

Wisconsin State FFA Degree Handbook

Wisconsin Association of FFA, Inc.
Wisconsin FFA Center, Inc.

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The Wisconsin FFA Degree Application is located on the Wisconsin FFA Website
<http://www.wisconsinffa.org/pg-sae.php>

For Star Applicants: Please read the section in this packet “Applying for State FFA Degree Star”. The applications submitted for Star in Agribusiness, Star Farmer, Star In Agricultural Placement, and Star in Agriscience will include additional information. The candidate must complete the entire State FFA Degree application plus the American Star Battery. The American Star Battery is found on the National FFA website at http://www.ffa.org/index.cfm?method=c_programs.AmericanDegree and the Wisconsin FFA Website at <http://www.wisconsinffa.org/pg-sae.php> The candidates must include all the additional pages, plus attach the SAE agreements, resume, three letters of recommendation and supporting photographs. Candidates do not have to include the **Personal History** pages.

STATE FFA DEGREE MINIMUM REQUIREMENTS

Summarized from the State FFA Constitution Article V. Section D.

- ◆ Completed at least 360 hours (2 years) of Agriculture Education Instruction while in high school
- ◆ Have at least 24 months of FFA Membership at the time of application
- ◆ Have received the Greenhand and Chapter FFA Degrees
- ◆ Have earned and productively invested \$1500 or worked 1000 hours in SAE
- ◆ At least five different FFA activities above the chapter level
- ◆ Participate in the planning and completion of the chapter Program of Activities
- ◆ Candidate must list at least 6 skills or competencies gained through SAE
- ◆ At least 2 different public speeches (agricultural), each at least 5 minutes in length
- ◆ Must demonstrate leadership by performing 10 parliamentary procedure activities
- ◆ Candidate must have a satisfactory record of scholarship, as certified by a school administrator
- ◆ Must have served in at least four of the following six capacities
 1. Chapter FFA Officer
 2. FFA Committee Chair
 3. FFA Committee Member
 4. Official State FFA Representative in National or Regional FFA Activity
 5. School Activity (not FFA)
 6. Community Activity (not FFA)
- ◆ Have participated in at least 25 additional, unduplicated hours of community service activities within at least two different community service activities.
- ◆ Must be financially correct

ACCEPTED SAE PROGRAMS FOR EARNING THE STATE 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. An SAE program is the actual, hands-on application of concepts and principles learned in the agricultural education classroom. Students are supervised by agricultural education teachers in cooperation with parents, employers and other adults who assist them in the development and achievement of their educational and career goals.

SAE/Career Path Opportunities: In order to assist you in determining how to describe your SAE on Page 2 of your State FFA Degree Application, please see the career cluster your SAE fits, you can check out the SAE descriptions used in the proficiency award area descriptions also to assist you in correctly labeling your SAE.

- **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
 - 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)

Defining Agricultural Education SAEs and Activities Included for Recognition

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

Here is a list of example activities:

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

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

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

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

Babysitting/ Child Care

Housekeeping

Working in a retail store that is unrelated or has no portion of the job associated with an agriculturally-related activity.

Working in a restaurant that only involves cleaning tables and waitressing. The SAE must include food preparation and fit under the description of the Food Service Proficiency Award.

REMEMBER

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

**PLEASE DO NOT SIMPLY LIST – AG EDUCATION SAE or
AG COMMUNICATIONS SAE.**

We are asking for more specific roles and responsibilities to define your SAE.

See examples on following pages...

EXAMPLE OF PROPERLY COMPLETING PAGE 2

A. Supervised Agricultural Experience Program by Year:

Year	Entrepreneurship, Placement, and/or other SAE Description (Enterprise, Description, Size, Title, Site, Hours, etc.)
1st Year <u>9-1-2007</u> Mo/Day/Yr to Dec. 31 <u>2007</u> Year	Equine Science SAE Placement: Clear Aire Stables - 240 hours Responsibilities include: Grooming and exercising horse, feeding and watering horses Entrepreneurship – 1 Quarter Horse
2nd Year Jan. 1 to Dec. 31 <u>2008</u> Year	Equine Science SAE Placement: Clear Aire Stables - 300 hours Responsibilities include: Grooming and exercising horse, feeding and watering horses. Assisting with trail rides. Entrepreneurship – 1 Quarter Horse
3rd Year Jan. 1 to Dec. 31 <u>2009</u> Year	Equine Science SAE Placement: Clear Aire Stables - 400 hours Responsibilities include: Grooming and exercising horse, feeding and watering horses. Assisting with trail rides. Assist in coordinating horse show equipment Entrepreneurship – 2 Quarter Horses
4th Year Jan. 1 to Dec. 31 <u>2010</u> Year	Equine Science SAE Placement: Clear Aire Stables - 400 hours Responsibilities include: Grooming and exercising horse, feeding and watering horses. Assisting with trail rides. Assist in coordinating horse show equipment Entrepreneurship – 2 Quarter Horses Records In Progress
5th Year Jan. 1 to Dec. 31 _____ Year	
6th Year Jan. 1 to Dec. 31 <u>2009</u> Year	

EXAMPLE OF PROPERLY COMPLETING PAGE 2

A. Supervised Agricultural Experience Program by Year:

Year	Entrepreneurship, Placement, and/or other SAE Description (Enterprise, Description, Size, Title, Site, Hours, etc.)
1st Year <u>9-1-2007</u> Mo/Day/Yr to Dec. 31 <u>2007</u> Year	Agricultural Education SAE- 150 hours Responsibilities include: PALS Mentor Food For America – Designed and Presented Workshop on the Food Pyramid and Healthy Nutrition Chapter Recruitment Presentation – Developed a presentation for Middle School Students to learn about Ag Education and FFA. Presented in a team of three at middle school orientation program.
2nd Year Jan. 1 to Dec. 31 <u>2008</u> Year	Agricultural Education SAE - 350 hours Responsibilities include: PALS Mentor Chair of the Food For America Committee Organized committees, Assigned responsibilities, Contacted presenters, Arranged facilities, Communicated with school staff. Classroom Teachers' Assistant Produced powerpoint presentations for ag instructor Designed classroom demonstration to assist in teaching horticulture class Redesigned chapter's fruit sale ordering system
3rd Year Jan. 1 to Dec. 31 <u>2009</u> Year	Agricultural Education SAE - 450 hours Responsibilities include: Classroom Teachers' Assistant Assisted instructor with producing handouts and preparing classroom demonstrations. Organized an application workshop for FFA members. Assisted in coaching the Ag Sales CDE Team. Agricultural Communications SAE – 100 hours Designed two FFA Chapter newsletters Updated FFA Chapter website
4th Year Jan. 1 to Dec. 31 <u>2010</u> Year	Agricultural Education SAE Responsibilities include: Classroom Teachers' Assistant – Records in Progress Agricultural Communications SAE – Records in Progress FFA Chapter newsletter FFA Chapter website
5th Year Jan. 1 to Dec. 31 _____ Year	
6th Year Jan. 1 to Dec. 31 <u>2009</u> Year	

CLARIFICATION OF MINIMUM REQUIREMENTS

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

- When counting agricultural education instruction hours, the student must only be counting the hours they have obtained while in **HIGH SCHOOL** agricultural education.
- Courses must be under the Agricultural Education Department and cannot be other courses offered in the High School such as Biology, Chemistry or any other course that is outside of the realm of the Agricultural Education Department.
- Class hours are based on a 90 hour semester or 180 hours per year.
 - 1 semester = 90 hours
 - 2 semesters = 180 hours

 - 1 year = 180 hours
 - 2 years = 360 hours
 - 3 years = 540 hours
 - 4 years = 720 hours
- A student may have more than one course during a school year and can count the total hours. For instance, if a student were to be enrolled in two full year agricultural education courses their Sophomore year, they could have a total of 360 class hours for that year.
- If a student has block scheduling, the class hours are still divisible by 90 hours whether they are 90 hours in a quarter or semester and they must still have 360 hours to meet the minimum requirement.

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

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

Members must apply for State Star awards at the same time that they are applying for their State Degree. Members eligible while in high school and only one year out of high school if they are a graduate to apply for this award recognition.

CLARIFICATION ON “ACTIVITIES ABOVE THE CHAPTER LEVEL”

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

1. FIRE (Greenhand) Conference
2. Sectional Leadership Workshop
3. County or regional FFA officer training workshops
4. Half-time Leadership Workshop
5. Made for Excellence (MFE)
6. Experiencing Discovery, Growth and Excellence Conference (EDGE)
7. Advanced Leadership Development Conference (ALD)
8. Washington Leadership Conference
9. State FFA Convention
10. State Convention Activities
 - a. State FFA News Room
 - b. State FFA Courtesy Corps
 - c. State FFA Delegate (cannot count serving as a delegate and attendance at state convention as two activities when they occur the same year.)
 - d. State FFA Agriscience Fair
11. National FFA Convention
12. National FFA Convention Activities
 - a. National FFA Day Of Service
 - b. National FFA Courtesy Corps
 - c. National CDE
 - d. National Agriscience Fair
 - e. National Voting Delegate
 - f. Hall of States Booth
13. Participation at multi-chapter, regional or state Career Development Events.
14. District, sectional, or state speaking contests. (Competing at district and sectional count as two activities.)
15. Participation as a FFA member in an FFA sponsored regional, state, or national contest. This includes FFA Land Judging; Sectional and State Tractor Operators Contests.
16. Participation in: State Proficiency Award Program, Agri-Entrepreneurship Program, AgriScience Student Award Program, H.O. Sargent Award Program
17. State Band, Chorus or Talent Participation at State and National.
18. Participation in Co-ops Yes!, Farm Forum, CTSO Leadership Workshop. where the FFA member is representing the FFA Chapter.
19. Exhibiting at county or regional fairs as a representative from your FFA Chapter.
20. Exhibitor at State Fair – as a representative from your FFA Chapter.
21. “Ag Ventures Day” or participation in an FFA related educational activity at the Wisconsin 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., World Dairy Expo, Farm Technology 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.
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 or not it is an acceptable activity refer to the definition below. The activity must be an **FFA activity** and be **above the chapter level**.

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

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

Definition: Above the chapter level

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

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

The only exception is FFA athletic/recreational activities. Given the fact that there are numerous other eligible activities and to retain the prestige of receiving the highest degree on the state level, athletic sporting events are **not** considered eligible activities for participation above the chapter level.

Revised: 1/2007 – Cheryl Zimmerman

AVOIDING COMMON MISTAKES WHEN FILLING OUT THE STATE FFA DEGREE APPLICATION

1. Use the most current application posted on the Wisconsin FFA website. The application is posted at <http://www.wisconsinffa.org/pg-sae.php>
2. Make sure to read the “WI Instructions” page. The first page of the State FFA Degree Excel document.
3. Begin entering information on the cover page and move through the pages numerically. When you enter information on the “Cover” page and “Cover B” page, the information will be transferred to the “WI Cover” and “Cover B” pages.
4. Do not use decimal points when entering numbers. This will cause “ERROR” to appear in your requirement columns and you won’t see where the problem is because the decimals hide once they are entered. The new application should not allow for any decimals to be inputted. You will get an error message.
5. Financial records for the current year do not count. These have to be noted as “Records in Progress” and do not count toward the requirements for the state FFA degree. They can be listed on page 2 but not included in the pages that would calculate hours or dollars.
6. Make sure that Page 2 of the application follows what you have listed for your SAE in the rest of the application. If you have 400 hours listed for your Ag Sales SAE for a particular year, you should have 400 listed on page 3 or 4 that correspond.
7. Make sure the year your FFA membership starts is the year the records start. You can be an FFA member before you have an SAE but you can’t list years of records before you started FFA.
8. Don’t list assets twice, if you list them as current assets, they can’t also be non-current.
9. Make sure on page 8a and 8b to “X” the box indicating the year for the last year of your records. This should be done for all applications whether it is an entrepreneurship program or placement program. If you have a placement program, putting the “X” above the last year of records cleans up the application so no error messages appear.
10. If you barter or have ag labor exchanged for non-cash operating expenses (Pages 8a and 8b, section 1 lines f and g), you need to list what the amount is for the non-cash expense operating expenses (Pages 8a and 8b, section 2 lines c and e). These should technically add up to the same unless there was some unique situation which would have occurred.
11. On page 9, realistically a student may have some cash on hand or in savings and should have some personal expenses that could be listed. Leaving this as “0” does not always provide the most accurate picture of the student’s overall net worth.

12. If you have an entrepreneurship program, you cannot list your entrepreneurship SAE hours on pages 3 and 4. If you have other hours for other projects in your overall SAE, you can have a combination of both entrepreneurship and placement. However, if you are counting hours working with your animals and also counting your animals as your entrepreneurship program, this is not allowed.
13. Don't forget to complete pages 13a and 13b of the Wisconsin required pages of the degree. This includes additional state requirements needed in order to receive the State FFA Degree.
14. Clearly define the 5 activities above the chapter level. Activities that FFA advisors are not familiar with can cause confusion as to whether they qualify as above the chapter level or not. See list in this document of currently accepted activities above the chapter level. Activities can only be counted as one even if there are multiple years of participation in that one event. Plan ahead for students who potentially can earn degrees and have them attend state level activities, workshops, etc. in order to fulfill the requirement.
15. On page 12, list the years of participation in the events listed. Do not put "X" in the column of the level of participation.
16. On Page 13b, the two speeches listed need to be "Agriculturally-related" speeches.
17. When completing questions 22 and 23 on page 13b, these activities should also be listed on page 12.
18. Were taxes filed? Either yes or no should be checked on Cover Page B.
19. If you are making changes to your application, it is really best to print out a new copy of the completed application so that all pages are dated the same. Also if you adjusted any numbers, by printing out a new application you will know that proper transferring occurred. If you are only replacing the first or second page or a few pages in the back, you can just reprint those pages and it will be accepted.
20. Don't forget to have all signatures.
21. Punctuation/grammar: Make sure you proofread the application in these areas. Have the English teacher help-----cross curriculum work can be utilized here. Administrators like it. English teachers like helping out and learning about the student's SAEs.
22. On any application, the numbers need to match. Hours on page two of the State/American FFA Degrees need to match the hours worked.
23. Ask for help/advice. Other teachers can notice something you miss or make suggestions that might make the application better. Refer to next page for SAE Committee members.

2009-2010 WAAE SAE COMMITTEE MEMBERS

Glenda Crook – Lodi High School - crookgl@lodi.k12.wi.us

Keith Gundlach – Randolph High School - kg@randolph.k12.wi.us

Tim Pederson – Amherst High School - tpederso@amherst.k12.wi.us

Clara Hedrich – West DePere High School – chedrich@wdpsd.com

Kevin Champeau – Freedom High School – kchampea@freedomschools.k12.wi.us

Troy Lobdell – Darlington High School - lobdellt@darlington.k12.wi.us

Melissa Mateske – Coleman High School - mateske@coleman.k12.wi.us

Tim Wyss – Clear Lake High School - twyss@clearlake.k12.wi.us

Adam Wehling – Mondovi High School - awebling@mondovi.k12.wi.us

Troy Talford – Sauk Prairie High School - talfotr@staff.saukpr.k12.wi.us

Kent Haake – Gale-Ettrick-Trempealeau High School - khaake@getschools.k12.wi.us

Tim Heeg – Marshfield High School - heeg@marshfield.k12.wi.us

Jonathon Ganske – Watertown High School - ganskej@watertown.k12.wi.us

Ralph Johnson – Juda High School - rj@juda.k12.wi.us

Erin McNally – New Holstein High School - erin.mc-nally@uwrf.edu

COMMONLY ASKED QUESTIONS ABOUT THE STATE FFA DEGREE APPLICATION

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

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

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

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

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

Eligibility for “State Degree Star Awards) is similar to the eligibility for Proficiency Awards. You may apply for Star while you are in high school or only one year out of high school. You have to apply for Star the same year you are applying for your State Degree.

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

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

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

Feed costs that were bartered for are recorded on page 8a & b line 2c. Any expenses which are bartered for (line 2c or 2e) must also be included on line 1f or 1g on Page 8a & b.

5. I brought a truck/car for transportation to and from my place of work. Can this be counted as a productively invested asset?

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

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

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

A. You probably failed to identify (report) all the sources of income.

Double Check the following sources:

1. Candidate's return to capital, labor and management from SAE program (Page 11, line 26a).
2. Grand total net earnings from candidate's wage earning SAE program (Page 11, line 26b).
3. Grand total earnings from agricultural activities not part of the candidates SAE program (Page 11, line 27a).
4. Grand total earnings from nonagricultural activities (Page 11, line 27c).
5. Grand total income other than earnings (Page 11, line 27d)

B. You may have included something in the Balance sheet that is not accurate and therefore inflates your gain in owner's equity.

C. You may have neglected to report a liability that the student has.

D. You may have neglected to report a beginning value for an item that was in the student's possession when they came into your program and may or may not still be a part of the student's net worth. (Some students report value of stocks, bonds or insurance when they apply for an award and do not report any such asset when they begin in the agriculture program. This omission is what causes the error.)

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

All the hours you worked and where

All the totals of animals you had during the year

Total acres you farmed during the year

Example

Alsum Produce	113 hours
Market hogs	35
Holstein cows	11
Bull calves	4
Heifer calves	7
Sows	3

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

8. How do I show depreciation?

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

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

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

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

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

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

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

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

PROCEDURE FOR REVIEWING THE STATE FFA DEGREE APPLICATIONS

1. Applications are Due February 1st (Postmarked) to the Wisconsin FFA Center.
2. FFA Board of Directors (State FFA Officer Advisors) reviews the State FFA Degree applications using the Checklist and Review Sheet for Minimum Requirements.
3. The Wisconsin FFA Board of Directors reviews the Star applications for minimum qualifications. Those that qualify are then forward to a committee of judges that will select the 10 Star Farmer Finalists, 10 Star in Agricultural Placement Finalists, 5 Star in Agribusiness Finalists and 5 Star in Agriscience Finalists during the weekend of the State FFA Proficiency Award judging. Finalists will then be interviewed by a panel of judges at the State FFA Convention to determine the final placing.
4. Mid March - Letter of acceptance/rejection is sent to advisors. Currently there is an appeal process in place. This means that advisors may appeal the rejection if they feel there was an error in reporting the information.

The acceptance/rejection letter will also explain all the information you need for your candidate to be recognized at the State FFA Convention.

5. If your State FFA Degree Application was rejected, **you will have 2 weeks to correct the errors.** Corrected State FFA Degree applications must be sent to the Wisconsin FFA Center for final review.
6. April 1st - Final letters are sent out to report the status of the rejected State FFA Degree applications.

Wisconsin Association of FFA

2012 State FFA Degree Review Process

Section: _____ Name: _____

Chapter: _____

_____ **DEGREE ACCEPTED**
 State FFA Degree Application Meets All Minimum Requirements

_____ **DEGREE NOT ACCEPTED - INTERVIEW REQUIRED FOR APPEAL**

_____ **DEGREE NOT ACCEPTED - INTERVIEW NOT REQUIRED FOR APPEAL**

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	1. Candidate has been found as an active member on the local FFA chapter roster.
<input type="checkbox"/>	<input type="checkbox"/>	2. Candidate's SAE qualifies as a bona fide SAE to qualify for the State FFA Degree Comments:
<input type="checkbox"/>	<input type="checkbox"/>	3. Page 2 – Candidate has provided a detailed description of their SAE to be accepted as a bona fide SAE to earn the State FFA Degree.
<input type="checkbox"/>	<input type="checkbox"/>	4. Pages of application that transfer numbers from one location to the next have been printed on the same day, thus numbers correspond with each other.
<input type="checkbox"/>	<input type="checkbox"/>	5. Signatures are all included. - Cover Page.
<input type="checkbox"/>	<input type="checkbox"/>	6. Candidate has a satisfactory record of scholarship certified by a school administrator. - Cover Page.
<input type="checkbox"/>	<input type="checkbox"/>	7. Candidate has at least 24 months of FFA membership at the time of application. - Cover Page B.
<input type="checkbox"/>	<input type="checkbox"/>	8. Candidate indicated that they earned their Greenhand Degree and Chapter FFA Degrees. - Cover Page B.
<input type="checkbox"/>	<input type="checkbox"/>	9. Candidate has completed at least 360 hours (2 years) of agriculture education instruction <u>while in high school</u> – Cover Page B. Copy of official high school transcript is attached to verify course work.
<input type="checkbox"/>	<input type="checkbox"/>	10. Page 2 of the application corresponds with the rest of the application thus meeting the minimum qualifications for the degree as far as the years of records, scope of the SAE and provides an accurate reflection of the SAE records in corresponding pages.
<input type="checkbox"/>	<input type="checkbox"/>	11. The year the FFA member began in FFA corresponds with the years listed on page 2, 3, 4 and 8 . The student may have started their SAE after they joined FFA, but they cannot count hours for years before their actual membership started.
<input type="checkbox"/>	<input type="checkbox"/>	12. No significant financial errors have been found throughout the application. Please provide comments if errors are found:

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	13. Candidate financial records end December 31, 2011. If “No” and 2012 financial records are removed, the member may not meet minimum qualifications.
<input type="checkbox"/>	<input type="checkbox"/>	14. Candidate did not count both entrepreneurship and placement hours toward the owned items in the SAE (i.e. animals). This is ok to do if the parts of the SAE are independent of each other. Not acceptable if - Example: If you own a horse you cannot count the hours for taking care of that horse as placement hours toward your State FFA Degree.
<input type="checkbox"/>	<input type="checkbox"/>	15. There are no problems with the candidate’s inventories as to where items are reported, depreciation or other technical problems. - Pages 5-7.
<input type="checkbox"/>	<input type="checkbox"/>	16. Pages 8a and 8b have no financial problems in regards to inventories, values in bartering, reporting of non-cash operating expenses or other problems on these pages that affect the outcome of these pages.
<input type="checkbox"/>	<input type="checkbox"/>	17. When bartering or exchanging ag labor for non-cash expenses on Pages 8a and 8b , the formula calculates properly. Line 1f + 1g = Line 2c + 2e.
<input type="checkbox"/>	<input type="checkbox"/>	18. Page 9 has no errors indicated. ___ Members at this age should be documenting cash on hand, cash in savings, etc. If a “0” is indicated for their ending value at end of last compete record year this is incorrect. ___ Members need to indicate that have some personal assets on 1f and/or 2b indicated for their ending value at end of last compete record year, this is unrealistic.
<input type="checkbox"/>	<input type="checkbox"/>	19. Candidate has earned or productively invested \$1500 or worked 1000 hours in an SAE. If there is a combination of hours and money earned and invested, the percentage of each equals 100%. - Page 11.
<input type="checkbox"/>	<input type="checkbox"/>	20. Candidate has indicated income other than earnings (gifts/inheritances) – Page 11 Line 22c.
<input type="checkbox"/>	<input type="checkbox"/>	21. Candidate has indicated personal expenses – Page 11, Line 22e.
<input type="checkbox"/>	<input type="checkbox"/>	22. Candidate has 5 clearly defined activities above the chapter level. - Page 12.
<input type="checkbox"/>	<input type="checkbox"/>	23. Candidate has met the 25-hour two unduplicated activities community service requirement. – Page 12.
<input type="checkbox"/>	<input type="checkbox"/>	24. Candidate indicates clearly that they demonstrated 6 skills and competencies through their SAE. The skills and competencies relate to the SAE and are specific enough to qualify. - Page 13A.
<input type="checkbox"/>	<input type="checkbox"/>	25. Candidate has 10 different Parliamentary Procedure abilities listed and the proper terminology was used in listing these abilities. - Page 13A.
<input type="checkbox"/>	<input type="checkbox"/>	26. Candidate has two five-minute agriculturally related speeches. - Page 13B.
<input type="checkbox"/>	<input type="checkbox"/>	27. Candidate meets 4 of the 6 capacities required under #22 and items did meet the criteria in one or more of the categories. - Page 13B.
<input type="checkbox"/>	<input type="checkbox"/>	28. Candidate has a satisfactory record of participation in the planning and completion of the chapter program of activities. - Page 13B.

Additional Comments by the Advisor reviewing this State Degree Application:

Signature of Advisor Reviewing Application

APPLYING FOR STATE FFA DEGREE STAR

1. Who is eligible?

The eligibility for “Stars” is similar to the eligibility for Proficiency Awards. You may apply while you are in high school or when you are out of high school, as long as you have been out of school for not more than one year.

2. How many “Star” categories are there?

There are four categories – Star Farmer, Star In Agribusiness, Star In Agricultural Placement, and Star In Agriscience.

3. How many “Stars” can be nominated from a chapter?

A chapter should submit only one candidate for each of the “Star” areas.

4. Can an individual be nominated for more than one “Star” area?

Yes. A member may be nominated for more than one “Star” area and would be eligible to win in multiple areas. However, in the history of the program, no student has ever been a finalist in more than one area.

5. How do you nominate an individual for “Star?”

The applications submitted for “Star” will need to include additional information. The candidate must complete the entire State FFA Degree application **plus** the Stars Over America Battery found on the National FFA website at <http://www.ffa.org/programs/degree/index.html>. The candidates must include all the additional information in that application, plus attach the SAE agreements, resume, three recommendations and supporting photographs. Candidates do not have to include the Personal History pages.

6. How are the “Stars” selected?

The FFA Board of Directors reviews all “Star” applications for minimum qualifications. Applications that meet the minimum requirements advance for further consideration. It is important that all minimums are met and that the application is complete when submitted.

A committee of judges will select up to 10 finalists in the Star Farmer category, up to 10 finalists in the Star in Agricultural Placement category, up to 5 finalists in the Star in Agribusiness category and up to 5 finalists in the Star in Agriscience category. At the State FFA Convention, a panel of judges interviews the Star finalists. The judges select the winners and the winners are announced on stage.

7. How are the “Star” finalists recognized at the State FFA Convention?

All finalists will be recognized on stage at the State FFA Convention and receive checks and trophies. The top 5 finalists in each area will have a video clip produced about their SAE and their accomplishments which is shown at the State FFA Convention. Photos and accomplishments of these individuals will be taken from the Star application submitted to the Wisconsin FFA Center.

STATE FFA DEGREE APPEAL PROCESS

Currently there is an appeal process in place for Wisconsin Association of FFA State Degrees that are not initially approved by the State FFA Board of Directors reviewing the applications. This means that advisors may appeal the rejection of their member's State FFA Degree if they feel there was an error in reporting the information.

There are, however, minimum qualifications that need to be met when the State FFA Degree is initially submitted before an appeal will be considered. There are certain minimum requirements that are not appropriate for appeal based on the nature of the requirement for the State FFA Degree application:

ITEMS THAT WILL NOT BE ALLOWED FOR APPEAL

1. The application has not been completed to a level that exhibits that an effort was made to make sure the application was ready for proper submission. In addition, obvious "error" messages appearing that have not been resolved before submission will not be allowed for appeal.

2. Redefining a member's SAE. If a member's SAE is not found to be acceptable for receiving the State FFA Degree, the member will not be allowed to change their SAE in order to qualify for the State FFA Degree. If a student has a question regarding the qualification of their SAE, this must be done before the submission of the State FFA Degree.

3. Month and Year of Membership Start Date

This must be accurate when reported on the State FFA Degree. It cannot be allowed to readjust the membership start date since there is a requirement of at least 24 months of active membership at the time of applying for the State FFA Degree. If the advisor can show proof of membership on a chapter roster for the date that the student started as a member, an exception can be considered.

4. Five activities above chapter level have to be defined at the time of applying. If a student doesn't list at least 5 activities, they cannot be allowed to update those after the application is submitted. If an advisor of the review panel has a question regarding an activity listed as above the chapter level, clarification may be obtained.

An advisor and member may potentially appeal the items above if proper records, documentation and verification can be presented to defend the information provided.

APPEAL PROCESS INTERVIEW

If a State FFA Degree Application is rejected for not meeting minimum qualifications, the advisor reviewing the application along with the State FFA Executive Director and State FFA Advisor will make a determination if the requirements not met will require an interview with the candidate if they wish to appeal. If the candidate then submits their application for appeal, a panel of SAE Committee members and state staff will have a scheduled interview to review the degree application to see if it will meet minimum qualifications after revisions. The panel has the right to question the accuracy of the information that is being included in the application. They will ask for record books and documentation to verify that the information provided a second time is accurate.

ITEMS FOR APPEAL THAT DO NOT REQUIRE AN INTERVIEW

1. Signature missing
2. Clarification of class hours in Ag Education – May however require a transcript for verification.
3. Work hours not matching from Page 2 to Pages 3 and 4 and still remain within the declared SAE.
4. Information that the computer created problems in inputting such as pull down menus, etc.
5. Page 2 if further detail is needed to describe the SAE that does not alter the information provided further in the application.
6. Parliamentary Procedure abilities, speech title clarification, clarification of above the chapter level activities, community service activities, unless the Executive Director requires the Appeal Panel to provide additional verification of the activity/information.

If the member is in their last year of potentially earning their State FFA Degree, all efforts will be made to assist the member in determining minimum qualifications.