Arizona FFA

Supervised Agricultural Experience Definition and Award Application Guidelines

Excerpts taken from the Arizona Association FFA Policies and Procedures Handbook

Appendix A

Supervised Agricultural Experience ("SAE") Program

Foreword

The total program of Agricultural Education consists of 3 distinct parts; FFA, SAE and Classroom/Laboratory Experience. Generally speaking, the SAE component of the total program of Agricultural Education falls within the purview of Agricultural Education teachers, the Arizona Agriculture Teachers Association and the State Supervisor of Agricultural Education.

This section of the appendix to the Arizona Association FFA Policies and Procedures Manual has been included as a reference to SAEs as they pertain to FFA awards and degrees on the state and national level. Local teachers may choose to utilize alternative definitions for SAEs on the local level.

The process for accepting/revising the definitions for acceptable SAEs is as follows:
- A committee of teachers and state staff is formed to investigate needed changes/additions
- All teachers are asked for input
- The committee meets to discuss and propose changes/revisions
- Proposed changes/revisions are sent to all teachers for further input
- A status report is given to the FFA Advisory Board
- The AATA Board is asked to approve proposed changes/revisions
- The AATA membership is asked to adopt changes/revisions
- The State FFA Advisory Board is asked to adopt the proposed changes/revisions as FFA policy with regard to awards and degrees

1.0 AGRICULTURE

Activities concerned with the production and management of plants, animals and renewable natural resources, and the related supplies, services, mechanics, products, processing, research, and marketing.

2.0 DEFINITION

Supervised Agricultural Experience (SAE) Programs consist of planned practical activities, entrepreneurial skills, or workplace learning conducted outside of class time in which students develop and apply agricultural knowledge and skills.

3.0 APPLICATION

SAEs are planned to be broadly relevant to a student's career goals and to the agriculture courses in which they are enrolled. Though supplemental to and associated with classroom and laboratory instruction, SAEs are primarily conducted outside of the classroom. A Supervised Agricultural Experience may be one of three types. Students engaged in any form of SAEs are expected to maintain a record of their time and money. A special record book developed for this purpose is available to schools state wide. Over time, the scope and complexity of students' SAE should increase, maximizing their learning experience.

Each agricultural education program shall establish their own SAE/SE standards for local students. Recognition above the chapter level will require the SAE to fall into one of the approved proficiency award areas with the appropriate records. The State FFA Advisor shall convene the State FFA Advisory Board or committee if disagreements occur over the appropriateness of an SAE for state recognition.

4.0 QUALITY SAE PROGRAMS

Quality SAE Programs are:
1.   Documented.
       Students maintain an accurate and analytical set of records. Students develop an understanding of managerial practices and identify alternatives based on his or her records. Records are maintained in a timely manner. Student also develops a resume.

2.   The SAE is curriculum based.

       Students use knowledge gained from instruction in planning SAE. Students use agricultural and academic principles to arrive at end products; assesses new situations and selects appropriate knowledge and skills from curriculum.

3.   The SAE is student managed.

Student applies classroom-learned skills in real-world settings with student-initiated assistance.

4.   The SAE is planned and comprehensive.

Students experience skills that meet or exceed curricular expectations, accomplishing goals and is managed with a collaboration of student, teacher, and parents, developing into a more independent program.

5.   Student receives recognition.

Recognition can begin with simple recognition for SAE accomplishments and develop into degree recognition and progress further into state and national recognition through degrees and proficiency awards.

5.0 TYPES OF SAE

5.1 Entrepreneurship
DEFINITION: The student plans, implements, operates and assumes financial risks in a farming activity or agricultural business. In entrepreneurship programs, the student owns the materials and other required inputs and keeps financial records to determine return to investments.

Examples:
- *Growing an acre of corn*
- *Operating a Christmas tree farm*
- *Raising a litter of pigs*
- *Running a pay-to-fish operation*
- *Growing bedding plants in the school greenhouse*
- *Owning and operating a lawn care service*
- *A group of students growing a crop of poinsettias*
- A backyard garden in a 10 x10 foot area

5.2 Placement
DEFINITION: Placement programs involve the placement of students on farms and ranches, in agricultural businesses, school laboratories or community facilities to provide a "learning by doing" environment. This is performed or conducted outside of normal classroom hours and may be paid or non-paid.
Examples
- Placement in a florist shop
- Working after school at a farm supply store.
- Working on Saturdays at a riding stable

- Working in the school greenhouse after school and on weekends and holidays
- Placement on a general livestock farm
- Working for the local agriculture teacher or another teacher outside of regular class time (for Ag Education Proficiency)

5.3 Research

An extensive activity where the student plans and conducts a major agricultural experiment using the scientific process. The purpose of the experiment is to provide students "hands-on" experience in:
- Verifying, learning, or demonstrating scientific principles in agriculture.
- Discovering new knowledge.
- Using the scientific process.

5.3a Experimental Research Project

Experimental activities are particularly suited for those in agricultural classes where there is a strong emphasis on biotechnology or agriscience. Even in more traditional agricultural programs, experimental SAE activities can provide students whose career goals are in the areas of agriscience with valuable learning experiences.

Examples

- Comparing the effect of various planting media on plant growth
- Determining the impact of different levels of protein on fish growth
- Comparing three rooting hormones on root development
- Determining if phases of the moon have an effect on plant growth
- Analyzing the effectiveness of different display methods on plant sales in a garden center
- Demonstrating the impact of different levels of soil acidity on plant growth
- Determining the strength of welds using different welding methods

5.3b Non-Experimental Research

Students choose an agricultural problem that is not amenable to experimentation and design a plan to investigate and analyze the problem. The students gather and evaluate data from a variety of sources and then produce some type of finished product.

Non-Experimental Examples

- A marketing plan for an agricultural commodity
- A series of newspaper articles about the environment
- A land use plan for a farm
- A landscape design for a community facility
- An advertising campaign for an agribusiness

5.4 Supporting Components of SAEs

5.4a Exploratory
Exploratory SAE activities are designed primarily to help students become literate in agriculture and/or become aware of possible careers in agriculture. Exploratory SAE activities are appropriate for beginning agricultural students, but are not restricted to beginning students.

Exploratory Examples:
- Observing and/or assisting a florist
- Growing plants in a milk jug "greenhouse"
- Assisting on a horse farm for a day
- Interviewing an agricultural loan officer in a bank
- Preparing a scrapbook on the work of a veterinarian
- Attending an agricultural career day
- Shadowing the local agriculture instructor on SAE visits

5.4b Improvement
Improvement activities include a series of learning activities that improves the value or appearance of the place of employment, home, school or community, the efficiency of an enterprise or business, or the living conditions of the family. An improvement activity involves a series of steps and generally requires a number of days for completion.

Improvement Examples
- Landscaping the home
- Building a fence
- Remodeling and painting a room
- Overhauling a piece of equipment
- Building or reorganizing a farm shop
- Renovating and restocking a pond
- Computerizing the records of an agricultural business

5.4c Supplementary
A supplementary activity is one where the student performs one specific agricultural skill outside of normal class time. This skill is not related to the major SAE but is normally taught in an agricultural program, involves experiential learning and does contribute to the development of agricultural skills and knowledge on the part of the student. The activity is accomplished in less than a day and does not require a series of steps.

Supplementary Examples:
- Pruning a fruit tree
- Changing oil in a sod cutter

- Balling & burlaping a tree
- Helping a neighbor castrate pigs
- Cutting firewood with a chain saw
- Staking tomatoes

5.5 Acceptable SAEs for State Degree and Proficiency Awards

In order for an SAE to be acceptable for award eligibility, the SAE must meet all of the following requirements:

1. Fall into one of the accepted FFA Proficiency Award categories. Please refer to the most current list of proficiency awards and the appropriate definitions of each. This list is published each year and is posted on azffa.org.
2. Must be closely associated with one of the following:
    a. student's possible agricultural career choice
    b. standards taught in the local agriculture department
    c. agricultural products, renewable natural resources, related supplies, services, mechanics, processing, research, or marketing.
3. Accurate records are kept and analyzed. Summaries of records have been reported and found on ADE Form 6.
4. Students shows development and application of agricultural knowledge and skills.

5.6 SAE Visits

Any time spent outside of class time, to instruct and supervise the student in planning, selecting, conducting or evaluating their SAE program, which contributes to the development of agricultural competencies.

Mere observation is not considered as on site instruction (SAE visit). Communication between teacher and student and/or parent is essential for on-site instruction.

The following concepts shall be followed when keeping records on a SAE.

1. 1st year students record period from June or July 1 till Dec 31 of following year (18 - 19 months) is based on local program needs. Thereafter, the record period is January 1 till December 31.
2. Entrepreneurship, Placement or Research SAEs are required for state awards.
3. Inventory and net worth calculations are taken at the end of the recordbook period and transferred to the beginning values for the following year. Ending inventory and net worth = Beginning inventory and net worth of the following year.
4. Projects must be owned by the student for Entrepreneurship SAEs, otherwise it is placement SAE with unpaid hours.

5. Animal Entrepreneurship projects must record feed and other expenses associated with owning an animal. Unpaid hours are not kept on entrepreneurship SAEs.
6. Fair market value is used for an animal's inventory value.
7. Records on Research SAEs include time spent (unpaid hours) with detail description. Students may keep records on expenses and income of the research.
8. The value of vehicles (productively invested) used in SAEs should reflect the percent of the mileage used exclusively for SAE activities. The remainder of the value is shown in non-productively invested assets.
9. Non cash expenses must be offset by barter income or non cash labor income or by income other than SAE (see state FFA degree, page AZ14, item #12).

5.7 Directed Lab Experiences / FFA / Ag Ed
1. Directed lab experience, unpaid hours and research, must be done before or after the student is officially finished with their school day.
2. Supervised CDE practices are acceptable as unpaid directed lab experience outside of class time, if that CDE is related with the student's SAE Program or possible agricultural career choice.
3. Serving as a FFA Officer, committee chairperson, attending State Camp, SLC, or National Convention does not count as unpaid SAE hours. However, hours worked on specific projects that could be classified or used for the Ag Ed proficiency award may be counted. A maximum of 100 hours may be accumulated within one record book year for these types of projects. Example projects that might be considered:
   a. Chapter recruitment video
   b. Lesson plan development for exploratory students, etc.
4. Hours spent on activities that fall within the normal scope of an officer's duties may not be counted. Examples of hours that may not be counted include:
   a. Planning the chapter banquet
   b. Executive or Chapter meetings
   c. Preparing for meetings
5. If the student pays their own way to a conference/convention/camp they can financially count it as educational expense and investment. (like tuition)

Frequently asked questions:

1. Are there SAEs which are allowed at the local level that would not qualify on the state/national level?
    YES

    Each local advisor may choose as he/she sees fit to allow students to have an SAE that may not qualify under the state adopted guidelines. Teachers may allow students to utilize concepts and principals that are taught in the class and then applied in unconventional SAEs. Common examples of SAEs that are allowable on the local level but are do not qualify for state/national awards/degrees are:
    *   Babysitting
    *   Working at a fast food restaurant
    *   Working at a mechanics/body shop that does not service agricultural equipment

2. If the parent purchased an animal for his/her child, is the project still considered entrepreneurship? In general, YES.

    The concept of entrepreneurship is more about the "control" of the animal rather than how it was financed. Control of the animal and the project means that the student is the decision maker on what the animal is fed, where it is shown, when it is sold, etc. All show animals fall into this category.

    An exception may be made with regard to equine projects. Most equine projects allow for a quality agriculturally related experience for the student, but few have the earning potential that they need to allow these students to meet the requirements for the state degree. In such cases, and to the extent that the agricultural education teacher is comfortable, unpaid hours may be counted on equine projects. Examples of activities that may be used to accumulate hours are: attending workshops, preparing and participating in shows, working with his/her veterinarian on maintaining the animal's health etc.

    If a student also uses his/her horse(s) for competition, he/she may not count earnings as well as unpaid hours.

3. If a student is responsible for taking care of the family pet and/or the home landscaping, does this count as a placement enterprise? YES.

    In either of the above scenarios, the student is "employed" by the parent(s) to do certain chores like taking care of the family dog and/or mowing the lawn every week. In these cases and appropriate amount of unpaid hours may be tracked in the student's record book and then applied toward the state degree.

Appendix B

Community Service Definition

1.0 DEFINING COMMUNITY SERVICE

Community service is the engagement of individuals or groups in an organized activity that contributes to the local, national, or world community. It is also known as volunteering which is defined as the practice of people working on behalf of others or a particular cause, without payment, for their time and services.
When using this definition consider this example: Participating on a school athletic team is a school related activity, but it is not community service. Volunteering as a Little League, Pop Warner Football or soccer team coach would be acceptable.

2.0 DEFINING SERVICE LEARNING

Service-Learning is a teaching and learning strategy that combines meaningful service to the classroom curriculum. Through service-learning, students are able to connect academic curriculum with real world service experience.

When using this definition consider this example: Students in a Horticulture class create a community garden in which a majority of the harvested produce is donated to local food banks. Note: Hours worked outside of classroom hours, may be used to meet the degree requirements.
Whether an activity is Community Service or Service-Learning, it must meet all of the following criteria in order to be approved as part of the American Degree Requirement:

1. The activity has tangible community involvement.
2. Students have an opportunity to gain skills and competencies or apply skills and competencies learned in the classroom setting.
3. The activity has a demonstrated positive impact on the community or individuals who live and work in the community.
4. The student gives of his/her time, energy or knowledge through activities focused on helping others, improving community resources or improving community infrastructure.
5. The community service activity can be organized by the FFA chapter; however, only hours worked outside of classroom setting may be included in the application
6. Activities listed as community service cannot be duplicated in the FFA activities section of the application. Student may only list the activity in one section of the application.

Arizona FFA American Degree Application Guidelines

NOTE: All SAE enterprises in an FFA award application MUST fit within the Arizona FFA SAE definition found in the Policies and Procedures Handbook on www.azffa.org. Final decisions on the validity of an SAE project will be made by the State FFA Executive Secretary.

Only applications generated with the most current version by the AET will be accepted.

- **Signature Page**
  - All signatures must be completed and valid
- **Cover Page**
  - Ensure that ALL fields on the page are complete
  - Under "Education Information" ensure that there is a yes for the "C" average or better
- **Basic Set Up**
  - Application ending date must be 12/31 of the last complete year
  - Application may not include records for current year
- **Supervised Agricultural Experiences – Placement**
  - Ensure that hours listed are realistic and that paid hours and income line up
  - Students enterprises should have a clear title and a brief, clear description
- **Supervised Agricultural Experiences – Entrepreneurship**
  - Students enterprises should have a clear title and should NOT be named after the name of an animal
- **Inventory Statement**
  - Inventory should be realistic and reflective of the type of SAE project (i.e. current livestock projects should show a record of feed, supplies, etc)
  - Ensure that livestock is properly classified on inventory. A horse is not a market animal but should instead be classified in the "draft, pleasure or breeding" category.
- **Income and Expense Summary and Balance Sheet**
  - Income and expenses should be realistic and reflective of the type of SAE project
  - Financial qualifications must be met under one of the three conditions
- **Community Service**
  - A minimum of 50 hours from three different community service activities fitting within the community service definition in the FFA Policies and Procedures Handbook must be logged.
  - SAE Hours that have been counted towards an SAE may not also be counted towards the community service requirement
- **Checklist**
  - All items should read MET but please note that this is generated by AET seeing that a field is completed. It does not necessarily mean that the student will meet all degree requirements.
  - If there is something that is not labeled MISSING then it should be remedied before being sent on to the state level.

Arizona FFA State Degree Application Guidelines

NOTE: All SAE enterprises in an FFA award application MUST fit within the Arizona FFA SAE definition found in the Policies and Procedures Handbook on www.azffa.org. Final decisions on the validity of an SAE project will be made by the State FFA Executive Secretary.

Only applications generated with the most current version by the AET will be accepted.

- **Signature Page**
  - All signatures must be completed and valid
- **Cover Page**
  - Ensure that ALL fields on the page are complete
- **Basic Set Up**
  - Application ending date must be 12/31 of the last complete year
  - Application may not include records for current year
- **Supervised Agricultural Experiences – Placement**
  - Ensure that hours listed are realistic and that paid hours and income line up
  - Students enterprises should have a clear title and a brief, clear description
- **Supervised Agricultural Experiences – Entrepreneurship**
  - Students enterprises should have a clear title and should NOT be named after the name of an animal
- **Inventory Statement**
  - Inventory should be realistic and reflective of the type of SAE project (i.e. current livestock projects should show a record of feed, supplies, etc)
  - Ensure that livestock is properly classified on inventory. A horse is not a market animal but should instead be classified in the "draft, pleasure or breeding" category.
- **Income and Expense Summary and Balance Sheet**
  - Income and expenses should be realistic and reflective of the type of SAE project
  - Financial qualifications must be met under one of the three conditions
- **Leadership/FFA Activities**
  - A minimum of 8 activities above the chapter level should be listed.
  - An FFA activity above the chapter level where other FFA chapter participate is allowable. Activities are not limited to state sponsored activities.
  - A students cannot double dip (i.e. log the Creed CDE and the Midwinter Conference at which they competed in the Creed CDE)
- **Community Service**
  - A minimum of 25 hours from three different community service activities fitting within the community service definition in the FFA Policies and Procedures Handbook must be logged.
  - SAE Hours that have been counted towards an SAE and FFA activities that have been counted towards an activity requirement may not also be counted towards the community service requirement
- **Checklist**
  - All items should read MET but please note that this is generated by AET seeing that a field is completed. It does not necessarily mean that the student will meet all degree requirements.
  - If there is something that is not labeled MISSING then it should be remedied before being sent on to the state level.
- **Chapter and District Review**
  - The chapter and district review should be completed by both the chapter and district advisor prior to submission for state review.

Arizona FFA Proficiency Award Application Guidelines

NOTE: All SAE enterprises in an FFA award application MUST fit within the Arizona FFA SAE definition found in the Policies and Procedures Handbook on www.azffa.org. The proficiency application reports the portion of the student's SAE in the selected award area ONLY. Refer to the proficiency award descriptions on ffa.org when students are generating their enterprises. SAE entries may need to be divided into multiple enterprises in the AET to properly disclose the financials/journal hours in an area. Decision of the proper award area for which a student is eligible will be made by the State FFA Executive Secretary and is final.

Only applications generated with the most current version by the AET will be accepted.

- **Signature Page**
    - All signatures must be completed and valid
- **Cover Page**
    - Ensure that ALL fields on the page are complete
- **Basic Set Up**
    - Application ending date must be 12/31 of the last complete year
    - Application may not include records for current year
- **Performance Review**
    - Ensure that the narratives are written as though the judge knows nothing about the students project
    - Spellcheck the text
- **Supervised Agricultural Experiences – Placement**
    - Ensure that hours listed are realistic and that paid hours and income line up
- **Supervised Agricultural Experiences – Entrepreneurship**
    - Students enterprises should have a clear title and should NOT be named after the name of an animal
    - Something like "Swine – 2016" , "County Fair Swine", or "Swine" not "Babe"
- **Income and Expense Summary**
    - Income and expenses should be realistic and reflective of the type of SAE project
- **Inventory Statement**
    - Inventory should be realistic and reflective of the type of SAE project (i.e. current livestock projects should show a record of feed, supplies, etc)
    - Ensure that livestock is properly classified on inventory. A horse is not a market animal but should instead be classified in the "draft, pleasure or breeding" category.
- **Learning Outcomes and Efficiency Factors**
    - A minimum of 3 efficiency factors/learning outcomes should be listed
- **Skills, Competencies and Knowledge**
    - A minimum of 10 skills should be listed
- **Resume**
    - Students MUST use the electronic template for their resume. A resume generated in another program and added separately will no longer be accepted.
- **Photos**
    - A minimum of 6 photos should be uploaded. Photos must be uploaded to the electronic application and can no longer be accepted attached separately.
    - Pictures should be of the STUDENT engaged in their SAE project and captions should thoroughly explain what the student is doing in the photo in third person.
- **Attachments**
    - Recommendation letter must be attached and should be a maximum of one page and should be signed
    - Personal page must be attached and should be a maximum of one page
- **Checklist**
    - All items should read MET or MUST ATTACH
    - If there is something that is not labeled MISSING then it should be remedied before being sent on

Examples can be found on https://www.ffa.org/participate/awards/proficiencies