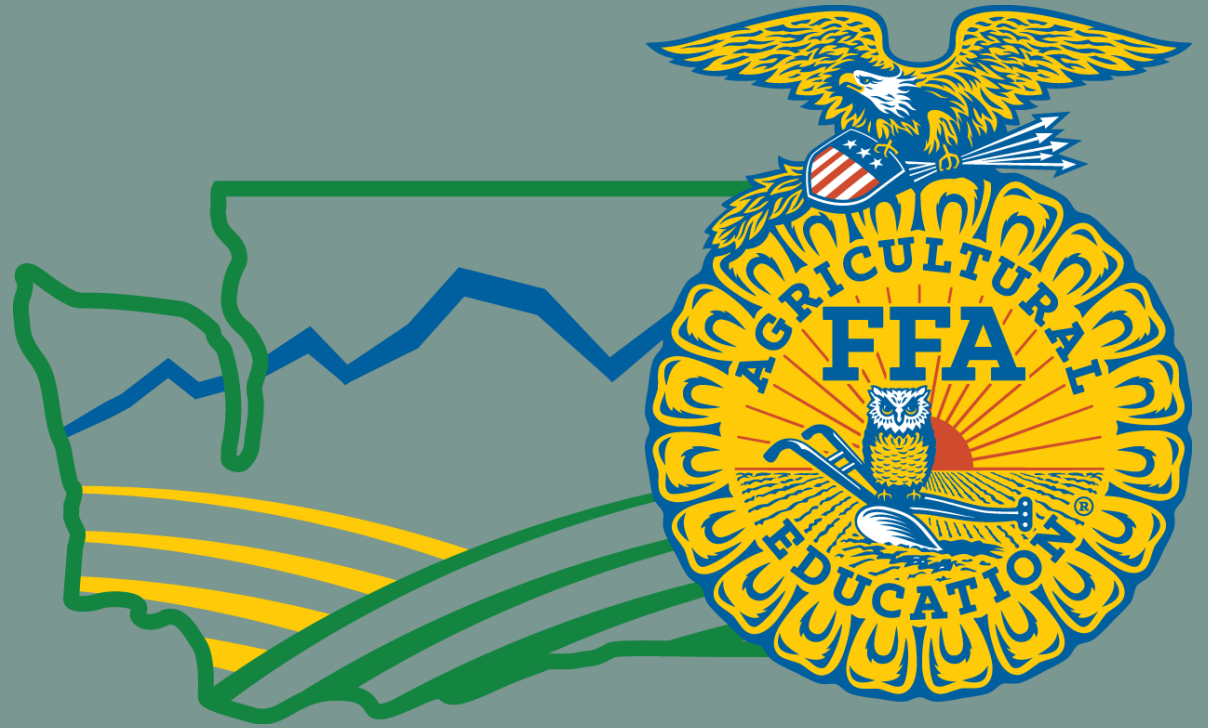


# Washington FFA Award Application Training

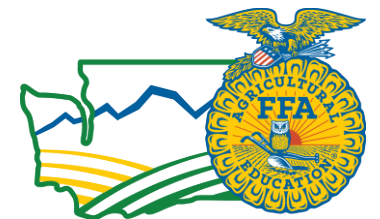
January 7, 2023 – Moses Lake

January 21, 2023 - Lacey



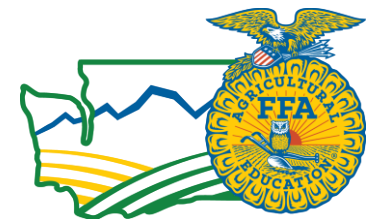
# Agenda

10:05 AM – 11:45 AM	Topic 1 - Proficiency Applications
11:45 AM – 12:15 PM	Working Lunch - Application Reviews/Examples
12:15 PM – 12:45 PM	Topic 2 - National Chapter Applications
12:45 PM – 1:30 PM	Topic 3 - State & American Degrees
1:30 PM - 1:50 PM	Topic 4 - State Stars
1:50 PM – 2:00 PM	Questions, Overview & Close



# Objectives for Today

- Overview of requirements and expectations for all FFA awards.
- Provide guidance to aid teachers in supporting students to fill out the applications.
- Answer questions and provide resources for you and your students.



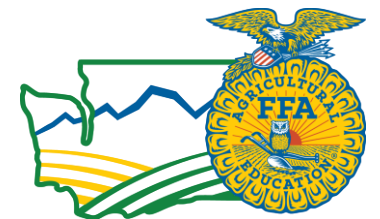
# General Tips For ALL FFA Award Areas

- Be mindful of due dates and do not wait until the last minute.
  - Applications require signatures from advisors, admin, etc. which can take time!
- Check over everything MULTIPLE times.
- Have someone else check over it (English teachers are great resources).
- Make sure it makes sense for the area...If you do not know, ask someone who does.
  - Alumni/Advisor board members who know that area of agriculture are great resources.
- Don't be afraid to ask questions and seek help from teachers in your district or state staff!

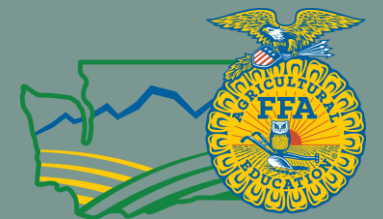


# District Review Responsibilities

- Communicate all expectations for your district review to teachers ahead of time.
- All individual applications come to the district review (proficiencies, degrees, stars).
- Application packages need to be complete (transcripts, signatures, etc.)
- Each application is reviewed with the checklists or rubrics provided.
- After the review and by March 1st, all applications need to be submitted to Tamara Whitcomb on the Washington FFA District Review Results Template (excel).
  - This needs to be a final approval list – yes or no only for all award areas.
  - The state WILL NOT re-review applications, this needs to be completed at the district level.
- District stars need to be selected at this review. Following selection, each district star will THEN submit their application to the state level by March 1st.



# Proficiency Awards



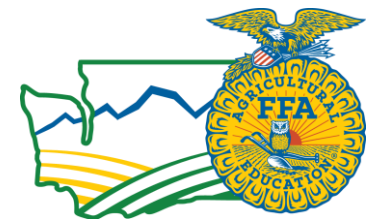
# Proficiencies

- Four types of awards:
  - Placement
  - Entrepreneurship
  - Combined
  - Research
- 45 areas- Read descriptions to determine the best fit for your students project
- Some areas have separate Placement/Entrepreneurship Categories, some are combined.
- Make sure proficiency category fits the WHOLE project included...many get disqualified or receive low scores at the national level.
- Make sure they include only up to December 31st of the previous calendar year. This includes the resume.
- Make sure they are the same version number

Version # 330028



11/9/2016 5:46:29 PM



# Performance Review A

- Try to fill space. This is not the place to be short and to the point. Details are important!
  - Explain your SAE
  - Explain how your roles and responsibilities have CHANGED
  - Single greatest challenge: Try to find something unique and that genuinely impacts your SAE

## **1. Briefly explain your SAE and how it related to this award area.**

For the past several years I have been busy from the end of the school year to the beginning of the new one, working for local farmers and ranchers and participating in common labor associated with raising crops and livestock. My parents put our own land into CRP fifteen years ago, and we are starting to farm it once again as it is coming out. My dad loves agriculture and farming, which sparked my own interest, and he is currently an agronomist at a local farmers cooperative. We also have a small heard of cows, which we raise hay for and pasture on our own land. My many activities include managing cows (for my family and other farmers) in the form of feeding, working, hauling, and building fence. On the farm I operate machinery and maintain machinery, as well as irrigating alfalfa flats with hand and wheel lines. When it is not a busy season, I keep up the appearance of the farm and outbuildings, and clean shops and sheds. In the spring and late summer I do a great deal of spraying roadsides and problematic thistles or other invasive weeds, and hoe weeds in summer-fallow on an ATV or on foot. Other activities include raising and picking up hay, vaccinating and castrating cattle, and harvesting the crops.

## **2. Briefly explain how your roles, responsibilities, and/or management decisions related to this award area changed.**

My roles and responsibilities that I have on the farm and ranch have greatly changed since I started a few years ago. One aspect that has changed is that I am trusted with operating more machines such as tractors, trucks, and harvesters. As I become older and more experienced, and the demand for labor increases, I am further responsible for management and moving hay. I can also transport machines if need be, and can operate every one of them. I make well thought out decisions as to benefit the entire farm, and report any problem that I cannot handle to the boss. I am usually self-aware, and careful. I am becoming increasingly observant, and most times can diagnose problems and assess situations, as well as take action to correct problems on my own such as building fence or returning cattle to their intended pasture. I believe that labor that can handle themselves as well as know their way around the farm, is essential. Additionally, I can communicate easily and don't procrastinate or waste time while I am on the clock. My employer trusts me to make educated decisions regarding his farm and ranch, which I do not take lightly.

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

The greatest challenge that I faced in this award area is dividing my time between working for my father and working for other local farmers. Generally I like to prioritize my family, and I am always going to be there when they really need help. The problem is that I do not earn wages for working for my parents and am working to save money for college and other expenses. On the other hand, I earn decent wages working for other farmers, allowing me to save my money and allowing me to buy things that my parents will not. In the next couple years I will find myself working many more hours for my family, as more CRP land comes out and goes into crop. Our cattle operation is small enough for my brothers and my dad to control, aside from occasionally helping vaccinate and castrate and moving cattle from pasture to pasture. The situation is controllable for the moment, but surrounding farmers are struggling to find help, and my father works a full-time job.



# Performance Review B/C

- Accomplishments/Findings
  - Steer clear of soft skills
  - Make sure they relate back/show impact on SAE
- Impacts
  - Skills learned that will be beneficial to students future
  - Easiest when they are pursuing a career in agriculture

## Accomplishment/Finding #3

While harvesting the spring wheat crop, I received a message over the CB radio that one of the combines had an alarm going off indicating a shaft speed problem. Waiting on a load, I rode in the combine while browsing the manual to try and find the solution. The manual did not help, but I could tell from the shaft-speed monitor diagram that there was a problem with the sieves. The combine was still cleaning well and there was not any apparent problem. Under closer examination, I found a rivet that had broken off one side of the sensor bar, letting it fall to the side and send out false signals. I was able to install a new rivet, fixing the problem and allowing the combine driver to continue working without distraction or interruption.

## Impact #2

Another experience from my SAE that will impact my future is learning how to choose replacement heifers for Harder Hereford Ranch. This will be an enormous part of my future, as I want to come back to our ranch after I finish college. Being able to pick out quality replacement heifers is a key part of any successful cattle operation. Having the ability to select broody heifers that display the phenotypical trait for high calving percentages and other maternal traits is necessary to ensure my future herd stays productive. I have spoken to many other ranchers in the area and the individuals I work with, discussing what a high-quality replacement heifer is. I have also helped my mother in the sorting pen when she chooses heifers to keep.

# SAE size, Scope, Responsibilities

- Be detailed
- Should show growth in responsibilities AND hours AND income from year to year



# SAE size, Scope, Responsibilities cont'd

## Entrepreneurship Application

### 2016 Example

Pathway	Name & Description	Size/Scope of Enterprise
Agribusiness Systems	<b>2016 Market Lamb Garfield Co. Fair</b> Cross-bred market wether purchased from Alyx Hanson Bought in May 2016 for \$350 Sold in September 2016 for \$1,350	1 Head
Agribusiness Systems	<b>2017 Market Steer Jr. Livestock Show of Spokane</b> Tag #Y201 Liquid Courage x God Father Received in September 2016 for \$2,125 in farm work labor exchange. Sold in May 2017 for \$4,596	1 Head
Agribusiness Systems	<b>2017 Market Steer Jr. Livestock Show of Spokane</b> Tag #Y110 Moonlight x Repair Man Received in September 2016 for \$2,125 in farm work labor exchange. Sold in May 2017 for \$4,197	1 Head

### 2017

Pathway	Name & Description	Size/Scope of Enterprise
Agribusiness Systems	<b>2017 Market Lamb Garfield Co. Fair</b> Cross-bred market wether purchased from Alyx Hanson Bought in May 2017 for \$350 Sold in September 2017 for \$1,507	1 Head
Agribusiness Systems	<b>2017 Market Steer Jr. Livestock Show of Spokane</b> Tag #Y201 Liquid Courage x God Father Received in September 2016 for \$2,125 in farm work labor exchange. Sold in May 2017 for \$4,596	1 Head
Agribusiness Systems	<b>2017 Market Steer Jr. Livestock Show of Spokane</b> Tag #Y110 Moonlight x Repair Man Received in September 2016 for \$2,125 in farm work labor exchange. Sold in May 2017 for \$4,197	1 Head
Agribusiness Systems	<b>2018 Market Steer Jr. Livestock Show of Spokane</b> Tag #469 Liquid Courage x Saugahatchee Received in September 2017 for \$3,020 in farm labor exchange. Sold in May 2018 for \$3,078	1 Head
Agribusiness Systems	<b>2018 Market Steer Jr. Livestock Show of Spokane</b> Tag #499 Monopoly x God Father Received in September 2017 for \$3,020 in farm labor exchange. Sold in May 2018 for \$2,678	1 Head

### 2013

## Placement Application Example

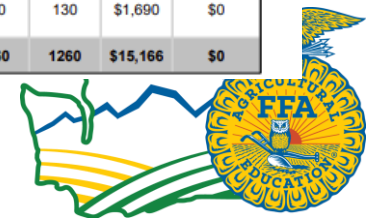
Pathway	Employer or Project Name Job Title, Responsibilities, or Project Description	Unpaid Hours	Paid Hours	Total Hours	Gross Earnings	Current Expenses
Animal Systems	<b>Harder Farms-Harder Hereford Ranch</b> Assisted with vaccinating, branding (ground crew), and occasionally move the cattle to different pastures.	0	163	163	\$1,630	\$0
Animal Systems	<b>Running O Horsemanship</b> Assisted owner by holding horses while being saddled and rode the horse after a certain amount of days or when the client came to pick them up.		300	300	\$3,000	
<b>TOTAL</b>		<b>0</b>	<b>463</b>	<b>463</b>	<b>\$4,630</b>	<b>\$0</b>

### 2014

Pathway	Employer or Project Name Job Title, Responsibilities, or Project Description	Unpaid Hours	Paid Hours	Total Hours	Gross Earnings	Current Expenses
Animal Systems	<b>Harder Farms-Harder Hereford Ranch</b> Assisted with fence work, vaccinating, branding (ground crew and branding iron), and moving cattle and bulls to different pastures.	0	458	458	\$5,496	\$0
Animal Systems	<b>Running O Horsemanship</b> Assisted owner by saddling horses with five or more rides, lightly riding colts, and helping with ground manners.		320	320	\$3,840	
Animal Systems	<b>Spokane County Working Ranch Horse</b> Assisted main clinicians by demonstrating the beginning stages of roping and horsemanship.		40	40	\$400	
Animal Systems	<b>Stockland Livestock, Inc.</b> Assisted the veterinarian by reading off tag numbers and bringing cows or calves up the tub alley to chute.	0	20	20	\$200	\$0
<b>TOTAL</b>		<b>0</b>	<b>838</b>	<b>838</b>	<b>\$9,936</b>	<b>\$0</b>

### 2015

Pathway	Employer or Project Name Job Title, Responsibilities, or Project Description	Unpaid Hours	Paid Hours	Total Hours	Gross Earnings	Current Expenses
Animal Systems	<b>Harder Farms-Harder Hereford Ranch</b> Fence work, vaccinating, tagging, calving, branding (ground crew, branding iron, and roping), learned rotations of pastures, moved cattle to correct pasture, sorting and picking replacement heifers.	0	648	648	\$7,776	\$0
Animal Systems	<b>Running O Horsemanship</b> With supervision I got horses saddle broke and ground broke, along with putting first rides on horses, halter breaking, and getting them use to a rope.	0	442	442	\$5,300	\$0
Animal Systems	<b>Spokane County Working Ranch Horse</b> Assisted main clinicians in all categories of roping as well as horsemanship. Occasionally helped younger students by myself if needed.		40	40	\$400	
Animal Systems	<b>Stockland Livestock, Inc.</b> Ran gates, penned, sorted, verified numbers, and loaded cattle onto buyers trucks.	0	130	130	\$1,690	\$0
<b>TOTAL</b>		<b>0</b>	<b>1260</b>	<b>1260</b>	<b>\$15,166</b>	<b>\$0</b>



# Learning Outcomes/ Efficiencies

- Be detailed
- Show change
- No soft skills
- Make them measurable



## National Proficiency Application Learning Outcomes & Efficiency Factors

	Learning Outcome or Efficiency Factor	Beginning Level	Level Attained	Description
1	Baler Operation	Year: 2012 Level: 3 miles per hour	Year: 2015 Level: 7 miles per hour	As I learned to operate this machine I had known how to operate a tractor but had no experience with baling or the contributing factors. I have learned to control these factors, operate, and repair different types of balers. I now bale at speeds twice as fast, and produce better quality graded hay.
2	Harrow Bed Operation	Year: 2014 Level: 90 bales per hour	Year: 2015 Level: 300 bales per hour	I started to work with this piece of equipment later in my SAE as it is the most difficult piece of machinery to operate. When I started operating the harrow bed, I did not know how to operate the computer mechanism or how to stack and unload. After two years I can now stack over 300 bales per hour.
3	Hay Delivery	Year: 2013 Level: 10 mile radius	Year: 2015 Level: 30 mile radius	Once I obtained my license, I was able to make hay deliveries to customers. When I started, I was a new driver and hauling large loads was difficult. As I became more confident and proficient, I was able to deliver further from the farm, now a thirty mile radius away.
4	Irrigation equipment maintenance and operation	Year: 2012 Level: 2 lines per hour	Year: 2015 Level: 4 lines per hour	This was my first task on the farm when I started my SAE. In the beginning I had only known how to set up hand line. As I became more experienced I learned to operate the pump, wheel lines, and pivots. Also, I am now able to move the hand line two times faster than when I first began my SAE.
5	Taking and fulfilling hay orders properly	Year: 2012 Level: 5%	Year: 2015 Level: 100%	When I began my SAE I had some experience in taking orders. However, as I gained a better understanding of the product I was able to take detailed orders with the correct type, quality, and quantity. I also now load out customers with the correct product.

# Income/Expenses

- Make sure that evaluators can easily tell why the money is there...may need to include details in size/scope and inventory
- There is a place for everything



## National Proficiency Application

### Income and Expense Summary of Entrepreneurship SAE Program

	2012	2013	2014	Total
<b>1. Revenues from Operations</b>				
a. Closing Current Inventory	\$2,506	\$6,500	\$12,200	<b>\$12,200</b>
b. Beginning Current Inventory	\$4,500	\$2,506	\$6,500	<b>\$4,500</b>
<b>c. Change in Current Inventory</b>	<b>-\$1,994</b>	<b>\$3,994</b>	<b>\$5,700</b>	<b>\$7,700</b>
d. Cash Sales	\$0	\$15,600	\$16,500	<b>\$32,100</b>
e. Value Used at Home (Non-cash)	\$0	\$0	\$0	<b>\$0</b>
f. Value of Production Transferred to other enterprise, Transferred to Non-Current, Bartered or Labor Exchanged (Non-cash)	\$7,900	\$12,450	\$6,925	<b>\$27,275</b>
<b>h. Gross Revenues (Change in Current Inventory and Total Sales)</b>	<b>\$5,906</b>	<b>\$32,044</b>	<b>\$29,125</b>	<b>\$67,075</b>
<b>2. Expenses from Operations</b>				
a. Inventory Purchased for Resale (Cash)	\$0	\$0	\$0	<b>\$0</b>
b. Inventory Purchased for Resale (Non-Cash Transfers)	\$2,500	\$9,500	\$0	<b>\$12,000</b>
c. Cash Expenses (all other types)	\$1,030	\$9,350	\$13,900	<b>\$24,280</b>
d. Non-Cash Expenses (Transferred, Bartered, or SAE Labor Exchange)	\$100	\$150	\$175	<b>\$425</b>
e. Contributed Non-Cash Expenses (Gift or non-SAE Labor Exchange)	\$0	\$0	\$0	<b>\$0</b>
<b>f. Total Operating Expenses</b>	<b>\$3,630</b>	<b>\$19,000</b>	<b>\$14,075</b>	<b>\$36,705</b>
<b>3. Net Income from Operations</b>	<b>\$2,276</b>	<b>\$13,044</b>	<b>\$15,050</b>	<b>\$30,370</b>

# Current Inventory

- Be Detailed
- Make sure it matches size and scope and Income Statement
- Animals Purchased for Resale vs Raised Market Animals



## National Proficiency Application Candidate Inventory Statement - Current Inventory

### A. Harvested and Growing Crops/Plants on 12/31/2020

Description	Quantity	Value
	TOTAL	

### B. Feed, Seed, Fertilizer, Chemicals, Supplies, Prepaid Expenses, and other Current Assets on 12/31/2020

Description	Quantity	Value
3 String Straw - Luke Carter - \$5/bale - 6/1/20	8 bales	\$40
Fir Shavings - De Jong - \$12.57/yard - 6/11/20	5 yards	\$63
Rolled Oats - Mike Phillips - 50lb sack - 8/7/20	1 sack	\$16
Ivermec - Pipestone Vet - 250 of 250 mL - 8/17/20	250 mL	\$62
Respisure - Pipestone Vet - 65 of 100 mL @ \$.28/mL - 8/17/20	65 mL	\$18
Litterguard LTC - Pipestone Vet - 90 of 100 mL @ \$.48/mL - 8/17/20	90 mL	\$44
Gestation Sow Feed - Pure Country - 750 of 2000 lbs @ \$.17/lb - 9/25/20	750 lbs	\$128
Injectable Iron - Coastal - 90 of 100 mL @ \$.16/mL - 9/28/20	90 mL	\$15
Circoflex II - Pipestone Vet - 35 of 50 mL @ \$1.16/mL 11/23/20	35 mL	\$41
Rhini Shield TX4 - Pipestone Vet - 75 of 100 mL @ \$.43/mL - 11/23/20	75 mL	\$32
G-1 Starter - Pure Country - 380 of 2000 lbs @ \$.18/lb - 11/28/20	380 lbs	\$68
	TOTAL	\$527

### C. Merchandise, Crops, and Animals Purchased for Resale on 12/31/2020

Description	Quantity	Value
	TOTAL	

### D. Raised Market Animals on 12/31/2020

Description	Quantity	Value
Black Widow - (Litter 1-2 of Veronica x Anchorman) for NCW Stockshow	1	\$250
Captain America - (Litter 3-3 of Serena x No Mas) for NCW Stockshow	1	\$250
Gamora - (Litter 2-10 of Susan x Guns Up) for Spokane Stockshow	1	\$250
Black Panther - (Litter 2-11 of Susan x Guns Up) for Spokane Stockshow	1	\$250
	TOTAL	\$1,000



# Non-Current Inventory

- Be Detailed
- Make sure it matches size and scope and Income Statement
- Non-Depreciable vs Depreciable Breeding Animals
- Realistic Depreciation (matches income statement)



## National Proficiency Application Candidate Inventory Statement - Non-Current Inventory

### E. Non-Depreciable Draft, Pleasure, or Breeding Animals on 12/31/2020

Description	Quantity	Ending Total Value
Susan (Dom x Wedding Night 45) - Born 9/28/17 - Farrowed 4 litters, currently bred to Kinda Big Deal	1	\$850
Veronica (Dom x Dark Secret) - Born 10/11/18 - Farrowed 2 litters, currently bred to Anchorman	1	\$850
<b>TOTAL</b>		<b>\$1,700</b>

### F. Depreciable Draft, Pleasure, or Breeding Animals on 12/31/2020

Description	Quantity	Acquisition Cost	Depreciation Claimed	Value
Serena (Purchased Owen Oules - 9/9/18) - Farrowed 3 litters, currently bred to Kinda Big Deal	1	\$850	\$300	\$550
<b>TOTAL</b>		<b>\$850</b>	<b>\$300</b>	<b>\$550</b>

### G. Depreciable Machinery, Equipment, and Fixtures on 12/31/2020

Description	Acquisition Cost	Depreciation Claimed	Value
Show Whip - Sullivan Supply - 6/10/17	\$25	\$10	\$15
Show Whip - Sullivan Supply - 6/17/19	\$30	\$6	\$24
Spritzer Sprayer - Coastal - 8/20/19	\$14	\$3	\$11
Feed Pans - Coastal - 11/22/20	\$32	\$16	\$16
Heat Lamp Bulbs - Clifford's Hardware - 12/7/20	\$22	\$11	\$11
<b>TOTAL</b>	<b>\$123</b>	<b>\$46</b>	<b>\$77</b>

### H. Depreciable Land Improvements, Buildings, and Fences on 12/31/2020

Description	Acquisition Cost	Depreciation Claimed	Value
<b>TOTAL</b>			

### I. Land on 12/31/2020

Description	Quantity	Acquisition Cost
<b>TOTAL</b>		

# Skills & Competencies

- Five from main pathway, five from another pathway
- Do not repeat performance indicator if possible.

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

	AFNR Performance Indicator	Contributions to Success
1	PS.01.02 Apply knowledge of plant anatomy and the functions of plant structures to activities associated with plant systems.	Part of my job description is irrigating alfalfa and grass fields. I pride myself on a successful and healthy crop. This process requires precision and must be done on a daily basis regardless of the weather to ensure a high quality product is being produced.
2	PS.03.03 Develop and implement a plan for integrated pest management.	Controlling invasive species of weeds on and around the farm by spraying chemicals is an important part of managing ground. I make sure that there is the least amount of environmental and financial damage as possible, while at the same time effectively controlling undesired plants.
3	PS.03.05 Harvest, handle and store crops.	While operating a combine I thresh the stalks of wheat and unload into trucks to be delivered to the storage facility. This job requires vigilance and extreme attention at all times. If operation is not done efficiently it can lead to an increase in time and therefore loss of money for the farm.
4	PS.03.05 Harvest, handle and store crops.	I have both delivered wheat by truck to grain silos on the farm, and to elevators in local towns. It is necessary that I accomplish my task in a timely matter as to not have the process slowed down. I also need to be cautious when unloading grain in order to ensure that no product is lost along the way.
5	PS.03.02 Develop and implement a plant management plan for crop production.	Our family recently pulled land out of grass CRP, and decided to plant wheat through the process of no-till farming. This process dramatically reduces wind and rain erosion, as well as retains moisture to ensure a healthy crop. It ensures that our less productive farmland can remain useful for a longer period of time.



# Photos

- ALL IN LANDSCAPE
- No “Here I am....”
- Make sure to show the student
- Ideally over time or at least different activities



**Using a six string baler increases time efficiency on the farm. This type of baler can bale windrows at over twice the speed of a two string baler. This baler also has a wider desired moisture range which allots a greater window of time to bale during work hours. As we have our own herd of cattle, this is the preferred method for those bales that will stay on the farm.**

# Supplemental Information

- Provide additional SAE details not covered in the application
- No specific page limit or format.
- Examples:
  - Additional photos
  - SAE agreement or business contract
  - Marketing examples
  - Letters of Recommendations

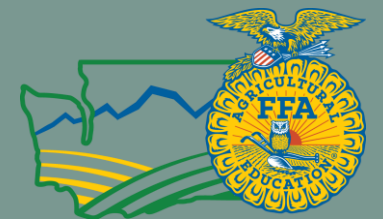


# Lunch & Round Table Discussions

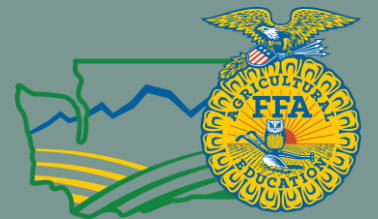
Review applications provided in your resource packet answer these questions:

1. What is good about this application?
2. What would you tweak about this application?

*Packets include real proficiency, national chapter, and state degree examples.*



# National Chapter Application (NCA)



# NCA Starts with Activities in a POA

<b>FFA Components Reflected in Program of Activities</b> (Check all boxes that apply)		
Growing Leaders	Building Communities	Strengthening Agriculture
<input type="checkbox"/> Leadership <input type="checkbox"/> Healthy Lifestyles <input type="checkbox"/> Scholarship <input type="checkbox"/> Personal Growth <input type="checkbox"/> Career Success	<input type="checkbox"/> Environmental Activities <input type="checkbox"/> Human Resources <input type="checkbox"/> Citizenship <input type="checkbox"/> Stakeholder Engagement <input type="checkbox"/> Economic Development	<input type="checkbox"/> Support Group <input type="checkbox"/> Chapter Recruitment <input type="checkbox"/> Safety <input type="checkbox"/> Agricultural Advocacy <input type="checkbox"/> Agricultural Literacy



# What is the National Chapter Application

- Designed to recognize FFA chapters that actively implement the mission and strategies of the organization
- Improve chapter operations using the (National Quality Program Standards) NQCS
- Builds on your Program of Activities (POA) that emphasize growing leaders, building communities and strengthening agriculture
- Opportunity to showcase activities that students plan and conduct
- FFA members earn recognition for their hard work



# State Eligibility Requirements

- Be a FFA chapter in good standing
- Completed the NQPS section of the application (Form I)
- Carried out an activity related to each of the 15 quality standards (Form I)
- Complete the application by describing 9 out of 15 activities (Form II)
- Make a presentation at State (Form II)

## Awards at State Level

- State Superior Chapter Award (complete Form I)
- State Gold, Silver or Bronze Awards (complete Form I and II)
- Premier Chapters (Innovative activity awarded to a chapter in each of the 3 divisions)
- Only Gold rated chapters can move on to national level

# National Eligibility Requirements

- Chapters rated gold at the state level can compete for national awards
- After initial application ranking FFA chapters will make changes prior to submitting to national's
- States may submit the equivalent of 10 percent of the total number of chapters in the state
- WA has 196 chapters = 19 Gold ranked applications

## Awards at National Level

- Star Ranking – 3, 2, or 1 Stars
- Premier Chapters (Innovative activity awarded to 10 chapters in each of the 3 divisions)
- Model of Excellence (Top 10 high school chapters in the Nation)
- Middle School Model of Excellence (Top 5 middle schools in the Nation)
- To be eligible for Premier or Model of Excellence your chapter has to earn a 3-star ranking



# How does my chapter earn a Gold Ranking?

- Gold Rank = Three Star
- Silver = Two Star
- Bronze = One Star
  
- Please check out the NCA Rubric and Scoresheet
- Highlight Important details in the rubric

Star Level	Point Range
Three Star	450 to 360 points
Two Star	359 to 269 points
One Star	268 to 0 points



# Main Parts of NCA Scoring Rubric

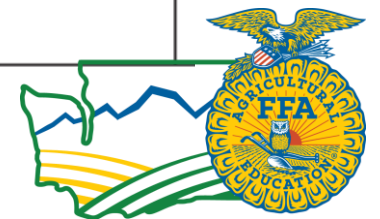
- Activity Description
- Goal
- Plan of Action
- Outcome Evaluated and Reported
- Advancing Leaders, Community or Agriculture
- Impact
- Related to Quality Standard
- Photo
- Photo Caption
- Spelling and Grammar



# Activity Description

- Definition of purpose: “the reason for which something is done or created or for which something exists”
- Definition of Reason: “a cause, explanation, or justification for an action or event”
- Include the answer to both in the Activity Description
- I would encourage you to include the words “purpose” and “reason” in the description

	High Points 2 points
Activity Description	Description clearly explains the purpose and reason the chapter is implementing the activity. Description clearly answers the following questions: <ul style="list-style-type: none"><li>• What is the purpose of this activity?</li><li>• Why is the activity taking place?</li></ul>



# Goals

- Don't combine activities just to get 3 good goals
- Check your written goal to make sure it hits the mark
- Be sure to include "who" and "when" in each goal

	<b>High Points</b> <b>3 points</b>
Goal	Goal is well written and utilizes all five components of a SMART (Specific, Measurable, Attainable, Realistic and Time) goal. The goal answers the following questions: <ul style="list-style-type: none"><li>• Who will perform the duties to meet the goal?</li><li>• When will the goal will be completed?</li></ul>



# Plan of Action

- Make sure the activity falls in the correct date range. Planning can occur outside the date range – the activity cannot
- Answer all points in the plan of action
- Find a format that works for you
- Look over the samples in the NCA Handbook and pick a format to follow

	High Points 3 points
Plan of Action	<p>Plan of action clearly identifies the following:</p> <ul style="list-style-type: none"><li>• What needs to be accomplished to meet the goal?</li><li>• Where will the activity take place?</li><li>• How will the chapter implement the goal to accomplish this activity?</li><li>• How will the goal be accomplished? (This should include necessary steps for completion.)</li><li>• Who will perform the duties to meet the goal?</li></ul>



# Outcome Evaluated and Reported

- Check one of the following:  
Unmet, Met or Exceeded
- If “Unmet” explain the reason  
why you think that happened
- If “Met” give a little  
explanation about how it was  
met
- If “Exceeded” then explain  
how you exceeded the goal and  
by how much
- You don’t receive less/more  
points for not meeting the goal  
or exceeding it
- Report the real data – be  
honest

	High Points 1 point
Outcome evaluated and reported (goal met or unmet)	Response clearly states whether the goal was unmet, met or exceeded. If all aspects of the SMART goal were met, clearly states by how much if exceeded. If goal was unmet, circumstances or reasoning as to why is explained in detail and what would be done differently next time to meet the goal.



# Advancing Leaders, Community or Agriculture

- Clearly explain the purpose of the activity and the benefit at or above the chapter level
- Qualitative data can be observed and recorded
- This data type is non-numerical in nature
- This type of data is collected through methods of observations, one-to-one interviews to provide feedback

Advancing  
leaders,  
communities  
or agriculture

Response clearly states the purpose of the activity and the benefit of this activity at or above the local level. Uses qualitative data to help explain how the activity advanced students, community, or agriculture.

**High Points**

**3 points**



# Impact

- Should clearly explain the impact on the chapter, its members, and the intended audience
- Quantitative data is the value of data in the form of counts or numbers
- This data provides statistical analysis to make decisions moving forward

## High Points

3 points

### Impact

Response clearly explains the impact on the chapter, its members, and the intended audience. Uses quantitative data to help explain how the activity impacted the intended audience.





# Related to Quality Standard

- Use the words in the quality standard description to prove the activity meets the quality standard
- Don't make an activity "fit" – it either does or doesn't.

Related to  
quality  
standard

Activity and benefits  
relate directly to the  
chosen quality  
standard.

**High Points**  
**2 points**



# Photo

- Pick a great action shot photo that also tells the story or a specific part of the story.
- Do not use a screen shot from social media
- Landscape or Portrait is ok, but pick the angle that will showcase the most people
- Try not to use posed group pictures – unless no other option
- Encourage students to take more than selfies at an event

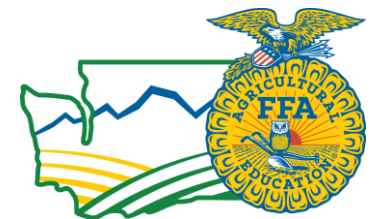
	<b>High Points</b> <b>3 points</b>
Photo	A clear, high-quality photo illustrating the chapter's activity in action is displayed.



# Photo Caption

- Provide additional information in the caption that you don't provide in the written sections.
- Make sure the caption relates to activity
- Include people that the activity is related to
- Use the entire word count (No one sentence captions)

	<b>High Points</b> <b>3 points</b>
Photo Caption	A caption that clearly describes the activity is used.



# Spelling and Grammar

- Having 1 to 2 spelling errors is ok
- If there is more than 1 date range error the application will lose points in this area
- Read what your students wrote before submitting it

Spelling &  
Grammar

**High Points**

**2 points**

No errors or slight errors in grammar or spelling are made that distract the reader from the content.

# Deductions

- Replication of activity within application (-25 points)
- Activity date out of range (-25 points)
- Multiple activities in one (-25 points)
- Collaborative activity replication (-25 points)
- Activity does not match quality standard (-25 points)

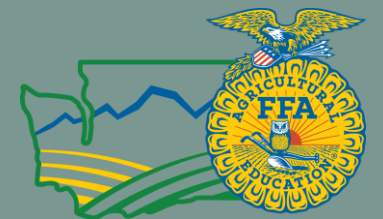


# Little Known Facts

- You can use the same activities each year (BUT you MUST change the wording)
- You're encouraged to add your activities in Form I in the order which they are conducted during the year (April 16, 2022 – April 15, 2023)
- All application signatures will be reset on Jan 1 of each year requiring applicants to have current year signatures for submitted applications
- Expect your application to be written on at State Review
- After State Review applications should be revised based on feedback before submitting to Nationals



# State & American Degrees



# State & American Degree Applications

- Accessed via the National FFA Applications Portal
  - [www.ffa.org/application-center/](http://www.ffa.org/application-center/)
- Students will need to log-in or create an account (if not subscribed to AET) which connects to their FFA ID#
- Subscription to AET is not required to complete the applications
  
- Questions on Applications?
  - AET Users – Contact Tamara Whitcomb ([tamara.whitcomb@k12.wa.us](mailto:tamara.whitcomb@k12.wa.us))
  - Non-AET Users – Contact Lisa Baser ([lisa@washingtonffa.org](mailto:lisa@washingtonffa.org))

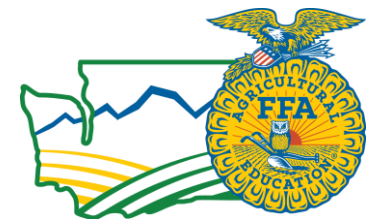




# State Degree Requirements

- Has received Chapter FFA Degree
- Has been an active FFA member for at least two years (24 months)
- Has completed the equivalent of at least two years (360 hours) of aged classes in high school
- After entering agricultural education must have:
  - a) earned and productively invested at least \$1,000; or
  - b) worked at least 300 hours in excess of scheduled class time, specific to their SAE project; or
  - c) a combination thereof, in a supervised agriculture experience program.
- Demonstrate leadership ability by:
  - a) Performing ten parliamentary procedure activities.
  - b) Giving a six-minute speech on a topic related to agriculture or the FFA.
  - c) Serving as an officer and/or committee chairman, or participating member of a chapter committee.
- Demonstrate competency in an agriculture occupation and have a satisfactory scholastic records.
- Participate in the planning and completion of chapter program of activities.
- Participate in five different FFA activities above the chapter level.\*
- Complete at least 25 hours of community service in a minimum of two different activities.\*

\*Requirements amended for 2022 & 2023 application cycles in response to COVID impacts on chapter activities.



# State Degree Amended Requirements for 2022 & 2023 Application Cycles

Participate in five different FFA activities above the chapter level.\*



FFA members must have 5 activities total above the chapter level **within 3 different categories** (ex: 2 livestock judging events, 2 meats events, and 1 public speaking event)



Complete at least 25 hours of community service in a minimum of two different activities.\*



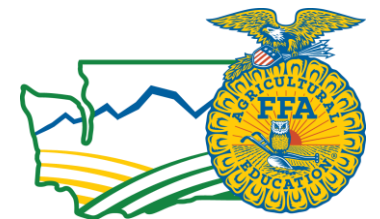
Community service hours will be lowered to **20 total hours** in at least 2 different areas.

*To be considered for a State Star award the minimum of 25 hours still stands.*



# American Degree Requirements

- Has received the State FFA Degree
- Has been an active FFA member for at least three years (36 months)
- Has completed the equivalent of at least three years (540 hours) of ag ed classes
- After entering agricultural education must have:
  - a) earned at least \$10,000 and productively invested \$7,500 or
  - b) Earned and productively invested \$2,000 and worked 2,250 in excess of scheduled class time.
- Have graduated from high school at least 12 months prior to the national convention at which the degree is to be granted.
- Have in operation and have maintained records to substantiate an outstanding supervised agricultural experience program, through which the member has exhibited comprehensive planning and managerial and financial expertise.
- Have a record of outstanding leadership abilities and community involvement and have achieved a high school scholastic record of “C” or better as certified by the principal or superintendent.
- Complete at least 50 hours of community service in a minimum of three different activities.



# General Tips – State & American Degrees

- Everything **MUST** be met on the application
- Records need to be accurate, so double check before submission.
  - Just because it says met, does not mean the records are accurate!
- Make sure that all components are included
  - Signatures (think about due dates)
  - Review Checklists
  - Official Transcript (with classes highlighted)
- Placement SAEs are easier. If a student can complete a degree application with just their placement earnings, it may be best to leave entrepreneurship off.



# General Tips – State & American Degrees

- <-- Return to App Mgr
- Instructions
- Cover
- Basic Setup
- Membership Check
- SAE - Research
- SAE - Placement & Fndl.
- SAE - Entrepreneurship
- Income/Expense Stmt
- Ending Current Inventory
- Ending Non-Current Inv.
- Assets
- Liabilities
- Net Worth
- Earned & Prod. Invested
- Activities
- Community Service
- Checklist
- Electronic Signatures
- Print Application

- Read the Instructions page CAREFULLY.
- Complete the Cover and Basic Set-Up Pages completely.
  - This information trickles through the rest of the application.
- SAE Type will determine the information required/input. SAE Types are as follows:

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

**Exploratory:** Job shadowing and other career exploration ideas.  
*Ex: Develop a report or documentary*

**Research and Experimentation:** Plan and conduct a scientific experiment.  
*Ex: Determine whether the phases of the moon affect plant growth, test and determine the efficacy of different welding methods.*

**Placement:** A work experience.  
*Ex: Get a job at an agriculture-based business or in a school or factory laboratory.*

**Entrepreneurship:** Own and operate an agricultural business  
*Ex: Lawn care service, pay-to-fish operation, holiday poinsettia production and sales.*



# Membership Check

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- Continuous membership is not a requirement. The wording of this question may cause confusion. A minimum of 24 months is required (for state degrees) but not continuous.

Year of Birth (YYYY) <input type="text"/>	Year your FFA Membership Began <input type="text"/>
Had continuous active FFA membership for the past 24 months. <input checked="" type="radio"/> Yes <input type="radio"/> No	Have your FFA Dues been paid? <input checked="" type="radio"/> Yes <input type="radio"/> No
Year received the Greenhand FFA Degree <input type="text"/>	Year received the Chapter FFA Degree <input type="text"/>

- If you run into issues with the Membership Check portion of your degree, reach out to state staff EARLY so we can provide confirmation prior to your district review to confirm FFA membership duration.
- American Degree Candidates: Their membership needs to be renewed the year following graduation to be able to apply for their degree.



# SAE Outline

- <-- Return to App Mgr
- Instructions
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- Basic Setup**
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- SAE Research: Input Pathway, Years, Hours, Income/Funding, Expenses, and Research Title

**SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM  
RESEARCH**

Pathway Agribusiness Systems (ABS)	Start Year (Choose)	End Year (Choose)	Hours	<a href="#">Add</a>
Research Title ?	Income/Funding	Expenses		

- SAE Placement & Foundational: Input Pathway, Employer/Project Name, Title + Description, Hours (paid/unpaid), Gross Earnings, Expenses

**SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM  
PLACEMENT AND FOUNDATIONAL**

Year ▼	Pathway Agribusiness Systems (ABS)	Job Title and Responsibilities / Project Description ?	<a href="#">Add</a>
	Employer or Project Name ?	Unpaid Hours    Paid Hours    Gross Earnings    Expenses	

- SAE Entrepreneurship: Input Pathway, Project Name, Size/Scope, and Description

**SUPERVISED AGRICULTURAL EXPERIENCE PROGRAM  
ENTREPRENEURSHIP**

Year ▼	Pathway Agribusiness Systems (ABS)	Size/Scope ?	<a href="#">Add</a>
	Project Name ?	Description ?	





# Financial Reporting

<-- Return to App Mgr

Instructions

Cover

**Basic Setup**

Membership Check

SAE - Research

SAE - Placement & Fndl.

SAE - Entrepreneurship

Income/Expense Stmt

Ending Current Inventory

Ending Non-Current Inv.

Assets

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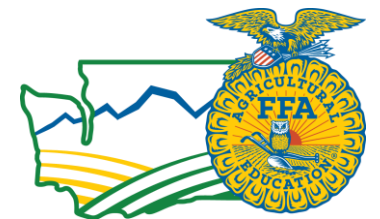
Community Service

Checklist

Electronic Signatures

Print Application

- *Refer to Proficiency Application section for additional details.*
- Financial records should be clear, easy to follow, and need to be reviewed for accuracy.
- Be sure aspects are reported in the correct areas (i.e. market livestock vs. breeding stock)





# Activities

## VI. LEADERSHIP ACTIVITIES

### Special Notes before you begin this page:

- Activities with the same "Activity Name" will be shown on the same row.
- To add more activities, add an activity for the first year and then edit to add additional years.
- Activities counting toward the degree focus on activities above the chapter level, so review your checklist section to view your status.
- Activities repeated at the same level across years count as only "one activity" (ex. State Soils Contest for two years = 1 activity above the chapter level).

	Year	Activity Name	Level	
Add New:	▼		Invitational ▼	<a href="#">Add</a>

Activity	Area, District or Region	State	National Finals Multi-State	National
No Entries.				

<-- Return to App Mgr

Instructions

Cover

### Basic Setup

Membership Check

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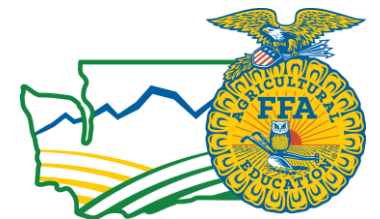
Community Service

Checklist

Electronic Signatures

Print Application

- Summarize activities/leadership roles at and above the chapter level.
- If participated for multiple years you can note additional years after the initial input.
- Required: The applicant participated in 5 activities in 3 different categories above the Chapter level.



# Community Service for FFA Degrees

<-- Return to App Mgr

Instructions

Cover

**Basic Setup**

Membership Check

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SAE - Entrepreneurship

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Print Application

- The activity includes tangible community involvement by the applicant.
- The applicant has an opportunity to gain skills and competencies or apply skills and competencies learned in the classroom setting.
- The activity has a demonstrated positive impact and is focused on helping others, improving community resources or improving community infrastructure.
  - If a project is unique, describe the project thoroughly to ensure the reader can determine how it benefits the community.
  - Community members impacted may not primarily be members of the applicants own family.
- The applicant must voluntarily donate his/her time, energy and knowledge outside of any class time, including non-agricultural education class time.
  - If the applicant is allowed to perform service in place of other required activities (classwork for example) it is not donated time and should not be counted.
  - Service required for reparations or punishment is not voluntary and cannot be counted.
- Community Service activities can be organized by a group the applicant is a part of (FFA Chapter, church congregation, sports team, etc.), but the activity cannot be for the benefit of the group itself.
  - *Exception: If the applicant is a member of a group whose SOLE purpose for existing is to provide service (March of Dimes, United Way, American Cancer Society, etc.) an event put on by the group may benefit its own service mission.*
- Activities listed/hours counted as Community Service cannot be duplicated in the FFA activities section of the application or as unpaid SAE hours. Activities/hours may only be used in one section of an application.



# Checklist

## CHECKLIST OF MINIMUM QUALIFICATIONS

### Special Notes for this page:

- *Missing, Error, or Not Met* indicates a condition causing the candidate not to qualify for the degree.
- *Review* indicates a condition that will require additional explanation or documentation.
- *Pending Review* means that the basic requirement is met, but reviewers will determine actual qualification.
- Regardless of the qualifications shown here, FFA staff and reviewers may contact the advisor or applicant for additional information and evidence, including, but not limited to, SAE agreements and record books.

### DEGREE APPLICATION

Item	Value
Candidate has been an active FFA member for at least 24 months.	<b>MET</b>
Candidate has the Chapter and Greenhand FFA Degree.	<b>MET</b>
Applicant must have completed at least 2 full years (360 hours) of agriculture, or all of the agriculture offered at the school last attended.	<b>MET</b>
Non-cash income and expense is balanced each year on the Income/Expense Report.	<b>MET</b>
Accuracy Check for the Balance Sheet (Assets = Liabilities + Equity) & Growth	<b>MET</b>
Candidate has recorded of at least 20 hours community service and at least 2 different activities. (Organizations and activities must be manually reviewed in records.)	<b>PENDING REVIEW</b>
Student qualifies for the Degree with earnings, productively invested, and hours.	<b>MET</b>
Student has done at least 5 activities above the chapter level. Activities must be manually reviewed in records.	<b>PENDING REVIEW</b>
Candidate has obtained the required electronic signatures and approvals.	<b>MET</b>

<-- Return to App Mgr

Instructions

Cover

### Basic Setup

Membership Check

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Print Application

- All areas need to be met and reviewed.
- Electronic Signatures only become available when all conditions are met.
- Bring a copy of the Degree Application with all conditions met and signatures received and a copy of an Official Transcript with all ag ed courses highlighted to your district review.



# State Star Applications

# State Star Application Process

- District stars identified at the district level. Once identified they will submit the State Star Application via JotForm by March 1st.
- Submission process includes:
  - Completion of the Washington FFA Star Battery
  - Upload final, district approved state degree.
  - Upload official transcript.
  - Upload resume copy
- Top 4 Stars in each area will be identified during the state review which will take place on March 4<sup>th</sup> in Moses Lake.
- *New in 2023* - Top 4 Stars in each area will conduct a virtual interview with the state selection committee in mid-March.



# Questions?

*Thank you for attending & safe travels!*

**Clock Hours – January 7<sup>th</sup>**  
Moses Lake



**Clock Hours – January 21<sup>st</sup>**  
Lacey



# Resources

- Proficiency Awards
  - <https://www.ffa.org/participate/awards/proficiencies/>
- State Degree
  - <https://www.washingtonffa.org/state-degree>
- American Degree
  - <https://www.ffa.org/participate/awards/american-ffa-degree/>
- State Star
  - <https://www.washingtonffa.org/state-stars>

