



Kansas State FFA Degree Handbook

Kansas FFA Association

Updated December 2011

Contents

1. State FFA Degree Minimum Requirements
2. Accepted SAE Programs for earning the State FFA Degree
3. Examples of Page 2 – SAE Descriptions
4. Suggestions and reminders for Page 3 – Documentation of Hours
5. Clarification of Minimum Requirements
6. Clarification on “Activities above the Chapter Level”
7. Avoiding Common Mistakes
8. Commonly Asked Questions
9. Procedure for reviewing the State FFA Degree Application
10. Procedure for Consideration of District Star Qualifications and Requirements
11. Glossary

This handbook calls attention to important points in completing and submitting the application for the highest state membership degree in FFA. Careful study by applicants and advisors may prevent misunderstanding and possible disappointment. The Kansas State FFA Degree is the highest rank that can be conferred upon active members by the Kansas FFA Association. Those to receive the degree will be selected for nomination by the State Committee according to provisions in the Kansas FFA Constitution.

Awards will be presented with appropriate ceremony to the successful candidates at the annual Kansas State FFA Convention. Candidates may be nominated by submitting service and achievement records on official current application forms. Applications are to be prepared by the candidate and verified by the chapter advisor and school administration. It is critical that the information in the application be complete, definitive, neat and understandable. All records of the candidates Supervised Agricultural Experience, both paid and unpaid, must be accurate and the financial records must balance. The State Star in Agribusiness, State Star in Placement and State Star Farmer will be selected from the appropriate district candidates, by their respective districts. In any year, all active members who are candidates meeting minimum qualifications may be elected to the State FFA Degree (there are no district quotas).

All applications will be returned to the chapters submitting them at their respective district banquet. In the case of district stars, they may pick up their applications on Tuesday following the State Star Interviews. Any applications remaining in the State FFA office after that point will be available during the registration of the State FFA Convention.

The Kansas State FFA Degree application is located on the Kansas FFA website <http://www.hpj.com/wdocs/ffa/degrees/state.cfm>

For Star Applicants: Please read the section in this packet “Star Qualifications & Requirements.” The applications submitted for Star in Agribusiness, Star Farmer and Star in Agricultural Placement will include additional Information. The candidate must complete the entire State FFA Degree Application and KAAE Record Book plus sections of the American Star Battery. The American Star Battery is found on the National FFA web site at <https://www.ffa.org/Programs/Degrees/AmericanDegree/Pages/2011AmericanFFADegreeApplicationUpdates.aspx> and the Kansas FFA website at <http://www.hpj.com/wdocs/ffa/degrees/state.cfm>. The candidates must include all the additional pages requested, plus attach the SAE agreements for all portions of SAE, resume, two letters of recommendation and supporting photographs.

State FFA Degree Minimum Requirements

Summarized from the State FFA Constitution – Article IV. Section E.

- Have received the Greenhand and Chapter FFA Degree preceding election to the State FFA Degree.
- Have been an active member of the FFA for at least two years (24 months) at the time of application. *The key with this requirement is that there must be a full 24 months of membership at the time the student submits the State FFA Degree at Distract Selection Day.*
- Have maintained and completed two consecutive calendar years of record books which would follow the recommendations set by the Kansas Association of Agricultural Educators (KAAE).
- Indicate participation in activities of the local chapter.
- Have completed the equivalent or at least two years (360 hours) of systematic school instruction in agricultural education at or above the ninth grade level, which includes a supervised agricultural experience program; if in high school, must be enrolled in an agriculture education course.
- Receive instruction in and demonstrate proficiency in at least ten parliamentary procedure motions, documented and signed by the chapter advisor and submitted with the application.
- Demonstrate leadership ability by giving at least a six minute oral presentation or speech on a topic relating to agriculture or the FFA.
- Serving as an officer and/or committee chairperson or a participating member of a major committee.
- Have earned and productively invested at least \$2,000 by his/her own efforts from a supervised agricultural experience program, or have worked (other than scheduled class time) as least 600 hours. The student may use a combination of both dollars and hours that equal the whole.
- Demonstrate leadership ability as evidenced by their leadership and cooperation in student, chapter, and community activities
- Meet academic outcomes with an average of a "C" or better as defined by local superintendent or principal.

- Have participated in at least eight different kinds of activities above the chapter level, determined by a compiled checklist developed by each district and formulated by the state degree committee.
- **Have participated in at least 25 hours of community service, within at least 2 different community service activities. These hours are in addition to and cannot be duplicated as paid or unpaid SAE hours. (Effective January 1, 2012 as approved by the Kansas FFA Executive Committee)**
- Applications must be financially correct.

Accepted SAE Programs for Earning the State FFA Degree

SAE programs are teacher-supervised, individualized, hands-on, student developed projects that give students real-world experience in agriculture and/or agriculture related areas. An SAE is considered acceptable if it will correspond to a recognized National FFA Proficiency Award area and meet one of the three criteria below.

Entrepreneurship

Personal ownership of an ag-related enterprise or agribusiness.

Placement

Paid employment or non-paid internship in an ag-related job or career area.

Agriscience

Research based program in which students collect data and reach scientific based conclusions dealing with agriculture or ag-related issues.

Supervised Agricultural Experience

Supervised Agricultural Experience (SAE) can be described as experiencing life applications. As a part of the agricultural education program, students are encouraged to invest their time and sometimes money into a life application activity that aligns with their interests and career goals. These activities are supervised by the local agricultural education instructor. SAE's could include leadership and public speaking, home and/or community improvement projects, horticulture, gardening, livestock production, poultry production, specialty crop or animal, on-the-job training, agriscience research projects, or a number of other interesting areas. Students are encouraged to maintain their SAE while they are enrolled in agricultural education. This will allow them to continually apply the information used in the classroom to improve their SAE. Students must maintain an SAE in order to retain FFA membership if they are not enrolled in an agriculture education class for one year.

Food service and grocery store employment would qualify as an SAE for the state degree, as long as there was some progress being made towards management level skills, or other strong food safety or marketing skills were involved. However, these SAE's would be discriminated against as a proficiency award and be at a disadvantage in competition against any other ag sales or ag service SAE. These SAE's would also not be eligible for District or State Star awards. The Ag Ed instructor will be able to approve what is and is not an SAE for local awards and recognition. An SAE must meet the above requirements for any state level SAE recognition or award. It will be the responsibility of the State FFA Advisor and Executive Secretary to determine the eligibility of an SAE for state awards and degrees. It will be the responsibility of the student to communicate that the appropriate skills have been achieved for state level recognition.

There are five factors that define a quality SAE program. Quality programs are:

Documented.

Students maintain an accurate and analytical set of records. Students develop an understanding of managerial practices and identifies alternatives based on his or her records. Records are maintained in a timely manner. Student also develops a resume.

The SAE is curriculum based.

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

The SAE is student managed.

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

Student receives recognition.

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

Student achieves high-level skills.

The skills a student achieves are more important than a job title. Every SAE should emphasize the skills achieved - just because a student owns 30 cows doesn't mean that (s)he knows anything about how to manage a cow herd. Skills need to be ag related, not just skills that can relate to ag. The argument that the skills can be transferred to an ag related job does not make them ag related skills.

Defining SAE Hours – Unpaid**SAE hours that will qualify for unpaid experience:**

- o Hours in an occupation program where laws prevent payment of wages (observation, shadowing)
- o Volunteer work at a National or State Park.
- o Volunteer work with the Department of Natural Resources, Department of Fisheries, etc.
- o Non credit hours in school where the student manages an agriculture/agribusiness department project.
- o Non-credit school shop/lab assistant.
- o Supervised, unpaid work at home, other than enterprises included in the application.
- o Volunteer hours in assisting Extension Service with youth supervised agricultural experience programs.
- o Volunteer work at the county fair in setting up, registering and receiving, monitoring of exhibits, Children's Barnyard attendant.
- o Volunteer work with the Soil Conservation Service planting trees or other conservation work.
- o Unpaid work in the school farm or test plot.
- o Volunteer hours working with the Ag in the Classroom program.

Examples of hours that will not qualify:

- o Leadership activities such as public speaking before community and civic groups.
- o Volunteer work at a non-agricultural business such as hospitals and nursing homes, etc.
- o FFA leadership career development events and activities.
- o Volunteer work in programs such as "Adopt a Highway".
- o Chapter fund-raising activities.
- o Preparation for or participation in Career Development Events and leadership programs, proficiency awards, or advanced degree programs.
- o Serving as a volunteer on an election campaign committee.

Defining AGRICULTURAL EDUCATION SAE's and Activities Included for Recognition

These programs **should not** include general FFA activities such as all the hours as an officer, participating on CDE teams, attending leadership conferences, etc.

Here is a list of example activities:

- Serving as a PALS mentor
- Presenting Food For America Programs
- Working as a departmental assistant (typing up tests, producing handouts, supporting instructional activities, etc.)
- Helping train a CDE team (some advisors use student leaders with Jr. Teams, or to run practices in teachers absence, etc.)
- Helping fellow students with Proficiency, Degree or Scholarship applications (outside of class time)
- Extension Education type activities (Serving as a youth 4-H leader training younger members, presenting educational programs to community)
- Teaching assistant were they actually teach other students (leadership programs would be most common, but could do some technical agriculture, some FFA officer activities would probably fit with the intent here)
- Job shadowing an ag. teacher outside of their own class time (would be even better if they could spend a day shadowing a teacher other than their own)
- Attending University workshops on Ag Ed if any are offered
- Ordering needed instructional materials and consumables for their ag. department (outside of class time)

Again this is not a complete list, however, these examples will give you an idea of the higher level activities students are expected to perform for recognition in the area of Agricultural Education.

The important thing to remember is that the students should count hours on activities related to instructional duties. We know some have an impression that FFA is agricultural education so they should count all their hours but the student really should be engaged in learning or practicing instruction.

Work Experiences that are not allowed to count toward earning the State FFA Degree

- Babysitting/ Child Care
- Housekeeping
- Working in a retail store that is unrelated or has no portion of the job associated with an agriculturally-related activity.
- Working in a restaurant that only involves cleaning tables and waitressing.

Defining Community Service Activities Included for Recognition & FAQ's

(Effective January 1, 2012 as approved by the Kansas FFA Executive Committee)

To receive a state FFA degree, members must complete at least **25 hours** of community service in a minimum of **two** different activities.

The community service hours must be in addition to hours spent on paid or unpaid SAE projects. The hours cannot serve a dual purpose in fulfilling both community service and SAE requirements.

Community Service Hours Requirement FAQs

Are the State and American FFA degree community service hours cumulative?

Yes.

For example, you can add the 10 hours earned while obtaining your chapter degree to the 15 hours earned while obtaining your state degree. You can then add those 25 hours and an additional 25 hours to reach the 50 hours required for your American FFA Degree.

10 chapter degree hours + 15 additional hours = 25 state degree hours
 25 state degree hours + 25 additional hours = 50 American degree hours

What types of activities count as "Community Service?"

Defining Community Service:

Community service engages students in the educational process, allowing them to use practices they learn in the classroom to make a difference in real life. Students not only learn about democracy and citizenship, they become actively contributing citizens and community members through the service they perform.

Use this definition as a guide to determine if a given activity meets the community service requirements. An activity must meet all of the following criteria in order to be approved as community service:

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, it must be performed outside of classroom time.
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.

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.

The American Degree application states a community service must be a non-FFA activity. Keep in mind it can be organized by the FFA chapter, but must be conducted outside of classroom hours.

Requirement:

| | |
|-------------------|--|
| Greenhand Degree: | 10 community service hours |
| State Degree: | 25 community service hours (a minimum of 2 different activities) |
| American Degree: | 50 community service hours (a minimum of 3 different activities) |

These hours can be cumulative. Greenhand needs 15 more community service hours in 2 different activities to qualify for the state degree and the state degree needs 25 more community service hours in one more activity to qualify for the American Degree.

REMEMBER

When describing your SAE on Page 2 of the State FFA Degree application, please provide a description of your responsibilities. This includes jobs and responsibilities you had in your SAE area.

PLEASE DO NOT SIMPLY LIST – AG EDUCATION SAE or AG COMMUNICATIONS SAE. We are asking for more specific roles and responsibilities to define your SAE.

See examples on following pages...

Example of Properly Completing Page 2

A. Supervised Agricultural Experience Program by Year:

| Year | Entrepreneurship, Placement, and/or other SAE Description (Enterprise, Description, Size, Title, Site, Hours, etc.) |
|---|--|
| 1st Year ___9-1-2007___ Mo/Day/Yr to Dec. 31 ___2007___ Year | Equine Science SAE Placement: Clear Aire Stables – 240 hours Responsibilities include: Grooming and exercising horse, feeding and watering horses Entrepreneurship – 1 Quarter Horse |
| 2nd Year Jan. 1 to Dec. 31 ___2008___ Year | Equine Science SAE Placement: Clear Aire Stables 300 hours Responsibilities include: Grooming and exercising horse, feeding and watering horses. Assisting with trail rides. Entrepreneurship – 1 Quarter Horse |
| 3rd Year Jan. 1 to Dec. 31 ___2009___ Year | Equine Science SAE Placement: Clear Aire Stables 400 hours Responsibilities include: Grooming and exercising horse, feeding and watering horses. Assisting with trail rides. Assist in coordinating horse show equipment Entrepreneurship – 2 Quarter Horses |
| 4th Year Jan. 1 to Dec. 31 _____ Year | |
| 5th Year Jan. 1 to Dec. 31 _____ Year | |

Example of Properly Completing Page 2

A. Supervised Agricultural Experience Program by Year:

| Year | Entrepreneurship, Placement, and/or other SAE Description (Enterprise, Description, Size, Title, Site, Hours, etc.) |
|--|---|
| <p>1st Year ___9-1-2007___ Mo/Day/Yr to Dec. 31 ___2007___ Year</p> | <p>Agricultural Education SAE 150 hours Responsibilities include: PALS Mentor Food For America – Designed and Presented Workshop on the Food Pyramid and Healthy Nutrition Chapter Recruitment Presentation – Developed a presentation for Middle School Students to learn about Ag Education and FFA. Presented in a team of three at middle school orientation program.</p> |
| <p>2nd Year Jan. 1 to Dec. 31 ___2008___ Year</p> | <p>Agricultural Education SAE 350 hours Responsibilities include: PALS Mentor Chair of the Food For America Committee Organized committees, Assigned responsibilities, Contacted presenters, Arranged facilities, Communicated with school staff. Classroom Teachers' Assistant Produced powerpoint presentations for ag instructor Designed classroom demonstration to assist in teaching horticulture class Redesigned chapter's fruit sale ordering system</p> |
| <p>3rd Year Jan. 1 to Dec. 31 ___2009___ Year</p> | <p>Agricultural Education SAE 450 hours Responsibilities include: Classroom Teachers' Assistant Assisted instructor with producing handouts and preparing classroom demonstrations. Organized an application workshop for FFA members. Assisted in coaching the Ag Sales CDE Team. Agricultural Communications SAE – 100 hours Designed two FFA Chapter newsletters Updated FFA Chapter website</p> |
| <p>4th Year Jan. 1 to Dec. 31 ___2010___ Year</p> | |
| <p>5th Year Jan. 1 to Dec. 31 _____ Year</p> | |

Additional Notes for Page 3 & 4

Remember in this section:

- *No unpaid or directed lab/SAE hours dedicated to owning and managing an entrepreneurship/ownership type project are eligible for consideration.*
- *All unpaid or directed laboratory/SAE hours must occur outside the regular scheduled agriculture class.*

Total Hours Worked

This refers to both paid and unpaid hours of work.

Job Title, Type of Work and /or Other SAE Description

Provide a brief description of the work done, or the actual title assigned to the job performed. Only listing the employer gives a partial picture of the SAE.

Examples:

| | |
|----------------------------------|---------------------------|
| Assistant greenhouse manager | Milker |
| Field research assistant | Website designer |
| Floral designer | Nursery sales clerk |
| Transplanting and potting plants | Cleaning fish ponds |
| Park attendant | Hunting guide |
| Park volunteer | Wildlife habitat research |

Unpaid (A)

The number of hours you worked where the only compensation was the experience you gained.

Examples:

Home improvement, unpaid work on home farm, school lab, volunteer work in agriculture field, or research/experimentation

Gross Earnings (C)

This area is for the entire salary you earned before any payroll deductions were made for income taxes, social security, or other benefits.

Total Expenditures (D)

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

Special Tip: Taxes or FICA go on page 11, line 22e.

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

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

Clarification of Minimum Requirements

Completed at least 360 hours (2 years) of Agriculture Education Instruction while in high school.

- When counting agricultural education instruction hours, the student must only be counting the hours they have obtained while in **HIGH SCHOOL** agricultural education.
- Courses must be under the Agricultural Education Department and cannot be other courses offered in the High School such as Biology, Chemistry or any other course that is outside of the realm of the Agricultural Education Department.
- Class hours are based on a 90 hour semester or 180 hours per year.
 - 1 semester = 90 hours 2 semesters = 180 hours
 - 1 year = 180 hours
 - 2 years = 360 hours
 - 3 years = 540 hours
 - 4 years = 720 hours
- If a student has block scheduling, the class hours are still divisible by 90 hours whether they are 90 hours in a quarter or semester and they must still have 360 hours to meet the minimum requirement.

Have at least 24 months of FFA Membership at the time of application.

- The key with this requirement is that there must be a full 24 months of membership at the time the student submits the State FFA Degree at District Selection Day.
- An FFA member can apply for their State FFA Degree until February 1 before their fourth National FFA Convention after they graduate from high school.

Members must apply for State Star awards at the same time that they are applying for their State Degree.

Guideline & Rule Adjustment: Age of State Star Candidates

Effective Jan. 1st 2013 candidates for State Stars can only apply one year following High School graduation. This is the same policy currently in place for the Proficiency Awards program.

Clarification on “Activities Above the Chapter Level”

The following activities are considered “above the chapter level.”

1. Greenhand Conference
2. District Officer Conference
3. County or regional FFA officer training workshops
4. Leader Lab
5. Washington Leadership Conference
6. State FFA Convention
7. State Convention Activities
 - i. State FFA Courtesy Corps
 - ii. State FFA Delegate (cannot count serving as a delegate and attendance at state convention as two activities when they occur the same year.)
 - iii. State FFA Agriscience Fair
8. National FFA Convention
9. National FFA Convention Activities
 - i. National FFA Day Of Service
 - ii. National FFA Courtesy Corps
 - iii. National CDE
 - iv. National Agriscience Fair
10. Participation at multi-chapter, district or state Career Development Events.
11. District, or state speaking contests.
12. Participation as a FFA member in an FFA sponsored district, state, or national contest.
13. Participation in:
 - State Proficiency Award Program
 - Agri-Entrepreneurship Program
 - AgriScience Student Award Program
 - and H.O. Sargent Award Program
14. Band, Chorus or Talent Participation at State and National Conventions.
15. Participation in NICE, Farm Forum, CTSO Leadership Workshop. Where the FFA member is representing the FFA Chapter.
16. Exhibiting at county or regional fairs as a representative from your FFA Chapter.
17. Exhibitor at State Fair – as a representative from your FFA Chapter.
18. “Agriland” or participation in an FFA related educational activity at the Kansas State Fair.

A word of caution:

It is impossible to list every FFA activity that counts or doesn't count in this State FFA Degree Handbook. When considering whether or not it is an acceptable activity refer to the definition below. The activity must be an **FFA activity** and be **above the chapter level**.

Definition: An activity is defined as an FFA activity when:

- A.** An FFA organization (local, state or national) sponsors the program or activity.
- B.** An organization other than FFA, sponsors the activity and FFA chapters are invited to participate. An example would include Farm Forum. The Kansas Farm Bureau sponsors Farm Forum and invites 4H clubs and FFA Chapters to participate. This is, therefore, an FFA activity above the chapter level.

Definition: Above the chapter level

It is considered above the chapter level if it's a multi-chapter activity where at least one other member from at least one other chapter attends.

Please note: To have **eight** activities above the chapter level, the activities must be eight different activities. Two trips to the State FFA Convention is counted as **one** activity above the chapter level.

Avoiding Common Mistakes when Filling out the State FFA Degree Application

1. Use the most current application posted on the Kansas in FFA website. The application is posted at <http://www.hpj.com/wsdocs/ffa/degrees/state.cfm>
2. Make sure to read the “KS Instructions” page. The first page of the State FFA Degree Excel document.
3. Begin entering information on the cover page and move through the pages numerically. When you enter information on the “Cover” page and “Cover B” page, the information will be transferred to the “KS Cover” and “Cover B” pages, there is additional information requested on the KS pages that must also be completed.
4. Do not use decimal points when entering numbers. This will cause “ERROR” to appear in your requirement columns and you won’t see where the problem is because the decimals hide once they are entered. The new application should not allow for any decimals to be inputted. You will get an error message.
5. Make sure that Page 2 of the application follows what you have listed for your SAE in the rest of the application. If you have 400 hours listed for your Ag Sales SAE for a particular year, you should have 400 listed on page 3 or 4 that correspond.
6. Make sure the year your FFA membership starts is the year the records start. You can be an FFA member before you have an SAE but you can’t list years of records before you started FFA.
7. Don’t list assets twice, if you list them as current assets, they can’t also be a non-current asset.
8. Make sure on page 8a and 8b to “X” the box indicating the year for the last year of your records. This should be done for all applications whether it is an entrepreneurship program or placement program. If you have a placement program, putting the “X” above the last year of records cleans up the application so no error messages appear.
9. If you barter or have ag labor exchanged for non-cash operating expenses (Pages 8a and 8b, section 1 lines f and g), you need to list what the amount is for the non-cash expense operating expenses (Pages 8a and 8b, section 2 lines c and e). These should technically add up to the same unless there was some unique situation which would have occurred.
10. On page 9, realistically a student may have some cash on hand or in savings and should have some personal expenses that could be listed. Leaving this as “0” does not always provide the most accurate picture of the student’s overall net worth.
11. If you have an entrepreneurship program, you cannot list your entrepreneurship SAE hours on pages 3 and 4. If you have other hours for other projects in your overall SAE, you can have a combination of both entrepreneurship and placement. However, if you are counting hours working with your animals and also counting your animals as your entrepreneurship program, **this is not allowed.**
12. Don’t forget to complete page 13a of the Kansas required pages of the degree. This includes additional state requirements needed in order to receive the State FFA Degree.
13. Clearly define the eight (8) activities above the chapter level. Activities that FFA advisors are not familiar with can cause confusion as to whether they qualify as above the chapter level or not. See list in this document of currently accepted activities above the chapter level. Activities can only be counted as one even if there are multiple years of participation in that one event. Plan ahead for students who potentially can earn degrees and have them attend state level activities, workshops, etc. in order to fulfill the requirement.

14. On page 12, list the years of participation in the events listed. **Do not put “X” in the column of the level of participation. Applications that have an “X” will be returned for the page to be modified following the district selection day.**
15. On page 12, members must complete at least **25 hours** of community service in a minimum of **two** different activities. The community service hours must be in addition to hours spent on paid or unpaid SAE projects. The hours cannot serve a dual purpose in fulfilling both community service and SAE requirements. Students need to describe the service provided.

Acceptable – Assisted with registration at the community blood drive.

Unacceptable – Community Blood Drive

16. On Page 13a, the speech listed need to be “Agriculturally-related” speeches.
17. Were taxes filed? Either yes or no should be checked on Cover Page B.
18. If you are making changes to your application, it is really best to print out a new copy of the competed application so that all pages are dated the same. Also if you adjusted any numbers, by printing out a new application you will know that proper transferring occurred. If you are only replacing the first or second page or a few pages in the back, you can just reprint those pages and it will be accepted.
19. Don’t forget to have all signatures.
20. Punctuation/grammar: Make sure you proofread the application in these areas. Have the English teacher help-----cross curriculum work can be utilized here. Administrators like it. English teachers like helping out and learning about the student’s SAEs.
21. On any application, the numbers need to match. Hours on page 2 of the State/American FFA Degrees need to match the hours worked.
22. Ask for help/advice. Other teachers can notice something you miss or make suggestions that might make the application better.

Commonly Asked Questions about the State FFA Degree Application

1. How do I determine whether or not the students has met the minimum number of hours worked and dollars earned and invested if they are using the combination method?

To determine if the student has met the minimum requirements, you find out the number of total hours worked and the number of dollars earned and productively invested. To find the total hours worked, look on page 4, Grand Total. To determine the number of dollars earned and invested you need to look at page 11 lines 26c and line 23. Line 26c shows you how much was earned. Line 23 shows you how much was productively invested. Since our constitution states “earned and productively invested: you need to look at both lines 26c and line 23 and use whichever line is less.

Then you determine what percentage of each has been completed. For example, if they have worked 600 hours, that equals 60% of the 1000 hour requirement ($600/1000 = 60\%$). If they have earned and invested \$570, that equals 38% of the \$1500 requirement ($\$570/\$1500 = 38\%$). Then you add the two percentages together. If they equal 100% or more, the student would satisfy the minimum requirement. In this case, the student has only met 98% of the requirement and therefore would not meet the minimum requirement for the State FFA Degree.

2. How long after graduation from high school can I apply for my State FFA Degree?

Members can apply for their degree as long as they are still an FFA member. This means they could apply for their State FFA Degree and receive their degree up until the fourth convention following the date of their high school graduation. This could be extended if the person has served in the military.

3. What is the difference between a current asset and a non-current asset?

A current asset is cash, near cash and assets normally convertible into cash within one year without disrupting the business. Non-current assets are those assets which are not sold and converted into cash during a year.

4. Feed costs were bartered for...how do I record that?

Feed costs that were bartered for are recorded on page 8a & b line 2c. Any expenses which are bartered for (line 2c or 2e) must also be included on line 1f or 1g on Page 8a & b. I brought a truck/car for transportation to and from my place of work.

5. Can this be counted as a productively invested asset?

Only a percentage of the cost of the vehicle can be used. For example, if a student purchases a \$5,000 vehicle and it is used 50% of the time for work related activities, you may record \$2,500 as productively invested. Likewise, a percentage of the liability of the vehicle can be considered a “liability on productive assets.”

6. My Line 30 (page 11) is greater than Line 29 (page 11). What did I do wrong? How can I fix it?

Line 29 is the difference between the total funds received during the years covered by the application, minus the total identified use of these funds. Based on the information in the application, this is the maximum amount a member's equity can increase by. If line 30 is greater it is because:

- A. You probably failed to identify (report) all the sources of income.
Double Check the following sources:
 1. Candidate's return to capital, labor and management from SAE program (Page 11, line 26a).
 2. Grand total net earnings from candidate's wage earning SAE program (Page 11, line 26b).
 3. Grand total earnings from agricultural activities not part of the candidates SAE program (Page 11, line 27a).
 4. Grand total earnings from nonagricultural activities (Page 11, line 27c).
 5. Grand total income other than earnings (Page 11, line 27d)
- B. You may have included something in the Balance sheet that is not accurate and therefore inflates your gain in owner's equity.
- C. You may have neglected to report a liability that the student has.
- D. You may have neglected to report a beginning value for an item that was in the student's possession when they came into the program and may or may not still be a part of the student's net worth. (Some students report value of stocks, bonds or insurance when they apply for an award and do not report any such asset when they begin in the agriculture program. This omission is what causes the error.)

7. What goes on page two of the State FFA Degree application?

All the hours you worked and where

All the totals of animals you had during the year

Total acres you farmed during the year

Example

| | |
|------------------|-----------|
| East Side Market | 113 hours |
| Market hogs | 35 |
| Holstein cows | 11 |
| Bull calves | 4 |
| Heifer calves | 7 |
| Sows | 3 |

You list everything on page two even if you sold it. It shows the scope of your activities for the year. Livestock on hand shows up on the inventory pages and shows what was on hand on December 31. The fact that some were sold would be shown in the cash sales line on page 8a and 8b for the state degree and 6a & 6 b for the proficiencies.

8. How do I show depreciation?

You show it on the inventory pages in the State/American degree. It should also show up on pages 8a & 8b in the non-current capital transactions for State/American degrees and on 6a & 6b in the proficiencies in the non-current inventory if it is depreciable. For example, a tractor is non-current inventory and can be shown as beginning inventory (4c) for year 2000 on the proficiency and on the State/American degree. It should also be shown as closing inventory (4a) at a lesser amount since tractors depreciate.

| | | 2000 | 2001 | 2002 | 2003 |
|----|---|-------|-------|--------|--------|
| 4a | closing non-current capital inventory | 54000 | 48000 | 102000 | 90000 |
| 4b | non current capital sales | 0 | | 0 | 0 |
| 4c | beginning non-current capital inventory | 60000 | 54000 | 48000 | 102000 |
| 4d | non-current capital purchases | 0 | | 600000 | |

This shows depreciation over four years---one tractor from 2000 through 2003 and one from 2002 through 2003. It lost \$6,000 each year and you purchased another tractor for \$60,000 at the end of 2002. In 2003, you had \$12,000 worth of depreciation----\$6,000 on each tractor. Having your students date their non-current depreciable assets will help with the depreciation

What is confusing to some people is that non-current non-depreciable items go here too. If you bought a 20-cow beef herd, they go here and get depreciated. If you raised them, they go here and don't get depreciated.

Also note: Some items can APPRECIATE. Explain this in the essays and/or the instructor's statement, especially if you have machinery and animals. Collectible tractors and breeding stock can appreciate and increase the values in this area and so again, EXPLAIN it.

Some applications show NO depreciation and you really can't do that without a real good explanation. Some applications have shown depreciation on the inventory pages and not having any on pages 6a-8b and/or 8a-8b.

9. What goes under current inventory at the top of 8a/b and 6a/b?

Anything you buy and sell in a year. All feed goes here, even if it is on hand on the Inventory pages (it should be in the current inventories). Market lambs, butcher hogs, market beef, all go here. You could have 300 hogs and the feed for them on hand on December 31 and sell them on January 6. \$5000 worth of feed as well as \$24,000 worth of hogs would be current inventory. Next year, you could sell all the hogs in December and only have \$1000 worth of feed on hand to make a change in current inventory of -\$28,000. A -\$28,000 inventory is hard for people to understand, but they need to see the difference in cash sales in each year. The totals are the same, but in different places. Other items here like small buckets, cattle brushes, medicine, etc go here too.

Procedure for reviewing State FFA Degree Applications

Responsibility of Chapter Advisor: Inspect the SAE and application of all qualified candidates. Verify and sign the applications for all qualified candidates from their chapter. Submit to the appropriate District Advisor the following items which must be received on or before the District Review/Proficiency Selection Day.

- o Completed application form with appropriate signatures and completed Degree Check Sheet.

Responsibility of District Advisor/KAAE Vice President: Arrange for a committee to review each application, complete the checklist and the certification/noncertification statement on each candidate. Forward application and supporting materials for all approved candidates to the State FFA Office by the established deadline.

Action by the State FFA Executive Committee and State Executive Secretary: The appropriate committee identified by the State FFA Executive Committee will review all applications and district committee evaluations.

The selection committee will review each candidate's application prior to making the final decision regarding approval or disapproval for the degree.

Selection Timeline

1. All applications and record books must be in the hands of the district advisor/coordinator by the scheduled start time of the district evaluation day. Applications arriving late date are to be automatically rejected.
2. The district advisor is responsible for selecting committees and setting a date for screening the applications and interviewing the applicants. Note: If possible, two different committees should be selected for these tasks. An advisor should neither review nor evaluate candidates from his/her own chapter. Where possible, representatives from agribusiness should be involved on the committees.

Process

- o All State FFA Degree applications must be reviewed at the District Review/Proficiency Selection Day.
- o Any State Degree candidates who meet all the qualifications will have their application automatically forwarded to the State FFA Office.
- o Materials approved at the district selection day are **TENTATIVELY** approved for the degree, the state will review ALL applications submitted to verify that application for the State FFA Degree is complete and accurate. Only after the state has reviewed the applications will the degrees be conferred.
- o Constitutional and procedural requirements are shown on the application in the checklist that must be completed by the chapter advisor and district review committee. Failure to qualify in any one minimum requirement will disqualify the candidate.
- o If the committee fails to recommend application they will be returned to the student for the opportunity to make corrections.
- o Those applications may be resubmitted for review by the State Committee after corrections are made. The record books and application must in the **possession** of the State Office by **March 10**, if the student seeks to achieve the State FFA Degree.
- o The list of candidates will be submitted to the Kansas FFA Executive Committee for their approval prior following the State Evaluation Day.

Action by the Official Chapter Delegates Assembled at the Annual State Convention

- o State Executive Committee will present the names of those candidates nominated to receive the degree.
- o Official delegates will vote to accept/reject the nominees for the degree.
- o The State FFA Executive Committee, which is responsible for recommending candidates for the degree, relies heavily on the evidence submitted in the application upon which to base their judgment. It is therefore important that information submitted be as complete, definite, neat, and understandable as possible. First and foremost, the applicant must either type the entire application or use a combination of typing and the available computer software. If any part of the application - excluding signatures and checklist verification - is not typed or computer printed, the application will be rejected.
- o All members receiving the degree will be presented a State FFA Degree Charm and certificate from the State Association.

Procedure for Consideration of District Star Qualifications and Requirements

A. Star in Agribusiness Eligibility

Candidates whose SAE entrepreneurial earnings focus on providing supplies and services TO and FROM the agricultural/natural resources industry that represent more than half of their total earnings are to be considered for Star in Agribusiness.

Candidates may complete pages 3 and 4 (Placement SAE) or pages 8a & 8b (Entrepreneurship SAE), in addition to other applicable parts.

B. Star Farmer Eligibility

Students earning this degree must have completed pages 8a and 8b, in addition to other applicable parts. Use only earnings from production agriculture experiences in comparing and selecting the district star. (Do not include placement earnings).

C. Star in Ag Placement Eligibility

Students earning this degree must have completed pages 3 and 4, in addition to other applicable parts. Use only earnings from placement experience in comparing and selecting the district star. (Do not include entrepreneurship earnings). SAE must related to agriculture enterprises.

- Each district will continue to select a qualified candidate whose application and record book were correct at the District Review Day. The district may select an individual to be considered for the State Star Farmer, the State Star in Agribusiness and the State Star in Agricultural Placement.
- To be considered for the District Star Farmer, the District Star in Agribusiness or the District Star in Agricultural Placement award, the candidate must check the appropriate blank at the bottom of page 2. Checking one of these blanks will disqualify any income earned or invested and any hours worked through the other type of program. The corresponding program area must be checked under type of program heading on the same page.
- Star candidate books must be not greater that 2% inaccurate.
- All applicants interested in being considered as a Star candidate will be interviewed on the district level regardless of a ranking system when considering the written application alone.

- Each district should use a committee consisting of a past State Officer, a business/industry representative, and Agriculture Education Instructors/FFA advisors without eligible candidates to select the Star candidates for the district level.
- The interview will provide districts the opportunities to choose the best candidate with the best program, not just the best program on paper. The interview at the district level will also help prepare the candidate for state level interviews.
- Each applicant must submit a photocopy of his or her state degree application. The photocopy of the application submitted on selection day will be forwarded to the State FFA Office on that day. This will be used as a reference if concerns are raised that the SAE program was appreciably altered after selection and before submitting to the state.
- After selection of the district stars, **the applications and books of the selected stars will be returned to the student for the opportunity to make corrections.**
- Those returned record books and applications must be resubmitted after any corrections are made and must be in the possession of the State FFA Office by **March 15**.
- If a district chooses not to interview their star applicants, then the record book and application must be submitted to the State FFA Office on the district selection day and no opportunity will be provided for changes to be made.

Procedure for Kansas FFA Degree Star Applications with SAE Record Books

1. Only SAE record books will be evaluated.
2. Require no specific record keeping system; however, require specific records to be kept for all entrepreneurial and placement programs.
 - Business Agreements
 - Inventories (Beginning and Ending) - when appropriate
 - Itemized Income
 - Itemized Expenses
 - Number of hours - when appropriate
3. Responsibilities of Verification Committee:
 - Verify the inventory and financial information on the State FFA Degree Application (pp. 3 through 11) with the SAE records.
 - Complete a review sheet relating to minimum expectations in comparing the application with the record books.
 - Make written comments on the review sheet regarding such items as:
 - Addition and subtraction errors
 - Transposing errors on Application from Record Books
 - Typing errors

State Stars Selection Materials

Once district candidates have been selected they will need to complete the additional material below and submit all materials to the State FFA Office by **March 15**. All materials include: Completed State FFA Degree application, SAE Record Keeping system as defined by KAAE and items from the American Degree Star Battery.

Specific items to be included from the battery are:

1. - Questions – Entrepreneurship or Placement (which area represents your program) (1-2)
2. - Skills (B7)
3. - Efficiencies – if appropriate (B8)
4. - Personal Items

- Personal History – Your personal history is the story of your own achievements and provides you with the opportunity to tell the judges information not included anywhere else in the your application. Your story should not exceed three double-spaced pages in length.

- High School Transcript

- Résumé – One or two page that includes the following information:

Name/address/phone/FFA chapter
 Career objective
 Education
 FFA leadership activities/awards
 School leadership activities/awards
 Community leadership activities/awards
 Professional associations
 Other accomplishments
 References

- Employer or Instructor's Statement – Submit a statement from the applicant's most recent employer and/or agriculture instructor and one other recommendation. The recommendation should be a maximum of one page. A total of two recommendations should be submitted. The agricultural instructor's recommendation is required. If an employer is a part of the SAE program, their recommendation is also required.

- Supporting Photographs – Submit a maximum of six photographs, no larger than 3 ½" x 5" or 4" x 6", with a brief caption (50 words or less) for each. (The Kansas FFA Association reserves the right to retain and use the photographs for publicity purposes.)

Glossary

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

accrue-to accumulate; to grow

acquisitions-items that are purchased or received

acquisition cost-price plus closing cost to buy an item.

assets-any item of value owned by a business or individual.

balance sheet statement -A statement of financial status of a business at a given date.

book value -The original value minus the accumulated depreciation.

boot -Something given to equalize an uneven trade.

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

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

chattel -Personal capital property other than real estate holdings and usually will not include livestock.

competencies -Measures of abilities, knowledge or skills.

current liabilities-liabilities that are payable within the year.

current/operating assets-Items used in day to day operation, cash, items bought to resale, or items with a useful life of about a year. Also includes all market animals.

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

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

depreciable-items that lose value over time because of wear or becoming obsolete.

depreciation -The amount something falls in value because of time and/or wear and tear.

eligibility -Qualifications that must be met to attain something.

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

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

equity -The businesses assets minus the liabilities; same as net worth

expense - cost involved with producing a product or service

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

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

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

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

liabilities-Money, goods and/or services that you owe.

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

net worth -The difference between total assets and total liabilities; same as equity **non-current/capital assets**-These are inventory items, which normally expect to have a useful life of more than one year, this including all pleasure, draft and breeding animals.

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

non-current liabilities-liabilities not payable within one year.

placement -An agricultural education program where students work for wages or experience.

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

proficiency -Advancement in knowledge or skill; receiving competencies through training and practice.

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

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

recordkeeping -Keeping accurate facts and information pertaining to your SAE.

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

scope -Size and growth of an operation or enterprise.

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

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

working capital-Amount of funds available after sale of current assets and payment of current liabilities. It is calculated by subtracting current liabilities from current assets.