



National FFA Agriscience Research Proficiency Awards

*A Special Project of the
National FFA Foundation*

National FFA Agriscience Research Proficiency Awards

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***Special Tips:** Look for special tips throughout the handbook.*



***MANDATORY REQUIREMENT!** - Résumé*

The Agricultural Proficiency Award Program

SAE programs

SAE programs form the basis of proficiency and degree award programs. They are planned, practical activities conducted outside of regularly scheduled class time that help students develop and apply agricultural knowledge and skills learned inside the classroom. These activities can include entrepreneurship, placement (paid or unpaid) or agriscience research. Developing an SAE into a successful program takes time and planning. SAE programs also involve goal setting because they take time to grow and develop.

You should apply in an area in which you are strongest. For instance, if you have worked for a turf grass contractor for several years but have started your own enterprise with a couple of customers during the last year of your SAE, you should apply in the placement area to take advantage of the longer history and development. You can include information on your goals, a résumé, and a personal page about your entrepreneurship. While that will show the progress into your career goal, you are only confusing the judges by mixing the information from both placement and entrepreneurship on one application.



Special Tips:

At the minimum, you must have kept one full calendar year's worth of records as an FFA member.

Who can apply?

Agricultural proficiency awards are available to all FFA members enrolled in high school agriculture including special needs students. You can apply for specific proficiency areas while you are in high school or after you are out of high school, as long as you have been out for **less than** one year. If you have graduated from high school, you must have completed at least three full years of instruction in agricultural education or the program of agricultural education offered in the school last attended. At the minimum, you must have kept one full calendar year's worth of records as an FFA member to apply for a national level proficiency award. Realistically, you are more competitive at the national level with more years of records. Some states have specific requirements; your state FFA advisors can provide more information.

Proficiency applicants do not need to live on a farm or ranch to participate in the awards program. The agricultural industry needs qualified employees in more than 300 career areas, including processing, sales and service, conservation, forest management, horticulture, landscaping, nursery operation, turf management and floriculture.

The FFA motto

Learning to Do, Doing to Learn, Earning to Live, Living to Serve.

The Agricultural Proficiency Awards program is similar to the FFA motto in that it helps you set goals and learn practical skills. The program rewards FFA members, such as yourself, at the local, state and national levels for exceptional accomplishments and excellence in a supervised agricultural experience (SAE) program.

Your reasons for submitting a proficiency award application may vary: to compete against others, to achieve a sense of satisfaction, to reach a goal or maybe just to have fun!



Special Tip:

There are two Proficiency handbooks.

This handbook is for **Agriscience Research** applications.

The **Proficiency Handbook** is for Entrepreneurship, Placement or Combined award applications..

To determine which SAE you have, consider the following:

- For **Entrepreneurship, Placement and Combined SAE's**, refer to the **Proficiency Handbook**.for combined areas.
- This handbook is formatted for the fourth type of SAE is **agriscience research and experimentation**. It is for SAE programs that involve planning and conducting a scientific experiment based on a hypothesis and the use of the scientific method of investigation on the hypothesis. This may include qualitative research, quantitative research, experimental research, descriptive research or quasi experimental research. The fourth type of SAE is **exploratory**. It is for the SAE program that explores various parts of agriculture an agricultural careers. Examples include attending an agricultural career fair or creating a report on the work of a veterinarian.

SAE info

More information on SAE programs is available from your

Proficiency award areas

Not all of the proficiency award areas listed in this publication are available annually. Availability of awards depends on obtaining a special project sponsor. Your FFA advisor can assist you in determining whether the proficiency area for which you want to apply includes a sponsored award.

It is impossible to list every type of SAE in each area in this publication, especially when students, parents and advisors have devised many creative programs. Only a few examples are listed in the descriptions that follow. A slight modification in an SAE program can make it better suited for a different proficiency area than originally thought.

Your state FFA advisors or national FFA staff can assist you in determining which proficiency award application to complete. You should provide sufficient explanations as to support placement in that category.

The agricultural proficiency award areas approved for sponsorship by the National FFA Board of Directors. Refer to Proficiency home page on ffa.org for sponsored awards. (Only areas with sponsorship will be offered in any given year.)



Special Tip:

Log onto ffa.org to view current year award areas and descriptions being offered.

About the awards

Log onto ffa.org to view current year award areas and descriptions being offered.

<https://www.ffa.org/participate/awards/proficiencies>

Resources:

20 XX Proficiency Award Areas

20 XX Proficiency Award Area Descriptions

Agriscience Animal Systems Research - Research in the life processes, health, nutrition, genetics, management and processing of animal systems related to small animals, aquaculture, livestock, dairy, horses and/or poultry.

Agriscience Plant Systems Research - Research in the life cycles, classifications, functions, practices of plant systems related to crops, turf grass, trees and shrubs and/or ornamental plants.

Agriscience Integrated Systems Research- Must fit one of the following descriptions:

- **Diversified Research** – Research in two or more of the agriscience research areas.
- **Environmental Service Systems/Natural Resource Systems Research** - Research in the systems, instruments and technology used in waste management and their influence on the environment.
- **Food Products and Processing Systems Research** - Research in the product development, quality assurance, food safety, production, sales and service, regulation and compliance, and food service practices within the food industry.
- **Power, Structural and Technical Systems Research** - Research in the agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.
- **Social Sciences Research** - Research of leadership, personal growth and career success skills necessary for a chosen profession that effectively contributes to society.

The Agriscience Research Proficiency is designed for those students actively engaged in agriscience research and experimentation. This includes students who are actively engaged in doing their own research individually, as well as those students who may be cooperating on research projects with others including but not limited to teams in school, experiment stations or colleges/universities. The student must be actively involved in the development of the experimental design, formulation of the hypothesis, collection of data, interpretation of the data and publicizing the results to be considered for an agriscience research proficiency.

Guidelines for state winners

- You will be granted only one proficiency award per year and will be eligible to receive that same award only once. For instance, if you competed in agriscience research—animal systems application in 2015 and won at your state level, you would no longer be eligible to participate in animal systems. However, you could apply in another agriscience area such as integrated systems if your SAE applies to the award description.
- You will be considered for national awards only during the same calendar year in which you place first in state competition.
- You will receive reimbursement from the National FFA Foundation only if your application wins at the state level and is submitted for national consideration.
- You will be expected to attend the national FFA convention to receive your award *if you are selected as a national finalist*.

Judging for national finalists

Local or state level winners are selected based on their location. For example, Jim Jones from Anytown, Iowa, can win the Iowa FFA Agricultural Communications Proficiency Award, but he cannot win the Indiana FFA Agricultural Communications Proficiency Award.

Judging the applications

Proficiency awards will be judged by the following criteria:

- Skills and competencies learned that relate to an agricultural career field.
- Financial achievements, including growth in scope.
- Personal growth and development through FFA activities.
- Evidence of student accomplishments based on available resources and opportunities.
- Communication skills as demonstrated in the written portions of applications and clear, concise answers given during interviews.

Recognition**Awards available from National FFA Organization**

- **Chapter level**
 - Medal and certificate
- **State level**
 - Each state winner receives a framed certificate and a \$250 cash award.
- **National level**
 - Each national finalist receives a plaque and a \$500 cash award.
 - National winner receives an additional plaque and an additional \$500 cash award.
 - Each national finalist can apply for and compete to participate in an international travel experience.

NOTE: Local and state associations may have additional awards. Your local and state FFA advisors can provide more information.

***Special Tip:***

Select the Research Proficiency Application.
There are 2 applications. The other is called Proficiency application.

***Special Tip:***

Check out the Frequently Asked Questions and Application Troubleshooting Tips available on the Proficiency home page.

<https://www.ffa.org/participate/awards/proficiencies>

Information,**please**

The application is a series of questions about you and your supervised agricultural experience (SAE) program. Some of these questions are easy; others require thoughtful consideration on your part. Still other sections of the application ask for figures based on the records you kept on your SAE.

This section of the handbook will serve as your map in navigating through the proficiency award application.

1. Read all instructions before you begin.
2. Report your records on a calendar-year basis.
3. Confirm your state's deadline for submitting the completed application because each state has different rules.
4. Obtain the required signatures on the application in the proper places. Your placement application needs an employer's signature, even for volunteer, unpaid, directed lab and research programs. The person supervising your progress should sign the application, even if s/he is a parent or an advisor.
5. Review your application one more time for spelling, grammar or mathematical errors. With the new electronic applications, spellcheck is available for all text boxes.
6. Include only your share of inventory, income and net worth in your proficiency award application if your SAE program involves other family members.
7. Verify that the figures used are true. You may round them to the nearest dollar. Applications which are incomplete or have mathematical errors are subject to rejection.
8. Use information and examples in the handbook's appendices and on the proficiency homepage on www.FFA.org to clarify and assist you in completing your application.




Example applications for entrepreneurship, placement and combined are available on the proficiency award program website on www.ffa.org

Instructions Page and Icons in Application

An instructions page is available in the application to address simple tech issues or references that you might need while filling out the application. Make sure to reference the four main icons in the application. **Explanation for these icons are listed below:**

INSTRUCTIONS

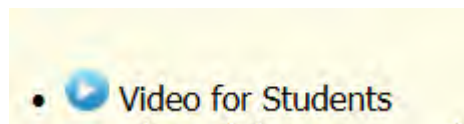
READ THIS FIRST!!

1. On most web browsers, the pages will automatically save as you go. You'll see this icon  as your information is saved.
2. JavaScript must be enabled. Your javascript is enabled.
3. Read this entire page of instructions before you begin.
4. Use the "Tab" key to go to the next cell that will accept information.
5. You must enter your beginning and ending dates on the Basic Setup page.
6. Begin with the Cover page and complete pages in order.
7. You must use only whole numbers. NO DECIMALS!! (Decimals will cause math check errors.) Do not put negative numbers in any cells.
8. These icons  contain additional help and tips. Touch or move your mouse over the icon to try it!
9. These icons  contain tips from the grading rubric for achieving maximum points.
10. All Checksheet items on must indicate "MET" or "YES" to qualify.
11. For fairness all applications must respond to questions in the space provided.



Special Tip:

Videos are available throughout to assist with questions you might



Videos are built into the application. These videos will provide further explanation for the various parts of the application .

I. Cover Page

1. **Name** – Write your name exactly as you want it to appear on a plaque and in press releases. Confirm that it is spelled correctly.
1b: Name on chapter roster (if different).
2. **Gender** – Select the appropriate response of either male or female
3. **Name Pronunciation** - If name is unusual, this information is used for onstage presentation.
4. **Date of birth** – Give the month, day and year of your birth. Be absolutely accurate as program officials determine your eligibility, in part, by this information.
5. **Gender** – Select the appropriate response of either male or female.
6. **Home Telephone number** – Include the area code and confirm the number.
7. **Mailing Address** – You will be sent mail at this address. Include the appropriate post office box number and/or street name and number, town, state and zip code.
8. **E-mail address** – Provide your e-mail address for notification purposes. We will not sell your e-mail address.
9. **Physical or Street Address** (required if your mailing address is a P.O. Box)
10. **Name of parents/guardians** – This information is used for news media purposes.
11. **Parents/Guardian occupation** - This information is used for news media purposes.
12. **Complete FFA chapter name** – Give the official name of the school because it is often different from the chapter name (for example: Western FFA).
13. **Name of junior high or high school** – Give the complete official name of the school because it is often different from the chapter name.
14. **School address** – FFA advisor(s) and/or other school officials will be sent mail at this address. Include the appropriate post office box number and/or street name and number, town, state and zip code.
15. **School telephone number** – Include the area code and number where program officials can reach your FFA advisor and/or other school officials.
16. **Chapter advisor(s)** – Include the complete name of each current FFA advisor.
17. **Year FFA membership began** – Please indicate the calendar year your membership began. One of the requirements for proficiency recognition is that you paid your FFA membership dues for each year covered by the application.
18. **Years of agricultural education completed** – If you are out of high school, you must have completed at least three full years of agriculture or all of the agriculture offered in the last school (grades 9-12) you attended.
19. **Make sure you obtain all pertinent signatures for your application** – If you are using the placement application, you will need your employer's signature, even if your employer is your parent.

**Special Tip:**

Beginning date must be entered on Basic Setup page or additional years will not be available for your records.

**Special Tip:**

Wanting to use same application from previous year? If you were not the state winner and your state allows you to apply in same award area, go to the Basic Set-up page of your application. Change the ending year to allow for another year's records.

II. Basic Setup

Basic Set-up page of your application. Change the ending year to allow for another year's records. Be sure to check your state's guidelines.

I. DATES FOR THIS APPLICATION	Date you started Ag	Ending date for this application
Establish the starting and ending dates for this application.	09/01/2012 <small>(Enter as mm/dd/yyyy)</small>	12/31/ 2015

Dates For This Application

- Establish the starting and ending dates for the application
- Represents your **beginning application date**, which includes:
 1. First day of agricultural education
 2. Development of SAE plan.
 3. FFA involvement
- **Ending application date** is December 31 of the year prior to the award.

Selecting a Proficiency Area

Using the list of applications, select the one that best describes your SAE program.

I. DATES FOR THIS APPLICATION	Date you started Ag	Ending date for this
Establish the starting and ending d	(Please Choose)	
Choose a proficiency type for this application	Animal Systems Integrated Agriscience Research - Diversified Research Integrated Agriscience Research - Environmental Service Systems/Natural Resource Systems Integrated Agriscience Research - Food Products and Processing Systems Integrated Agriscience Research - Power, Structural and Technical Systems Integrated Agriscience Research - Social Sciences Plant Systems	

Select the appropriate pathway in regards to your SAE

The nine career pathways are:

1. **Agribusiness Systems**
The study of business principles, including management, marketing and finance, and their application to enterprises agriculture, food and natural resources
2. **Animal Systems**
The study of animal systems, including life processes, health, nutrition, genetics, management and processing, through the study of small animals, aquaculture, livestock, dairy, horses and/or poultry.
3. **Biotechnology Systems**
The study of data and techniques of applied science for the solution of problems concerning living organisms.
4. **Cluster Skills - LifeKnowledge ®**
The student will demonstrate competence in the application of leadership, personal growth and career success skills necessary for a chosen profession while effectively contributing to society.
5. **Environmental Service Systems**
The study of systems, instruments and technology used in waste management and their influence on the environment.
6. **Food Products and Processing Systems**
The study of product development, quality assurance, food safety, production, sales and service, regulation and compliance and food service within the food science industry
7. **Natural Resource Systems**
The study of the management of soil, water, wildlife, forests and air as natural resources.
8. **Plant Systems**
The study of plant life cycles, classifications, functions, practices, through the study of crops, turf grass, trees and shrubs and/or ornamental plants.
9. **Power, Structure and Technical Systems**
The study of agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.

***Special Tip:***

NOTE: Application questions are different than what was in the previous applications.

III. Performance Review:

The following instructions cover Performance Review A, B and C

SAE programs vary widely. To accurately compare your accomplishments with other applicants, judges need to know how your program began, the help you received along the way and your future plans.

The performance review section must be supported by details provided in the remainder of the application.

Performance Review A:**1. Briefly explain your SAE and how it's related to this award area.**

This is the first impression the judges have of your program and application. Make your write-up interesting and informative. Briefly describe how you got started in this proficiency award area.

Some areas to cover include:

- (1) What interested and motivated you to begin?
- (2) What situations existed that relate to your SAE(s) for this area?
- (3) Did any particular person, situation or event create your interest?

2. Briefly explain how your roles and responsibilities related to this proficiency award area have changed.

In every position you increase your knowledge of your job duties. How have your responsibilities changed related to this proficiency award area?

How have you increased your knowledge and skill related to this area?

How have your roles and responsibilities increased over the life of your SAE?

3. Briefly explain what is the single greatest challenge you faced in this proficiency award area and how did you overcome that challenge.

Briefly explain the single greatest challenge you faced in this award area and how did you overcome the challenge.

Note: Be specific and provide insight into your management and performance skills.

Performance Review B:**4. Briefly explain your three greatest accomplishments/findings in this proficiency award area?**

Have you participated in trainings or experiences that have impacted the success of the company or your growth as an employee? As an entrepreneur have you increased or expanded your enterprise? Has your research produced findings that support or reject your hypothesis? Did a research experiment lead to a new patent or method? State the three greatest accomplishments here.

Accomplishment/Finding #1

Accomplishment/Finding #2

Accomplishment/Finding #3

Performance Review C:**5. What are three ways your experiences or opportunities in this proficiency award area will impact your future?**

What are three ways your experiences or opportunities in this proficiency award area will impact your future? Provide three impacts.

Impact #1



Impact #2

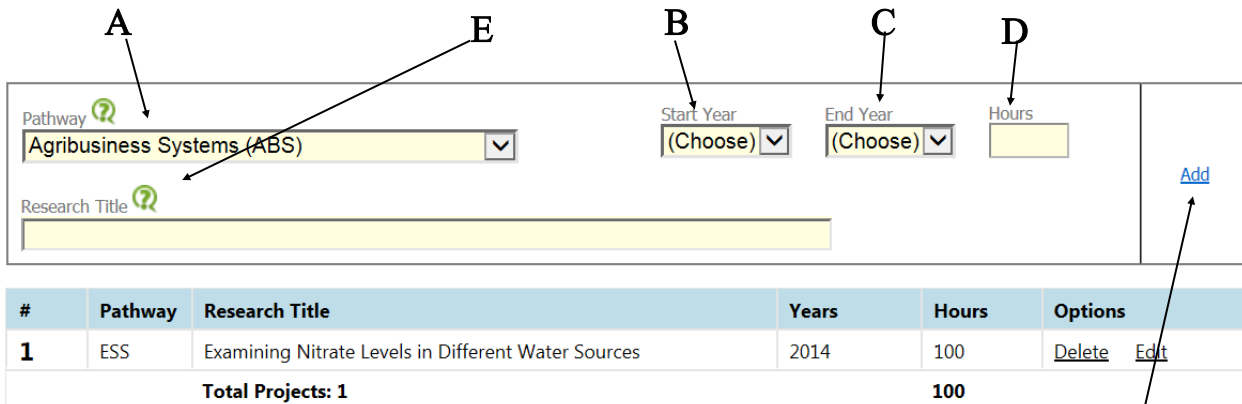
Impact #3

- i.e., **(Placement)** You had an opportunity to job shadow your employer, to advance in your future career.
- i.e., **(Entrepreneurship)** I had an opportunity to visit with a banker to receive information on financial gains.
- i.e., **(Research)** I had an opportunity to present my research to college researchers that prompted a position as an undergrad researcher.

IV. Research Projects

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! 



The screenshot shows a form for adding a research project. It includes a dropdown for 'Pathway' (set to 'Agribusiness Systems (ABS)'), dropdowns for 'Start Year' and 'End Year' (both set to '(Choose)'), and an input field for 'Hours'. Below the form is a table with one project entry and a total row.

#	Pathway	Research Title	Years	Hours	Options
1	ESS	Examining Nitrate Levels in Different Water Sources	2014	100	Delete Edit
Total Projects: 1				100	

Click "Add" to populate projects

Pathway (A)

Choose Pathway

Start Year (B)

Select the year that best describes the start of the project

End Year (C)

Select the year that best describes the end of the project

Hours (D)

This area is for the number of total hours worked on all aspects of your research project.

Research Title (E)

Develop a descriptive title for your research project.

V. Research Funding

Special Notes before you begin this page:


- Entries are saved as you add/edit each row.
- No Decimals or Cents. Use whole numbers.
- Set up your list of Research Projects on the "Research Projects" page.

Select a Project:

1. Examining Nitrate Levels in Different Water Sources ▼

Make sure to select the project in which you would like to add research funding.



For sections below you will click on  to add research expenses and funding/income.

The window below will appear once you click "Add". Please select the appropriate year, list

✕

Year:

Expense Item:

Memo/Description:

Cost:

[Insert](#) [Cancel](#)

the item, a short description of the item, and the cost of the item.

Describe how you handled funding of your research and then related expenses that helped you

Please give a detailed explanation of how you obtained your project materials. 

maximum 750 characters - 750 remaining

VI. Research Paper

Special Notes before you begin this page:

- Entries are saved as you go.
- Set up your list of Research Projects on the "Research Projects" page.

Select a Project:

1. Examining Nitrate Levels in Different Water Sources ▼

A. Abstract

One page abstract for each research project listed. An abstract is a brief summary of your paper, which concisely describes your purpose, methods, results and conclusions. Do not include the title in the abstract. Your abstract may include potential research applications or future research. The abstract should be in paragraph form and no longer than one page.

B. Procedure

A well-written procedure will enable others to reproduce your results by duplicating your study. Explain the technical and experimental procedures employed. Use good judgment with details. Note easily understood tests or procedures, but do not describe them in detail.

C. Conclusion

Draw conclusions from the results of your study and relate them to the original hypothesis. If results were not what you expected, take this opportunity to explain why.

VII. Outcomes/ Efficiencies:

Efficiency factors measure how well you manage your enterprise compared to accepted industry standards. Efficiency factors are like grades on report cards. They can tell if your business is doing well and if you should continue your current practices. They can also reveal whether you should make some changes.

Efficiency factor

Efficiency factors are accepted industry measurements that you use to assess the effectiveness of specific aspects of your enterprise. Both placement and entrepreneurship enterprises utilize efficiency factors.

Level achieved at end of first record book or production cycle

Efficiency factors are represented by specific numbers. Calculate the efficiency factor and place the number in this area.

Level achieved at end of last record book or production cycle

Efficiency factors are represented by specific numbers. Calculate the efficiency factor and place the number in this area.

Describe how this efficiency factor impacted the management decisions or performance objectives.

A **learning outcome** is focused to illustrate growth of attaining skills or knowledge from your SAE experience. An example could include:

In year 1 (2011) you had a 10% understanding of Shop Safety but by the end of the same year (2011) you have a 90% understanding of how to practice proper shop safety, which

<input checked="" type="checkbox"/>	I learned about safety in the shop....	Year 2011 Level 10% knowledge	Year 2011 Level 90% knowledge	This helped me in my job....	Delete	Edit
-------------------------------------	--	--	--	------------------------------	------------------------	----------------------

was the result of your work experience.

VIII. SAE Hours and Wages (Placement Applications)

A “placement-type” SAE involves finding places where you can work such as on farms or ranches, in agribusinesses, in school laboratories or at community facilities. You do not own the facility or area where you work. You may work for wages or for the experiences that you receive. Through this type of SAE, you gain practical experiences needed to enter and advance in your future occupation in the agricultural industry.

With a placement SAE, you work toward achieving a list of specific agricultural skills. You use the facilities and human resources provided by employers, schools or community organizations to develop these essential skills for your career.



Special Tip:

Follow guidelines below to determine number of hours allowed for Directed lab/SAE hours.

Directed lab/SAE hours - (unpaid hours):

In reviewing applications for awards and degrees, applicants sometimes present a completely unrealistic number of hours dedicated to directed lab/SAE. In a single year, a person working a full time 40 hour per week job will work a total 2080 hours (52 weeks x 40 hours = 2,080). In order to assist students and teachers in evaluating students directed lab/supervised agricultural experience (SAE) hours, it is important to consider the hours a student must also dedicate to school, sleep, etc.

Consider the breakdown of hours for a total year.

Hours per year:	365 days a year	X	24 hours =	8,760 hours
Sleep hours:	365 days a year	X	8 hours =	2,920 hours
School year (36 week school year)	180 days a year	X	7 hours =	1,260 hours
Vacation	14 days	X	16 hours =	224 hours
Holidays:	4 days	X	24 hours =	96 hours
Family time/recreation	15 hours/week	X	52 weeks =	780 hours
Homework and study time	5 hrs/week	X	36 weeks =	180 hours
Personal care time	3 hrs/day	X	365 days =	1,095 hours
Total =				2,205 hours remaining in the whole year

In addition to the previous list, the following activities also subtract from the time a student could devote to their directed lab/SAE in a year:

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.



Special Tip:

Your 5 major skills will be in your main career pathway; however, your 5 additional skills could be in other pathways such as cluster skills, etc.

IX. Skills, Comp., Knowledge:

All applicants complete the skill competencies and knowledge section.

A. Five Skills, Competencies, Knowledge within your Primary Pathway

#	AFNR Performance Indicator	Contributions to Success (max 500 characters)
1	(Click to Choose)	

Figure I

Candidate will identify 5 major skills, competencies and knowledge that best describes what was technically gained from the SAE in the primary AFNR Indicator.

The candidate will also identify 5 additional skills, competencies and knowledge that were gained in one of the other related pathways.

The screenshot shows a dropdown menu for the AFNR Performance Indicator. The menu is titled "A. Five Skills, Competencies, Knowledge within your Primary Pathway" and lists several options:

- (Click to Choose)
- AS.01.01 Evaluate the development and implications of animal origin, domestication and distribution.
- AS.02.01 Classify animals according to hierarchical taxonomy and agricultural use.
- AS.02.02 Apply principles of comparative anatomy and physiology to uses within various animal systems.
- AS.02.03 Select animals for specific purposes and maximum performance based on anatomy and physiology.
- AS.03.01 Prescribe and implement a prevention and treatment program for animal diseases, parasites and other disorders.
- AS.03.02 Provide for the biosecurity of agricultural animals and production facilities.
- AS.04.01 Formulate feed rations to provide for the nutritional needs of animals.
- AS.04.02 Prescribe and administer animal feed additives and growth promotants in animal production.
- AS.05.01 Evaluate the male and female reproductive systems in selecting animals.
- (Click to Choose)

The background shows a form with a "KNOWLEDGE" section and a "Contributions to Success (max 500 characters)" field.

Figure II

1. Identify a major skill, competency or knowledge that was gained as a result of this SAE program related to the award area you are applying for.
2. Contribution to Success: Simply state the how the skill, competency, or knowledge gained and its specific contribution that it made to your programs success.

**MANDATORY:**

In order to have uniform résumés for all applicants, you MUST use the electronic template resume included in the electronic

X. Résumé:

A résumé 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 note-worthy 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.

1. Objective - (Career objective)

Indicate specific short-term and long-term career goals.

2. Agricultural Classes/Coursework

List specific courses, seminars or other educational experiences that helped to prepare you for your stated career objective.

- Attended seminars on specific topics of interest
- Earned state-level certification for pesticide and herbicide applications
- Toured three commercial greenhouse operations
- Completed a plant science short course
- Participated in a one-week ecology camp
- Attended a garden seed seminar

3. Supervised Agricultural Experiences (SAE)

A summary of your SAE or related work experience (most recent to oldest). Example:s • Year - Year: Beef (Ownership) 18 projects • Year - Year: Poultry (Ownership) 8 projects • Year - Year: Grain Crops (Ownership) 2 projects • Year - Year: Sales (Placement) 1 project • Year - Year: Natural Resource Systems (Research) 2 projects

4. FFA Leadership (Involvement)

Leadership development opportunities come in many different forms. Some activities are the direct result of FFA membership, while others are offered by the school and community and are available to all students.

Examples:

- FFA offices held - junior officer, secretary, president of chapter
- Major committee assignments - chairperson of fundraising, chairperson of spring banquet
- State, national conventions - member of courtesy corps, chapter or state delegate

(continued next page)

5. FFA Activities

List FFA activities in which you have participated. This could include career development events, conventions, conferences, etc.

6. Community Service (leadership activities)

Include major community related activities.

Examples:

fire department volunteer; superintendent of beef department at the county fair; junior scout leader; scouting program member; hospital, nursing home or child care center volunteer; church youth group member; officer or usher and volunteer naturalist at county park
These hours may not be duplicated for Directed Lab (unpaid hours).

7. School and Extracurricular Involvement

- A. School Clubs
- B. Sports

8. Awards and Honors (Accomplishments)

Personal accomplishments and usually includes a year and short description of the accomplishment (most recent to oldest):

Example: (1) Year: Invitational - Poultry (2) Year: Poultry Judging - 8th Team (3) Year: Good Record keeping AET Badge (4) Year: Prof. Wildlife Production & Mgmt (En/Pl) (5) Year: Community Service AET Badge



Special Tip:

NOTE: Skills: Even if you have no new skills to add to this section, enter N/A or the checklist will show an error.

9. Certifications (Certifications and Memberships)

(most recent to oldest):

Example: (1) Year: Lincoln Welding Certificate (2) Year: Artificial Insemination Certificate (3) Year: Pesticide License Certificate Edit 382

10. Skills

This is a new section as part of the new resume builder.

The application has a skills section relating to the career pathways. This is a new section as part of the new resume building. Some examples of additional skills as part of the resume builder are listed below.

See examples on next page.



Special Tip:

A new portion of the Resume is the section titled Skills. If you have nothing to put in this section, be sure to enter N/A or the checklist will show an error.

Skills (examples)

*** ACTION**

- Project Planning
- Identifying resources
- Detail-orientated

*** VISION**

- Persuasion
- Innovation
- Strategic thinking

*** AWARENESS**

- Open-minded
- Safety-conscious
- Customer service

*** PHYSICAL GROWTH**

- Ability to lift over 50 lb.
- Ability to stand for extended periods
- Goal-oriented

*** PROFESSIONAL GROWTH**

- Microsoft Office Suite
- Adobe Creative Suite
- Record keeping

*** EMOTIONAL GROWTH**

- Positive attitude
- Self-reliant
- Stress management

*** COMMUNICATIONS**

- Public speaking
- Telephone service
- Business and technical writing

*** FLEXIBILITY & ADAPTABILITY**

- Adapting to new technology
- Implementing new procedures
- Taking appropriate risks

*** RELATIONSHIPS**

- Collaboration
- Conflict management
- Active listening

*** CHARACTER**

- Meeting deadlines
- Responsibility
- Trustworthiness

*** CONTINUOUS IMPROVEMENT**

- Goal-oriented
- Coachable
- Learner

*** SOCIAL GROWTH**

- Social media networking
- Fluent in foreign language
- Etiquette awareness

*** MENTAL GROWTH**

- Critical thinking
- Creative thinking
- Learner

*** SPIRITUAL GROWTH**

- Courteous in conversations
- Values-oriented
- Respectful of others' opinions

*** DECISION MAKING**

- Budgeting
- Data research
- Problem solving

*** TECHNICAL & FUNCTIONAL SKILLS IN AGRICULTURE**

- Machinery operations
- Crop/livestock management
- Laboratory operations

**Special Tip:**

Remember you can include only six pictures with your proficiency application. It's important to make each picture count. Judges don't know your program, personally. Your application must represent your SAE so make sure the photos and captions emphasize your strong points, not your weaker ones.

Ask a person who is unfamiliar with your program to review your photos and captions to determine the type of message they convey.

11. References

Provide contact information for those people who can talk about your strengths and skills, but who are not related to

XII. Photos

Every picture tells a story, but it won't do much good for your FFA award application if it's dark, out of focus or doesn't have anything to do with your application.

Good quality, well planned photos set your application apart from the competition. They tie the entire application together and add impact, provided they are good pictures with informative captions. Photos need to relate to the proficiency area in which you are applying. Photos with corresponding captions must be kept one per page. Photo collages are not allowed.

Photos are used as supporting evidence. They must help tell the story of your program and need to show activity, size and your involvement in the proficiency area. Pictures of sheep in your horticulture application will only raise questions, rather than clarify your SAE. Taking pictures to tell the complete story takes planning.

Captions should describe what is happening in the photo to describe your SAE project.

*IMPORTANT NOTE: Upload (jpg, gif, png, bmp)

Consider:

- An SAE program normally covers a period from three to four years.
- Every program has important phases that can only be captured on film when they happen.
- It is best to take pictures over a period of time to reflect your program's growth.

(Sometimes staged photos are needed, but work at making them not look staged by changing hats, shirts, etc.)

XII. Captions:

Captions are a short description of the activity in your photos. Informative captions can indicate your personal involvement in and demonstrate the quality and size of the program.



Special Tip: Tips in Writing captions

- *Avoid starting each caption with “Here I am”... or “I am ...”, or “This is me doing*
- *Be sure the caption relates to the photo.*
- *Check spelling and grammar of your captions.*
- *Don’t repeat yourself in the same caption, saying the same thing over and over again.*
- *Example: “I am installing a GPS sensor. I must install a variety of sensors. There are sensors that need to be installed.”*
- *Write as if you are talking about yourself to someone else.*

Use captions to show your knowledge or provide additional information that is not already stated in the application. Use them to explain something important about the photo that is not easily recognized by someone who is unfamiliar with your program.

XIII Attachments:



The two items listed below MUST be submitted (printed and mailed) with the completed application:

Employer or Instructor's Statement The applicant's most recent employer or agriculture instructor should evaluate and submit a maximum of one page report of the progress the student has made in developing the skills and competencies necessary for success in the particular area of this application.

- This statement gives a different perspective of your SAE. Judges find this section very helpful in evaluating your application. A name and title must appear with the statement. **NOTE: The recommendation can be no more than one page in length.** If both your employer and advisor want to make a recommendation, they can either put both recommendations on one page, or use a separate recommendation as your personal page

Personal Page Attach one page of additional information, of your choice, supporting your application for this area. (i.e., newspaper clippings, additional statements from employer, student work, etc.)

The Personal page section is the place to add anything you feel will support and set apart your application, including information that maybe doesn't fit into any other category.

- If you are an entrepreneurship candidate and possess a large inventory, you may wish to use this area to list completely the inventory items that you own.
- If you received numerous awards, you could even include a picture showing all of the awards in one photo.

XIV. Checklist

Photos

Attachments

Checklist

Print Application

The checklist is built into the application.

- All items must be checked as having met for the application to be considered.
- Only computer-generated checks are shown here. The

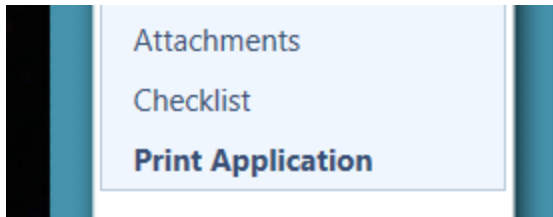
Item	Value
Missing Name	MISSING
Missing Gender	MISSING
Missing Phone Number	MISSING
Missing Address, City, State, or Zip	MISSING
Missing or Invalid Email Address	MISSING
Missing Chapter Name	MISSING
Missing School Name	MISSING
Missing School Address, City, State, or Zip	MISSING
Missing School Phone	MISSING
Advisor: Missing Name/Email	MISSING
Missing DOB	MISSING
Performance Review A Question 1 is missing or above the 1500 character (length) limit.	MISSING
Performance Review A Question 2 is missing or above the 1500 character (length) limit.	MISSING
Performance Review A Question 3 is missing or above the 1500 character (length) limit.	MISSING
Performance Review B Question 1 is missing or above the 750 character (length) limit.	MISSING
Performance Review B Question 2 is missing or above the 750 character (length) limit.	MISSING
Performance Review B Question 3 is missing or above the 750 character (length) limit.	MISSING
Performance Review C Question 1 is missing or above the 750 character (length) limit.	MISSING
Each research project includes an abstract, procedure, and conclusion.	NOT MET
Candidate has fully described and selected one to five Learning Outcomes or Efficiency Factors.	MISSING
Candidate has fully described all ten Skills, Competencies, and Knowledge.	MISSING
All pictures include captions.	MISSING
All pictures include a digital upload.	MISSING
Resume Section 1 is missing or above the 400 character (length) limit.	MISSING
Resume Section 2 is missing or above the 750 character (length) limit.	MISSING
Resume Section 3 is missing or above the 750 character (length) limit.	MISSING
Resume Section 4 is missing or above the 750 character (length) limit.	MISSING
Resume Section 5 is missing or above the 750 character (length) limit.	MISSING
Resume Section 6 is missing or above the 750 character (length) limit.	MISSING
Resume Section 7 is missing or above the 750 character (length) limit.	MISSING
Applicant has chosen a Primary Pathway.	MISSING
Application includes at least one full calendar year of records.	ERROR
Ending Date is Dec 31 of the year prior to the National Convention which you are applying to receive an award.	MET
Employer or Instructor's Statement must be printed and submitted with the application.	MUST ATTACH
Personal Page must be printed and submitted with the application.	MUST ATTACH

Must be checked "MET" before application is ready for approval.

SEE ATTACHMENTS

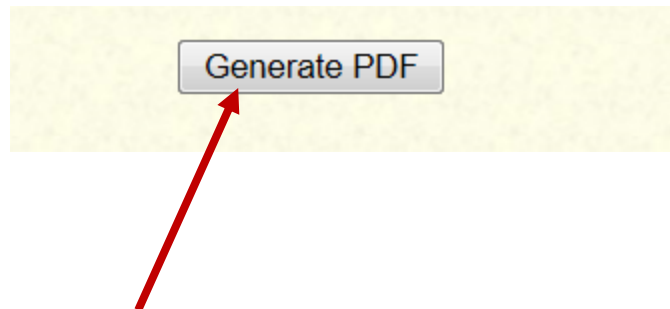
PDF application shows additional manual checks.

XV. Print Application



- ◆ Use this screen to print a PDF of your application.
- ◆ Refer to the PDF cover page for required signature approvals.
- ◆ Follow your local, regional, and state rules and requirements for submission of the paper application.
- ◆ Altering the PDF report or substituting pages may result in disqualification.

When you are ready to generate and print your application Click on Generate PDF. Your application will contain a barcode and a version number. It is important to make sure that your version number matches ever page that is printed and submitted to your local, regional and state.

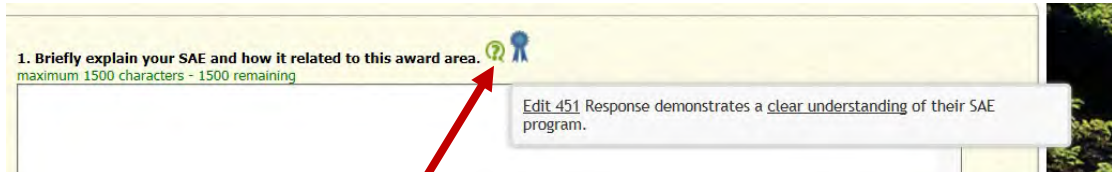


Click Tab when ready to Generate PDF

XVI. Rubrics

Available: <https://www.ffa.org/participate/awards/proficiencies>
 Right hand column under Rubrics

- If you hover your mouse over the ribbon icon; a portion of the grading rubric will appear. This section provides tips to obtain the maximum amount of



points available.



Place mouse over icon for box to appear

Rubric Availability

A link to the rubrics are available within the application. You can find the link to the National FFA Website on the “Print Screen” page.

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.

AFNR: agriculture, food and natural resources.

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.

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 particular 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, livestock, buildings, etc.

Non-current liabilities: liabilities not payable within one year.

Placement: an agricultural education program where students work for wages or experience.

Principal: an amount of money borrowed (not including interest) or invested.

Proficiency: advancement in knowledge or skill; receiving competencies through training and practice.

Processing: the changing of a raw material into a more useable form.

Ratios: the relationship in quantity, amount or size between two or more things.

Recordkeeping: keeping accurate facts and information pertaining to your SAE.

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.

Shop FFA: the online merchandising division of the National FFA Organization, 6060 FFA Drive, PO Box 68960, Indianapolis, IN 46268-0960.

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,



Postmarked Due July 10
(new due date starting in 2016)

**AGRICULTURAL PROFICIENCY
CERTIFICATION**

Having applications disqualified during national finalist competition after the applicant has received state recognition and the publicity that accompanies such recognition has to be a disappointment to the student, an embarrassment to the state and national organizations, a very undesirable task for a panel of judges and most of all very difficult to explain to the sponsor of the activity. To improve the quality of applications submitted, and to eliminate the need to disqualify an application at the national finalist level of competition each agricultural proficiency award application submitted should be certified by the state advisor. The state advisor should appoint a team to review each application and only send those on to national competition that have a positive response to each of the statements listed on the Entrepreneurship/Placement and/or Agriscience Research Review forms.

The 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.

The Agricultural Education Mission: Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources system.

The National FFA Organization is a resource and support organization that does not select, control, or supervise state association, local chapter or individual member activities. Educational