

Enter the value of items that you own on the Ending Date and that you intend to keep longer than 12 months in this section of the application. Examples could include but are not limited to tools, fish tanks, tractors, tack, buildings, breeding animals, etc.

Do not include items in this section that you intend to use up or sell within the next 12 months. Examples could include animal feed, fuel, items purchased for resale, etc.

Only include items in this section directly related to the SAE project(s) included in the application. Example: The SAE project the application is based on is selling vegetable starts, and the award area selected is Nursery Operations. A saddle won at a rodeo should not be listed as inventory for the nursery SAE project.

For each of the following sections, fill in the Description, Acquisition Cost, Depreciation Claimed boxes. You can add as many lines as needed to each inventory section by simply completing one line and clicking "Add."

- **Description** – Enter a clear description of the item(s). For example: "Mature Mare," "2011 Case IH Tractor" or "5 Gallon Fish Tank." Entering a description that only you understand, such as an animal's name (Spot) or tag number (582), is a bad idea. Remember: The judges do not know your SAE project; you must clearly describe it to them.
- **Acquisition Cost** – The actual cash dollar cost to obtain the inventoried item. This would only be for Depreciable Assets obtained from the Beginning Date of this application.
- **Depreciation Claimed** – Represents the total dollar value of the depreciation claimed since the Beginning Date of this application.
    - Depreciable Draft, Pleasure, or Breeding Animals – Includes animals that have reached their maturity value and are now declining in value. These animals/livestock are owned by you and on hand on the Ending Date.
    - Depreciable Machinery, Equipment and Fixtures – Includes all machinery and equipment personally owned as of the Ending Date.
    - Depreciable Land Improvements, Buildings and Fences – Includes all the buildings and land improvements, including tiling, terracing and fences, you owned as of the Ending Date.

Ending Land

Land – Includes any land owned as of the Ending Date.

SAE Income and Expense Summary

In this section, enter the Beginning SAE Assets for the entire School-Based Enterprise. The items listed should be for the School-Based Enterprise, not your personal SAE Assets.

The SAE Income and Expense Summary is a yearly summary of annual cash and non-cash income and expenses from the SAE project(s) that qualify in the chosen National FFA SAE Award area.

The dates entered in the application on the Basic Setup screen/page set your application years.

Your records should be organized by calendar year. If your SAE records have a short year (example: four months) and then a complete year (12 months), you will need to separate the records into two calendar years.

Example:

Year 1: Sept. 1 to Dec. 31 (four months of records for the year)

Year 2: Jan. 1 to Dec. 31 (12 months of records for the year)

For more information on the Income and Expense Summary, refer to the tips and examples in the application by putting your mouse on one of the  symbols.

Annual Income received from the sale of all livestock, crops, products produced and miscellaneous income or services from your SAE program.

Ex: Sales may include milk sold, live animals sold, crops sold, stud services, livestock rental for rodeo shows, fees for training animals, campground fees, vacation cabin rentals, hunting fees, sod sold, sales from items fabricated in manufacturing shops, Christmas trees sold, contracts for raising dairy heifers, cash premiums received at livestock and crop shows and fairs and other activities. Any cash income from activities related to the SAE program must be included as part of cash sales.

Ex: If your sales represent non-cash/transfers of SAE items to other SAE projects, use the appropriate Transfer income to represent those transactions. Examples could be transferring your SAE hay production to your animal SAE projects for their use. In this section of income, you would be the market value of the hay transferred.

Expenses related to your SAE projects, which illustrate the cost of your SAE project and represent common industry expense areas.

Ex: Expenses include fertilizer, seed, chemicals, fuel, lubrication, hired labor, land rent, interest on money borrowed during the year and items such as veterinary and animal health, bedding, registration fees, and all other miscellaneous expenses incurred.

Ex: If your expenses represent non-cash/transfers, those are included here. Examples could be you trading your hay production from another SAE and recognizing the market value of the hay as cost in your SAE, getting a gift, trading your labor, or other transactions that support expense items in your SAE. You can choose the expense type with "Transfer" label to show those expenses. This helps show how your SAE covered appropriate expenses for your type of SAE.

1. Current Income
    a. This will include cash and non-cash transactions from the sale of all livestock, crops, products produced and miscellaneous income or services from your SAE program.
        i. *Ex: Sales may include milk sold, live animals sold, crops sold, stud services, livestock rental for rodeo shows, fees for training animals, campground fees, vacation cabin rentals, hunting fees, sod sold, sales from items fabricated in manufacturing shops, Christmas trees sold, contracts for raising dairy heifers, cash premiums received at livestock and crop shows and fairs and other activities. Any earned cash income from activities related to the SAE program must be included as part of cash sales.*
        ii. *Ex: If your sales represent non-cash/transfers of SAE items to other SAEs, use the appropriate Transfer income to represent those transactions. Examples could be transferring SAE hay production to another animal SAE for use, SAE animals transferred to other animal SAEs for added value, or raw honey transferred to another SAE to manufacture items for sale.*
2. Current Expenses
    a. This will include cash and non-cash transactions related to your SAE projects, which illustrate the cost of your SAE project and represents common industry expense areas.
        i. *Ex: Expenses include fertilizer, seed, chemicals, fuel, lubrication, hired labor, land rent, interest on money borrowed during the year and items such as veterinary and animal health, bedding, registration fees, and all other miscellaneous expenses incurred.*
        ii. *Ex: If your expenses represent non-cash/transfers, those are included here. Examples could be you trading your labor, getting a gift, transfers from other SAEs, or other transactions that support expense items in your SAE. You can choose the expense type with "Transfer" label to show those expenses.*

3. Accrual Adjustments
    a. Beginning Current Inventory
        i. This field is not editable. This field is automatically calculated using the Ending Current Inventory from the previous year.
    b. Ending Current Inventory
        i. This field is editable. Please enter your Total Current Inventory value at the end of each year of your SAE Projects. The Ending Current Inventory for the Ending Date is automatically calculated using the value from the Ending SAE Assets Tab. Please refer to the Ending Inventory Section of this Handbook for additional information and examples.
    c. Current Inventory Change
        i. This field is not editable. This field is automatically calculated using Ending Current Inventory minus Beginning Current Inventory for each year.
    d. Depreciation
        i. The amount of Depreciation Claimed for each year.
        ii. Please enter your Total amount of Depreciation Claimed on your Depreciable Assets at the end of each year of your SAE Projects. Please refer to the Depreciable Assets Section of this Handbook for additional information and examples.
    e. Net Gain or Loss on Capital Sales
        i. A Net Gain or Loss on Capital Sales is the overall financial profit or loss resulting from selling or exchanging capital assets—such as land, buildings, long-term breeding livestock, or machinery—calculated by subtracting the asset's adjusted cost basis from the net sales proceeds.
4. Summary of SAE-Related Capital Transactions in each SAE year to show values from beginning to ending year.
    a. Sold/Transferred Out
        i. Each year, list the sales prices of capital items (non-current) that you sold. These are SAE-related capital items you listed as beginning or purchased/transferred in.
    b. Book Value of Sold Items - not editable
        i. This value helps you review your entries.
        ii. This takes your capital sales value minus your reported item e. net Gain or Loss on Capital Sales (+/-) in Accrual Adjustments to illustrate the book value of items you sold.

iii. This value should always be positive, and if negative, review your reported value on line e. Gain or Loss on Capital Sales in Accrual Adjustment area or reported sales/transfers out value in this section.

c. Purchased/Transferred In
    i. In each year, list the price of any capital (non-current items) that you have purchased or transferred in from your SAEs, based on your records.

5. Ratio Analysis – Profitability
    a. Net Income (unadjusted)
        i. Total SAE Income – Total SAE Expenses
    b. Net Income from Operations
        i. SAE Net Income (unadjusted - Depreciation
    c. Net Income (adjusted)
        i. SAE Net Income from Operations + Net Gain or Loss on Capital Sales
        ii. Financial Efficiency
    d. Net Income Ratio
        i. SAE Net Income (unadjusted)/Total SAE Income
    e. Operating Expense Ratio
        i. Total SAE Expenses/Total SAE Income

Service-Learning SAE Applications

SAE Details

This screen/page of the application appears in the application menu if you have selected an Entrepreneurship SAE Award area.

Here you will enter details about ONLY the SAE project(s) on which this application is based.

You can make multiple entries each year. For example, if you own multiple animal or crop SAE projects or multiple business enterprises that fit into the same award area, you can enter information for each in the year(s) you own them.

1. **Year** – This drop-down menu will include only the years you designated on the Basic Setup screen/page of the application. The earliest year available will be the year of the "Beginning Date" you entered. The latest year will be the year of the "Ending Date" you entered. Change these dates to make additional years available if appropriate.
    a. Select the year from the drop-down menu you wish to enter records for.
2. **Project Name** – Enter the name of the project you conducted.
3. **Project Description, Purpose, or Objectives** – This portion is scored heavily. Provide the judges with a concise but clear description of your SAE project and specifically include your duties and responsibilities. Do not include duties or responsibilities from SAE projects that do not fit the selected award area.

    TIP: Judges are looking for growth in responsibilities and duties over the years. Be sure your descriptions give details about any increased responsibilities, duties, and skill growth.

Agreements/Plans

Upload the most recent Service-Learning SAE Plan PDF for each of your SAE projects for the last year of your application. Service-Learning SAE Plans should include the following:

1. Project Title - Provide a clear and descriptive title for your service project.
2. Need - Present a summary of the need discovered, how it was identified, and how the service will meet the need.
3. Goals/Outcomes - List the goals and outcomes of the service activity. Describe a plan for evaluation at the end of the project.
4. Learning Outcomes - Define the knowledge and skills that will be targeted for development during the project.

5. Plan - When and where the service will take place and who will be involved. List all roles and responsibilities you and others will have.
6. Resources - Develop a project budget. Describe financial, time, and other resource needs for the project. Explain how these needs will be met.
7. Agriculture for Youth SAE Risk Assessment and include findings and action items
8. Signature of student, employer/provider, parent/guardian, and teacher.

SAE Implementation

1. What community/agricultural needs were identified?
    a. Present a summary of the need discovered, how it was identified, and how the service will meet the need.
2. How did you improve the current condition of the issue?
    a. Focus on:
        i. What the issue was
        ii. What actions you took
        iii. How the situation improved
        iv. Any measurable results
3. What resources and partnerships were created?
    a. Describe financial, time, and other resource needs for the project. Explain how these needs were met.

SAE Outcomes

Record up to five intended outcomes for your SAE, which could look like goal statements. These should be specific and measurable. Consider the following:

- The impact on your community by addressing the identified community/agricultural need
- Resource needs for the project (e.g. materials to secure, volunteers who you need assistance from, finances you must raise, etc.)
- Professional networking opportunities to develop partnerships in your community that will assist you in your work
- The knowledge and skills this Service-Learning SAE could help you learn that are needed to address the community issue you've selected
- How this Service-Learning SAE could help you progress toward achieving the career goal outlined in your career plan

1. Intended Outcome Statement

   a. Enter clear, specific, and measurable skills and abilities you have developed through the SAE project(s).
2. Relationship to Career Plan and/or Project
   a. Provide a clear explanation of how the outcome/factor listed is related to your career plan and/or SAE project(s).
3. How to Measure Progress
   a. Describe the methods you used to measure progress in your SAE project(s).

SAE Income and Expense Summary

The SAE Income and Expense Summary is a yearly summary of annual cash and non-cash income and expenses from the SAE project(s) that qualify in the chosen National FFA SAE Award area.

The dates entered in the application on the Basic Setup screen/page set your application years.

Your records should be organized by calendar year. If your SAE records have a short year (example: four months) and then a complete year (12 months), you will need to separate the records into two calendar years.

Example:

Year 1: Sept. 1 to Dec. 31 (four months of records for the year)

Year 2: Jan. 1 to Dec. 31 (12 months of records for the year)

For more information on the Income and Expense Summary, refer to the tips and examples in the application by putting your mouse on one of the  symbols.

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> *Ex: If your sales represent non-cash/transfers of SAE items to other SAE projects, use the appropriate Transfer income to represent those transactions. Examples could be*

transferring your SAE hay production to your animal SAE projects for their use. In this section of income, you would be the market value of the hay transferred.

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Ex: If your expenses represent non-cash/transfers, those are included here. Examples could be you trading your hay production from another SAE and recognizing the market value of the hay as cost in your SAE, getting a gift, trading your labor, or other transactions that support expense items in your SAE. You can choose the expense type with "Transfer" label to show those expenses. This helps show how your SAE covered appropriate expenses for your type of SAE.

Finalizing The Application

Checklist

The application includes an automated checklist to help find errors or information missing from the application. It will not find every possible error. A clean checklist does not guarantee that the application will not be penalized.

1. NOT MET, MISSING or ERROR – The application cannot be submitted if there are any "Not Met," “Missing” or “Error” items in red font on the checklist. This signifies incorrect or missing information that may prevent the application from qualifying.
2. REVIEW – A checklist item that says “Review” in red font is not an error and may be fine. The checklist is simply calling attention to the information in the application that should be double-checked. Applicants are advised to make sure the information the item points to is clearly explained in the application.
3. MET—Ideally, all items on the checklist should say “Met” in green font. This does not mean the application is perfect and without errors, but it does mean everything the computer can automatically check for has been cleared.

TIP: Computers are not as smart as people. The computer can check whether or not a box contains text or numbers; it cannot determine if the text or numbers are correct information. A clean checklist does not guarantee that the application has no errors.

Electronic Signatures

Please carefully read the signature statements before electronically signing the application. Commitments are being made for all signatories, so you should know what you are signing.

Save Your Application

Judges do not access the live online application, which applicants can constantly access and is ever- changing. The document that judges review is the specific, time-stamped PDF version of the application that is generated and submitted. If no PDF of the application is generated by completing the following steps, there is nothing to be submitted or judged.

1. Complete/Save Your App—The button labeled “Complete/Save Your App” is how application PDF versions are generated (created). This generated PDF is what is submitted and judged. As versions are generated, they are listed in the table on the screen. The applicant chooses which version to submit.

2. Get PDF – To view the generated application, click the "Get PDF" button next to each listed version. What you see when you open this file is what is being submitted for the judges to review, possibly minus some pages depending on your state (see details below in the Application Submission and Judging sections).

Application Submission

In Nebraska, only chapter advisors may certify and submit applications for district judging. The State FFA Association Board members provide instructions for local advisors to submit to the district level. Consult with the chapter FFA advisor or state FFA staff for these instructions.

In Nebraska, only Nebraska District Board Representatives may certify and submit applications for state judging. State staff provide instructions for the district to submit applications online yearly. Chapter advisors are required to submit the applications for the district representative to certify.

Only state staff may certify and submit applications for national judging. National FFA staff provide instructions for state staff to submit applications online yearly, and they are available in the State Staff Dashboard on FFA.org.

Each state association may submit a single application for national-level competition in each award area available at the national level each year. Find the current year's National FFA SAE Award Area List with Descriptions on the National FFA SAE Awards webpage of FFA.org.

No additional pages should be included in the application and will be removed for district, state, and national judging. This ensures that all applications contain the same pages for evaluation.

Recognition

- Chapter level: Recognition at this level varies by the chapter. Please consult with the local advisor.
- District level: Each application is rated as Participant, Bronze, Silver or Gold. The top 3 golds in each area can advance to the state level. Some districts provide additional recognition. Please consult with the local advisor or District Board Representative.
- State level: All state advancing applications are rated as Participant, Bronze, Silver, or Gold. The top three gold applications are named state finalists. State Finalists are recognized at the State FFA Convention. All finalists are expected to participate in the state interview process held during the State FFA Convention and attend the

convention to receive recognition. The state winner in nationally recognized areas will be advanced to the national level.

- National level: Selected participants from each state may be forwarded for national competition. A maximum of 6 applicants in each National FFA SAE Award area will be considered national finalists and invited to compete in the National FFA SAE Award Program interview to be held virtually each September. All national finalists are expected to participate in a National Finalists Interview and attend the National FFA Convention & Expo to receive recognition. The orientation packet will release more details pertaining to National Winner Selection mid-year.

Scoring Rubrics

At the national level, judges score applications using specialized scoring rubrics developed to ensure that applications are all scored using the same criteria. The rubrics used for national judging are available for anyone to download and use on the National FFA SAE Awards webpage of FFA.org. The online application provides links on multiple pages to the National FFA SAE Awards webpage, or you can go directly to the scoring rubrics by clicking here.

There is a specific scoring rubric for each of the National FFA SAE Award application types.

Entrepreneurship Rubric – This rubric is used to score all Entrepreneurship application types. The application Signature Page (page 1) and the Basic Award Setup Information page (page 3) will note the award type.

Placement Rubric—This rubric is used to score all Placement application types. The application Signature Page (page 1) and the Basic Award Setup Information page (page 3) will note the award type.

Research Rubric—This rubric is used to score all Research application types. The application Signature Page (page 1) and the Basic Award Setup Information page (page 3) will note the award type.

School-Based Enterprise Rubric—This rubric is used to score all School-Based Enterprise application types. The application Signature Page (page 1) and the Basic Award Setup Information page (page 3) will note the award type.

Service-Learning Rubric—This rubric is used to score all Placement application types. The application Signature Page (page 1) and the Basic Award Setup Information page (page 3) will note the award type.

Interview Scoring Rubric – This rubric is used to judge the finalist interviews for all National FFA SAE Award types.

Additional Information

The National FFA SAE Awards webpage of FFA.org has additional resources such as “Tips and Tricks” from past judges, application examples and help videos.