



2027 National FFA SAE Award Program Handbook

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Official Rules and Policies

for the National FFA SAE Award Program.

Refer to the National FFA SAE Award Program webpage at [FFA.org/proficiency](https://ffa.org/proficiency) for the most up-to-date edition of the handbook.

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FFA VISION

Growing the next generation of leaders who will change the world.

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.

Guiding Principles

National FFA believes that awards and competitive events should:

1. Inspire members to explore, learn, and be prepared for future careers related to the AFNR career pathways and FFA AFNR Value Chain
2. Recognize achievements in skill development and knowledge [including: (2a, 2b, 2c, 2d)]
 - a. Leveraging relevant technologies.
 - b. Utilizing creative problem solving.
 - c. Meeting developmentally appropriate learning objectives (Blooms Taxonomy)
 - d. Utilizing employability skills (teamwork, communication, collaboration).
3. Be accessible and engaging for all students and FFA members.
4. Provide awards and recognition opportunities for students at all levels.
5. Work with other groups to utilize or partner with existing experiences.
6. Provide feedback that promotes personal and professional growth.

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

The National Council for Agricultural Education has provided permission to the National FFA Organization to use the National Agricultural, Food, and Natural Resources (AFNR) Content Standards in the development of their educational resource materials. The National Council for Agricultural Education is the owner and developer of the National AFNR Content Standards © 2024 and reserves all rights to the original material used here with permission

The AFNR Career Pathway Standards provide state agricultural education leaders and educators with a high-quality, rigorous set of standards to guide what students should know and be able to do after completing a program of study in each of the AFNR career pathways. For a complete set of the standards, please visit the [2024 AFNR Content Standards](#).

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

Professional Integrity

FFA members participating in national FFA programs and events understand and agree that all work must result from their own effort and ability, created, and completed alone (except for partner or

chapter applications). When outside sources (direct quotes or phrases, specific dates, figures, or other materials) are used for a project, document, or application, the required reference citation must be completed according to the rules specified by the applicable handbook.

While participating in National FFA programs, FFA members are prohibited from:

- Plagiarizing
- Violating copyright
- Cheating
- Falsifying information
- Using another person's results or thoughts as their own, even with this person's permission. This includes work done by a family member or a mentor.
- Using information or data obtained from the internet without proper citation.

Any attempt to gain an unfair advantage will not be tolerated. Non-compliance represents plagiarism and will automatically disqualify a member.

Use of Artificial Intelligence (AI) for National Programs and Events

Artificial intelligence (AI) refers to computer systems capable of performing complex tasks that historically only a human could do, such as reasoning, making decisions, or solving problems. As AI continues to evolve, it can be a tremendous tool to help companies, organizations and individuals enhance their productivity and work. Therefore, the National FFA Organization allows the use of AI tools. FFA members may use AI tools, such as ChatGPT, Gemini, and CoPilot, to assist them in their learning.

Appropriate uses of AI may include:

- generating ideas for any FFA-related assignments, projects, contests, and award applications
- checking facts of a phenomenon
- checking for and correcting grammatical errors in a paper written by a member

For more information, please see the [Standard Operating Procedures on the Use of Artificial Intelligence \(AI\) for National Programs and Events document](#).

Code of Conduct

FFA members participating in National FFA programs understand and agree to abide by the [National FFA Code of Conduct](#).

Introduction

Program Purpose

The National FFA SAE Award Program is based entirely on an FFA member's Supervised Agricultural Experience (SAE). These awards recognize individual skills and career-based competencies developed through multiple years of participation in Immersion-type SAEs.

The National FFA SAE Award Program is divided into "areas" where members exploring or becoming established in specific agricultural career pathways can receive recognition. Each area has a specific description that the SAE must fit to apply in that area.

The National FFA SAE Award Program does not and is not meant to define SAEs. Not all SAEs will have a National FFA SAE Award Program area to be recognized in, though areas are added and updated each year, attempting to include as many SAEs as possible.

For Which National FFA SAE Award Does My SAE Qualify?

There are two important steps to selecting the right National FFA SAE Award Program area in which to apply: determining the SAE application type and finding the best award area.

SAE Application Types

The correct SAE type must first be known to determine which National FFA SAE Award Program area an applicant should apply to. Five SAE types are recognized by the [National Council for Agricultural Education](#) and defined by the [SAE for All Guidelines](#). Learn more about these on the website [SAE for All](#).

- **Entrepreneurship SAE** - An FFA member who owns an SAE that matches currently approved AFNR Standards and that provides goods and/or services to the marketplace has an ENTREPRENEURSHIP SAE type. The operational and risk management decisions on how goods and/or services are provided are made by the member-owner.
- **Placement SAE** - An FFA member conducting a PLACEMENT SAE is employed (either paid or volunteer) by another. They perform tasks determined by the employer that are necessary for the operation of the business. The employer must fall within the currently approved AFNR Standards.
- **Research SAE** - An FFA member conducting a RESEARCH SAE is involved in a systematic investigation to answer questions, solve problems, or develop new solutions in agriculture and natural resource fields matching current AFRN Standards. Members apply as individuals. There are three Research SAE categories:
 - EXPERIMENTAL RESEARCH SAE: Applies the scientific method by controlling certain variables while manipulating others to observe outcomes. The member must define the hypothesis, select the experimental design, conduct the research, collect the data, analyze the results, and make recommendations for further study or explain an application for the information discovered.
 - ANALYTICAL RESEARCH SAE: Focuses on investigating why or how something occurs. The member must collect qualitative and/or quantitative data, analyze the information, and draw conclusions based on findings.
 - INVENTION RESEARCH SAE: Uses the engineering design process to develop a new product or service. The member must identify a need, create a prototype, test, and refine the design to meet the intended purpose.
- **School-Based Enterprise (SBE) SAE** - An SBE is an Entrepreneurship SAE based at the school, which fits within current AFNR Standards, and involves a group of FFA members working cooperatively. School-Based Enterprise SAEs are student-led business enterprises that provide goods or services. They are operated from the school campus, utilizing facilities, equipment, and other resources provided by the agricultural education program or the school in general. A member will work with one or more peers in the operation of the enterprise. The business itself may be “owned” by the school or FFA chapter, meaning that the organization holds the risk of the business that is led, directed, and managed by FFA members. Alternatively, the business may be structured as a partnership or cooperative between FFA members. Partnership or cooperative agreements will define how the responsibilities and profits are distributed. Members apply as individuals. Members who do not lead/manage the SBE but are employed by the SBE have Placement SAE projects, not SBE projects.

- **Service-Learning SAE** - A SERVICE-LEARNING SAE is conducted by one or a team of FFA member(s) who plan, conduct, and evaluate a project to provide a service to the school, public entities, or the community. It must provide a benefit to an organization, group, or individuals other than the FFA chapter. The project must be preapproved by a review committee that includes local stakeholders in addition to the agriculture teacher. The service provided must align with current AFNR Standards. Members apply as individuals.

Award Areas

The list of available National FFA SAE Award Program areas is updated yearly and released each fall. Here is the current list of available award areas: [2027 National FFA SAE Award Areas](#)

Carefully review the current year's Award area list to find an Award area description that matches your SAE project(s). Read all possible award areas to be certain. Some types of agriculture are specifically specified in certain areas. If the wrong award area is selected, the application will perform poorly in the judging process.

With constant changes in agriculture and the creativity of students, parents, and advisors, it is possible to have an SAE project that will not fit into any National FFA SAE Award Program area. Updates are made each year, attempting to include all types of SAE projects.

Local chapters and state FFA associations may offer additional or different SAE Award Program areas for local and state-level competition. Only the current year list, published by the National FFA Organization, is applicable for national-level competition.

Consult with the chapter FFA advisor and state or national FFA staff if help is needed to determine the most appropriate National FFA SAE Award area for an SAE project.

Understanding National FFA SAE Awards

Competition and Recognition Levels

National FFA SAE Awards start competing at the chapter level and are narrowed down through multiple levels of competition until the 1st, 2nd, and 3rd place national winners in each award area are named at the National FFA Convention & Expo. Opportunities for awards and recognition are provided at each level.

- **CHAPTER**—National FFA SAE Award applications start the competition process at the local chapter level. Check local chapter and state rules to ensure eligibility, meet local deadlines, and use the correct application forms and procedures. Chapters have many options for recognizing local winners. Certificates, pins, plaques and even cash awards may be offered.
- **DISTRICT/AREA/REGION** – Some but not all state associations have competition levels between the chapter and state levels. Consult state FFA staff in your state association for information, rules, and instructions. Winners at these levels are recognized for winning above the chapter level.

- **STATE** – State FFA associations set their own rules, deadlines, application procedures and judging processes for recognizing National FFA SAE competitors. Consult your state association for the specifics. Through funds given by National FFA Foundation donors, associations are provided financial support from the National FFA Organization to recognize state winners. Check with your state FFA association to discover the state recognition offered.
- **NATIONAL** – The National FFA Organization allows each state association to submit one national competitor in each current year's National FFA SAE Award area for competition at the national level. Each state association may submit only FFA members from their association.

If an FFA member moves to another state between the time of qualifying as an association's national competitor and the national level competition, the member is still eligible to compete at the national level for that award year from the original state association.

National-level competitors receive a rating of Participant, Bronze, Silver, Gold, National Finalist or National 1st, 2nd, or 3rd place from the national judges.

- **Participant Rating** – Applications rated Participant are not recognized on the national website or provided an award pin. These applications generally have major errors such as being submitted on the wrong application type, being non-agricultural or being submitted in the wrong Award area.
- **Gold, Silver, Bronze** – Applicants are listed on the National FFA Organization website and receive a bronze, silver, or gold medallion to wear on their FFA jacket. Gold-rated applications received high scores from judges. Silver-rated applications received middle scores, and bronze-rated applications received low scores from the judges.
- **National Finalist** – Up to six competitors in each award area are rated National Finalists. These applicants move on to the finals round of judging and are expected to attend the National FFA Convention & Expo to be recognized in person. These applications are recognized on the National FFA Organization website and may receive certificates, medals, plaques, or cash awards.
- **National Placing** – Three applicants from the six National Finalists are placed in the finals round of judging as 1st, 2nd, and 3rd place. These achievements are announced live during the National FFA Convention & Expo. The national finalists and top three placings are recognized on the National FFA Organization website and may receive additional certificates, medals, plaques, or cash awards.

Eligibility of Participants

Membership

National FFA SAE Awards are available to all FFA members, including students with disabilities, who meet the following minimum qualifications:

Each participant must be a current dues-paying FFA member in good standing with the local chapter, state FFA association and National FFA Organization during the school year in which the participant qualified to participate at the national level.

The participant, at the time of their selection as a national participant, must be

- An FFA member in grades 7-12 during the school year in which the participant qualified to participate at the national level. A graduating senior is considered eligible to compete at the state and national level up to and including their second national convention following graduation. Eligibility is based on the National FFA membership year (August 1–July 31)—not a school's academic calendar or “rising grade” designation.
- Enrolled in at least one agricultural education course during the school year in which the participant qualified to participate at the national level and/or follow a planned course of study.

Either course must include a supervised agricultural experience program, the objective of which is preparation for an agricultural career.

If a student moves to a different chapter or a different state once they have qualified as a state representative in a National FFA SAE Award area, that student may be allowed to compete in the national event with the school they qualified with during the qualifying year.

Rules

Program Rules

1. Only activities, events and SAE records that took place while an active FFA member may be included in the application.
2. A FFA member in grades 7-12 during the school year in which the participant qualified to participate at the national level. A graduating senior is considered eligible to compete at the state and national level up to and including their second national convention following graduation.
3. SAE records, information about activities and skills acquired after Dec. 31 of the calendar year before application submission may not be included.
4. Students in the top 6 national finalists are not eligible in the same National FFA SAE Award area in future years.
5. A state association may submit one application for national competition in each award area.
6. A student may only be submitted for national competition in a single SAE Award area, per year.
7. National-level applications must include SAE records (*hours, paid/unpaid or finances*) from at least two calendar years, including records from the year prior to applying for the specific SAE project(s) on which the application is based. **NOTE:** *More years make the application more competitive.*
 - a. *Example: Cindy started a new job writing online articles about local agriculture for a news website in 2025. She could not apply in 2026 since she can report only one calendar year of records. She continues the SAE project through 2026 and can now apply in 2027 since she has SAE records for this SAE project covering at least two calendar years.*

Zara from the neighboring state began doing agricultural stories for the local radio station in 2023 and applies in 2027 with four years of records and experiences. Zara's application scores higher than Cindy's.
8. The SAE project(s) detailed in the application must be agricultural in nature and meet the written description of the award area.

Completing the Application

This portion of the handbook explains the application sections and provides instructions, definitions, examples, and helpful hints for each section of the application.

The application provides information to judges about the applicant's Supervised Agricultural Experience (SAE) project(s). Questions are designed to give judges a detailed look at the SAE project, how it has developed, and what the applicant has learned and earned. A complete set of SAE project records is the best start to an application.

The application is electronic and completed online. A reliable internet connection is required to access and complete the application.

Overview

1. Report your records on a calendar-year basis.
2. Review your chapter and state association rules and submission deadlines.
3. Obtain the required signatures on the application in the proper places.
 - a. Placement applications require an employer's signature, even for volunteer, and unpaid SAE projects. The person supervising the SAE project must sign the employer line, even if that same person is also a parent or advisor and has already signed in the parent/guardian or advisor slot.
4. Review your application carefully for spelling, grammar, or mathematical errors. A spell check is available in every text box.
5. Include only your share of inventory, income, and net worth in the award application if the SAE project involves other owners, especially for family-owned SAE projects.
6. Verify that the figures used are true and match your SAE records. Round them to the nearest dollar. Applications that are incomplete or have mathematical errors are penalized.
7. Use information and examples on the [National FFA SAE Awards](#) webpage of [FFA.org](#) to clarify and assist you in completing your application.

Instructions and Icons in Application

Carefully reading the "Instructions" screen/page of the electronic application before beginning the application will help avoid technical issues and save much frustration while filling out the application.

For help and tips, click on the following icons as you complete the application:



Click on this icon to get additional help and tips for that application section.



Click on this icon for tips from the scoring rubric to help get maximum points.

Read the instructions and "Special Notes" at the top of each screen/page in the electronic application carefully. This will save a great deal of time and effort.

Application Screens/Pages

The following information will cover each screen/page of the electronic application.

Cover Page

1. **Name:** Enter your name or confirm that your name is spelled correctly if already entered. Be certain your name is typed exactly as you want it to appear on awards, websites, and press releases. National FFA staff download this information directly from the application, so your name will appear exactly as shown in the application.
 - a. If the box is grey and will not allow you to type in it, change the information in your record book where the information is downloading from.
2. **Name on FFA Roster (if different):** If the name you entered on the application is different from your name shown on the FFA roster, type your name here exactly as it appears on the FFA roster. This helps staff confirm FFA membership eligibility.
3. **Chapter ID:** This information will load automatically into the application based on the login credentials used to start the application.

4. **FFA Member ID#:** This information will load automatically into the application based on the login credentials used to start the application.
5. **Name Pronunciation:** Provide an easy-to-read pronunciation example of your name so award announcers can pronounce it correctly.
6. **Personal Telephone Number:** Provide the best phone number to reach you. This number will be kept private. FFA staff will only call to provide assistance and correct errors.
7. **Home Mailing Address:** All mail will be sent to this address, including, in some cases, checks. Be certain this address is complete and correct. DO NOT USE the school address.
8. **Email Address:** This is the primary way FFA staff will communicate to provide information on competitions and awards. Provide an email address that will remain active even after high school graduation. Your email address will not be sold or provided to anyone outside of FFA without your permission.
9. **Physical Address:** If your mailing address is different from your physical address, complete this section. This ensures packages can be delivered, as some mail cannot be delivered to P.O. boxes.
10. **Names of Parents/Guardians:** This information is used for press releases and award announcements. Ensure the spellings are correct and the name(s) are the ones they wish to use.
11. **Parent/Guardian Email Address:** This is the secondary way for FFA staff to communicate and provide information on competitions and awards. These email addresses will not be sold or provided to anyone outside of FFA without your permission.
12. **FFA Chapter Name:** Provide the official name of the FFA chapter (Example: Western FFA).
13. **Name of High School:** Give the complete official name of the school as it is often different from the chapter name. This information will be used on websites and press releases.
14. **School Address:** FFA advisor(s) or other school officials will be sent mail at this address.
15. **School Telephone Number:** Include the area code and number where your FFA advisor or school officials can be reached.
16. **Chapter Advisor(s):** Click the (Refresh) link to load this information automatically from the FFA.org Chapter Profile. If the information is not up to date, ask your advisor to update the information.
17. **Year of High School Graduation (or expected graduation):** Enter the calendar year you will graduate from high school. This date will determine your award eligibility.
18. **Years of Ag Education Offered (grades 7-12) in High School Attended:** This number provides important data to National FFA.
19. **Years of Ag Education Completed in High School:** This number provides important data to National FFA.

Membership Check

This information will load automatically into the application based on the login credentials used to start the application.

- Click the "Refresh Membership Data" button if the information is not complete.
- Read the "Special Notes for this page" at the top of the screen if you have issues.

SAE Award Area

Click the "Select" button next to the National SAE Award area you wish to apply for. Make this selection carefully so your application will be competitive. For assistance, read the "Special Notes for this page" at the top of the screen.

Basic Setup

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

1. Dates for This Application

- a) **Beginning Date** – Enter the date the SAE project included in the application began or the date your FFA membership began, whichever is later.
 - i) *Example: FFA membership began Aug. 1, 2022. The SAE project on which the application is based did not begin until June 1, 2023. Enter June 1, 2023, as the later date. This will ensure that only records from this specific SAE project will be included in the application.*
 - ii) The beginning date **MUST** be entered on the Basic Setup page for the rest of the application pages to work properly.
- b) **Ending Date** – Enter the year prior to the National FFA Convention year in which the application will be submitted for competition.
 - i) *Example: The ending date for an application that will be turned in to compete at the state or national level in 2027 must have an ending date of 2026.*
 - ii) **IMPORTANT** – Only records and activities that occurred prior to the ending date of the application are eligible to be entered into the application. Any mention of records, skills, events, or activities that occur after this date will cause the application to be penalized. *(Including future SAE goals or plans is acceptable; reporting outcomes is not.)*
 - iii) Want to add years to an application already started in a prior year? Changing the Ending Date will allow additional years of records to be entered into the application.

2. SAE Type

This page will appear differently depending on the SAE Area you selected on the previous screen.

a) Primary Pathway

Select the primary pathway your SAE fits into. Even if entering multiple SAE projects from different pathways, one of the nine career pathways must be selected.

The pathway selected will determine the Agriculture, Food and Natural Resources (AFNR) Performance Indicators available to select in a later section of the application. The Biotechnology Systems pathway performance indicators will be available in addition to the performance indicators for the AFNR Pathway selected. This selection can be changed at any time, but if the pathway is changed and the "Skills, Competencies and Knowledge" portion of the application has been completed, this section must be redone.

Pathways available to select are:

- i. **Agribusiness Systems** – The Agribusiness Systems (ABS) Career Pathway encompasses the study of agribusinesses and their management, including, but not limited to, record keeping, budget management (cash and credit), business planning, introduction to

micro- and macroeconomic principles, and sales and marketing. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the planning, development, application, and management of agribusiness systems in AFNR settings.

- ii. **Animal Systems** – The Animal Systems (AS) Career Pathway encompasses the study of animal systems, including content areas such as life processes, health, nutrition, genetics, management, processing, and veterinary science, as applied to small animals, aquaculture, exotic animals, livestock, dairy, horses and/or poultry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of animal systems in AFNR settings.
- iii. **Biotechnology Systems** – The Biotechnology Systems (BS) Career Pathway encompasses the study of using scientific techniques to gather and analyze data to solve problems concerning living organisms with an emphasis on applications to agriculture, food, and natural resource systems. Students completing a program of study in this pathway will demonstrate competence in principles and techniques for the development, application, and management of biotechnology in the context of AFNR.
- iv. **Education, Communication, and Leadership** - The Education, Communication, and Leadership (ECL) Career Pathway joins together three disciplines that focus on ways to best inform, educate and advance the agricultural industry. Students completing a program of study in this pathway will demonstrate an understanding of effective education, leadership, and strategic communication in AFNR settings.
- v. **Environmental Sustainability Systems** – The Environmental Service Systems (ESS) Career Pathway encompasses the study of systems, instruments and technology, and sustainable practices used to monitor and minimize the impact of human activity on environmental systems in the supply chain. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of environmental service systems in AFNR settings.
- vi. **Food Products and Processing Systems** – The Food Products and Processing Systems (FPP) Career Pathway encompasses the study of food safety, sanitation, nutrition, biology, microbiology, chemistry, human behavior in local and global food systems, food selection, processing for storage, distribution and consumption, and the historical and current development of the food industry. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application, and management of food products and processing systems in AFNR settings.
- vii. **Natural Resource Systems** – The Natural Resource Systems (NRS) Career Pathway encompasses the study of the management, protection, enhancement and improvement of soil, water, wildlife, forests, and air as natural resources. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application, and management of natural resource systems in AFNR settings.

- viii. **Plant Systems** – The Plant Systems (PS) Career Pathway encompasses the study of plant life cycles, classifications, functions, plant structures, greenhouse and nursery structures, field conditions, reproduction, media and nutrients, as well as growth and cultural practices through the study of crops, turf grass, trees, shrubs and/or ornamental plants. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application and management of plant systems in AFNR settings.
- ix. **Power, Structure and Technical Systems** – The Power, Structural, and Technical Systems (PST) Career Pathway encompasses the study of agricultural equipment, power systems, sustainable fuel sources, and precision technology, as well as woodworking, metalworking, welding, electrification, and project planning for agricultural structures. Students completing a program of study in this pathway will demonstrate competence in the application of principles and techniques for the development, application, and management of power, structural, and technical systems in AFNR settings.
- x. **Career Ready Practices** – Career Ready Practices (CRPs) encompass fundamental skills and practices that all students should acquire to be career ready such as: responsibility, productivity, healthy choices, maintaining personal finances, communication, decision-making, creativity and innovation, critical-thinking, problem-solving, integrity, ethical leadership, management, career planning, technology use and cultural/global competency. Students completing a program of study in any AFNR career pathway will demonstrate the knowledge, skills, and behaviors that are important to career readiness through experiences in a variety of settings (e.g., classroom, CTSO, work-based learning, community, etc.).

3. **Assets, Related to SAE in this SAE Area**

Enter the value of all items ALREADY owned that are related to the SAE project(s) on the start date of this SAE project(s) listed above in the "Beginning Date" box.

Do not enter the value of assets unrelated to the specific SAE project(s) being reported in this application or that were acquired after the beginning date.

SAE Project Statements

The following instructions and suggestions cover the SAE Project Statements.

- Provide clear and concise information to allow judges to understand the SAE project(s) the application is based on.
- Only include information on the specific SAE project(s) that qualify in the selected National FFA SAE Award area. Information about show pigs in a Landscape Installation Award area is irrelevant and penalizes the application score.
- The SAE Project Statements section must be supported by details provided in the remainder of the application. Stating that your SAE project expanded from one welder and a wire brush to owning your building and then not showing the purchase and

ownership of the building in the financial sections of the application provides contradictory information to judges and will reduce the application score.

1. **Overview– Question 1:** Describe the SAE projects included in this application as completely and specifically as possible in the space allowed.
 - a) Suggested information to provide:
 - i) What is the SAE project(s)? Providing a clear, concise overview of the SAE project for the judges is the most important piece of information to provide here. This helps the judges better understand the rest of the application. Remember that judges have only the information provided in the application. Be clear!
 - ii) Explain unusual SAE project aspects such as labor exchanges, gifts, loans, etc. that helped start or sustain the SAE project.
 - iii) Describe specifically how you started the project(s).
2. **Overview– Question 2:** Briefly explain how your roles, responsibilities and/or management decisions related to this award area changed.
 - a) Suggested information to include here:
 - i) How have your roles and responsibilities changed over the life of this SAE project(s)?
 - ii) How have your responsibilities related to this award area changed or increased?
 - iii) How have your knowledge and skills related to this area changed or increased?
3. **Overview– Question 3:** Briefly explain the single greatest challenge you faced in this award area and how you overcame that challenge.
 - a) Suggested information to include here:
 - i) Specifically describe the challenge and provide the judges insight into your management and performance skills when describing what you did to overcome the challenge.
 - ii) Be clear and detailed.

4. **Overview– Question 4:** Briefly explain the single greatest risk you took in this award area and how you managed that risk
- a) Suggested information to include here:
- i) Specifically describe the single greatest risk you took in this award area and how you managed that risk.
 - ii) Be clear and detailed.
5. **Accomplishments– Accomplishment/Finding #1 & #2:** Briefly explain your two greatest accomplishments or findings in this award area.
- a) Suggested information to include here:
- i) Training, certifications, or knowledge gained that impacted success and/or growth as an owner or employee.
 - ii) Expansion, adaptation or major changes to the enterprise or employment that had a significant positive impact.
 - iii) Successful implementation of new methods or technologies.
 - iv) Personal growth or skill increase gained through the SAE project that can be applied to future life or career.
- TIP:** Avoid repetition. If you have already shared information on a skill, experience, or challenge, do not repeat it. Provide the judges with new and additional information.
6. **Accomplishments– Trend, Technology or Policy:** Name one issue, trend, technology, or public policy that has impacted your SAE project or the industry your SAE project falls in. Describe the specific impact on your SAE project.
- a) Suggested information to include here:
- i) Specifically identify the current issue, trend, technology, or policy that impacts your SAE project.
 - ii) As specifically as possible, explain the impact on your SAE project. The impact may be positive or negative.

7. **Career Exploration and Planning – Question 1:** Specify your career objective and describe the career exploration and research steps you performed to select this career. This career objective does not have to be related to agriculture or natural resources.
- a) Suggested information to include here:
- i) List and describe a specific career objective rather than only a broad career field.
 - ii) List specific exploration and research steps taken to choose this career.
 - iii) Give reasons why you selected this career.
8. **Career Exploration and Planning – Experience/Activity/Opportunity #1 and #2:** Describe two experiences, activities, or opportunities provided by your SAE projects and explain how they have helped you explore this career choice.
- a) Suggested information to include here:
- i) Specifically explain how these experiences, activities, and opportunities have helped prepare you for your selected career.
 - ii) What certifications or trainings have you participated in, through this SAE project, which will apply to your selected career?
 - iii) Personal or business connections gained through this SAE project that will impact your future.
 - iv) Life skills learned through this SAE project that will impact your future career.
9. **Personal Financial Management and Planning – Financial Status Question #1 (Entrepreneurship and School-Based Enterprise Only):** Describe specifically the source of your resources to start your projects and describe how you obtained them. Resources might include assets, financial, business, human, and personal sources. What steps did you take to start your projects?
- a) Examples
- i) I borrowed money from...
 - ii) I created a barter agreement with...
 - iii) I used my personal savings...
 - iv) I was gifted money/assets from...
 - v) I already owned the (*list assets*) prior to becoming an FFA member because...

10. **Personal Financial Management and Planning – Financial Status Question #2 (Entrepreneurship and School-Based Enterprise Only):** Describe how you used your financial records to make decisions about your projects.

- a) Examples
 - i) I found my feed costs were too high, so I changed...
 - ii) Seeing my total rent payments convinced me to buy my own...
 - iii) Seeing my low rate of return helped me decide...

Learning Outcomes and Efficiency Factors

Learning Outcomes are specific skills or abilities learned or developed through the SAE project.

Efficiency Factors measure how well an enterprise is managed compared to accepted industry standards. Efficiency factors are like grades on report cards. They help you know if your business is doing well and if you should continue your current practices or make changes to increase efficiency.

Click "+ Add New Outcome/Efficiency" in the upper left corner of the application table to make an entry.

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

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

2. **Beginning Level**

- a) **Year** – Enter the year the specific outcome or efficiency started. This is generally the same year as the SAE project started.
- b) **Level** – Enter the specific outcome or efficiency level you started at when the learning outcome or efficiency factor began.

3. **Level Attained**

- a) **Year** – Enter the year the specific outcome or efficiency finished. This is generally the same year as the application closes.
- b) **Level** – Enter the specific outcome or efficiency level you have reached for the learning outcome or efficiency factor.

4. **Describe how this factor or outcome impacted the management decisions or performance objectives** – Provide a clear explanation of how the outcome/factor listed made a difference to the SAE project the application is based on.

Learning Outcome or Efficiency Factor EXAMPLES:

Learning Outcome or Efficiency Factor 	Beginning Level	Level Attained	Describe how this factor or outcome impacted the management decisions or performance objectives. 
Hourly Pay Rate	Year 2018 Level \$8.00 per Hour	Year 2021 Level \$16.00 per Hour	I started with no experience but committed to being reliable, teachable and hard working. I have called in sick only twice in 3 1/2 years and arrive to work on time every day. I have applied on the job training and my employer has recognize my value as an employee with multiple pay increases.
Job Safety, Accidents in Employment	Year 2018 Level 3 Accidents	Year 2021 Level 0 Accidents	Job safety is closely monitored by my employer to keep workers safe and avoid downtime. My first year I had three minor accidents. By applying training and experience I have decreased my accident rate so I have not had a reportable accident in two years.
Job Skills	Year 2018 Level 1 Skill Attained	Year 2021 Level 11 Skills Attained	When starting my employment my only skill was arriving on time. I have now learned to operate three different types of mowers as well as gas powered trimmers and edgers. I have learned six different basic maintenance operations.
Pumpkin Crop Yield	Year 2019 Level 1 ton per acre	Year 2021 Level 1.6 tons per acre	By adding additional organic matter to the soil and applying fertilizer strategically rather than broadcasting The water retention and nutrient levels of my soils has been increased resulting in improved yield.
Survival Rate	Year 2018 Level 18% Loss	Year 2021 Level 6% Loss	By purchasing and installing a new computerized thermostat and grow light switch I was able to improve the growing conditions of my poinsettia's. The reduced loss rate increased the number of healthy plants available to sell and increased profit.
Written Communication	Year 2018 Level 8-10 Edits per Article	Year 2021 Level 1-2 Edits per Article	When I first began writing agricultural news articles my editor regularly found spelling, grammar and content errors which necessitated corrections. Through improvements to my writing skills my editor now generally finds few errors in each article saving us both time and effort.

Skills, Competencies and Knowledge

This section of the application is linked to the [2024 AFNR Career Standards](#) (AFNR Standards) established by the [National Council for Agricultural Education](#). This section of the application requires applicants to show how the included SAE project(s) meets AFNR Standards.

The application provides the opportunity to select 10 standards: five from the primary pathway you selected, two from any AFNR pathway and three from Career Ready Practices.

- A. Select up to 5 primary pathway standards/performance indicators you have gained skills, competencies, or knowledge in through your SAE project.**– This table in the application is controlled by the [primary pathway](#) selected on the application's [Basic Setup](#) page. If you decide the offered standards do not match your SAE project well, consider returning to the Basic Setup page and choosing a more appropriate primary pathway.

If you find that no AFNR Standards match your SAE project well, you should consider whether your SAE project is actually within any agriculture, food, or natural resource pathway. SAE projects determined not to fit within these standards are rated Participant in the judging process.

- a) **AFNR Performance Indicator from Primary Pathway** – Select up to five indicators that match your SAE and activities from the drop-down menus.
- b) **Specifically describe the SAE activities performed to learn or demonstrate the performance indicator selected.** – Concisely and clearly explain what you did that directly and clearly relates to the selected standard. Describe how the activity contributed to the success of the included SAE project(s) and how it demonstrates performing the selected standard.

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

2. **B. Select up to 2 pathway standards/performance indicators from any pathway you have gained skills, competencies, or knowledge in through your SAE project.** – This table allows selection from any AFNR Pathway.
 - a) **AFNR Performance Indicator** – Select up to two AFNR Performance Indicators from the drop-down menus.
 - b) **Specifically describe the SAE activities performed to learn or demonstrate the performance indicator selected.** – Concisely and clearly explain what you did that directly and clearly relates to the selected standard. Describe how the activity contributed to the success of the included SAE project(s) and how it demonstrates performing the selected standard.
3. **C. Select up to 3 Career Ready Practices content standards you have gained skills, competencies, or knowledge in through your SAE project.** – These selections are limited only to Career Ready Practices.
 - a) **AFNR Performance Indicator** – Select up to three CRP Performance Indicators from the drop-down menus.
 - b) **Specifically describe the SAE activities performed to learn or demonstrate the performance indicator selected.** – Concisely and clearly explain what you did that directly and clearly relates to the selected standard. Describe how the activity contributed to the success of the included SAE project(s) and how it demonstrates performing the selected standard.

TIP: Do not be repetitive. Avoid selecting the same standard multiple times and certainly do not describe the same activity more than one.

Photo Pages

Photos are used as supporting evidence to help tell the SAE project's story. They need to show activity, size, and your involvement in the selected National FFA SAE Award area. Good photos and informative captions help judges understand SAE projects and provide additional information.

1. **Workplace Safety Photos #1 and #2**– The first two photo pages must be used to show and describe the applicant demonstrating one or more safety practices appropriate to maintaining their own safety and the safety of other people for the SAE project described in the application.
2. **SAE Project Photos #3, #4, #5, and #6**– The last four photo pages are available to insert one photo and a caption on each page. These photos and captions are for the application to show and explain their SAE.
3. **Photo Pages Rules** – Breaking any of the following rules will result in penalties up to and including disqualification of the entire application.
 - a) Each photo page may contain only a single original photo.

- i) Photo pages on which multiple photos have been combined in any way, including producing a single photo file (collage, before/after, etc.), are scored zero.
 - b) Photos may only show equipment, scenes, activities, etc. that are of the applicant's SAE project included in the application.
 - i) Using photos taken from magazines, the internet, photo banks, etc. and claiming they are of the applicant's SAE project will result in the application being disqualified.
 - c) Using photos that include a copyright mark, watermark or any other mark that shows the photo is the intellectual property of someone other than the applicant will result in the application being disqualified unless the following information is included in the application.
 - i) Professional photos that have been legally purchased or are used with permission of the photographer are allowed if the applicant clearly asserts that permission to use the photo has been obtained and that the National FFA Organization has permission to use the photo as well. This statement may be included in the photo caption.
 - ii) Using professional photos in the application is not needed and is generally not recommended to avoid any issues.
 - d) Judges are instructed to deduct points from photo pages that show/discuss unsafe practices.
2. **Photo Tips** – The following suggestions can greatly improve the score for the photo pages.
- a) Photos and captions need to be related to the SAE project. Pictures of a grand champion ram in an Agricultural Mechanics application will score zero, as sheep are not included in the Agricultural Mechanics area. A picture of a sheep in the fitting stand you built and a caption describing your steps to make the stand strong, durable, and safe are relevant. Do not add details about the sheep.
 - b) Do not use photo captions to tell judges something they can already see by looking at the picture. Use the caption to add more information.
 - c) An SAE project must cover at least two years; a national-level application is more competitive if showing more years. Inserting only recent photos, all taken on the same day, does not tell the story of your SAE, as well as photos taken over multiple years that show the progress and growth of the SAE project.
 - d) Only six pictures can be included in the photo pages. Make each picture count. Judges do not know your SAE project, so make sure the photos and captions emphasize your strong points, not your weaker ones.
 - e) Ask a person unfamiliar with your SAE project to review your photos and captions to determine the type of message they convey.

Entrepreneurship SAE Applications only

SAE Information

Upload the **most recent** Supervised Agricultural Experience (SAE) Agreement or SAE Business Plan PDF for each of your Entrepreneurship SAE projects in this application.

SAE Agreement components should include the following:

- a) Description of SAE: (List all roles and responsibilities the student will have. Be as specific as possible.)
- b) Resources and materials: (List items that will be required for the SAE and note who (e.g., student, teacher, parent/guardian, employer) will provide the items.)
- c) Profit/Loss Responsibility: (If the experience includes the potential for a profit or loss, describe who will receive the profit or incur the liability.)
- d) Agriculture for Youth SAE Risk Assessment and include findings and action items
- e) Signature of student, employer/provider, parent/guardian, and teacher.

SAE Business Plan components should include the following:

- a) Business Description - Describe the overall goal and unique value proposition of your business. List the products and services you will provide and how they meet a need in the marketplace.
- b) Market Analysis - Present the findings of your market research and analysis. This section should highlight your industry knowledge and define your primary target market.
- c) Competitor Assessment - Summarize findings on competitors to your proposed business. Identify any barriers you may face in entering the market.
- d) Marketing Plan - Outline your overall marketing and sales strategy. This section will answer the question, "How will you create a customer base?"
- e) Operating Plan - Describe the organizational structure for the business. List all roles and responsibilities the student(s) will have.
- f) Financial Plan - Prepare financial projections that include an income statement, balance sheet, cash flow statements and expected capital expenditures.
- g) Agriculture for Youth SAE Risk Assessment and include findings and action items
- h) Signature of student, employer/provider, parent/guardian, and teacher.

Sample Agreements are available at: <https://ffa.box.com/v/2027SAEAgreements>

SAE Details

This screen/page of the application appears in the application menu if you have selected an Entrepreneurship SAE Award area.

Here you will enter details about ONLY the SAE project(s) on which this application is based.

You can make multiple entries in each year. For example, if you own multiple animal or crop SAE projects or multiple business enterprises that fit into the same award area, you can enter information for each in the year(s) you own them.

1. **Calendar Year** – This drop-down menu will include only the years you designated on the [Basic Setup](#) screen/page of the application. The earliest year available will be the year of the "[Beginning Date](#)" you entered. The latest year will be the year of the "[Ending Date](#)" you entered. Change these dates to make additional years available if appropriate.

- a) Select the year from the drop-down menu you wish to enter records for.

2. **Project Name** – Enter the name of the SAE project you own. For example: Feeder Steers, 7E Lawn Mowing or Juanita's Pet Care.
3. **Size/Scope** – Enter the size or scope for each SAE project. Examples could include Three Head, 7 Clients, \$4,290 Gross Revenue, 8 acres, 69 tons or 71 repairs. Provide the information that best helps judges understand your size and scope.
4. **Description** – This portion is scored heavily. Provide the judges with a concise but clear description of your SAE project and specifically include your duties and responsibilities. Do not include duties or responsibilities from SAE projects that do not fit the selected award area.

TIP: Judges are looking for growth in responsibilities and duties over the years. Be sure your descriptions give details about any increased responsibilities, duties, and skill growth.

Income and Expense Summary

The income and expense summary are a yearly summary of annual cash and non-cash income and expenses from the SAE project(s) that qualify in the chosen National FFA SAE Award area.

The dates entered in the application on the [Basic Setup screen/page](#) set your application years.

Your records should be organized by calendar year. If your SAE records have a short year (*example: four months*) and then a complete year (*12 months*), you will need to separate the records into two calendar years.

Example:

Year 1: Sept. 1 to Dec. 31 (four months of records for the year)

Year 2: Jan. 1 to Dec. 31 (12 months of records for the year)

For more information on the Income and Expense Summary, refer to the tips and examples in the application by putting your mouse on one of the  symbols.

Income and Expense Summary of SAE Projects

Income	2023	2024	2025	2026
Income				
a. Total Income				
Expenses				
Expenses				
b. Total Expenses				

c. Net Income (Line a – Line b)				
d. Current Inventory Change				
e. Net Operating Profit (Line c + Line d)				
f. Depreciation				
g. Income from Operations (Line e + Line f)				
h. Capital Sales				
i. Net income (accrual) (Line g + Line h)				
Ratio Analysis				
Profitability:				
Net Income (Line i above)				
Financial Efficiency				
Operating Expense Ratio (Total cash Expense/Total Cash Income) (Line b divided by Line a)				
Net Income Ratio (Net Income (cash)/Total Cash Income) (Line c divided by Line a)				

Ending Current Inventory

Enter the value of items that you own on Dec. 31 of the year prior to the year applying and that you intend to use up or sell/trade over the next 12 months in this section of the application. Examples could include seeds you intend to plant, fuel you will use, and animals, plants, or equipment you will sell/trade/harvest before Dec. 31 of the following year.

Do not include items in this section that you intend to keep for longer than the next 12 months and that you can depreciate. Examples could include fish tanks, a greenhouse, computer hardware or breeding stock.

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

Example: The SAE project the application is based on is selling vegetable starts, and the award area selected is Nursery Operations. A saddle won at a rodeo should not be listed as inventory for the nursery SAE project.

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

- **Description** – Enter a clear description of the item(s). For example, "Ewe Lambs," Feeder Steers or "Purebred Labrador Retriever Pups." Entering a description that only you understand, such as an animal's name (Spot) or tag number (582), is a bad idea. Remember: Judges do not know your SAE project; you must clearly describe it to them.
 - **Quantity** – Could be the number of animals, pounds, gallons, plants, or other specific measurable amount of each item on hand.
 - **Ending Total Value** – The total dollar value of listed inventory items entered on the line as of Dec. 31. The value should be no more than fair market value on that date.
1. **Harvested and Growing Crops/Plants** – This includes plants/crops owned on the date shown. Examples could include potted plants or trees being held for sale, crops growing in the field or greenhouse, and harvested grain in storage.
 2. **Feed, Seed, Fertilizer, Chemicals, Supplies, Prepaid Expenses and Other Current Assets** – This includes consumable items such as livestock feed and veterinary supplies; crop supplies such as fertilizer, potting soil, and pesticides; and supplies such as gas, oil, spare parts, etc.
 3. **Merchandise, Crops and Animals Purchased for Resale** – This includes all items of inventory owned that have been purchased for the specific purpose of reselling within 12 months, which are on hand as of Dec. 31.
 4. **Raised Market Animals** – Includes all the home-raised animals born that year and on hand as of Dec. 31.

Ending Fixed Inventory

Enter the value of items that you own on Dec. 31 of the year prior to the year applying and that you intend to keep longer than 12 months in this section of the application. Examples could include but are not limited to tools, fish tanks, tractors, tack, buildings, breeding animals, etc.

Do not include items in this section that you intend to use up or sell within the next 12 months. Examples could include animal feed, fuel, items purchased for resale, etc.

Only include items in this section directly related to the SAE project(s) included in the application. Example: The SAE project the application is based on is selling vegetable starts, and the award area selected is Nursery Operations. A saddle won at a rodeo should not be listed as inventory for the nursery SAE project.

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

- **Description** – Enter a clear description of the item(s). For example: "Mature Mare," "2011 Case IH Tractor" or "5 Gallon Fish Tank." Entering a description that only you understand, such as an animal's name (Spot) or tag number (582), is a bad idea. Remember: The judges do not know your SAE project; you must clearly describe it to them.
 - **Quantity** – Could be the number of animals, pounds, gallons, acres, or other specific measurable amount of each item on hand.
 - **Acquisition Cost** – The actual cash dollar cost to obtain the inventoried item. Fair market value should be used to determine the acquisition cost.
 - **Depreciation Claimed** – Represents the total dollar value of the depreciation claimed since the property came into your possession.
1. **Non-Depreciable Draft, Pleasure, or Breeding Animals** – Includes all working, pleasure, or breeding animals/livestock born and raised on your property and owned by you, which are on hand as of Dec. 31 of the year prior to the application being submitted. These are animals that have not reached their maturity (*the point at which they start to depreciate*).

- 2. Depreciable Draft, Pleasure, or Breeding Animals** – Includes animals that have reached their maturity value and are now declining in value. These animals/livestock are owned by you and on hand on Dec. 31 of the year prior to the application being submitted.
- 3. Depreciable Machinery, Equipment and Fixtures** – Includes all machinery and equipment personally owned as of Dec. 31.
- 4. Depreciable Land Improvements, Buildings and Fences** – Includes all the buildings and land improvements, including tiling, terracing and fences, you owned as of Dec. 31 of the year prior to the application being submitted.
- 5. Land** – Includes any land owned as of Dec. 31 of the year prior to the application being submitted. Land does not depreciate.

Placement SAE Applications only

SAE Information

Upload the **most recent** Supervised Agricultural Experience (SAE) Agreement or SAE Training Plan PDF for each of your Placement SAE projects in this application. SAE Training Plans should include the following:

- a. Description of intern's role and responsibilities: (List all roles and responsibilities the student will have. Be as specific as possible.)
- b. Learning outcomes: (Define the knowledge and skills that will be targeted for development during the internship.)
- c. Method of supervision: (List the primary contact(s) who will provide on-site supervision, coaching and evaluation of the intern.)
- d. Resources and materials: (List items that will be required for the SAE and note who (e.g., student, teacher, parent/guardian, employer) will provide the items.)
- e. Performance evaluation: (Describe how and when the student will be evaluated during the internship.)
- f. Compliance with Child Labor Requirements in Agricultural Occupations Under the Fair Labor Standards Act (Child Labor Bulletin 102) (If the student placement is in a Hazardous Occupation, confirm that the placement documentation meets the requirements for Student-Learner Exemption from Hazardous Occupations Orders (HO/As) in Agriculture.)
- g. Results of the Safety in Agriculture for Youth SAE Risk Assessment, including the findings and action items.
- h. Signature of student, employer/provider, parent/guardian, and teacher.

Or the SAE Agreement should include all the following:

- a. Description of SAE: (List all roles and responsibilities the student will have. Be as specific as possible.)
- b. Resources and materials: (List items that will be required for the SAE and note who (e.g., student, teacher, parent/guardian, employer) will provide the items.)
- c. Profit/Loss Responsibility: (If the experience includes the potential for a profit or loss, describe who will receive the profit or incur the liability.)
- d. Results of the Safety in Agriculture for Youth SAE Risk Assessment, including the findings and action items.
- e. Signature of student, employer/provider, parent/guardian, and teacher.

Sample Agreements are available at: <https://ffa.box.com/v/2027SAEAgreements>

SAE Details

This screen/page of the application only appears in the application menu if you have selected a Placement SAE Award area.

Enter details about ONLY the SAE project on which this application is based.

You can make multiple entries in each year. For example, if you work for two different employers that both fit into the same award area, you can enter information for both in the year(s) you work for them.

1. **Calendar Year** – This drop-down menu will include only the years you designated on the [Basic Setup](#) screen/page of the application. The earliest year available will be the year of the "[Beginning Date](#)" you entered. The latest year will be the year of the "[Ending Date](#)" you entered. Change these dates to make additional years available if appropriate.

- a) Select the year from the drop-down menu you wish to enter records for.

2. **Employer Name** – Enter the name of the business or person you work for. Even if your SAE project is unpaid, to be a placement SAE project, you have someone to whom you report and who makes management decisions. Enter that person's name.
3. **Job Title and Responsibilities** – This portion is scored heavily. Provide the judges with a succinct but clear description of your SAE project and specifically include your duties and responsibilities. Do not include duties or responsibilities from SAE projects that do not fit the selected award area.

TIP: Judges are looking for growth in responsibilities and duties over the years. Be sure your descriptions give details about any increased responsibilities, duties, and skill growth.

4. **Unpaid Hours** – Enter the number of hours worked in an unpaid position for experience or as a volunteer on the SAE project(s) the application is based on.
5. **Paid Hours** – Enter the number of hours worked for payment or wages on the specific SAE project the application is based on.

TIP: You cannot enter paid and unpaid hours in the same entry. If you work for an employer and some hours are paid and some are unpaid, you will enter the hours as two different positions and should explain in the descriptions why some hours are paid, and some are unpaid.

TIP: Do not duplicate hours. Each hour worked is either paid or unpaid; it is not both.

TIP: If you own the SAE project (animal, business, etc.), you do not have a Placement SAE project and need to change to an Entrepreneurship application.

6. **Gross Earnings** – Enter the entire wage or salary you earned during that specific calendar year for the SAE project(s) in the application before any payroll deductions were made for taxes or other benefits.

TIP: When good records are not maintained, it is easy to overestimate the number of hours invested in an SAE project. Review [SAE/Directed Lab Hour Limits](#) for information on the number of hours in a typical work year. If you are legitimately listing more than 2,080 hours in any one year, be sure to provide a good explanation for the judges in your description.

7. **Expenses** -

Research SAE Applications only

SAE Information

Upload the most recent SAE Research Plan PDF for each of your Research SAE projects in this application. Research Plan SAE Plans should include the following:

- a. Type: (Experimental, Analytical or Invention)
- b. Title of Research Project: (Provide a clear and descriptive title for your research project.)
- c. Abstract: (Present a summary of what you will be researching. Include why you are researching this topic or area and what you hope to discover.)
- d. Introduction: (Summarize in two to three paragraphs the problem you are addressing or the invention you are creating. Be sure to include the reason behind your proposed research. Explain why it is important and what you hope to accomplish by completing the work. This is also where you can include predictions about your potential outcomes.)
- e. Literature Review: (In this section, highlight the findings of research by credible sources on the topic or issue in question. The literature review will provide proposal reviewers with insights into what experts already know about the topic.)
- f. Methods and Results: (Describe your hypothesis and proposed research methods. Be as descriptive as possible.)
- g. Discussion: (In this section, include any potential weaknesses or complications you may face with your research.)
- h. Agriculture for Youth SAE Risk Assessment and include findings and action items
- i. Signature of student, employer/provider, parent/guardian, and teacher.

Sample Agreements are available at: <https://ffa.box.com/v/2027SAEAgreements>

SAE Details

General

1. All SAEs not meeting the criteria of the National FFA Research SAE Award but are otherwise permissible must be conducted in a Regulated Research Institution (RRI). A Regulated Research Institution is defined as a professional research/teaching institution that is regularly inspected by the USDA and is licensed to use animals covered by the Animal Welfare Act and may also be subject to U.S. Public Health Service Policy. Also included are federal laboratories such as the National Institutes of Health and the Centers for Disease Control. In addition, pharmaceutical and biotechnology companies and research institutes that utilize research animals that are not covered by the Animal Welfare Act but have been an operational Institutional Animal Care and Use Committee and are in compliance with U.S. federal laws are included in this definition.
2. A Research SAE may be part of a larger study performed by professional scientists, but the work presented in the application, by the student, must be only their own portion of the complete study.
3. Data may not be added to the National FFA Research SAE Award application after state-level selection.

Human Vertebrate

The following policies will govern the use of human beings in Research SAEs:

1. No Research SAEs involving human cultures of any type (mouth, throat, skin or otherwise) are allowed. However, tissue cultures purchased from reputable biological supply houses or research facilities are suitable for student use. A student should not use animals (including insects, birds, fish etc.) to represent human tissue. Research in health systems related to humans is beyond the scope of the Research SAEs.
2. Research SAEs that involve taste, color, texture, or any other choice are allowed but are limited to preference only. Quantities of normal food and non-alcoholic beverages are limited to normal serving amounts or less. No Research SAEs may use drugs, food, or beverages in order to measure their effect on a person.
3. The only human blood that may be used is that which is either obtained through a blood bank, hospital, or laboratory. No blood may be drawn by any person or from any person specifically for

a Research SAE. This rule does not preclude the student from making use of the data collected from blood tests not made exclusively for a Research SAE.

4. Psychological, educational and opinion studies are allowed. Research SAEs that involve learning, ESP, motivation, hearing, and vision are also permitted (examples might include surveys, questionnaires, tests, etc.).
5. Data/record review studies in which the data is taken from preexisting data sets that are publicly available and/or published and do not involve any interaction with humans or the collection of any data from a human participant for the purpose of Research SAE are allowed.
6. No Research SAE will be allowed that is in violation of these rules. No person may perform any experiment for student that violates any of the rules.

Non-Human Vertebrate

The following policies will govern the use of non-human vertebrates in Research SAEs:

1. The use of vertebrate animals in Research SAEs is allowable under the conditions and rules below. Vertebrate animals are defined as
 - a. Live, nonhuman vertebrate mammalian embryos or fetuses.
 - b. Tadpoles.
 - c. Bird and reptile eggs within three days (72 hours) of hatching.
 - d. All other non-human vertebrates (including fish) at hatching or birth.
2. Vertebrate animal studies may be conducted at a home, school, farm, ranch, in the field, etc. This includes
 - a. Studies of animals in their natural environment.
 - b. Studies of animals in zoological parks.
 - c. Studies of livestock that use standard agricultural practices.
 - d. Studies of fish that use standard aquaculture practices.
3. Intrusive techniques used cannot exceed momentary pain and must comply with commonly accepted agriculture and livestock management procedures.
4. The student is prohibited from designing or participating in an experiment associated with the following types of studies on vertebrate animals:
 - a. Induced toxicity studies with known toxic substances that could cause pain, distress, or death, including but not limited to alcohol, acid rain, harmful chemicals, or heavy metals.
 - b. Behavioral experiments using conditioning with aversive stimuli, mother/infant separation, or induced helplessness.
 - c. Studies of pain.
 - d. Predator/vertebrate prey experiments.
5. Food and water cannot be used or withheld for more than 24 hours for maze running and other learning or conditioning activities.
6. The student and advisor have the responsibility to see that animals are properly cared for in a well-ventilated, lighted, and warm location with adequate food, water, and sanitary conditions. Care must be taken to see that organisms are properly cared for during weekends and vacation periods.
7. Livestock or fish raised for food using standard agricultural/aquacultural production practices may be euthanized by a qualified adult for carcass evaluation.
8. No vertebrate animal deaths due to the experimental procedures, including hunting or harvesting animals are permitted in any group or subgroup.
 - a. Studies that are designed or anticipated to cause vertebrate animal death are prohibited.
 - b. Any death that occurs must be investigated by a veterinarian or another professional qualified to determine if the cause of death was incidental or due to the experimental procedures. The Research SAE must be suspended until the cause is determined and then the results must be documented in writing.
 - c. If death was the result of the experimental procedure, the study must be terminated, and the study will not qualify for the National FFA Research SAE Award.
9. Research SAEs that involve behavioral studies or newly hatched chickens or other birds will be allowed, provided no change has been made in the normal incubation and hatching of the organism and all vertebrate rules are followed.

Hazardous Material

1. Material Safety Data Sheets (MSD Sheets) are required and must be included for all substances other than Water (H₂O) and Table Salt (NaCl).
2. All Hazardous substances used in the current year's research must be listed in the Hazardous Materials Form of the application.

Hours invested

1. Only enter details about the Research SAE project(s) on which this application is based.
2. Only include information on the specific SAE project(s) that qualify in the selected Pathway.
3. Teams of students can conduct Research SAEs, but this section of the National FFA Research SAE Award application will only include an individual student's share of the work.
4. You can make multiple entries in each year. For example, if you work for two different research projects that fit into the same pathway, you can enter information for both in the year(s) you work for them.
5. Sections
 - a. Year – This drop-down menu will include only the years you designated on the Basic Setup screen/page of the application. The earliest year available will be the year of the "Beginning Date" you entered. The latest year will be the year of the "Ending Date" you entered. Change these dates to make additional years available if appropriate.
 - b. Select the year from the drop-down menu you wish to enter records for.
 - c. Project Name – Enter the name of the Research project.
 - d. Project Description/Research purpose or objectives – Provide the judges with a succinct but clear description of your Research SAE project, specifically including your responsibilities and purpose and objectives. Do not include duties or responsibilities from other SAE projects that do not fit the National FFA Research SAE Award or other types of SAEs (Entrepreneurship, Placement, School-Based Enterprises, or Service-Learning SAEs).
 - e. TIP: Judges are looking for growth in responsibilities and duties over the years. Be sure your descriptions give details about any increased responsibilities, duties, and skill growth.
 - f. Hours Invested SAE—Enter the number of hours you invested in the Research SAE project(s) the application is based on. Only include information on the specific SAE project(s) that qualify in the selected Pathway.
 - g. Tasks performed – This information should come from notes in your lab notebook.
 - h. Knowledge and Skills Gained – Enter the specific knowledge and skills gained from this specific Research SAE project.

SAE Collaboration

Research SAE projects often involve collaboration with other students, teachers, and adult sponsors. Teams of students can conduct Research SAE projects, but only an individual student's share of the work will be included in the National FFA Research SAE Award application. The student should list the collaborators and their roles/responsibilities/descriptions/ contributions to the project in the SAE Collaboration section of the application. If the Research SAE involves other collaborators, contributors, and owners, include only the student's share in all other sections of the National FFA Research SAE Award application.

Financial Records

1. The income and expense summary is a yearly summary of annual income and expenses from the Research SAE project(s) that qualify in the selected Pathway.
2. The dates entered in the application on the Basic Setup screen/page set your application years.
3. Your records should be organized by calendar year. If your SAE records have a short year (example: four months) and then a complete year (12 months), you will need to separate the records into two calendar years.
4. Information in Expenses should be separated by year and project.
5. Additionally, students should show the total cost, as well as the student's share and the other party share.

Research Plan/Project Summary

A complete Research Plan/Project Summary is required for all Research SAE Award applications. This Research Plan/Project Summary includes the results of one of the student's research problems or questions that concluded in the calendar year before the program year.

Format of Research Plan/Project Summary

The report should be printed on 8 ½ x 11-inch white paper. The report will have 1-inch margins. Font size must be 12 using Times New Roman font.

TYPE

Experimental, Analytical or Invention

ABSTRACT

A brief summary of the research, which concisely describes the purpose, methods, results, and conclusions. The abstract may include potential research applications or future research. The abstract should not contain cited references.

It should be no longer than one page and in paragraph form. Because this is the first page of the report, it will be where the reader forms an opinion on the study. In the abstract, arrange the points in this order:

1. Purpose.
2. Procedure.
3. Results.
4. Conclusions.

This section would include methods, primary results/effects of major treatments and main conclusions. Do not include discussion, citations and footnotes, or references to tables and figures.

INTRODUCTION

The introduction answers the question, "Why was the work done?" It provides background on the subject in several paragraphs. The introduction should clearly state the problem that justifies conducting the research, the purpose of the research, its impact on agriculture, the findings of earlier work, and the general approach and objectives. You must cite sources for statements that are not common knowledge. The last paragraph of the introduction includes the objectives of the study.

LITERATURE REVIEW

The literature review should detail what information currently exists concerning the Research SAE. Information in the review should be written in APA style and should include publications used for the research. Publications cited could include articles about similar studies, similar research methods, history of the research area, and any other items that support the current knowledge base for the research topic and how the research SAE might complement existing information.

MATERIALS AND METHODS

A well-written materials and methods section enables others to reproduce the results by replicating the study. Write in past tense, third person, encompass all materials required, state the hypothesis/research questions, and explain the study design by sharing the technical and experimental procedures employed. With fieldwork, describe the study site. Include any statistical procedures employed. This section should be a narrative rather than a list of steps on how to do the process.

RESULTS

This section is a summary of the results, even if they are not what was hypothesized. Do not include discussion or conclusions about the data. Tell the reader exactly what was discovered and what patterns, trends or relationships were observed. Decide on the most meaningful way to present the data (tables, figures), and

refer to them in the text. Data should be able to stand alone in the form of tables and/or figures. Pictures, surveys, or other materials that are not tables can be referenced here, but included at the end of the report in the Appendices. Follow the APA style guide for formatting. Data should not be added after the state level selection as it may alter the discussion and conclusions.

DISCUSSION AND CONCLUSIONS

In this section, draw conclusions from the results of the study and relate them to the original hypothesis. It is helpful to briefly recap the results and use them as a foundation for the conclusions. If the results were not what was expected, take this opportunity to explain why. Give details about the results and observations by elaborating on the mechanisms behind what happened. Tie the study in with the literature, but do not hesitate to offer sound reasoning of your own. Discussion should refer to facts and figures in the results section and provide recommendations for practice and future research. Discussion and conclusions should also address the impact the research has on the agriculture industry.

ACKNOWLEDGMENTS

Acknowledge anyone who helped in any aspect of the research SAE in this section.

REFERENCES

Only significant, published, and relevant sources accessible through a library or an information system should be included. All citations in the text must be included in the reference section. When information or facts are used that are not common knowledge, give credit to the source of that information by citing a reference. Use the APA style recognized citation system throughout the report.

APA STYLE/SPELLING

The student should use correct spelling, complete sentences, proper grammar, and appropriate APA-style writing throughout the report.

School-Based Enterprise SAE Applications only

SAE Information

Upload the **most recent** SAE Business Plan PDF for each of your School-Based Enterprise SAE projects in this application. SAE Business Plan Components should include the following:

- a) Business Description - Describe the overall goal and unique value proposition of your business. List the products and services you will provide and how they meet a need in the marketplace.
- b) Market Analysis - Present the findings of your market research and analysis. This section should highlight your industry knowledge and define your primary target market.
- c) Competitor Assessment - Summarize findings on competitors to your proposed business. Identify any barriers you may face in entering the market.
- d) Marketing Plan - Outline your overall marketing and sales strategy. This section will answer the question, "How will you create a customer base?"
- e) Operating Plan - Describe the organizational structure for the business. List all roles and responsibilities the student(s) will have.
- f) Financial Plan - Prepare financial projections that include an income statement, balance sheet, cash flow statements and expected capital expenditures.
- g) Agriculture for Youth SAE Risk Assessment and include findings and action items
- h) Signature of student, employer/provider, parent/guardian, and teacher.

Sample Agreements are available at: <https://ffa.box.com/v/2027SAEAgreements>

SAE Details

School-Based Enterprise SAE Business Description

Business #1

1. Calendar Year:
2. Business Name
3. Project Description/purpose or objective
4. How does your business meet the needs of your community?
5. Top goals of your business
6. What makes your School-Based Enterprise unique to your community?
7. Hours invested in this project
8. List the products/services that your business provided
9. How did you improve the current condition of the issue?
10. Resources and partnerships created

Business #2

1. Calendar Year:
2. Business Name
3. Project Description/purpose or objective
4. How does your business meet the needs of your community?
5. Top goals of your business
6. What makes your School-Based Enterprise unique to your community?
7. Hours invested in this project
8. List the products/services that your business provided
9. How did you improve the current condition of the issue?
10. Resources and partnerships created

Income Statement:

Revenue	[Specific ways that your business made sales] Example: Saturday Plant Sale	[Sales for that event in \$\$] Example: \$440
TOTAL REVENUE		Add Up ALL Revenue and Insert it HERE

Expenses	[Specific expenses your business had] Example: Rent on the Greenhouse	[Expenses in \$\$] Example: \$3,000
TOTAL EXPENSES		Add Up ALL Expenses and Insert it HERE
Net Income		[TOTAL REVENUE (minus) TOTAL EXPENSES]

Balance Sheet

Assets	[Specific assets (including the number) that the School-Based Enterprise owns, or school district owns to help with this business] Example: Dog Leashes (3)	[Value of the Asset in \$]
TOTAL ASSETS		[Sum of all Assets]
Liabilities	[Specific liabilities that the business has including loans, accounts payable, taxes payable] Example: Accounts Payable- Charge Account at ACE Hardware	[Value of Liability in \$] Example: \$50
TOTAL Liabilities		[Sum of all Liabilities]
Owner's Equity		[TOTAL ASSETS (minus) TOTAL LIABILITIES]

Cash Flow Statement

Cash Receipts from Customers		[TOTAL Value of Cash Received from Customers in \$]
Cash Receipts from Donations		[TOTAL Value of Cash Received from Donations in \$]
TOTAL CASH RECEIPTS		[Sum of Cash Received]
Cash Paid for Inventory		[TOTAL Value of Cash Paid to purchase inventory \$]
Cash Paid for Wages		[TOTAL Value of Cash Paid to employee wages in \$]
Cash Paid for Operating/Administrative Expenses		[TOTAL Value of Cash Paid for operating expenses in \$]
TOTAL CASH PAID		[Sum of Cash Paid]
Net Cash Flow		[Cash Received (minus) Cash Paid]

Service-Learning SAE Applications only

SAE Information

Upload the **most recent** Service-Learning SAE Plan PDF for each of your Service-Learning SAE projects in this application. Service-Learning SAE Plans should include the following:

- Project Title - Provide a clear and descriptive title for your service project.
- Need - Present a summary of the need discovered, how it was identified and how the service will meet the need.
- Goals/Outcomes - List the goals and outcomes of the service activity. Describe a plan for evaluation at the end of the project.
- Learning Outcomes - Define the knowledge and skills that will be targeted for development during the project.
- Plan - When and where the service will take place and who will be involved. List all roles and responsibilities you and others will have.
- Resources - Develop a project budget. Describe financial, time and other resource needs for the project. Explain how these needs will be met.

Sample Agreements are available at: <https://ffa.box.com/v/2027SAEAgreements>

SAE Details

Service-Learning SAE Description

Project #1

Calendar Year:

- Service-Learning Project Name
- Project Description/purpose or objective
- Hours invested in this project
- Community/agricultural needs identified
- How did you improve the current condition of the issue?
- Resources and partnerships created

Project #2

Calendar Year:

- Service-Learning Project Name
- Project Description/purpose or objective
- Hours invested in this project
- Community/agricultural needs identified
- How did you improve the current condition of the issue?
- Resources and partnerships created

Collaboration

Collaborator Name	Title	Roles/Responsibilities/Description/Contributions to the project

Financial Records:

Income

Item(s)	2023	2024	2025	2026
TOTAL REVENUE	\$	\$	\$	\$

Expenses

Note: Can have multiple projects in a single year.

Year: _____ Project Name:_____

Item(s)	Total Cost	Student Share	Other Party Share
TOTAL EXPENSES			

Year: _____ Project Name:_____

Item(s)	Total Cost	Student Share	Other Party Share
TOTAL EXPENSES			

Year: _____ Project Name:_____

Item(s)	Total Cost	Student Share	Other Party Share
TOTAL EXPENSES			

Service-Learning SAE Outcomes - Impacts on the Community and Self

Intended Outcome Statement	Relationship to Career Plan and/or Service-Learning Project	How to Measure Progress
1.		
2.		
3.		
4.		
5.		

Finalizing My Application

Checklist

The application includes an automated checklist to help find errors or information missing from the application. It will not find every possible error. A clean checklist does not guarantee that the application will not be penalized.

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

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

Electronic Signatures

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

1. **Student Approval**—This is the applicant's signature. Information can only be entered when the applicant has correctly signed into their electronic account.
2. **Advisor Approval** – This is the signature of the supervising agricultural education teacher/FFA advisor. The advisor's signature is required to verify and certify the application. The advisor must be signed in to their electronic account to enter information here.
3. **Request for Parent/Guardian Approval**—This area is for the parent/guardian to certify the information in the application and give permission for the information to be used.
 - a) Enter the email address of the parent/guardian whose signature is being requested and click the "Request Signature" button. The application will send an email to that address.
 - i) The parent/guardian must open the email message, click the link, and follow the instructions to sign the application electronically.
 - b) **Employer Approval** – This signature is for the employer or supervisor to verify that the application information is accurate. This signature is required even if the SAE project is unpaid. For an SAE to be a Placement type, there must be an employer or supervisor who makes the overall management decisions and directs the work. This could be a work supervisor, business owner, review committee chair, FFA advisor, parent, volunteer leader/manager, etc. — whoever supervises the SAE project and can verify the claims in the application.
 - i) This signature request appears only on Placement applications, which include Placement records. It will not appear and is not needed for Entrepreneurship applications.
 - ii) Enter the email address of the "Employer" whose signature is being requested and click the "Request Signature" button. The application will send an email to that address.

- iii) The Employer must open the email message, click the link, and follow the instructions to sign the application electronically.

Save Your Application

Judges do not access the live online application, which applicants can constantly access and is ever-changing. The document that judges review is the specific, time-stamped PDF version of the application that is generated and submitted. If no PDF of the application is generated by completing the following steps, there is nothing to be submitted or judged.

1. **Complete/Save Your App**—The button labeled “Complete/Save Your App” is how application PDF versions are generated (created). This generated PDF is what is submitted and judged. As versions are generated, they are listed in the table on the screen. The applicant chooses which version to submit.
2. **Get PDF** – To view the generated application, click the “Get PDF” button next to each listed version. What you see when you open this file is what is being submitted for the judges to review, possibly minus some pages depending on your state (*see details below in the Application Submission and Judging sections*).

Application Submission

Each state FFA association has its specific directions and deadlines for submitting applications for local/state judging. Consult with the chapter FFA advisor or state FFA staff for these instructions.

Only state staff may certify and submit applications for national judging. National FFA staff provide instructions for state staff to submit applications online yearly, and they are available in the State Staff Dashboard on FFA.org.

Each state association may submit a single application for national-level competition in each award area available at the national level each year. Find the current year’s National FFA SAE Award Area List with Descriptions on the [National FFA SAE Awards](#) webpage of FFA.org.

Application Judging

Each chapter and state FFA association uses its own processes to select winning applications. Consult with the chapter or state association for those specific rules. The national judging process starts in July.

National judging is conducted in two rounds — the Finalist Selection Round and the National Finalist Placing Round.

National Finalist Selection - Application Version

The National FFA Organization receives only the generated PDF version of the application, certified and submitted by state staff. This does not include SAE record books or added information that may be used to verify and judge at the local/state level.

While all pages of the national application are important and used to administer judging and award presentations, not all pages are scored or even seen by judges.

1. **Page 1: Signature Page** – This page is required to certify the application but is not scored or provided to judges.
2. **Page 2: Applicant Information Page**—This page provides essential information for administering the judging and award process but is not scored by or provided to judges. It includes personally identifiable information, including the applicant’s name, state and contact information, and is removed before applications are made available to judges. This protects the privacy of the applicants and removes any potential for bias by judges based on who the applicant is or where they are from.

3. **Extra Pages**—Some state associations and chapters have added additional pages to the application for local or state use. These pages are removed for national judging and are not seen by national judges. This ensures that all applications contain the same pages for national judging.

National Finalist Selection

A team of judges from around the country is assigned to each National FFA SAE Award area. These judges score each application independently using the application [scoring rubrics](#). Judges submit their scores to national FFA staff.

The application scores of each judge are added together and averaged. The average application score for each application is used to rank it against the other application scores.

The top six applications, by average score, are named National Finalists and compete in the National Finalist Placing Round of judging. The rank is not announced in this round.

All remaining applications are rated Gold, Silver, Bronze, or Participant based on their average score. No rankings are announced in this round. The process is complete for these applications. The ratings are announced and recognized on [FFA.org](https://www.ffa.org).

National Winner Selection

A second team of judges from around the country is assembled to interview the six national finalists. The national judge application versions of the six finalists are provided to the judges before the interview so the judges can review and prepare questions specifically about each finalist's SAE project. Judges use the National FFA SAE Award [Interview Scoring Rubric](#) to score the interviews.

Each judge ranks the six finalists and submits their rankings independently to national FFA staff. National FFA staff combine the rankings of all judges to determine each finalist's Finals Judging Round ranking.

The applicant ranks from the Finalists Selection Judging Round and Finals Judging Round are combined to determine national placings as follows:

$(\text{Finalist Selection Round rank} \times .25) + (\text{Finals Judging Round} \times .75) = \text{Combined Rank Score}$

The finalist with the lowest rank score will receive first place, the finalist with the second lowest rank score will receive second place, and the finalist with the third lowest rank score will receive third place.

- **Tie Breakers** – In case of a tie the applicant with the highest rank in the Finalist Selection Round is placed higher. Ties other than for the top three are not broken as these rankings are not announced.

Recognition

Chapter level: Winners may be selected annually in each FFA chapter. The winner can represent any of the National FFA SAE Award areas (based on state rules for competition).

State level: Winners from each area may be selected annually in each of the chartered state FFA associations.

National level: Selected participants from each state may be forwarded for national competition. A maximum of 6 applicants in each National FFA SAE Award area will be considered national finalists and invited to compete in the National FFA SAE Award Program interview to be held virtually each September. All national finalists are expected to participate in a National Finalists Interview and attend the National FFA Convention & Expo to receive recognition. The orientation packet will release more details pertaining to National Winner Selection mid-year.

Scoring Rubrics

At the national level, judges score applications using specialized scoring rubrics developed to ensure that applications are all scored using the same criteria. The rubrics used for national judging are available for anyone to download and use on the [National FFA SAE Awards webpage](#) of FFA.org. The online application provides links on multiple pages to the National FFA SAE Awards webpage, or you can go directly to the scoring rubrics by clicking [here](#).

There is a specific scoring rubric for each of the [National FFA SAE Award application types](#).

1. **Entrepreneurship Rubric** – This rubric is used to score all [Entrepreneurship application types](#). The application Signature Page (page 1) and the Basic Award Setup Information page (page 3) will note the award type.
2. **Placement Rubric**—This rubric is used to score all [Placement application types](#). The application Signature Page (page 1) and the Basic Award Setup Information page (page 3) will note the award type.
3. **Research Rubric**—This rubric is used to score all Research application types. The application Signature Page (page 1) and the Basic Award Setup Information page (page 3) will note the award type.
4. **School-Based Enterprise Rubric**—This rubric is used to score all **School-Based** Enterprise application types. The application Signature Page (page 1) and the Basic Award Setup Information page (page 3) will note the award type.
5. **Service-Learning Rubric**—This rubric is used to score all Placement application types. The application Signature Page (page 1) and the Basic Award Setup Information page (page 3) will note the award type.
6. **Interview Scoring Rubric** – This rubric is used to judge the finalist interviews for all National FFA SAE Award types.

Additional Information

The [National FFA SAE Awards](#) webpage of FFA.org has additional resources such as “Tips and Tricks” from past judges, application examples and help videos.