



KANSAS

STATE FFA DEGREE

&

STAR AWARD

HANDBOOK

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FFA Mission

FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

Philosophy

The National FFA Organization is dedicated to organizing experiences that will meet the future needs of students while accomplishing the current purposes of agricultural education. National awards and recognition programs should reflect instruction that currently takes place in the entire agricultural education program, including classroom instruction, laboratory instruction, individualized instruction in leadership and the supervised agricultural experience (SAE) program. Events are intended to be an outgrowth of instruction. In addition, it is appropriate for the national organization to develop events and awards that stimulate instruction in emerging areas that reflect both current and future community, national and global workforce needs. Those events should be developed with significant input from FFA members, teachers, partners, respective industry sponsors and others involved in agricultural education. The National FFA Organization continues to encourage accessibility and provide opportunities for achievement and recognition for students with diverse backgrounds. The National FFA Organization assumes the leadership role in developing and continuously improving relevant FFA awards and recognition programs.

National Quality Program Standards for Agriculture, Food, and Natural Resource Education

Agriculture is a highly technical and ever-changing industry upon which everyone is dependent. To maintain agriculture as the nation's number one industry, it is crucial to understand the importance of agriscience, marketing strategies, safe food production and continuous research. Strong, relevant agriscience programs are one way to maintain the nation's agricultural edge. The National Council for Agricultural Education has provided permission to the National FFA Organization for the use of the National Quality Program Standards for Agriculture, Food and Natural Resource Education in the development of their educational resource materials. The National Council for Agricultural Education is the owner and developer of the National Quality Program Standards for Agriculture, Food, and Natural Resource Education 2016 and reserves all rights to the original material that is used here with permission. Just as agriculture varies throughout the nation and around the world, so will the agriculture, food, and natural resource education programs. The National Quality Program Standards are a tool designed for local agriculture, food and natural resource education programs to analyse their program and develop clear goals and objectives for program growth. For a complete copy of the National Quality Program Standards, please visit thecouncil.ffa.org.

The National FFA Organization has adopted the National Quality Program Standards and integrated them into national award and recognition programs for the benefit of the members, school administration and agriculture as a whole.

PART ONE: INTRODUCTION

The Kansas State FFA Degree

The State FFA Degree is the highest degree an FFA member can earn at the state level. To earn this degree, a member must have earned both their Greenhand and Chapter Degrees. The Discovery Degree can be earned by 7th and 8th grade members but is optional and not required in order to receive the State FFA Degree.

Earning the State FFA Degree is an honor and a significant accomplishment for those who have set their goals to reach this level of achievement in the FFA Organization. Once the State FFA Degree is earned, the final level of achievement is the American FFA Degree. The FFA degree system is organized so that all FFA members have an equal chance at the State and American FFA Degree, no matter where you come from. It does take commitment and hard work to reach these goals, but any member who works to meet the requirements set forth for the degrees may earn them.

The State FFA Degree can be received at any state convention while you are still eligible to be an FFA member. You are eligible for membership through the fourth national convention (November 30) after graduation from high school, but membership may not be maintained for any reason after you reach your 23rd birthday.

If you graduated from high school in 2025, your window of opportunity to receive the State FFA Degree is 2024, 2025, 2026, 2027. Remember, however, that if you want to receive the American FFA Degree, you need to leave at least one year of eligibility to also earn that degree. On a rare occasion, some FFA members have earned both degrees in the same year. However, the member must qualify first for the State FFA Degree before their American FFA Degree can be sent to the National FFA.

Eligibility for “State Degree Star Awards” is like the eligibility for Proficiency Awards. You may apply for Star while in high school or only one year out of high school. You must apply for Star the same year you are applying for your State Degree. [More details about applying for State Star are located on page 38.](#)

Why earn the Degree?

- **Recognition:** Many members have said that there is no greater satisfaction than walking across the stage at the Kansas FFA convention to receive their State FFA Degree charm for their chain. In addition, recipients' names are listed in the Kansas State FFA Degree convention booklet and the official proceedings of the convention.
- **Career preparation:** An SAE that leads to a Kansas FFA Degree provides training and experience that enable members to enjoy a useful, interesting, and challenging career later in life. Listing the receipt of the Kansas FFA Degree on a job resume stands out to employers in agricultural career areas.
- **Perseverance and preparation:** Everyone must compete to secure a job or a position to start a career and make a difference in the world. Meeting the degree requirements teaches members to reach career goals and provides learning experiences that complement classroom education.

Qualifications

Qualifying to earn the Kansas FFA Degree is not a judgment call. Candidates don't "compete" to "win" the degree. The degree is earned by meeting a specific set of qualifications or criteria. All those who meet the following requirements may receive the Kansas FFA Degree:

- Must have received the Greenhand and Chapter FFA Degrees prior to receiving the Kansas FFA Degree.
- Must be an active FFA member at the time of application and have been an active member for at least 24 months at the time of application. (March 1)
- Must have satisfactorily completed the equivalent of at least 360 hours of systematic secondary school instruction in a high school agricultural education program. A high school transcript must be submitted with the State Degree application and courses must be highlighted on the transcript for the reviewer to clearly identify. **Note:** the hours of instruction are not required to be from three different calendar years. **Trimester Rule:** if an FFA member is enrolled in an agricultural education course and their final grade will be posted before final submission of State FFA Degrees the application will be noted as "pending" until an updated transcript is submitted at the end of the second trimester.
- Must have in operation (and have maintained records to substantiate) an outstanding SAE,
which demonstrates comprehensive planning, managerial and financial expertise.
- After entering agricultural education and becoming an FFA member must have
 - earned and productively invested at least \$2000, through an eligible SAE project(s) or
 - worked 600 hours in an eligible SAE project(s).
 - A combination of \$2000 earned and invested or 600 hours worked to equal 100% or higher.
- Must have participated in at least eight (8) different FFA activities above the chapter level. These activities must be completed prior to the due date.
- Must have given an oral presentation or speech at least six minutes long on a topic related to agriculture or the FFA.
- Must demonstrate leadership by performing 10 parliamentary procedure activities.
- Must have a high school scholastic record of "C" or better as certified by a school administrator.
- Must have served in an officer position, committee chairperson, and/or participating member of a major committee.
- Must demonstrate leadership ability as evidenced by leadership and cooperation in student, chapter, and community activities.
- Must have completed at least two different community service activities totalling at least 25 hours. All activities must meet National FFA Organization "Community Service Guidelines for FFA Degrees" to be counted. These hours are cumulative from all years of FFA membership and cannot be duplicated as paid or unpaid SAE hours.
- Must be financially correct.
- Must complete the official application provided by the Kansas FFA Organization for the current year and submit the signed and completed form by the approved deadline.

FFA Membership Qualifications

For each year a student wishes to be an FFA member a student must:

- be enrolled in at least one secondary agricultural education course during the school year
- and/or must follow a planned course of study the objective of which is preparation for an agricultural career.
- Either course must include a supervised agricultural experience (SAE) program.

Members may retain active membership until November 30, following the fourth National FFA Convention after graduation from high school or until their 23rd birthday, whichever comes first.

Example:

Juanita is an FFA member in good standing. She graduates from high school in 2022 so is eligible to receive the American FFA Degree at the 2023, 2024 or 2025 National FFA Convention. Her FFA membership eligibility expires Nov 30, 2025. She cannot apply to receive the degree in 2026 or beyond unless she falls into two special circumstances.

Special Circumstances for Membership Eligibility Extension

A member in good standing at the time of induction into the armed forces or into the FFA international program will retain their good standing during the period of active service without further payment of dues or attendance at meetings. Time spent in the armed forces or in the FFA international programs will not be considered as “elapsed time” in determining the maximum period of four conventions following graduation from high school or leaving high school. Members participating in at least a six-month armed services program or in the FFA international program for at least six months are eligible for a full year of extended membership.

No individual may retain active membership beyond their 23rd birthday regardless of these special circumstances.

Examples:

Sherry is 19 years old and two national FFA conventions have been held since her high School graduation in 2020 (2020 & 2021 conventions). Sherry joins the U.S. Air Force and serves two years active duty. Although she missed two National FFA Conventions while serving (2022 & 2023) Sherry may resume her pursuit of the American FFA Degree, provided she resumes active FFA participation (pays dues and attends meetings) and re-establishes an SAE project within six months of the end of active service. The two conventions missed while on active duty do not count against the four national conventions after graduation so she has two more conventions at which she may receive the American FFA Degree unless she turns 23 before the fourth convention.

Tyrone graduated in 2020 when he was 18 years old. He had hoped to receive his American FFA Degree at the 2023 National FFA Convention (his last year of eligibility), when he would be 21 years old. In 2023 Tyrone waits until late September prior to the 2023 National FFA Convention to ask his chapter FFA advisor about applying for the American FFA Degree. Tyrone’s advisor sadly informs him that the deadline to turn in the completed application was 8 months ago in February and he missed it. Tyrone is no longer eligible to apply for the American FFA Degree since his eligibility will expire on Nov 30 of 2023.

SAE Programs

A good SAE program is the foundation for the Kansas FFA Degree. An SAE program is a planned practical agricultural activity, which supports skill and competency development, career success

and application of specific agricultural and academic skills a student has learned through classroom instruction in agricultural education. A quality SAE program is one that is well-documented, curriculum-based, and student-managed, resulting in student achievement of recognition and high-level skills. Only members with strong and successful SAE programs will meet the minimum qualifications.

SAE/Career Path Opportunities:

For assistance in determining how to correctly label and describe your SAE on your State FFA Degree Application, see the career clusters below.

- **Agribusiness Systems:** Agricultural Communications, Agricultural Education (includes higher-level activities related to instructional duties), Agricultural Sales, Agricultural Services, Emerging Agricultural Technology (if applicable to agribusiness)
- **Animal Systems:** Beef Production, Dairy Production, Diversified Livestock Production, Equine Science, Goat Production, Poultry Production, Sheep Production, Small Animal Production & Care, Specialty Animal Production, Swine Production
- **Environmental Service/Natural Resource Systems:** Aquaculture, Emerging Agricultural Technology, Environmental Science & Natural Resources, Forest Management & Products, Home and/or Community Development, Outdoor Recreation, Wildlife Production & Management
- **Food Products & Processing Systems:** Agricultural Processing, Food Science & Technology
- **Plant Systems:** Diversified Agricultural Production, Diversified Crop Production, Diversified Horticulture, Fiber and/or Oil Crop Production, Floriculture, Forage Production, Fruit Production, Grain Production, Landscape Management, Nursery Operations, Specialty Crop Production, Turf Grass Management, Vegetable Production
- **Power, Structural & Technical Systems:** Agricultural Mechanics Design & Fabrication, Agricultural Mechanics Energy Systems, Agricultural Mechanics Repair & Maintenance, Home and/or Community Development (if applicable to this area)

Agribusiness Systems

- Agricultural Communications
- Agricultural Education
- Agricultural Sales
- Agricultural Services
- Emerging Agricultural Technology (if applicable to agribusiness)

Animal Systems

- Beef Production
- Dairy Production
- Diversified Livestock Production
- Equine Science
- Goat Production
- Poultry Production
- Sheep Production
- Small Animal Production and Care
- Specialty Animal Production
- Swine Production

Environmental Service/Natural Resources Systems

- Aquaculture

- Emerging Agricultural Technology
- Environmental Science and Natural Resources
- Forest Management and Products
- Home and/or Community Development
- Outdoor Recreation
- Wildlife Production and Management

Food Products and Processing Systems

- Agricultural Processing
- Food Science and Technology

Plant Systems

- Diversified Agricultural Production
- Diversified Crop Production
- Diversified Horticulture
- Fiber and/or Oil Crop Production
- Floriculture
- Forage Production
- Fruit Production
- Grain Production
- Landscape Management

- Nursery Operations
- Specialty Crop Production
- Turf Grass Management
- Vegetable Production

Power, Structural & Technical Systems

- Agricultural Mechanics Design and

- Fabrication
- Agricultural Mechanics Energy Systems
- Agricultural Mechanics Repair and Maintenance
- Home and/or Community Development (if applicable to this area)

Accepted SAE Programs:

Students are supervised by agricultural education teachers in cooperation with parents, employers, and other adults who assist them with the development and achievement of their program goals. While agricultural education instructors will approve SAE's for local awards and recognition, 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. An SAE is considered acceptable if it corresponds to a recognized National FFA Proficiency Award area and meets the criterion for one of the following SAE types:

Placement/Internship – A placement SAE involves the member working in either a paid or volunteer employment setting. An internship project is an advanced level of placement where there is greater involvement of the student, instructor, and the employer in determining the activities performed in the job setting.

Ownership/Entrepreneurship – In an ownership SAE, the student operates an individual business that provides goods and/or services to the marketplace. All operation and risk management decisions are made by the member owner. An entrepreneurship SAE incorporates all aspects of an ownership SAE and requires all resources to be identified and accounted for, either financially or non-financially.

Research: Experimental, Analysis or Invention – A research project entails member involvement in an investigation of materials, processes, and information to establish new knowledge of the validate previous research. Experimental research involves the application of the scientific method to control certain variables while manipulating others to observe the outcome. Analysis research begins with a question asking why or how something occurs, followed by a period of data collection. Invention projects apply the engineering design process to create a new product or service.

School-Based Enterprise – School-based enterprises are student-led businesses the provide goods or services while utilizing facilities, equipment, and other resources of the agricultural education program or school in general. Under this enterprise, the student will work alongside one or more of their peers on the operation of the project.

Service Learning – Service-learning projects are conducted by one or more student who plan, conduct, and evaluate a project designed to provide a service to the school or community. It must provide benefit to an organization or group or individuals other than the FFA chapter.

Work Experiences 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 cashiering, cleaning tables, and waiting tables
- Lifeguarding in either indoor or outdoor pool facilities.
- Activities that are not directly connected with agriculture – working as a teller at a bank does not count – working at a bank with agricultural accounts/loans, etc. can count but the student must be qualified to be able to hold that level of employment.
- Working at a gas station. Even though gas, lp, diesel, etc. are used on farms and with farm equipment, working at a gas station does not qualify for an SAE eligible for a degree.

Defining Agricultural Education SAE's and Activities Included for Recognition

Agricultural Education SAEs **should not** include general FFA participation in 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 – Presenter, Organizer, Coordinator, etc.
- Working as a departmental assistant (preparing class materials and labs, producing handouts, supporting instructional activities, assisting in the classroom greenhouse directly working with students to assist the advisor and teach students, etc.)
- Helping train a CDE team (some advisors use student leaders with Jr. Teams, or to run practices in teacher's 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 student 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.

Accepted Work Experiences: To be considered as an SAE project, work experience must be directly connected with agriculture. This excludes experiences such as babysitting, housekeeping, working in a retail store not associated with agriculture, restaurant work that only involves cashiering, cleaning tables, and waitressing, lifeguarding in indoor pool facilities, and working as a gas station from being classified as an SAE.

Defining SAE Hours: Only hours related directly to agriculture may be counted towards a student's SAE. Refer to the list below for further clarification.

On-the-Job Training: While regularly scheduled class time is not to be included, hours including released time from school can be counted towards the student's project.

Unpaid Hours: The following may be classified as unpaid hours - hours worked in an occupation program where laws prevent payment of wages, volunteer work that aligns with the SAE/Career Path Opportunities listed above, supervised and unpaid work at home, and non-credit management or assistance in a school-related department project or lab related to agriculture.

*Applicants sometimes present a completely unrealistic number of hours dedicated to the SAE. In a single year, a person working full time (40 hours per week) will work a total of 2080 hours. Should an applicant submit an application that claims they have worked in excess of 2080 hours, the application should explain how this large number of hours was achieved while remaining compliant with child labor laws. Paid or unpaid hours reported per year must not exceed federal or state child labor laws.

When describing your SAE in the State FFA Degree application, you must provide a description of all project-related responsibilities. PLEASE DO NOT SIMPLY LIST – AG EDUCATION SAE OR AG COMMUNICATIONS SAE. You must provide more specific roles and responsibilities to define what your SAE is and how it is agriculturally related.

Developing an SAE into a successful program takes time and planning. Learn more about Agricultural Experiences (SAE) on the [SAE for All](#) website.

TWO: COMPLETING THE APPLICATION


The Kansas State FFA Degree Application

This section of the handbook will serve as a map to navigating through the Kansas State FFA Degree application. It includes definitions, examples, and helpful hints to common question. Please note that many of these instructions were taken from the National FFA American Degree Handbook and adapted for the State Degree Application.

The American FFA Degree application is a series of questions and information requests designed to collect the information necessary to determine if a member has reached, or exceeded, the minimum requirements to receive the degree. Receiving the American FFA Degree is not a competition all members who meet the minimum requirements may receive the degree.

In order to approve an application, reviewers need detailed information about candidates and their SAE program. Members who have completed the agricultural education program, actively participated in FFA experiences and established and maintained detailed and accurate records of their SAE experience should be easily able to complete the application.

General Tips and Instructions for Completing the Application

- Carefully read all instructions, including the “Instructions” screen/page of the application before beginning and “Special Notes” at the top of each screen/page throughout to help avoid technical issues and save much frustration while filling out the application.
- Watch for and click on the  icon as you complete the application for help and tips.
- Complete the application as of Dec 31 of the year prior to receiving the degree. No achievements accomplished or inventory acquired after this date may be included. (i.e., applying in 2025, conclude your application as of December 31, 2024).
- Plan ahead to get all required application signatures.
- In many cases, an SAE program involves other family members, but for the State FFA Degree application, only include your share of inventory, income, net worth, etc.
- Proof your application for grammar, spelling, and mathematical or technical errors. Use the review sheet posted online to assist you in this process.
- Check the complete application one last time before submitting to make sure the word “Draft” or “Review,” appears on the application. Applications with “Not Mets” cannot be submitted.
- Ask for help/advice. Others can notice something you miss or make suggestions.

Application Screens/Pages

The following information will cover each screen/page of the electronic application from first to last.

Please note that many of these instructions were taken from the [National FFA American Degree Handbook](#) (updated April 4, 2023) from the National FFA website and adapted for the State FFA Degree application. Where it indicates viewing a video, please refer directly to the online application to view those videos

Cover Page

- 1. Name:** Enter your name or confirm your name is spelled correctly if already entered. Be sure your name is typed exactly how you want it to appear on awards and in publications. Kansas FFA staff downloads this information directly from the application, so your name will appear exactly as it shows in the application.

If the box is gray and will not allow you to type in it, change the information from your record book where the information is downloading from.



- 2. Name on FFA Roster (if different):** If the name you entered on the application is different than your name is shown on the FFA roster type your name here exactly as it appears on the FFA roster. This helps staff confirm FFA membership eligibility.
- 3. Chapter ID and FFA Member ID #:** This information will load automatically into the application based on the login credentials used to start the application.
- 4. Name Pronunciation:** The pronunciation of your name is used for stage announcements during the State FFA Degree ceremony.
- 5. Personal Telephone Number:** Provide the best phone number you can be reached at. This number will be kept private. It is used only by FFA staff to provide assistance and correct errors.
- 6. Home Mailing Address:** All mail will be sent to this address, potentially including checks. Be certain this address is complete and correct. DO NOT USE the school address.
- 7. Physical Address:** If your mailing address and physical address are different complete this section. This ensures any packages can be delivered as some mail cannot be delivered to P.O. boxes.
- 8. Email Address:** This is the main means of communication FFA staff will use to provide information on competitions and awards. Provide an email address that will remain active even after high school graduation. Your email address will not be sold or provided to anyone outside of FFA without your permission.
- 9. Names of Parents/Guardians:** This information is used for press releases and award announcements. Please ensure the spellings are correct and the name is the one they wish used. Additionally these addresses serve as a backup method to contact candidates with information.
- 10. FFA Chapter Name:** Provide the official name of the FFA chapter (Example: Western FFA).
- 11. Name of High School:** Give the complete official name of the school as it is often different from the chapter name.
- 12. School Address:** FFA advisor(s) and/or other school officials will be sent mail at this address, so be sure the post office can deliver it with the information provided.
- 13. School Telephone Number:** Include the area code and number where your FFA Advisor and/or school officials can be reached.

- 14. Chapter Advisor(s):** Click the (Refresh) link to load this information automatically from FFA.org Chapter Profile. If the information is not up to date, ask your advisor to update the information in the chapter profile on FFA.org. Click the box next to the name of the advisor(s) who Kansas FFA should copy information to.
- 15. Date of Birth:** Provide your birth date in this format (xx/xx/xxxx). Ensure it is accurate for eligibility purposes.
- 16. Year FFA Membership Began:** To be eligible for the State FFA Degree, FFA membership dues must be paid for each year recorded in the application. Indicate the calendar year your membership began. FFA membership cannot begin before you enrolled in agricultural education.
- 17. Continuous Active FFA Membership for last 24 months:** While continuous membership is not required for the State FFA Degree, it is important to indicate if your membership has been continuous to help determine whether the two-year requirement has been met.
- 18. Year Received Greenhand and Chapter FFA Degrees:** This date must be entered to show the degree was received.
- 19. Year of High School Graduation** (if applicable): Enter the calendar year of high school graduation to determine eligibility.
- 20. If Not Graduated, Give Date Left School:** Enter a date only if you did not graduate high school. This date become important for determining eligibility as you are only eligible 12 months after which you would have normally graduated.
- 21. Years of Ag Education Offered (grades 7-12) in High School Last Attended:** This is intended to be the number of full year course equivalents offered in grades 7-12, so indicate years, not semesters.
- 22. Ag Education Completed in High School:** *For the Kansas State FFA Degree you must include both years and hours. This is intended to be the full year course equivalents taken in high school.
- 23. Postsecondary (2-year college, technical/trade course) Completed:** Enter the number of semesters or quarters completed at any training other than a four-year college or university. This can be any type of agriculturally related certificate or course. Leave blank if none.
- 24. Postsecondary (4-year university) Completed:** Enter semesters or quarters of college/university completed towards an agricultural program. Leave blank if none.
- 25. Name(s) of Postsecondary Institution:** Enter the name of the institution you indicated receiving semester or quarters of training at.
- 26. Area of Study/Major/Technical Certificate:** If you have declared a major field of study while in college, such as agronomy or agricultural education, indicate that field here. If you are studying agriculture, but have not declared a major, you may want to declare something broad, like "general agriculture."
- 27. Military duty - Dates of Full-time Active Military Duty:** If you served on active duty this can extend membership eligibility to the maximum allowable membership age of 23 years. Be sure, therefore, to give enlistment and separation dates. Leave blank if you did not serve.

Basic Setup

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

I. Dates for This Application

I. DATES FOR THIS APPLICATION 	Beginning Date	Ending Date
The Beginning Date is the start of your first eligible Agricultural Education course. The Ending Date is 12/31 of the year prior to submitting your application. 	8/13/2019 <small>(Enter as mm/dd/yyyy)</small>	12/31/ 2021

- a. **Beginning Date** – Enter the date the Candidates began their first agriculture education course of the year they first became an FFA member.
 - b. **Ending Date** – Ending application date is Dec. 31 of the year prior to your award.
- II. **SAE Types** – Choose all SAE types that describe your educational experience. Based on your selections, the appropriate application pages will appear for you to complete. Make sure to double check that you only have checked those SAE types that you have records for.
- I. **Entrepreneurship** – this application type is for Ownership/Entrepreneurship SAE projects, School-based Enterprise SAE projects and some Service-Learning SAE projects.
 - II. **Placement** – this application type is for all Placement/Internship SAE projects and some Service-Learning SAE projects.
 - III. **Research** – this application type is for Research SAE projects.

II. SAE TYPES 	Checkmark all that apply
Checkmark all types of SAEs from your time in Ag  <i>Application pages will appear if applicable to your SAE.</i>	<input type="checkbox"/> Foundational <input type="checkbox"/> Research <input checked="" type="checkbox"/> Placement <input type="checkbox"/> Entrepreneurship

- III. **Assets** – Assets are items of value that you own and used in developing your SAE program.
- o **Value at Beginning Date** – the dollar value of items owned by the candidate on the Beginning Date specified above in the application. Enter a value in the appropriate box for any such items.
 - *Note: if you do not have an Entrepreneurship SAE, nothing should be listed in the Current and Non-Current Inventory columns.
 - o **Value at Ending Date** – the dollar values of cash and items owned by the candidate on Dec 31 of the application ending date.
 - a. **Liabilities** – Money the candidate owes to others (debts) that is related to their SAE program. Beginning and ending values are entered.
 - b. **Personal Cash Income and Expense** – This section represents personal items that were used as resources to support the development of the SAE program. These are values from beginning to all years in the application. Only enter dollars and items that are directly related to the SAE project(s) included in the application.


SAE - Research

Enter information about research and experimentation SAE projects here. After filling in each required box, click “Add” to enter the information into the application for each individual project. As many different qualifying research projects or experiments as were conducted during the time span entered on the Basic Setup page/screen of the application may be separately entered.

SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM RESEARCH

Review in AET

Special Notes before you begin this page:

-  Video for Students
- Entries are saved as you add/edit each row.
- No Decimals or Cents. Use whole numbers.
- List Research SAEs only! Do not include FFA activities or class time!
- Funding and expenses listed on this page are for descriptive purposes only. All financial records should also be entered on the Income/Expense Statement.

#	Pathway	Research Title	Years	Hours	Funding	Expenses
1	FPP	research SAE	2013	50		
Total Projects: 1				50	\$0	\$0

- I. **Pathway** – Select the Agricultural Food and Natural Resources (AFNR) pathway the research falls under. If the research does not fit under any of these pathways it is not eligible to be counted as SAE and cannot be used or entered. To learn more about the [Agricultural Food and Natural Resources](#) pathways click the link.
- II. **Research Title** – Enter a descriptive title that will allow a reviewer to understand what the research or experimentation were about.
 - a. Example: “Corn vs Wheat Based Rations for Working Horses, Which Provides More Energy?” This title tells the reviewer what the research was about and that it was an agricultural topic.
 - b. Example: “Research”, “People Watching”, “Work in lab” or “Chester” are all bad examples. None of these allow an application reviewer to determine if the project is eligible or even a project at all.
- III. **Years Started and Ended** – Select the years the research or experiment began and ended from the years available in the dropdown menu. Only years within the Basic Setup dates entered on the Basic Setup page/screen of the application will appear for selection.
 - a. Experiments could have lasted less than one calendar year or stretched over several years.
- IV. **Hours** – Enter the number of hours spent planning, conducting and reporting the research or experiment.
- V. **Income/Funding** – Enter any income or funding received from the project or to do the project. It is not at all unusual for there to be no income/funding. If so, leave this box empty.
- VI. **Expenses** – Enter the total amount of expense to conduct the experiment or research.

SAE - Placement

This screen/page of the application only appears in the application menu if you have selected Placement as an SAE type.

If you have multiple placement SAE projects, you can make multiple entries in each year. For example, if you work for two different agricultural employers in the same year you can enter information for both in the year(s) you worked for them.

Year 2009	Pathway Agribusiness Systems (ABS)	Job Title and Responsibilities / Project Description	
	Employer or Project Name		Add
		Unpaid Hours	Paid Hours
		Gross Earnings	Expenses

- I. **Year** - This dropdown menu will include only the years 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.
- II. **Pathway** – Select the most appropriate AFNR pathway to describe the type of placement experience. This is a pull-down box that you need to select the pathway.
- III. **Employer or Project Name** – Enter the name of the business, organization or person you worked for. Even if the project is unpaid, to be a placement project, you have someone to whom you report and who makes management decisions. Enter that business, organization or person’s name.
- IV. **Job Title and Responsibilities / Project Description** – This portion is very important to allow the reviewer to determine eligibility. Provide a short but clear and specific description of your duties and responsibilities showing that they were agriculturally related.

TIP: Do not use possessive words (my, mine, ours, etc.) to describe a Placement project. If you own the project (business, animal, plant, etc) it is an Entrepreneurship project and should not be listed as Placement. If your family is the owner list the appropriate family member as the employer.

- V. **Unpaid Hours** - Enter the number of hours worked in an unpaid position.
- VI. **Paid Hours** – Enter the number of hours worked for payment or wages.

TIP: You cannot enter both paid and unpaid hours in the same entry. If you work for an employer at which 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.

- VII. **Gross Earnings** - enter the entire wage or salary you earned during that specific calendar year before any payroll deductions were made for taxes or other benefits.

TIP: Do not include expense associated with travel to and from your place of employment.

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

- VIII. **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.

SAE - Entrepreneurship

This screen/page of the application appears if Entrepreneurship was selected as an SAE type on the Basic Setup screen/page.

Multiple entries can be made in each year. For example, if you own multiple animal or crop projects or multiple business enterprise you can enter information for each in the year(s) owned.

Special Notes before you begin this page:

- Years are selected from the Instructions page.
- Entries are saved as you add/edit each row.
- List ONLY Entrepreneurship/Ownership SAEs on this page. [?](#)

Year 2017 ?	Pathway Agribusiness Systems (ABS) ? Project Name ?	Size/Scope ? Description ?	Add
--------------------------------	---	---	---------------------

	Pathway	Project Name	Scope/Size	Description		
2017	AS	Beef Cattle Production	8 cows	Production Beef Calves, 8 cows total	Delete	Edit
2018	AS	Beef Cattle Production	8 cows, 1 replacement Heifer	Production Beef Calves, 8 Cows, 1 Heifer, 3 cull cows sold open	Delete	Edit

- I. **Year** - This dropdown menu will include only the years 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.
- II. **Pathway** – Select the most appropriate AFNR pathway to describe the type of placement experience. This is a pull-down box that you need to select the pathway.
- III. **Project Name** – Enter the name of the project you own.

TIP: Be certain that a reviewer can determine what the project is from the name. For example, listing only a tag number of or the name of an animal does not allow reviewers to know the species of animal and makes reviewing the finances difficult or impossible.
- IV. **Size/Scope** - Enter the size or scope for each 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. Keep in mind, a number with no identifier is basically worthless.
- V. **Description** – Provide a short but clear description of the SAE for that specific year so the reviewers can determine what the project and its eligibility.

Income/Expense Summary - (Entrepreneurship and Research applicants only)

The income and expense summary is a yearly summary of annual cash and non-cash income and expenses from the SAE project(s) entered into the application.

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 (Ex: 4 months) and then a complete year (12 months), you will need to separate the records into two calendar years.

Example: Year 1: September 1 to December 31 - (4 months of records for the year)

Year 2: January 1 to December 31 - (12 months of records for the year)

For further information regarding the Income and Expense Summary please refer to the tips and examples within the application by putting your mouse on one of the ⓘ symbols in the application.

TIP: If a bartered income is shown, it must be offset as non-cash expenses for feed or other supplies.

Ending Current Inventory - (Entrepreneurship and Research applications only)

This area includes the value of items that you own on Dec 31 of the year prior to the year applying and that you intend to use up or sell/trade over the next 12 months. If the item was sold or used up prior to Dec 31 do not list it here. Examples of current inventory could include seed you intend to plant, fuel you will use; animals, plants, or equipment you will sell/trade 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, such as fish tanks, a greenhouse, computer hardware or breeding stock.

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

For each of the following sections fill in the Description, Quantity and Ending Total 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 reviewers/judges do not know your project, you must clearly describe it to them

Quantity – The number of animals, pounds, gallons, liters, or other specific measurable amount of each item on hand.

Ending Total Value - The total dollar value of listed inventory items entered on the line as of Dec 31 of the year of application submission. Value should be no more than fair market value on that date.

Harvested and Growing Crops/Plants – This includes plants/crops owned on the date shown. Examples could include such things as potted plants or trees being held for sale, crops growing in the field or greenhouse and harvested grain in storage.

Feed, Seed, Fertilizer, Chemicals, Supplies, Prepaid Expenses, other Current Assets – This includes consumable items such as livestock feed and veterinary supplies, crop supplies such as fertilizer, potting soil, pesticides and supplies such as gas, oil, spare parts, etc.

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 Dec 31.

Raised Market Animals – Includes all the home-raised animals born that year and on hand as of Dec 31.

TIP: Transfer animals from current to noncurrent inventory correctly. Use [this link](#) to help with the process.

Ending Non-Current Inventory - (Entrepreneurship or Research applications only)

Enter the value of items that you own on Dec 31 of the year prior to applying and that you intend to keep longer than 12 months in this section of the application. Examples of non-current inventory 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, such as animal feed, fuel, items purchased for resale, etc.

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

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

Descriptions – Enter a clear description of the item(s). a description that only you understand, such as an animal's name (Spot) or tag number (582) is a bad idea. Remember judges do not know your project, you must clearly describe it to them

Quantity – The number of animals, pounds, gallons, acres, or other specific measurable amount of each item on hand.

Acquisition Cost – The actual cash dollar cost to obtain the inventoried item. Fair market value should be used to determine the acquisition cost.

Depreciation Claimed – Represents the total dollar value of the depreciation claimed since the property came into your possession.

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 Dec 31 of the year prior to the application being submitted. These are animals that have not reached their maturity (the point in which they start to depreciate).

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 Dec 31 of the year prior to the application being submitted.

Depreciable Machinery, Equipment, and Fixtures - Includes all machinery and equipment personally owned as of Dec 31.

Depreciable Land Improvements, Buildings, and Fences - Includes all the buildings and land improvements, including tiling, terracing and fences you own as of Dec 31 of the year prior to the application being submitted.

Land – Includes any land owned as of Dec 31 of the year prior to submission. Land does not depreciate.

TIP: Make sure depreciation is shown for noncurrent assets that are depreciable. National FFA recommends the straight-line method of depreciation: $[(\text{Purchased Value} - \text{Salvage Value}) / \text{Useful Years}]$

TIP: Match inventory from page to page. Explain all inventory in detail, including when it was purchased or sold to help the reviewer follow the change in inventory.

Financial Balance Sheet Statement Assets and Liabilities

These pages summarize the assets and liabilities listed in the degree application. Take note that the numbers reported are the "beginning" and "ending" values. These pages are populated automatically within the application. The numbers from these pages come from the ending

basic setup page, income/expense statement, and the current and non-current ending inventory. Values are hyperlinked to corresponding pages to aid applicant in locating where their financial figures are coming from.

A. ASSETS	Value at Beginning Date 8/16/2018	Value at Ending Date 12/31/2021
1. Current Assets		
a. Cash on hand, checking and savings	\$0	\$0
b. Cash value - bonds, stocks, life insurance	\$0	\$0
c. Notes & accounts receivable	\$0	\$0
d. Current Inventory (Entrepreneurship Experiences)		
1. Investment in harvesting and growing crops/plants	\$0	\$0
2. Investment in feed, seed, fertilizer, chemical, supplies, prepaid expenses, and other current assets.	\$0	\$0
3. Investment in merchandise, crops, and animals purchased for resale	\$0	\$0
4. Investment in raised market animals & poultry	\$0	\$0

Take note that the blue hyperlink took the applicant back to the “Basic Set Up” Page.

III. ASSETS	Value at Beginning Date	Value at Ending Date
1. CURRENT ASSETS		
a. Cash on hand, checking and savings	\$0	\$0
b. Cash value - bonds, stocks, life insurance		
c. Notes & accounts receivable		
d. Current Inventory (Entrepreneurship Experiences)	<i>(use conservative estimated values)</i>	
1. Investment in harvesting and growing crops/plants		<i>Itemized ending inventory values are reported on "Ending Current Inventory" page.</i>
2. Investment in feed, seed, fertilizer, chemical, supplies, prepaid expenses, and other current assets.		
3. Investment in merchandise, crops, and animals purchased for resale		
4. Investment in raised market animals & poultry		

Financial Balance Sheet Statement - NET WORTH

The financial information for this page will automatically transfer from previous information provided by the candidate. To complete this page, the candidate will need to reference section E to make sure that the Accuracy Check for the balance sheet has “Met”. This section compares your beginning and ending asset values in this application to your entered Liabilities + Equity (personal + SAE earned).

D. NET WORTH	Value at Beginning Date 8/16/2018	Value at Ending Date 12/31/2021
1. Contributed Capital (Represents the value of personal contribution)	\$0	(\$2,665)
2. Retained Earnings (Represents the value of SAE net income, entrepreneurship, placement, research)	-----	\$484
3. Total Net Worth	\$0	(\$2,181)
4. Total Liabilities & Net Worth	\$0	\$559

E. ACCURACY CHECK FOR THE BALANCE SHEET (ASSETS = LIABILITIES + EQUITY) & GROWTH	Value at Beginning Date 8/16/2018	Value at Ending Date 12/31/2021
1. Beginning Value	MET	-----
2. Ending Value	-----	MET
3. Difference (met=\$0)	\$0	\$0
4. Total Growth in Equity	-----	(\$2,181)

If any value is "Not Met", the difference is reported. If not met, "Not Balanced" will appear.

E. ACCURACY CHECK FOR THE BALANCE SHEET (ASSETS = LIABILITIES + EQUITY) & GROWTH	Value at Beginning Date 8/16/2018	Value at Ending Date 12/31/2021
1. Beginning Value	MET	-----
2. Ending Value	-----	MET
3. Difference (met=\$0)	\$0	\$0
4. Total Growth in Equity	-----	(\$2,181)

Financial Balance Sheet Statement - Earnings and Productively Invested

The following sections are a summary of previously entered values.

SAE Earnings – Summary of SAE-related earnings meet the award requirement.

Productively Invested – Total change in productively invested using rules outlined by FFA.

Unpaid Hours – Summary of unpaid hours from the SAE activities, including unpaid hours entered on:

- a) SAE Details – Placement and Exploratory
- b) SAE Details – Research

Qualification Check – Summary of SAE-related earnings meet the award requirement. One of the following options (all areas for each option) must be "MET" for the application to be successful.

H. QUALIFICATION CHECK	Your Value	Condition
QUALIFIED UNDER AT LEAST ONE OPTION		NOT MET
Option 1 Conditions - Qualification on Finances		
a. Productively Invested at least \$2,000	(\$276)	NOT MET
b. SAE Earnings at least \$2,000	\$484	NOT MET
Option 2 Conditions - Qualification on Unpaid Hours		
a. Unpaid hours at least 600	0	NOT MET
Option 3 Conditions - Qualification on Combination		
a. Unpaid Hours/600 + Productively Invested/\$2,000 is at least 100%	-14%	NOT MET
b. Unpaid Hours/600 + SAE Earnings/\$2,000 is at least 100%	24%	NOT MET

Option 1 Conditions: A review of SAE earnings and productively invested value to achieve award value.

Option 2 Conditions: A review of award criteria using unpaid hours, earnings and productively invested.

Option 3 Conditions: An expanded combination of unpaid hours, earnings and productively invested.

Skills, Competencies, and Knowledge

The state degree skill area should include six (6) skills to meet the Kansas State Degree requirement. These skills can be from all SAE programs the student is using to complete their State Degree. There are 10 spaces available, but only six need to be completed to meet the requirement.

Standards may be repeated if the contribution to the student's success is different. Some of the standards list numerous items in them so they could be used to show contributions to the student's program in more than one way.

The Kansas FFA Star Battery asks students to list 10 skills as well, this is a repeat of the State degree application. The students should list 10 additional skills with five (5) of them being from their main pathway and the other five (5) from a supporting pathway. These skills should be specific to the Star area the student is applying for and to their SAE program.

Activities

Applicants may list as many FFA activities that they have been involved in. It is recommended activities should be listed by starting with national level, then state level, sectional level and chapter level activities.

- There must be at least eight (8) cleared identified "above the chapter level" activities to qualify for the State FFA Degree. Refer to page 8 for approved above the chapter level activities.
- Please provide information so the person evaluating the application can determine what the activity is and how it would be considered above the chapter level.
- Make sure to indicate the years that you participated in the activity. Do not put an X in the column.
- Clearly label what the activity. Indicate the CDE/LDE you participated (i.e. Dairy Cattle Evaluation).
- Do not list any activities on this page that would be listed under community service.

Community Service

Candidates must 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. Activities can only be used once in the application. Activities planned by the local chapter can be included provided they are only listed in the community service section of the application and not duplicated in the FFA activities section of the application. Carefully review the [Community Service Guideline for FFA Degrees](#) to learn what activities are eligible to be counted as community service for FFA degrees.

Remember, just because you worked for free doesn't mean it was eligible for community service; check the guidelines.

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. Community service activities are those opportunities that are available to all residents of a community. They consist of non-FFA activities that make the community a better place to live and work. It is also known as volunteering which is defined as the practice of people working on behalf of others or a 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 community service.

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 the following criteria in order to be approved as part of the State FFA Degree requirement:

1. The activity has tangible community involvement.
2. The applicant has 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 and is focused on helping others, improving community resources or improving community infrastructure.
 - a. Community members impacted may not be members of the applicants own family.
4. The applicant must voluntarily donate his/her time, energy and knowledge outside of any class time, including non-agricultural education class time.
 - a. If the applicant is allowed to preform service in place of other required activities (*classwork for example*) it is not donated time and should not be counted.
 - b. Service required for reparations or punishment is not voluntary and cannot be counted.
5. Community Service activities can be organized by a group the applicant is a part of (*FFA Chapter, church congregation, sports team, etc.*) but the activity cannot be for the benefit of the group itself.

Exception: *If the applicant is a member of a group whose SOLE purpose for existing is to provide service (March of Dimes, United Way, American Cancer Society, etc.) an event put on by the group may benefit its own service mission.*

6. **Activities listed/hours as Community Service cannot be duplicated in the FFA activities section of the application or as unpaid SAE hours. Activities/hours may only be used in one section of the application.**

Application Checklist

The application includes an automated checklist to help find errors or information missing from it. The checklist is intended to assist in finding errors, but it will not find every possible error. A clean checklist does not guarantee that the application is acceptable.

1. **NOT MET, MISSING or ERROR** - The application cannot be submitted for national level competition if there are any “Not Met”, “Missing” or “Error” items in red font on the checklist. This signifies there is incorrect or missing information that may prevent the application from qualifying.
2. **REVIEW** – A checklist items that says “Review” in red font is not an error and may be fine. The checklist is simply calling attention to information in the application that should be double checked. Applicants are advised to ensure the information the item points to is clearly explained in the application.
3. **Pending Review** – A checklist item that says “Pending Review” in green font simply means that national staff need to manually review this application portion.
4. **MET** - Ideally all items on the checklist should say “Met” in green font. This does not mean the application is perfect and without error. It does mean everything the computer can automatically check for has been cleared.

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

Electronic Signatures

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

1. **Student Approval** – this is the signature of the applicant. Only when correctly signed into the applicant’s electronic account can information be entered.
2. **Advisor Approval** – this is the signature of the supervising agricultural education teacher / FFA advisor. The advisor’s signature is required to verify and certify the application. The advisor must be signed in to their electronic account to enter information here.
3. **Request for Parent/Guardian Approval** – this area is for the parent/guardian to certify the information in the application and give permission for information to be used.
 - a. Enter the email address of the parent/guardian whose signature is being requested and click the “Request Signature” button. The application will send an email to that address.
 - b. The parent/guardian must open the email message, click the link and following the simple instructions to electronically sign the application.
4. **Principal or Superintendent Approval** – This signature is for the school official to verify the scholastic information in the application is true and that the official is willing to recommend the candidate.
 - a. Enter the email address of the “Employer” whose signature is being requested and click the “Request Signature” button. The application will send an email to that address.
 - b. The school official must open the email message, click the link and following the simple instructions to electronically sign the application

Complete/Print Your Application

It is important to understand that reviewers do not access the live, online application. The live application can be constantly accessed by applicants and is ever changing. The document reviewed is the specific, time stamped PDF version of the application which is generated and submitted. If no PDF of the application is “generated” by completing the following steps there is nothing to be submitted or be judged.

1. **Complete/Save Your App** – The button labelled “Complete/Save Your App” is how application PDF versions are generated. This generated PDF is what is submitted and judged. As versions are generated, they are listed in the table on the screen. The most recent version prior to the deadline is the one most available to reviewers to select.
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 review.

Steps to Submit an Application:

-  Video for Students
- Use this screen to save your completed application and/or print a PDF if desired.
- See below for the most recent version of this application generated by the Degree/Application Manager.
- Follow your local, regional, and state rules and requirements for submission of the application.
- Altering the application may result in disqualification.
- Refer to ffa.org for the latest rubrics, rules, and handbooks.

Procedure for Reviewing State FFA Degree Applications

Responsibility of Chapter Advisor: The chapter advisor will inspect, verify, and sign applications of all qualified candidates from their chapter. They will then submit the completed application form with appropriate signatures and a completed Degree Check Sheet to the district advisor by the scheduled start time of the district evaluation day.

Responsibility of District Advisor/KAAE Vice President: It is the responsibility of the district advisor/KAAE vice president to arrange for a committee that will review each application and complete the checklist and certification/non-certification statement for each candidate. The applications and supporting materials for all approved candidates must then be forwarded 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.

Process

1. All applications will be reviewed at the District Review/Proficiency Selection Day.
2. Candidates who meet all the qualifications will have their application automatically forwarded to the State FFA Office.
3. 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.
 - a. Constitutional and procedural requirements are shown in the application checklist and must be completed by the chapter advisor and district review committee. Failure to qualify in any one minimum requirement will disqualify the candidate.
4. If the committee fails to recommend application, they will be returned to the student for the opportunity to make corrections.

- a. 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 15**, if the student seeks to achieve the State FFA Degree.
5. The list of candidates will be submitted to the Kansas FFA Executive Committee for their approval following the State Evaluation Day.

Action by the Official Chapter Delegates Assembled at State Convention: The State Executive Committee will present the names of those candidates nominated to receive the degree. Official delegates will vote to accept/reject the nominees for the degree.

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 important that the information submitted be as complete, definite, neat, and understandable as possible.

All members receiving the degree will be presented a State FFA Degree charm and certificate from the state association.

State FFA Degree Minimum Qualifications - Manual Checklist

List Chapter officer, committee chair or service on a major committee

Ten performed parliamentary procedure abilities

Applicants must be able to understand and demonstration at least 10 parliamentary procedure abilities to earn the State FFA Degree. The applicant must write the abilities correctly in the application. Proper terminology for the abilities need to follow the list of Parliamentary Procedure abilities provided on the official Parli Pro Salient Point Sheet on the Kansas FFA website under Leadership Development Events or be terminology that is referred to in the FFA Student Handbook. Items such as voting, seconding a motion, opening a meeting, etc. are NOT considered parliamentary procedure abilities.

Speech

1. Member must list one six-minute agriculturally related speech.
2. The FFA Creed cannot be listed as a speech in this section. The speech must be a topic that the student would have prepared and presented on a particular agriculture topic.
3. The title of the speech needs to be listed.
4. The time of the speech must be indicated and each speech must be at least 6 minutes in length.

Candidate has attached most current SAE agreements for all SAE's listed on Supervised Agricultural Experience pages for the last year of the application. **If the candidate has three (3) SAE's listed, then three SAE agreements need to be included with the application.**

Electronic Signatures

Once application is complete it will allow you to request electronic signatures from the required individuals.

Avoiding Common Mistakes When Filling Out the State FFA Degree Application

1. Use the most current application through the National FFA Website FFA Application Center.
2. Financial records for the current year do not count. Records end as of December 31 of the year just before the time of filling out the state degree application.
3. 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 for students who potentially can earn degrees and have them attend state level activities, workshops, etc. in order to fulfil the requirement.
4. Provide descriptions and be specific with the activities above the chapter level. Do not just list speaking contests or CDEs. List the specific event that you participated in. For example: Prepared Public Speaking; Dairy Cattle Evaluation CDE.
5. Community Service activities – Must list the organization you are working for. The activity must include a description of what was done at the event or with the project to indicate community service was completed. Just listing the event is not acceptable. **MAKE SURE TO REVIEW THE GUIDELINES FOR ACCEPTED COMMUNITY SERVICE.**
6. The speech listed needs to be “Agriculturally-related”.
7. Don’t forget to have all signatures.
8. 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 and learning about the student’s SAEs.
9. Ask for help/advice. Other teachers can notice something you miss or make suggestions that might make the application better.
10. How to Transfer Beef or Dairy Animals in Current Inventory to noncurrent inventory:
To get animals listed in current inventory, they are either:
 1. Purchased (Inventory purchased for resale) = valued based on what they purchase them for plus other cost to raise such as feed or other inputs...OR
 2. Raised and transferred in from typically a breeding herd that is run by the student as another SAE. At 6 months of age, that is typically one that has been weaned and is planned to be another project ... potentially a show heifer or some developing process prior to maybe becoming a new breeding animal. The value would be the transfer value assigned plus additional feed cost or other inputs.See the following managing breeding animals guide to help with this process.
<https://www.theaet.com/page.aspx?ID=257>
If the offspring are raised, likely weaned and still part of the breeding herd project in six (6) months, create a new project and do a transfer to develop the new project. These new projects are sometimes named:
 - Replacement Heifers 2019
 - Show bull 2019
 - etc...
11. Make sure the student shows depreciation for noncurrent assets that are depreciable. National FFA recommends using the straight-line method of depreciation.

$\frac{\text{Purchase value} - \text{Salvage Value}}{\text{Useful years}} = \text{Straight line depreciation.}$

Useful years

12. Transfer animals from current to noncurrent inventory correctly.
13. Offset barter on the income summary. If a student shows bartered income, they need to offset it down below as non-cash expenses for feed or other supplies.
14. Match inventory from page to page. Make sure students use the entire space on the line to explain their inventory in detail and to give details about when it was purchased or when it was sold. This helps the judge follow the change in inventory especially for animals that are bought and sold. Or if an animal dies it should be noted on the inventory line.



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/non-certification 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 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

- All State FFA Degree applications must be reviewed at the District Review/Proficiency Selection Day.
- Any State Degree candidates who meet all the qualifications will have their application automatically forwarded to the State FFA Office.
- 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.
- 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.
- If the committee fails to recommend application they will be returned to the student for the opportunity to make corrections.
- 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.
- 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

- State Executive Committee will present the names of those candidates nominated to receive the degree.
- Official delegates will vote to accept/reject the nominees for the degree.
- 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 important that information submitted be as complete, definite, neat, and understandable as possible.
- All members receiving the degree will be presented a State FFA Degree charm and certificate from the state association.



PART THREE: STATE STAR CANDIDATES

The Kansas Star Awards

The Kansas State Star Award is the highest award an FFA member can earn at the state level. Only three members are able to receive this award each year. Each 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. Star candidates are selected only from the current year State FFA Degree Candidates.

Star Categories

Star Farmer Eligibility - Candidates must have entrepreneurship-type SAEs which produce only the following plants and animals intended primarily to feed and clothe humans or animals: All domesticated breeds of cattle, sheep, swine, goats and poultry (chickens, ducks, geese and turkeys), bees, llamas, alpacas, animals raised for fur and fish raised for meat or eggs. All plants raised to feed, clothe, or medicate humans or domestic animals including grains, forage, legumes, vegetables, fruits, nuts, oil crops, herbs, spices, cotton, hemp, and tobacco. Includes the production of seed and seedlings for such plants.

Star in Agribusiness Eligibility - Candidates may have any entrepreneurship type SAE which does not meet the specific definition for the Star Farmer category, and which easily fits the Agriculture, Food and Natural Resource pathways accepted by the National Council for Agricultural Education.

Star in Agricultural Placement Eligibility - Candidates must have a paid or unpaid placement type SAE working for an agriculture or natural resource producer or agribusiness. To qualify the placement position must easily fit the Agriculture, Food and Natural Resource pathways accepted by the National Council for Agricultural Education.

TIP: Candidates who have SAE projects of multiple types must decide which their strongest type is and complete the Star application with ONLY that information. Information from all SAE types may be included in the American FFA Degree application. When filling out the Star only pages, candidate should only discuss the SAE project(s) that qualify in the star category they have chosen to applying in. Mixing SAE projects from other categories only confuse the judges and will the applications score.

Qualifications and Requirements

- Candidates must provide a correct application and record book at the District Review Day.
- To be considered, candidates must indicate intentions on State Degree application. 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 Agricultural Education Instructors/FFA advisors without eligible candidates to select the Star candidates for the district level.
- Each applicant must submit a photocopy of his/her state degree application. The photocopy will be immediately forwarded to the State FFA Office to be used as a

reference if concerns are raised that the SAE program was appreciably altered after selection and before submitting to the state.

- Record books and applications must be submitted, or resubmitted if corrections were necessary, and 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.

Star Application Screens/Pages

Read all instructions before beginning, including the instruction page on the electronic template.

Star Setup

Carefully Review the star category descriptions. Selecting the wrong category will severely penalize the application. *Note: As a state we do not currently offer Star in Agriscience.

Primary Pathway

Select the primary Agriculture Food and Natural Resources pathway your SAE fits into. Even if entering multiple SAE projects from different pathways, one of the eight pathways or Career Ready Practices or Cluster Skills must be selected. The pathway selected will determine the Agricultural Food and Natural Resources (AFNR)_Performance Indicators available to select in a later section of the application. This selection can be changed at any time, but if the pathway is changed, the “Skills, Competencies & Knowledge” portion of the application will need to be redone.

To learn more about the pathways and see all of the possible standards in each pathway review the AFNR Standards on the [National Council for Agricultural Education](#) website.

Pathways available to select are:

1. **Agribusiness Systems** - The application of business principles, including management, marketing and finance to agriculture, food and natural resources.
2. **Animal Systems** – Applying and managing animal life processes, health, nutrition, genetics and processing.
3. **Biotechnology Systems** - The use of data and techniques of applied science to solve problems concerning living organisms.
4. **Environmental Service Systems** – Using instruments and technology used in waste management and to influence the environment.
5. **Food Products and Processing Systems** – Developing and applying skills in product development, quality assurance, food safety, production, and regulation and compliance within the food science industry
6. **Natural Resource Systems** - The management of soil, water, wildlife, forests and air as natural resources.
7. **Plant Systems** – Applying and managing plant life cycles, classifications, functions and practices to crops, turf grass, trees and shrubs and/or ornamental plants.
8. **Power, Structure and Technical Systems** – Developing and applying skills creating, using or maintaining agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.

9. **Career Ready Practices** - fundamental skills and practices to be career ready including responsibility, maintaining personal finances, communication, decision-making, creativity and innovation, critical -thinking problem solving, management, technology use and cultural/global competency.
10. **Cluster Skills** - Developing and demonstrating fundamental knowledge of the nature, scope and relationships of agricultural food and natural resource systems and the skills necessary for analysis of current and historical issues and trends; application of technologies; safety, health and environmental practices; stewardship of natural resources; and exploration of career opportunities.

*Note: Career Ready Practices and Cluster Skills are not actually AFNR Pathways but rather practices and skills that should be applied to all pathways. These selections should generally be selected as the Primary Pathway only for Agricultural Education and Agricultural Communications type SAE projects.

*Note: If the project does not fit well into any pathway except Career Ready Practices or Cluster Skills it is very possible the project is not agriculturally related and will not be accepted.

Performance Review

The following instructions and suggestions cover Performance Review A, B and C. SAE programs vary widely. To accurately compare your accomplishments with other applicants, judges need information about you and the SAE project(s) the application is based on. The performance review section must be supported by details provided in the remainder of the application.

1. **Performance Review A – Question 1:** Briefly explain your SAE and how it is related to this award area.
 - a. Suggested information to provide:
 - i) What is the 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 understand the rest of the application. Remember that judges have only the information provided in the application. Be clear and descriptive!
 - ii) Explain unusual SAE project aspects such as labor exchanges, gifts, loans, etc. that helped start or sustain the SAE project.
 - iii) What interested you in this career area and motivated you to begin this specific SAE project?
2. **Performance Review A – 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 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. **Performance Review A – 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 insight into your management and performance skills when describing what you did to overcome the challenge.

- ii) Be clear and detailed.

4. Performance Review B – Question 1: 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 impact.
 - iii) Successful implementation of new methods or technologies.
 - iv) Personal growth or skill increase gained through the 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 new and additional information.

5. Performance Review B – Question 2: Name one issue, trend, technology or public policy that has impacted your SAE project or the industry your SAE project falls in and 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. Impact may be positive or negative.

6. Performance Review C – 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.

7. Performance Review C – Question 2: Describe two experiences, activities, or opportunities provided by this SAE project and explain how they have helped you explore this career choice.

- a. Suggested information to include here:
 - i) Specifically explain how these experiences, activities, 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.

Learning Outcomes & Efficiency Factors

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.

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

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

2. **Beginning Level**

- a. Year - Enter the year the specific outcome/efficiency started. This is generally the same year the project started.
- b. Level – Enter the specific outcome/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 project the application is based on.

Skills, Competencies, & Knowledge

This section of the application requires applicants to show how the included project(s) meets AFNR standards. The application provides the opportunity to select ten different indicators. Five from the selected primary pathway and five from any pathway, cluster skill or career-ready practice.

- A. **Five different Skills, Competencies, and Knowledge within your Primary Pathway** – This table requires selections from the primary pathway selected on the application's Basic Setup page. If the offered standards do not match, consider returning to the Basic Setup page and selecting a more appropriate primary pathway.

If you find that no AFNR standards match well with your project, consider whether or not your project is truly agriculturally related.

- i. **AFNR Performance Indicator from Primary Pathway** - Select up to 5 different indicators that match your SAE by selecting them from the dropdown menus. Do not repeat indicators. Repeated indicators will receive a zero score.
- ii. **Specifically describe the SAE activities performed to learn or demonstrate the performance indicator selected** – Concisely and clearly explain what you did that directly and clearly relates to the selected indicator. Describe how the activity contributed to the success of the included SAE project(s) and how it demonstrates performing the selected indicator.

TIP: The description written needs to match the selected indicator directly and closely.

B. Two different Supporting Skills, Competencies, Knowledge from ANY Pathway – This table allows selection from any of the AFNR Pathways.

- i. **AFNR Performance Indicator from any Pathway** – Select up to 2 different AFNR Performance Indicators by selecting from the dropdown menus.
- ii. **Specifically describe the SAE activities performed to learn or demonstrate the performance indicator selected** – Concisely and clearly explain what you did that directly and clearly relates to the selected indicator. Describe how the activity contributed to the success of the included SAE project(s) and how it demonstrates performing the selected indicator.

C. Three different Career Ready Practice and/or Cluster Skill – This table allows selection from any of the Cluster Skills and Career Ready Practices.

- i. **Cluster Skill or Career Ready Practice Performance Indicator** – Select up to 3 different AFNR Performance Indicators by selecting from the dropdown menus.
- ii. **Specifically describe the SAE activities performed to learn or demonstrate the performance indicator selected** – Concisely and clearly explain what you did that directly and clearly relates to the selected indicator. Describe how the activity contributed to the success of the included SAE project(s) and how it demonstrates performing the selected indicator.

TIP: Do not use a performance indicator more than once. Selecting the same indicator will result in a zero score for that indicator even if the activity described is different.

Resume

A resume is a written account of your experiences and accomplishments that you use to explain to potential employers why you are the most qualified person for a specific position. Your involvement in agricultural education and FFA has provided you with numerous noteworthy employment and career-related opportunities. Recording these accomplishments, as they happen, is one of many steps you can do to prepare yourself for one of the many challenging and rewarding agricultural careers.

Personal History

This is an addition space to provide information about you and your eligible SAE project(s) to the judges. Give them a full and clear picture of your SAE project(s) that meet the category.

a) Examples:

- i) Add more detail about SAE project(s)
- ii) Explain unusual circumstances or opportunities that impacted SAE project(s).
- iii) Describe skills and abilities developed through the SAE project(s).
- iv) More fully explain duties and responsibilities.

TIP: Do not repeat information already provided elsewhere in the application

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 star category. Good photos and informative captions help judges understand projects and provide additional information for them.

Carefully read these important rules and tips to ensure the photo section of the application makes a positive impact on the application score.

- 1. Workplace Safety Photos #1 and #2** – The first two photo pages must be used to show and describe the applicant demonstrating a safety practice appropriate 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 caption on each page. These photos and captions are for the application to show and explain their SAE.

Photo 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 a single original photo. Photo pages on which multiple photos have been combined into a single file (collage, before/after, etc.) are scored zero.
- b) Photos may only show equipment, scenes, activities, etc. that are of the applicant's own SAE project included in the application. Using photos taken from magazines, the internet, photo banks, etc. and claiming they are of the applicant's own 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. Professional photos which have been legally purchased or are used with permission of the photographer are allowed if the applicant clearly asserts 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 or may be included as part of the Supplemental Information uploaded to the application. Using professional photos in the application is not needed and is generally recommended against to avoid any issues.

Photo Tips – the following suggestions can greatly improve the score for the photo pages.

- a) Photos and captions need to be germane to the project. Photos that do not qualify in the category will score zero.
- b) Don't 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 three 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 the course of multiple years that show the progress and growth of the project.
- d) Only six photo pages, with one photo each, can be included in the photo pages. Make each picture count. Judges don't know your project so make sure the photos and captions emphasize your strong points, not your weaker ones.
- e) Ask a person who is unfamiliar with your program to review your photos and captions to determine the type of message they convey.

Attachments / Uploads

The following items must be uploaded into the electronic application. The files must be PDF format and cannot be larger than 5 megabytes each in size.

- 3. SAE Agreement(s)** – Attach a copy of your most recent SAE agreement. Application Submission
- 4. Recommendations** – Provide three letters of recommendation with one written by the advising agricultural educators, and at least one employer recommendation if the SAE includes placement.

Print Application

Before submitting, refer to the Star Awards Rubric available on KSFFA.org and FFA.org to ensure your application is of the highest quality possible.

When ready, click on “Generate PDF” to generate the application to be submitted to the state association by **March 15**.



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.

Agriscience research: planning and conducting a scientific experiment relating to agriculture based on a hypothesis and the use of the scientific method of investigation on the hypothesis, including qualitative research, quantitative research, experimental research, descriptive research or quasi-experimental research.

AFNR: agriculture, food and natural resources.

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.

Career clusters: groups of similar occupations and industries developed by the U.S. Department of Education as a way to organize career planning.

Career pathways: broad groupings of careers that share similar characteristics and whose employment requirements call for many common interests, strengths and competencies.

Chattel: personal capital property other than real estate holdings and usually will not include livestock.

Community service: donated service or activity that is performed by someone or a group of people for the benefit of the public or its institutions – outside of classroom time.

Competencies: measures of abilities, knowledge or skills.

Current expenses: noncapital and usually recurrent expenditures necessary for the operation of a business.

Current income: regular series of cash flows that is routinely received from investments in the form of dividends, interest and other income sources.

Current liabilities: liabilities that are payable within the year.

Current/operating assets: items used in day to day operation, cash, items bought to resell 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.

Fair market value: estimate of the market value of a property, based on what a knowledgeable, willing and unpressured buyer would probably pay to knowledgeable, willing and unpressured seller in the real estate market.

Farm financial standards: guidelines to aid producers in capturing this information, preparing reports and performing financial analysis in a uniform manner.

Farm Financial Standards Council: promote uniformity and integrity in financial reporting and analysis.

FICA: Federal Insurance Contributions Act tax is a United States payroll (or employment) tax imposed by the federal government on both employees and employers to fund Social Security and Medicare.

Gross earnings: the total income earned in a year, as calculated prior to any tax deductions or adjustments.

Growing crops/plants: crop still in the ground to develop to maturity.

Harvested crops/plants: the cultivated produce of mature crops from the fields.

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 species will begin a decline in market value for breeding, draft or pleasure purposes.

National FFA Center: the headquarters for the National FFA Organization.

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

Net earnings: gross sales minus taxes, interest, depreciation and other expenses.

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 includes all pleasure, draft and breeding animals.

Non-current/capital income: money received from sale of capital items such as machinery, live-stock, 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.

Regularly scheduled class time: time during the regular scheduled school day that a student is officially enrolled in an agricultural education course.

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.

United States Department of Agriculture (USDA): the branch of the federal government governing the industry of agriculture.

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

Working animal: an animal, usually domesticated, that is kept by humans and trained to perform tasks.

Defining Activities Included for Recognition

Clarification on “Activities Above the Chapter Level”: Activities above the chapter level include any activity directly related to FFA in which multiple chapters are participating. This entails at least one other member from at least one other chapter is in attendance.

*An activity is defined as an FFA activity when an FFA organization sponsors the program or activity and FFA chapters are invited to attend.

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. Stand & Deliver
6. Washington Leadership Conference
7. State FFA Convention
8. State Convention Activities
 - i. Blue & Gold Conclave
 - ii. State FFA Courtesy Corps
 - iii. State FFA Delegate (Cannot count serving as a delegate and attendance at state convention as two activities when they occur the same year.)
 - iv. State FFA Agriscience Fair
 - v. State FFA Day of Service
9. National FFA Convention
10. National FFA Convention Activities
 - i. National FFA Day Of Service
 - ii. National FFA Courtesy Corps
 - iii. National CDE

- iv. National LDE
- v. National Agriscience Fair
- 11. Participation at multi-chapter, district or state Career Development Events. **Members must indicate which CDE they competed in and not just location.**
- 12. District, or state Leadership Development Event.
- 13. Participation as an FFA member in an FFA sponsored district, state, or national contest. This includes:
 - i. FFA Land Judging
 - ii. State Proficiency Award Program.
 - iii. State or National FFA SAE Grant
 - iv. State or National FFA Scholarship Applicant – (Can only count as 1).
 - v. GROWMARK Essay Contest or Jr. High Essay Contest
 - vi. KAAE Essay Contest
- 14. Band, Chorus or Talent Participation at State and National Conventions.
- 15. Participation in 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. “Agriland” or participation in an FFA related educational activity at the Kansas State Fair.

The following activities are **NOT** considered “above the chapter level.”

- 1. Local, sectional or state FFA **recreational events.**
- 2. Participation on **field trips** (i.e., Western Farm Show, American Royal, Husker Harvest Days, State Fair) **Exception:** If the members are representing their FFA Chapter in a specific contest or FFA-related activity at the event, then it can be considered. This must be indicated on the application.
- 3. Breed association activities

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 it is an acceptable activity refer to the definition below. The activity must be an **FFA activity** and be **above the chapter level.**

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