Supervised Agricultural Experience Handbook

References for Completing This Handbook:

SAE Handbook CD- National FFA Organization
Illinois FFA Chapter Resource CD- Illinois Association FFA
Illinois CORE curriculum CD- Project of FCAE, ISBE
LifeKnowledge CD- National FFA
University of Missouri Agricultural Education Program Planning Handbook
U2041b Keeping Illinois Supervised Agricultural Experience Program Records- ITCS University of Illinois
www.ffa.org- National FFA Organization Website
http://ezrecords.aces.uiuc.edu- University of Illinois EZ Records Website
http://aged.ces.uga.edu/sae- Georgia Agricultural Education Website
www.agriculturaleducation.org - Illinois Agricultural Education Website
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Supervised Agricultural Experience Programs

Defining Supervised Agricultural Experiences (SAE) Programs

The supervised agricultural experience (SAE) program involves practical agricultural activities performed by students outside of scheduled classroom and laboratory time. SAE’s provide a method in agricultural education for students to receive real-world career experiences in an area of agriculture that they are most interested in.

The SAE project is a mandatory, year-long school project for all students in agricultural classes. This type of experiential learning is the 100% “hands-on” portion of the total agricultural education program. The SAE is designed and carried out by the student with the support of the parent and the supervision of the agriculture teacher and/or employer. The SAE could involve the student working for an employer, starting their own small business, or some other type of agricultural activity or research based on agriculture. The student will then keep accurate records (hours worked, money made, etc.) of their experience and compile it in the online SAE record book.

The Importance and Benefits of the SAE Program

The importance of SAE programs extends far beyond the agricultural education classroom. An SAE is a catalyst for personal growth, career development and responsible citizenship that leads to individual, group and societal benefits not possible through formal education alone. Skills, knowledge, experiences and connections gained through SAEs remain with students for a lifetime and positively influence others along the way. An SAE is more than an integral part of agricultural education; it is tangible learning with an applied purpose and measurable results. Having a SAE is essential for the student to succeed in the agricultural education program. SAE programs benefit students, schools, employers, communities, parents, and teachers. Refer to figure 1 for benefits of the SAE Program.
BENEFITS OF SAE

Benefits to Students
- Assists with career and personal choices while building self-esteem.
- Applies business practices such as record keeping and money management.
- Nurtures individual talents and develops a cooperative attitude toward others.
- Builds character and encourages citizenship and volunteerism.
- Provides a comfortable environment for practical learning that is challenging, but fun.
- Providing an opportunity for students to explore various agricultural subjects and interests.
- Developing self-confidence.
- Providing educational and agricultural experiences in a specialized area of agriculture.
- Giving practical meaning to courses studied in school.
- Providing an opportunity to earn money while learning.
- Developing employability and thinking skills.
- Promoting recognition for individual achievement.
- Helping to teach good work ethics.
- Helping to develop the ability to assume responsibility.
- Assisting in making the transition from school to work.
- Providing an opportunity to become established in an agricultural business/career.

Benefits to School and Teachers
- Strengthens relations between the school, community and agriculture program.
- Serves as a motivational tool for student learning and scholastic achievement.
- Creates familiarity with and promotes new technologies and agricultural practices.
- Provides year-round instruction that is practical, relevant and industry-based.
- Expands agricultural competencies learned in the classroom and laboratory.

Benefits to Employers and the Agricultural Industry
- Provides a labor force skilled in technical and applied agricultural practices.
- Keeps young people involved in the local community and/or the agriculture industry.
- Serves as an effective venue for on-the-job training and career preparation.
- Assists schools in keeping instruction relevant based on industry needs.

Benefits to Communities
- Promotes community service and involvement.
- Provides the community with a competent and educated work force.
- Improves the efficiency of the agriculture-related jobs in the community.
- Develops knowledgeable, conscientious and informed citizens.
- Creates an awareness and appreciation of the community’s economic, environmental and human resources.

Benefits to Parents
- Provides the student will career and personal skills necessary to achieve in life so someday they will get a job and move out of the house.

Figure 1. Benefits of the SAE Program
There are three major types of SAE projects students may participate in. They include:

1. **Placement** - Student will work for an employer of their choice. This can include the student earning a wage for their labor or volunteer work with the business.

   This can involve work on a farm or ranch, an agricultural business, government agency or community facility, as well as laboratory work and experimentation. These programs allow students to develop skills and gain knowledge in an area of interest while preparing them for future academic and professional endeavors. It also permits students to take what they have learned in the agriculture classroom and apply it to a real world situation. These SAEs, which can be paid or unpaid, may be conducted in any area of agriculture, agribusiness or natural resources.

   One of the primary advantages of placement is that students receive supervision and instruction by their employer/mentor outside the classroom. They also have a chance to explore agricultural careers, build a resume and earn money. For employers, placement programs offer an enthusiastic and capable work force with the potential to benefit their business and the community. The placement SAE is very much a team effort between the student, parent or guardian, agriculture teacher and employer.

2. **Entrepreneurship** - Student will run and operate their own business. This can be either related to animal production, crop production, or agribusiness.

   Through entrepreneurship SAE programs, aspiring entrepreneurs have an opportunity to create, own and manage a business. Within this SAE category, students acquire skills and competencies needed for a production agriculture or agribusiness enterprise while gaining valuable hands-on experience and, in most cases, earning a profit. Entrepreneurship programs require students to learn all aspects of business ownership including planning, implementation, operations and financial risk, as well as the production, management and distribution of goods and/or services.

   These programs may be developed on a farm or ranch, in an agricultural business or in the field of Agriscience. Entrepreneurial SAE opportunities range from traditional livestock ownership and farming operations to agricultural sales and service, agricultural processing and several others. It is not uncommon for these programs to blossom into future careers!

3. **Agriscience Research** - This is a science based experience using laboratory procedures to study a problem related to agriculture. This can be either a placement or entrepreneurship enterprise.

   For scientific-minded students, research-based SAE projects and programs offer opportunities for innovation and new discovery in the growing area of Agriscience. This type of SAE allows students to examine an agricultural/scientific issue, question or principle using experimental or non-experimental methods. In an experimental program, students conduct and develop scientific experiments to solve a problem or gain new knowledge. For non-experimental SAEs, students assume the role of “detective” to address a problem or answer a question through extensive research. In either case, the use of scientific principles, literature review, experiment/activity planning, data collection and information analysis is applied to arrive at a final conclusion.

   The FFA recognizes student research achievements in Agriscience through the FFA Agriscience Fair Program. Students completing this type of SAE must complete an Agriscience fair project.
Proficiency Areas and Descriptions

Introduction

Proficiency Areas are the categories your Supervised Agricultural Experience (SAE) must fit in. It is necessary that your SAE fits in one of the following categories to compete in proficiency interviews at all levels. The following is a list of the proficiency areas with a brief description describing each area. If you are not sure what area your project will apply to either refer to the Supervised Agricultural Experience Quick Reference Listing or ask Mr. Solomonson.

Proficiency Areas

AGRICULTURAL COMMUNICATIONS - typically includes programs in which a student is placed at a newspaper or other agricultural print (such as magazines) facilities to obtain training and practical experience in writing and publicizing in preparation for a writing communications career. Programs may also be at radio, TV stations, fair media rooms, or other businesses requiring speaking skills and knowledge of agriculture. Also includes any use of technology (such as websites) aimed at communicating the story of agriculture. Completing duties as a FFA reporter will also fit into this section.

Record book use: Entrepreneur – CORE & Agribusiness
Placement - CORE & Agribusiness

AGRICULTURAL EDUCATION - for students with SAE's related to education and extension, including, but not limited to: youth mentoring, agricultural education departmental assistants, PALS mentors and student coordinators, students developing and conducting informational materials and presentations for civic organizations and school aged youth, and students who are involved in SAEs surrounding educating the public about the broad topics of agriculture, agriculture education and the FFA

Record book use: Entrepreneur – CORE & Agribusiness
Placement - CORE & Agribusiness

AGRICULTURAL MECHANICS DESIGN and FABRICATION - involves the design, and construction of agricultural equipment and/or structures or the structural materials selection and/or implementation of plans for utilizing concrete, electricity, plumbing, heating, ventilation, and/or air conditioning into agricultural settings.

Record book use: Entrepreneur – CORE & Agribusiness
Placement - CORE & Agribusiness

AGRICULTURAL MECHANICS ENERGY SYSTEMS - (Agricultural Power) involves the adjustments, repairs, and maintenance of agricultural power systems including mechanical power, electrical power, chemical power, wind power, solar power and/or water power.

Record book use: Entrepreneur – CORE & Agribusiness
Placement - CORE & Agribusiness

AGRICULTURAL MECHANICS REPAIR and MAINTANCE - involves the repair and maintenance of agricultural equipment, (including lawn equipment) and/or structures.

Record book use: Entrepreneur – CORE & Agribusiness
Placement - CORE & Agribusiness
AGRICULTURAL PROCESSING - involves students working in assembling, transporting, processing, fabricating, mixing, packaging and storing food and nonfood agricultural products. Programs may include the processing of meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food items. Non-food products can include the processing of by-products such as meat, bone, fish and blood meal; tallow; making compost; hides; processing wool and cotton. It can include the cubing and pelleting of forages, producing birdseed and other pet foods. NOTE: The processing of forest products is not a part of this proficiency area. See Forest Management and Products.

Record book use: Entrepreneur – CORE & Agribusiness
Placement - CORE & Agribusiness

AGRICULTURAL SALES - involves students working in sales of feed, seed, fertilizer or agricultural chemicals. Students can also own businesses that involve the sales of agricultural equipment, machinery or structures. Activities can include the merchandising of crops, livestock, processed agricultural commodities, horticultural (including quarry rock) or forestry items at either the retail or wholesale level.

Record book use: Entrepreneur – CORE & Agribusiness
Placement - CORE & Agribusiness

AGRICULTURAL SERVICE - involves students working in custom equipment operation and maintenance, implementing integrated pest management programs, agricultural management and finance, agricultural education, animal breeding, custom baling, crop scouting, horse shoeing, taxidermy, animal hospital services, custom and contract feeding or other appropriate services.

Record book use: Entrepreneur – CORE & Agribusiness
Placement - CORE & Agribusiness

AQUACULTURE - involves programs that use the best management practices available to produce and market aquatic plants and animals. Programs can include catfish, shrimp and crawfish farming; mollusks; salmon ranching; tropical fish rearing and tilapia culture.

Record book use: Entrepreneur – CORE & Agribusiness
Placement - CORE & Agribusiness

BEEF PRODUCTION – includes programs that use the best management practices available to efficiently produce and market beef.

Record book use: Entrepreneur – CORE & Animal
Placement - CORE & Agribusiness

DAIRY PRODUCTION - includes programs that use the best management practices available to efficiently produce and market dairy cattle and dairy products.

Record book use: Entrepreneur – CORE & Animal
Placement - CORE & Agribusiness

DIVERSIFIED AGRICULTURAL PRODUCTION - involves the use of the best management practices available to produce and market at least one livestock and at least one crop related proficiency.

Record book use: Entrepreneur – CORE, Animal, & Crop
Placement - CORE & Agribusiness

DIVERSIFIED CROP PRODUCTION - involves the use of the best management practices available to produce and market efficiently two or more crop related proficiencies such as grain production, fiber/oil production, forage production, specialty crop production, non-horticultural fruit production or non-horticultural vegetable production.

Record book use: Entrepreneur – CORE & Multiple Crop
Placement - CORE & Agribusiness
DIVERSIFIED HORTICULTURE - using the best management practices available to efficiently manage an SAE program that includes two or more of the following proficiency areas: Floriculture, Landscape Management, Nursery Operations, or Turf Grass Management. This diversified proficiency area encompasses student SAEs with at least two of the following areas: floriculture, nursery operations, landscape management, turf grass management, as well as fruit and vegetable production, such as viticulture (grapes), pomology (fruit trees) and horticultural fruits and vegetables (not including fruit and vegetable row crops).

Record book use: Entrepreneur - (all ownership activities related to the production of plants and trees used principally for ornamental, recreational and aesthetic purposes) – CORE & Crop
Entrepreneur - (all ownership activities related to the processing of plants and trees used principally for ornamental, recreational and aesthetic purposes) – CORE & Multiple Crop
Placement - CORE & Multiple Agribusiness

DIVERSIFIED LIVESTOCK PRODUCTION – using of the best management practices available to efficiently produce and market a combination of two or more livestock related proficiency areas, such as beef, dairy, sheep, swine, equine, specialty animal, small animal production and care or poultry.

Record book use: Entrepreneur – CORE & Multiple Animal
Placement - CORE & Agribusiness

ELECTRICAL TECHNOLOGY - involves programs that will develop the FFA member’s interest and knowledge of basic electricity used in agriculture and the home. Activities include, but are not limited to the hard wiring of 120/240 circuitry, energy management, electric motors, and safe use of electricity. This category also includes experience activities where a student is placed to obtain training and practical experience in preparation for an electrical career. Students whose SAE is devoted to electronics are not eligible for recognition in this category. (Illinois only)

Record book use: Entrepreneur – CORE & Agribusiness
Placement - CORE & Agribusiness

EMERGING AGRICULTURAL TECHNOLOGY - involves programs where students gain career experiences in new and emerging agricultural technologies such as Agriscience, global positioning, biotechnology, lab research, computers (including computer and web based program development) and others that are covered by none of the existing award categories.

Record book use: Entrepreneur – CORE & Agribusiness
Placement - CORE & Agribusiness

ENVIRONMENTAL SCIENCE and NATURAL RESOURCES - typically results in FFA members receiving practical experiences in the principles and practices of managing and/or improving the environment and natural resources. Activities can involve managing agriculture waste, recycling agriculture products, environmental clean-ups, serving in the conservation corps managing (not building or maintaining) energy use, multiple resource uses; promoting an efficient use of water resources, land use regulations that pertain to soil, water and air quality; as well as wetlands, shorelines and grasslands preservation; wildlife surveys; erosion prevention practices; public relations and education concerning pollution. This can involve recycling programs.

Record book use: Entrepreneur – CORE & Agribusiness
Placement - CORE & Agribusiness

EQUINE SCIENCE - typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs can also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by a member.

Record book use: Entrepreneur (all ownership activities related to the production of horses) – CORE & Animal
Entrepreneur (all equine ownership activities such as but not limited to calf roping, barrel racing and rodeo) – CORE & Agribusiness
Placement - CORE & Agribusiness
SUPERVISED AGRICULTURAL EXPERIENCE

FIBER and/or OIL CROP PRODUCTION - using the best management practices available to efficiently produce and market fiber and/or oil crops such as cotton, sisal, hemp, soybeans, flax, mustard, canola, castor beans, sunflower, peanuts, dill, spearmint and safflower.

Record book use: Entrepreneur – CORE & Crop
Placement - CORE & Agribusiness

FLORICULTURE – using the best management practices available to efficiently produce and market field or greenhouse production of flowers (fresh and dried), foliage and related plant materials for ornamental purpose, including the arranging, packaging and marketing of these materials.

Record book use: Entrepreneur- (all ownership activities related to the production of flowers, foliage and ornamental plants) – CORE & Crop
Entrepreneur- (all ownership activities related to the arranging, packaging and marketing)- CORE & Agribusiness
Placement - CORE & Agribusiness

FOOD SCIENCE AND TECHNOLOGY - involves students working for wages and/or experiences in applying microbiology, food biochemistry or food product research and development to improve taste, nutrition, quality and/or the value of food. Programs can include research, new product development, food testing, grading and inspecting. Work experience could be obtained at research facilities, in classroom, lab facilities or through the quality and safety testing of milk or other foods. Food science does not involve the processing, marketing and sale of food products or food preparation and/or service.

Record book use: Entrepreneur – CORE & Agribusiness
Placement - CORE & Agribusiness

FOOD SERVICE - involves students working in the food service industry. This can include those employed at restaurants or in a catering business. Student could be employed as a cook, manager, cashier, etc in the food service industry. (Illinois Only)

Record book use: Entrepreneur – CORE & Agribusiness
Placement - CORE & Agribusiness

FORAGE PRODUCTION - using the best management practices available to efficiently produce and market forage crops such as sorghum not used for grain, alfalfa, clover, brome grass, orchard grass, grain forages, corn and/or grass silage, and all pastures.

Record book use: Entrepreneur – CORE & Crop
Placement - CORE & Agribusiness

FOREST MANAGEMENT - using the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting and harvesting. It can include experiences with the Forest Service, Christmas tree farming, as well as making and selling cedar shakes, firewood and wood chips/mulch.

Record book use: Entrepreneur – CORE & Crop
Placement - CORE & Agribusiness

FRUIT PRODUCTION – using the best management practices available to efficiently produce and market fruit crops such as stone fruits (includes peaches, nectarines, plums, apricots and cherries), pome fruits (includes apples, mayhaws and pears) and citrus fruits; pineapples; coconuts; berries; watermelon; grapes; nuts and all common fruits.

Record book use: Entrepreneur – CORE & Crop
Placement - CORE & Agribusiness
SUPERVISED AGRICULTURAL EXPERIENCE

GRAIN PRODUCTION - using the best management practices available to efficiently produce and market grain crops such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye.

Record book use: Entrepreneur – CORE & Crop
Placement - CORE & Agribusiness

HOME AND/OR COMMUNITY DEVELOPMENT - typically involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants and/or modernizing the home for better health and comfort by installing or improving water and sanitary facilities, heating and air conditioning or labor-saving devices. It can include community betterment and development activities such as volunteerism to improve the community.

Record book use: Entrepreneur – CORE & Agribusiness
Placement - CORE & Agribusiness

LANDSCAPE MANAGEMENT - typically involves experiences of planting and maintaining plants and shrubs; landscaping and outdoor beautification; grounds keeping, installing sprinklers and improving recreational areas.

Record book use: Entrepreneur – CORE & Agribusiness
Placement - CORE & Agribusiness

NURSERY OPERATIONS - typically provides students with job-entry experience in areas such as turf, plants, shrubs and/or tree production for the purpose of transplanting or propagation. It can include water garden plants if produced for sale.

Record book use: Entrepreneur – CORE & Crop
Placement - CORE & Agribusiness

OUTDOOR RECREATION - typically strives to develop outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises are vacation cabins and cottages, camping areas, fishing, water sports, winter sports, picnicking, hunting, shooting preserves, guide services, riding stables, vacation farms and guest ranches, natural scenic or historic areas and rodeo events where the student does not own or manage horses. Note: This award is to recognize students who provide these recreational activities to others and is not open to students recording their personal competition in school athletic and community sporting activities or recreational activities for personal enjoyment. Students may use this area for athletics at the chapter level if and only if the chapter advisor approves the project. This will only be done for certain students and the student may not compete in a proficiency area at any level of competition.

Record book use: Entrepreneur – CORE & Agribusiness
Placement - CORE & Agribusiness

POULTRY PRODUCTION – using the best management practices available to efficiently produce and market chickens, turkeys, domestic fowl such as ducks, geese and guinea, and their products.

Record book use: Entrepreneur – CORE & Animal
Placement – CORE & Agribusiness

SAFETY – typically strives to encourage improvement in safety skills. These may include programs in fire drills, poisoning, childcare, vehicle safety, water usage, bicycling, livestock handling or machine use. This safety program should help reduce the accident rate through individual involvement in safety activities. (Illinois Only)

Record book use: Entrepreneur – CORE & Agribusiness
Placement – CORE & Agribusiness

SHEEP PRODUCTION – using the best management practices available to efficiently produce and market sheep and wool.

Record book use: Entrepreneur – CORE & Animal
Placement – CORE & Agribusiness
SUPERVISED AGRICULTURAL EXPERIENCE

SMALL ANIMAL PRODUCTION and CARE – using the best management practices available to efficiently manage, produce, care for and/or market small pet animals such as rabbits as companion animals, cats, dogs, mice, hedgehogs, guinea pigs, etc. and programs that typically provide a service in caring for the well-being of pets. Programs could include working at a pet shop, grooming or training dogs, as well as serving as a veterinary assistant, providing pet sitting services or working at a kennel.

Record book use: Entrepreneur – CORE & Animal OR
Entrepreneur – CORE & Agribusiness (If service oriented)
Placement – CORE & Agribusiness

SPECIALTY ANIMAL PRODUCTION – using the best management practices available to efficiently produce and market specialty animals covered by any of the existing award categories, such as: bees, goats, mules, donkeys, miniature horses, fish (unless an Aquaculture award is offered), meat rabbits, mink, worms, ostriches, emus, alpacas or llamas. Domestic fowl such as ducks, geese and guinea, and wildlife such as ducks and pheasants are eligible if used as an income enterprise.

Record book use: Entrepreneur – CORE & Animal
Placement – CORE & Agribusiness

SPECIALTY CROP PRODUCTION – using the best management practices available to efficiently produce and market crops not covered by any of the existing award categories, such as: prairie plants, sugar beets, dry edible beans, gourds, tobacco, bittersweet (if not a greenhouse crop) popcorn, Indian corn, other specialty corn (such as: corn nuts, white corn), grass seed, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionery sunflowers or production of crop seed.

Record book use: Entrepreneur – CORE & Crop
Placement – CORE & Agribusiness

SWINE PRODUCTION – using the best management practices available to efficiently produce and market swine.

Record book use: Entrepreneur – CORE & Animal
Placement – CORE & Agribusiness

TURF GRASS MANAGEMENT – typically involves the planting and maintaining of turf for outdoor beautification, providing a lawn-mowing service, improvement of recreational areas, sod produced for sale and managing golf courses.

Record book use: Entrepreneur (all ownership activities related to the production of sod for sale) – CORE & Crop
Entrepreneur (all ownership activities related to the planting and maintaining of turf for outdoor beautification and recreation, including lawn mowing services) – CORE & Agribusiness
Placement – CORE & Agribusiness

VEGETABLE PRODUCTION – using the best management practices available to efficiently produce and market crops such as edible beans; potatoes (including yams), pumpkins; sweet corn; tomatoes; onions; zucchini; hot peppers; as well as all canning and common vegetables.

Record book use: Entrepreneur – CORE & Crop
Placement – CORE & Agribusiness

WILDLIFE PRODUCTION and MANAGEMENT – typically involves activities to improve the availability of fish and wildlife through practices such as land and water habitat improvement, development of new land and water habitat, experiences with Fish and Wildlife Departments and the Department of Natural Resources, or trapping, stocking fish and wild game. This proficiency can include: wildlife, wild species of ducks, geese, quail and pheasants are eligible in this area if used as an income enterprise.

Record book use: Entrepreneur – CORE & Animal OR
Entrepreneur – CORE & Agribusiness
Placement – CORE & Agribusiness
Innovative Ideas for SAE Projects

Introduction

Probably the most difficult part of the SAE is picking out the right project for you. Some students will naturally fall into a SAE if they live on a farm, already have a part-time job at an agribusiness, or have a hobby related to agriculture. Other students may have to be more creative when deciding what to do for their project. On the next few pages I have compiled a list of possible ideas for SAE projects. They are listed by career cluster area, not by proficiency award area.

Before you begin to browse through the list of ideas you should review a number of factors that should be first considered when selecting a SAE program.

Factors to Consider Before Selecting a SAE Project

1. Cost – How much money will be required to buy the supplies and equipment for the SAE? If a substantial amount of money is required to start the SAE, where will it come from?

2. Potential for profit – If the SAE is an entrepreneurship type of SAE, is there a reasonable chance to make a profit? Will people want to buy the product or service? The goal is to make money.

3. Marketing – Where will the product be sold? Is there a demand for the product or service? How will the product or service be advertised and marketed?

4. Space or land required – Some SAE programs require land, pens, greenhouse bench space, lab space, etc. Is space or land available? Will you have to pay rent for the space? Who will provide the space or land?

5. Availability of equipment – In order to conduct the SAE, is specialized equipment required? Some Agriscience research projects may require microscopes, scales, Petri dishes, etc. Is that equipment readily available for your use? Some farming activities also require specialized equipment such as combines, tractors, planters, etc. Is this equipment available for your use? Is it possible to lease the equipment or pay someone to do some of the activities for you?

6. Length of time to completion – How long will it take to complete the SAE activity? Will it become a long-term project? The SAE should provide opportunity for growth in scope and size throughout your high school career.

7. Amount of time student has available (how many other extra curricular activities is the student involved in?) – How much time does the student have available to dedicate to the SAE activity? Some SAE programs may require minimal time commitments, while others may require substantial amounts of time. The timing of when most activities occur in the SAE also must be examined. If a student plays a lot of baseball, then this could interfere with a lawn care SAE since both occur during the same time.
8. Will you learn something new? – The goal of the SAE is to learn – preferably to learn something new.

9. Is the SAE of sufficient scope to be challenging but not overwhelming? – Some SAE activities could be very simple to do and some can be very, very challenging. The secret is to select an SAE activity that is in the middle. It will require some effort but will not be overwhelming.

10. Legal Issues – There are certain legal issues that must be considered in selecting an SAE. Child labor laws prevent 14- and 15-year-old students from doing certain types of work. In selecting an SAE, you want to make sure it is legal to do what you have in mind.

11. Availability of transportation – If a student considers a placement type of SAE, how would she or he get to the place of employment? Transportation must be available.

12. Related to Career Choice – Perhaps one of the most important factors to consider in selecting an SAE is, “Is this SAE related to my potential career?” Ideally, the SAE will have some relationship to the career choice of the student.

13. Personal Interest – One of the most important factors in selecting an SAE is personal interest. One should select a project that appeals to him or her and will be enjoyable.

On the next few pages are some innovative SAE ideas you could use for your project. This however is NOT a complete list of all activities you can do! There are hundreds of other opportunities you can do for the SAE. If you also have something in mind feel free to discuss it with Mr. Solomonson. However, before you begin your project make sure you fill out the SAE Plan or Expand Form and get your project approved by Mr. Solomonson first.
SUPERVISED AGRICULTURAL EXPERIENCE

Career Area: Agribusiness Systems

- Become an agricultural consultant for farm news for local radio or newspapers
- Conduct a study of commodity trading over a period of time
- Operate custom combining service.
- Operate custom heifer raising service.
- Operate custom hog raising business.
- Work at a seed corn dealership.
- Operate a poultry litter clean out service.
- Operate a lawn maintenance/mowing service.
- Start a franchise of existing fruit/vegetable stand.
- Start service that cleans leaves from gutters.
- Operate a hay hauling service.
- Operate a custom spraying service.
- Work as a service provider in grocery store.
- Work for local cement company that installs ag applications.
- Work as a grain tester/handler for a local elevator.
- Be a sales associate at a garden or farm supply store.
- Work at the local feed store.
- Work for a local tax accountant that handles ag customers.
- Work for the local ag insurance agency.
- Work for an ag marketing services company.
- Work as an intern for the local agriculture department.
- Work for an irrigation service provider.
- Work for an ag auctioneer service.
- Work as an assistant sales manager at a turf equipment company.
- Work as a teaching assistant for your local agricultural teacher and FFA advisor.
- Conduct insect scouting for a seed corn company.
- Volunteer to do web site and brochure development for local Ag businesses.
- Produce a weekly column for the local newspaper about agricultural issues.
- Create a custom labor venture: mow pastures, remove undesirable weeds from crops paint outbuildings, etc.
- Design a computer application plan for some agricultural facility or program
- Job placement in food distribution, restaurant, etc.
- Job placement with local florist
- Job-shadow agribusiness professionals, visits to agribusinesses to interview personnel, educational tours, etc.
- Marketing Christmas trees (at home or school provided facilities)
- Offer a custom parts and supplies delivery business to farms in your county
- Pre-sell fresh meat to clients on a weekly basis
- Pre-sell fresh seafood to clients on a weekly basis
- Pre-sell fresh vegetables in family portions delivered weekly
- Preserve food for home use
- Processing creamed corn in a food processing facility
- Provide a custom barbecue service for community
- Provide a custom feed for livestock. Tap the organic, all natural, no-chemical market.
- Provide a hand weeding crew for local peanut/vegetable farmers
- Provide a sausage making business at home; can be sold if regulations are met.
- Provide custom hay baling and/or hauling
- Provide farm sign business (manufacture, sale, install, and maintain)
- Provide livestock hauling
- Provide small engine maintenance and repair service
- Provide systematic maintenance and service on outdoor power equipment at home or at school provided facilities
- Purchase and resale aerial photographs from tax office to local landowners
- Package fresh fruit or vegetable gift packs
- Remove pesticide jugs monthly from farms and transport to landfill
- Sell ready to freeze processed vegetables.
- Start a composting business by buying cow manure from local farmers, bagging for resale
- Start a farm sitting business for vacationing farmers.
- Start a kerosene route for homeowners (probably little demand in the summer time)
- Start a MSDS compliance business by compiling and maintaining current sheets for farms and in business in your county
- Start a recycling business (collecting and selling newspapers and plastics to recycling plants)
- Start an agricultural business promotion business. (Sell custom caps, T-shirts with farm or Ag business names or logos to clients.)
- Operate a business that computerizes farmers' records.
- Start an agriculture photography service (Animals, equipment, barns, families, children with animals, show animals)
- Make business cards, stationary, etc., for businesses or chapter members.
- Start local farm produce sale paper and sell ads to farmers
SUPERVISED AGRICULTURAL EXPERIENCE

- Design custom computer programs using Excel or other software to solve problems for producers.
- Start a basic computer help service for area Ag producers.
- Provide basic internet and email training to producers to increase their level of confidence in using technology.
- Form a cooperative with other students and share in profits of a greenhouse crop.
- Write "How To" pamphlets to sell at local garden supply stores. (Ex. How to Grow Tomatoes, etc.)
- Create digital video programs about FFA.
- Create and produce a weekly television or radio show about FFA and agriculture.
- Maintain the chapter webpage.
- Volunteer to design a website for a local agriculture group.
- Research the differences among farm management software systems.
- Write news articles on agriculture or FFA for local newspaper for Ag. Communications.

Career Area: Mechanical and Technical Systems (Ag Mechanics):

- Build a patio for the home.
- Restore a tractor and sell it or restore a tractor for someone else.
- Design, build and sell lawn ornaments.
- Operate a lawn mower service and repair business.
- Build garden sheds for homeowners.
- Start a custom spraying service that utilizes GPS.
- Map fields, weeds, etc. for producers using GPS and GIS.
- Install electrical circuits or wiring system at home.
- Run a custom fence building and repair business.
- Work as a diesel mechanic assistant.
- Work for an irrigation service company.
- Assist with GPS mapping for an agronomic services company.
- Work in a welding shop.
- Work as an assistant for an auto, truck or tractor mechanic.
- Conduct general home maintenance
- Work for a local electrician.
- Pour concrete forms for machine sheds or other buildings.
- Work on plumbing waste systems, air and water systems.
- Wire buildings for lights and receptacles.
- Provide maintenance for school shop equipment.
- Manage the steel inventory in the Ag shop.
- Machine and rebuild engine parts.
- Work with county soil and water engineers - assist in measuring and engineer design.
- Work for a small engine repair shop overhaul and repair.
- Work as a surveyor assistant.
- Work for a plumbing business.
- Complete home or farmstead improvement construction activities.
- Construct prototypes of hydraulic systems.
- Create a teaching model to show how a small gas engine works and sell to FFA chapters.
- Create a demonstration model that shows proper and improper welding techniques.
- Test the strength of different types of welds.
- Research the energy use of different types of lighting systems in farm buildings.
- Research the water savings accomplished by new irrigation technologies.
- Research the biggest challenges producers face when adopting new technology.
- Research the differences in various styles of tillage equipment.
- Build frames for raised beds for gardeners.
- Build handicap ramps in local community.
- Build picnic tables / sale to schools and local community.
- Construct pre-fabricated wooden fence panels for sale to local hardware, building supply stores.
- Construct spray rigs for four wheelers.
- Constructing and marketing woodworking projects (birdhouses, dog houses, etc.)
- Constructing metal projects.
- Contract with local EMCs or Power Companies to remove bolts, wire, etc from old power poles. (Sell copper for recycling.)
- Contract with school system to maintain and service lawn care equipment.
- Cut out and paint lawn figures for sale.
- Electrical repair service.
- Install plumbing fixtures or plumbing system in your own building.
- Lawn mower maintenance service.
- Making craft items from wood, metal, or concrete to sale at arts and craft shows.
- Making personalized signs for sale.
SUPERVISED AGRICULTURAL EXPERIENCE

- Paint agricultural buildings and farm houses.
- Placement in a parts store
- Provide a poultry house maintenance preparation business
- Provide custom painted mailboxes and stands.
- Repair and rebuild damaged pallets for businesses
- Start a chain saw basic maintenance & service business
- Start a custom vehicle refurbishing or painting business.
- Start a detailing business for cleaning farm equipment on the farm (wash, wax, clean, maintain)
- Start an equipment locating business. Match folks with something for sale with folks who want to buy something
- Start a farm equipment tire disposal business. (Turn old tires into livestock feeders.)
- Start a farm fence maintenance business (cleaning fencerows, repairing)
- Start a farm fencing company for custom work
- Start a pallet manufacturing business.
- Start a small engine repair service.
- Wire a home shop, utility room, barn, or tree house
- Work as an agricultural mechanics aide
- Work at a welding operation
- Working at a building supply business
- Working with a farm equipment dealer

Career Area: Animals Systems

- Provide a beehive rental service for farms and gardens
- Buy and show a calf at fairs.
- Form a cooperative with other students to raise broiler chickens.
- Grow catfish for sale to local cafes.
- Operate a pet sitting service.
- Compare weight gain of chicks fed different feed rations
- Organize and/or run a petting zoo at local fairs or farmers markets.
- Provide a kennel cleaning service.
- Provide equine training services.
- Provide fishing and hiking services for area youth groups and elementary students.
- Raise and sell farm fresh eggs.
- Raise and sell purebred dogs.
- Raise and train hunting dogs.
- Raise chinchillas, hamsters, gerbils and sell them on the Internet.
- Raise fish for the state fish and game department.
- Raise game birds to sell for the training of bird dogs.
- Raise game fish for sale to stock ponds.
- Raise indigenous snakes and release into the wild (at approved area) each summer.
- Raise market pigs.
- Raise pheasants or quail to be released into the wild.
- Raise your own livestock or specialty animals.
- Run a trapping business.
- Start a dog obedience training service.
- Start a dog walking business.
- Assist a horse group that assists handicapped students.
- Assist at a horse stable.
- Create a classroom pet adoption program with elementary schools.
- Maintain the school's aquaculture system.
- Manage a small aquatics lab.
- Participate in a mentorship program with a taxidermist.
- Take care of classroom animals.
- Work as a beef feedlot assistant.
- Work as a veterinarian assistant.
- Work as a wildlife outfitter or guide.
- Work at a university research lab caring for small animals.
- Work at livestock farms or a ranch.
- Work at pet shop.
- Work at the local livestock auction barn.
- Work for a pet sitting service.
- Work for a predator control service.
- Work for a rodeo company caring for animals and assisting with rodeos.
- Work for the state game and fish department.
- Work in the grocery store meats department.
- Work on a dairy farm or heifer raising farm.
- Work on an exotic animal farm.
- Conduct feed trials for growing broiler chickens.
- Research cage layers versus floor layers for egg production.
- Research effectiveness of various estrus synchronization hormones.
- Research feed trial testing differing swine diets.
- Research methods of predator control, methods of trapping.
- Discover the number of pet owners in community and their priority concerns.
- Research the best diet to help obese pets lose weight.
- Study the effects of genetic selection in groups of animals over time.
- Test the selection of young pigs based on grade and lean yield at slaughter.
- Assist at local animal shelter.
- Conduct a survey of all livestock operations in your area.
SUPERVISED AGRICULTURAL EXPERIENCE

- Conduct surveys of wildlife populations.
- Coordinate and conduct a horse safety camp.
- Maintain aquariums for local businesses.
- Manage livestock show and supplies for FFA chapter.
- Plan and implement a "hands on" livestock field trip.
- Provide a lost home for homeless pets.
- Staff FFA displays that have farm animals at county and state fairs.
- Take small animals to nursing homes for visits.
- Volunteer to assist with a livestock show or county fair.
- Raise a dog for show
- Raise dairy goats
- Raise dogs for sale
- Raise fish in tanks or floating cages – research the rate of growth based on factors such as temp. and amount of feed given.
- Raise llamas
- Raise market goats for show
- Raise meat birds (chickens, turkeys, ducks) to the desired weight and sell to consumers
- Raise meat goats
- Raise mice, hamsters, or gerbils
- Raise miniature cattle
- Raise miniature horses
- Raise quail or other game birds for flight and meat
- Raise rabbits for pets or meat animals.
- Raise special breeds of dogs
- Raise tropical fish
- Raise tropical fish in aquariums
- Raise worms, collect and sell to bait stores.
- Start a crawfish farm
- Start a cricket ranch
- Start a dog and cat boarding business for vacationing families.
- Start a dog exercising business for elderly folks or sick people.
- Start a dog obedience school.
- Start a fish bait farm (mealworms, golden grubs, etc.)
- Start a gopher tortoise relocation service for landowners
- Start a honey production business (would work well with above hive rental)
- Start a pet grooming business.
- Start a turtle farm (sale to pet stores and pond owners)
- Train sporting dogs. (quail, rabbit, and retrievers dogs).
- Work at a dog kennel
- Work at a pet store
- Work at a veterinary hospital
- Board horses
- Build a backyard poultry research project
- Contract finish swine
- Develop a cow-calf operation
- Develop a small swine operation
- Develop a stocker cattle operation
- Raise replacement heifers
- Raise dairy replacement heifers
- Produce feeder pigs
- Provide a deer processing service
- Provide a home animal care service
- Provide a horse training service
- Provide a horseshoeing service
- Provide a meat processing service
- Provide a poultry processing service
- Raise a beef heifer for show
- Raise a horse for show
- Raise a market hog for show
- Raise a market steer for show
- Raise breeding sheep for show
- Raise breeding swine for show or breeding
- Raise dairy heifers for show
- Raise market lambs for show
- Raise poultry for show
- Start a small animal care business
- Start an Easter egg business
- Work at a horse operation or stables
- Work at a poultry processing operation
- Work in the egg industry – packaging and distribution
- Work on a beef cattle operation
- Work on a dairy operation
- Work on a poultry operation
- Work on a sheep operation
- Work on a swine operation
- Operate a pay-to-fish business
- Provide fish pond management
- Raise catfish in cages
- Raise fish in an aquaculture system
- Raise fish in cages in a pond or other body of water
- Care and incubation of hatching eggs

Career Area: Plant and Crop Systems

- Organic Vegetable Production
- Grow flowers for sale at a local farmers market.
- Rent land from a neighbor and grow soybeans.
- Conduct a plant growth and physiology experiment in school Agriscience lab
- Plant and maintain a research plot on different types of turf grasses.
- Plant raised beds and monitor the growth of plants.
- Research project on how light intensity affects plant growth
SUPERVISED AGRICULTURAL EXPERIENCE

- Research project on how light quality affects plant growth
- Study effects of herbicide type and varying concentrations
- Conduct a plant growth and mineral deficiency experiment
- Conduct a supervised control burn and assess plant growth in the area
- Start your own pruning business.
- Start your own spraying business.
- Start your own forage testing service.
- Start your own soil sampling business.
- Start your own lawn mowing business.
- Grow and sell plants through the high school greenhouse.
- Raise Christmas trees.
- Raise and sell pumpkins.
- Raise and sell strawberries.
- Provide services to fertilize lawns, till garden spots, prune trees, etc.
- Grow organic vegetables for a local café.
- Grow and sell the red worms used to produce compost.
- Sell and install water gardens.
- Work as a range consultant.
- Grow crops with different mechanical/chemical applications, fertilizer, growth regulator, etc.
- Observe/report results.
- Work for a sprinkler installation business.
- Work for a grain farmer.
- Conduct timber cruise and mark timber to be thinned.
- Work for an agronomy service and collect soil samples.
- Work for a lawn and landscape care business.
- Work and monitor the school forest.
- Work at a nursery.
- Work at a golf course.
- Work for a local flower shop doing design, plant care, deliveries, etc.
- Work at the grain elevator during the summer.
- Work on turf farm.
- Work in an orchard.
- Work with county soil scientist to map soils.
- Work at an area garden center.
- Research the best turf grass varieties for your area.
- Develop a test plot for various types of crops.
- Use the school lab to manage small vegetable crop variety plots.
- Test forage samples under various conditions to determine feed values.
- Test organic versus inorganic fertilizers on plant development.
- Research the effect of various planting times on yields of green beans.
- Research the effectiveness of GM crops.
- Discover the best types of artificial lights for plant growth.
- Research plant propagation techniques.
- Test drought tolerance of different types of watermelons.
- Take care of flower beds/gardens on school property.
- Build and maintain the compost units at the school.
- Volunteer to work with landowners to improve their forest lots.
- Provide forestry walk-thru tours for elementary students.
- Plan plant-related activities and laboratories for your class.
- Do a garden projection for school land and have it mapped out four years in advance.
- Collect and laminate plants from a nursery landscape CDE at various stages of growth.
- Create a brochure about common houseplant diseases and how to take care of them.
- Complete a report on 10 food plants that includes origin, uses and cultivation practices.
- Take pictures and make a CD for plant or insect identification.
- Produce vegetables for decoration, Indian corn, mini pumpkins, gourds, etc.
- Produce farm crops (at home or school provided facilities)
- Produce forage crops (at home or school provided facilities)
- Produce watermelons
- Adopt a community building for beautification
- Adopt an area of school campus for beautification
- Collect and sale dry/preserved native plant materials (acorns, leaves, wiregrass); especially for floral design retail/wholesale
- Collect, press, mount and identify plants that are growing on campus
- Construct a garden arbor
- Construct backyard water gardens
- Container gardening ornamental plants
- Container gardening vegetables
- Create and market custom floral designs
- Develop a business making dried arrangements to sell.
- Grow liriope for sale
- Grow herbs
- Produce daylilies
- Develop a park on public property
- Entrepreneurship in floral design
- Establish a community roadside wildflower planting
SUPERVISED AGRICULTURAL EXPERIENCE

- Garden plots at home or at school; produce crops to market
- Grow and sale mushrooms
- Grow and sell produce crops
- Grow greenhouse plants on rented school greenhouse/coldframe space.
- Grow, harvest and can or preserve fruits and vegetables.
- Grow organic cut flowers for farmer’s market
- Horticulture therapy
- Indoor plant rentals and care service for businesses and offices
- Landscape maintenance
- Landscape pruning enterprise
- Native plant materials
- Offer a shrub care service (pruning, trimming and cutting back shrubs, fertilization).
- Produce fruit crops (at home or school provided facilities) i.e. watermelons
- Produce greenhouse crop (at home or school provided facilities) i.e. ferns
- Produce perennials from seed
- Produce turf grass (at home or school provided facilities)
- Propagate and market shrubs
- Provide a fruit tree pruning service
- Provide a mulching service for urban gardeners.
- Provide landscaping materials for local businesses (Pine straw and rocks.)
- Raise a trial garden plot on school grounds (similar to UGA); seed companies may donate seed/plugs
- Raise tomato seedlings and replant into one-gallon pots to sell
- Rent indoor plants to teachers in your school.
- Rent houseplants to homeowners. (care for plants, change plants weekly)
- Rent-A-Plant -- rent plants for wedding, banquets, parties i.e.; ferns and tropica

Career Area: Food Products and Processing Systems

- Sell gourmet popcorn products.
- Raise trout and sell to local restaurants.
- Process and sell specialty products--bison, wild flowers, ostrich.
- Conduct food science experiments
- Process wild game for jerky, etc.
- Collect wild mushrooms and sell to local vendors.
- Sell pickled vegetables.
- Make jams and jellies for sale at a farmers market.
- Start a service to grow gardens for the elderly.
- Work for and/or operate a wild bird processing service.
- Work at local bakery.
- Work at a meat production plant.
- Work at a produce facility that repackages and sells produce.
- Work at a vegetable or fruit canning factory.
- Work at a cranberry farm.
- Work for an agricultural seed cleaning and bagging company.
- Work in a deli or bakery at a grocery store.
- Help at a local fruit/vegetable stand.
- Assist at an herb farm.
- Deliver sweet corn to customers for a local grower.
- Assist with produce selection at a grocery store.
- Research genetic crossings in winter squash.
- Research the environmental effects on milk.
- Research genetic changes in various vegetables.
- Test ideas for new food products.
- Research incidents of food borne illnesses in a community.
- Study the impact of various styles of labels on people's perception of the food product.
- Research why new food products fail to sell.
- Research the development and use of edible soybeans.
- Work to establish a community vegetable garden.
- Grow vegetables to give to local food pantry.
- Start and manage a farmers produce market in town.
- Ask farmers for permission to glean fields for food to give to homeless shelters.

Career Area: Environmental Service Systems

- Start a leaf collection service in the fall and sell mulch in the spring.
- Own and operate a water systems farm drainage (tiling) company.
- Start a service to collect used pesticide containers.
- Scout cotton or peanuts for producers

- Start a commercial flower up-keep business.
- Change hanging baskets, potted plants, and window boxes for business.
- Start a floral design business by creating table centerpieces for sale at farmers markets, grocery stores, and vegetable stands.
- Start a garden photography business
- Start a hydroponics vegetable business
- Start a lawn irrigation installation business
- Start a renovating houseplant business
- Start a turf grass establishment business (seeding, sodding, hydroseeding, etc.)
- Start a vegetable transplant seedling business.
- Work at a florist
- Work at a garden center
- Work in a nursery business
**SUPERVISED AGRICULTURAL EXPERIENCE**

- Sell shop safety equipment door to door.
- Create service to remove algae from area lakes and fishing ponds.
- Monitor local air quality; record and report
- Sell radon detectors and collect samples.
- Start a water sample collecting service.
- Start a manure removal business for acreage owners.
- Start a wood chipping service for people and/or sell the chips as mulch.
- Assist local agencies with data collection for watersheds.
- Work for a company that installs plastic drainage tile farm fields.
- Work for a testing laboratory.
- Develop marshlands for game.
- Work as a trencher for waste water lagoons.
- Work at a fishery monitoring water quality.
- Work for the natural resource and conservation district.
- Assist landowners with installation of soil conservation practices.
- Conduct a local water quality study.
- Research area pollution concerns.
- Research rate of accidents on area farms and compare to national averages.
- Research methods for preventing common accidents in agriculture dept. laboratory.
- Monitor dust levels in air at various sites and various times throughout year.
- Research the effects of livestock feed on waste issues.
- Monitor pollen counts in an area by working with labs and weather stations.
- Research the effects of various cover crops on erosion.
- Work as a water quality lab assistant.
- Conduct a tour of area farms and ranches that practice effective pollution control.
- Develop plan to manage school food waste.
- Lead farm safety program for elementary students.
- Volunteer to monitor water quality for community pond.
- Assist community watershed action groups.
- Collect water samples for local or state agencies.
- Conduct workshops for homeowners on composting.
- Develop and implement a farm safety class for elementary school students.
- Establish green belts along streams on your farm.
- Put together a town safety package—mark all signs, fire hydrants and water drains.
- Take part in a mentorship program with the local soil and water conservation district.

**Career Area: Natural Resources Systems**

- Adopt a local stream to monitor water quality
- Raise wild game fowl for sale to local hunters.
- Stock and maintain fish populations in ponds.
- Raise Christmas trees and sell at Christmas time.
- Cut fire wood and sell at local stores.
- Raise fish for the state fish and game department.
- Operate a trapping business.
- Contract with landowners to plant food plots for wildlife.
- Soil conservation project on private or public land
- Study effect of fertilizer run-off into a stream or pond
- Research pines planted on tight spacing, water and fertilize, and compare with regular spaced planted pines
- Study effect of manure run-off into a stream or pond
- Construct and sell game feeders.
- Create and sell soil survey maps for area farmers and land owners.
- Build bat, bird, duck, squirrel houses for use or sale.
- Develop hunting ranges; set up indoor/outdoor ranges for bow competitions.
- Develop a forest/wildlife management plan for a local landowner.
- Clean and prune orchards.
- Work in the logging business.
- Bale and market pine straw
- Buy unusable lumber from builders supply and building sites; grind up or chip for mulch to sell
- Collect green pine cones (for seeds in the fall)
- Collect used Christmas trees and yard trimmings.
- Grind, compost, bag and sale as organic fertilizer.
- Collect/market natural supplies (i.e. pine cones, acorns, nuts, corn shucks, etc.) to sell to craft stores
- Container Pine Seedling Production
- Contract with a tree removal service to cut firewood and remove fallen trees.
- Contract with local timber companies and landowners to maintain boundary lines by painting and chopping.
- Cut and sell firewood provided free by national forests and state and local parks
- Cutting and/or marketing firewood
- Grow longleaf pine seedlings
- Measure timber on school forestry plot; determine volume and establish a management plan
- Provide a soil sampling service for farms and lawns.
- Purchase bulk pine bark from sawmill, bag and resale
- Purchase seedlings from GA Forestry Commission and pot and grow out to sell.
SUPERVISED AGRICULTURAL EXPERIENCE

- Remove lightning strike trees (insect damaged, mechanical injuries) for landowners
- Start a custom forest herbicide application crew. (Must have forest commercial pesticide license.)
- Start a forest tree planting business
- Start a ornamental tree care service
- Start a small Christmas tree plot.
- Work for a landowner to plant habitat for wild game.
- Serve as hunting guide.
- Maintain and supervise the school prairie or grounds.
- Provide outdoor education material at camps.
- Work at a saw mill.
- Work for a park service during the summer.
- Work for a nature center.
- Assist Christmas tree farmers with planting and trimming.
- Assist local city management with summer programs as a guide.
- Work for the fish and game department.
- Work for parks and recreation in maintenance.
- Work at a bait shop.
- Assist a timber stand improvement specialist.
- Start a fish pond and teach small children and adults to fish.
- Habitat construction, make brush piles, plant wildlife habitat.
- Develop habitat trails for walking or hiking.
- Woodlot management and improvement including firewood, habitat, etc.
- Process and deliver seedlings to elementary school students.
- Create activities or laboratories for a natural resources class.
- Organize and participate in a wildlife field day.
- Volunteer to assist at campgrounds with cleanup and maintenance.
- Research best practices for improving fish habitat in local ponds.
- Research the benefits of using GIS mapping for natural resources.
- Create a brochure on creating wildlife habitat in backyards to share with community.
- Study soil profiles from multiple locations in your community and develop a soil map.
- Study the effects of excessive lawn chemicals on wildlife.
- Research the effectiveness of habitat restoration projects in your community.
- Research the impact of various insects on woodlot management.
- Discover the native plants for your ecological area and determine how prevalent they are currently.
- Research impact of using ATVs on public lands.
- Collect water run-off from school parking lot and analyze for various pollution indicators
- Collect, mount, and identify insects found on school campus
- Conduct a research project on how to prevent deer damage to a home garden.
- Conduct a water quality study on area lakes or streams.
- Conduct endangered plant surveys for landowners
- Construct deer stands for sale. (Portable and stationary)
- Construct duck nesting boxes for sale to landowners.
- Construct turtle traps for pond owners (Use this in conjunction with turtle farm as a source of breeding stock.)
- Develop a backyard bird habitat.
- Develop a backyard wildlife habitat.
- Develop a schoolyard wildlife habitat.
- Develop and/or maintain a wildlife food plot on private or public land
- Develop and/or maintain wetland area on private or public land
- Measure land for the local FSA office
- Monitor success rate of bluebird houses.
- Plan and develop a school nature trail.
- Plan and develop an outdoor classroom.
- Plant a butterfly garden at school.
- Provide a debris removal service along rivers and streams; sell driftwood and other items to consumers.
- Provide a pond fertilization and testing service
- Provide custom dove shoots or quail hunts
- Raise mallard or wood ducks for sale to pond owners.
- Raise popular game birds; sell them for meat and as taxidermy products.
- Start a bullfrog farm. (Sell fresh frog legs to local restaurants.)
- Start a fish fingerling nursery. (Catfish, trout, bream)
- Start a Red Cockaded Woodpecker relocation service
- Start a rock store; sell for landscaping purposes. (Gravel, pebbles, stones)
- Start a wildlife food plot and native plant enhancement business for local landowners and hunting clubs.
- Start an equipment trailer fabrication business.
- Trap nuisance animals.
- Provide non-game wildlife management
How do I finance my SAE Project?

Financing a SAE

Many SAE projects and programs, especially those that are entrepreneurial, require financial assistance. As with operating any business venture, students should be aware of resources available to assist with start-up costs, livestock purchases, new equipment, etc. A good idea or program should not be cut short because of lack of funding! Following are a few financial options:

- **Agri-Entrepreneurship Award** ([www.ffa.org/programs/ag_ent/index.html](http://www.ffa.org/programs/ag_ent/index.html))
  This award is available to all FFA members and chapters (one winner per chapter). Awards are based on the student's SAE business plan and application.

- **SAE Grants** ([www.ffa.org/programs/sae](http://www.ffa.org/programs/sae))
  These privately-funded grants are offered through the National FFA Organization. A student with a dairy, sheep or beef/cattle production SAE can apply for one of 16 Merial grants worth $1,000 each. There are 20 Akey grants worth $500 each awarded to students with swine production SAES. In addition, approximately 16 grants worth $150 each are available to students with agribusiness or farming SAEs from Illinois, Indiana, Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota or Wisconsin.

- **Local Financial Institutions (Banks or lending centers)**
  Many local or regional banks and agriculturally-related financial institutions offer loans for FFA projects. For example, Farm Credit Services offers financing programs for young, beginning and small farmers ([www.farmeredit.com](http://www.farmeredit.com)). You could also secure a small loan through a local bank such as BankOrion. This would probably require a co-sign from a parent or guardian. *Loans from these institutions might require a high amount of interest associated with the loan.*

- **Parents**
  Many times parents of the FFA member will help with the start up cost of a SAE project. You could also provide a trade of labor for supplies and other costs associated with your project. Example: Student will work on the family farm in exchange for livestock or supplies.

- **Orion FFA Alumni SAE Loan Program**
  The Orion FFA Alumni Association offers a SAE assistance program where students can apply for $100 loans to start or expand their SAE project. These are no interest loans that require pay back before the end of the second semester of school. The student must have a parent or guardian co-sign for the loan. If interested, obtain an application from Mr. Solomonson
Record Keeping and Components of the SAE Record Book

Introduction

Welcome to the wonderful world of SAE record books! Keeping accurate records of your project is critically important for the development of a successful SAE experience. Record Keeping is the most important tool you will have in your SAE experience.

What is Record Keeping?

Record keeping, simply put, is the process of keeping a journal or record of what you have done. In your SAE experience, you will need to make notes whenever you do or learn something new. You will need to document the time and money you spend in your experience. Learning the record keeping process will be a great tool for you in the future as you enter your career.

What are reasons for keeping SAE records?

Records provide a wealth of information for the agricultural student. They are used for the following:

- **To see if you made or lost money** - You need to know if your SAE is making or losing money. We don’t want to continue doing things that lose money.

- **So someone else can’t cheat you out of what you have earned** - An employer may forget to record the number of hours you work. If you have a partner in a business enterprise, good records are critical to make sure you receive your fair share of the profits.

- **To determine which parts of the business are doing well and which parts are not** - A farm market recently decided to keep detailed records on their business and discovered, to their surprise, that the ice cream operation was losing money, but the bakery was making money. This led to an overhaul of their operation.

- **To make management decisions** - Records will help you decide whether you need to hire additional people, reduce or increase acreage, switch to a different crop, etc.

- **For documentation purposes when seeking a loan** - Bankers want to see a Net Worth Statement before loaning money. If you don’t have financial records, it is hard to develop a Net Worth Statement. A Net Worth Statement is a snapshot of your current financial situation and will give you important clues about where you should concentrate your financial planning efforts. Net worth statements are also useful for other purposes, such as when applying for a mortgage, credit card, car loan or college financial aid.
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• To prepare your tax returns -
  You need to know how much money you made or lost and what items can be deducted in order to file a tax return.

• For planning for future events -
  If you record the dates on which animals were bred, you can anticipate when the offspring will be born. If you record the dates on which crops were planted, you can anticipate when they will start growing and/or be ready to market.

• To document your activities for FFA recognitions and degree purposes -
  To compete for FFA Proficiency Awards and for FFA degrees, you have to have the records of what you did on your SAE.

• For legal purposes -
  You keep records to document when certain agricultural practices were performed in case there is a problem (i.e., crops all die after you apply a chemical) or to determine when a crop can be harvested after it has been treated with an agricultural chemical.

• To help plan a budget for the next year -
  If you know how much supplies costs this year, you will have a good idea of the costs for next year and can plan your budget accordingly. You will also know how much income to expect.

You will receive a grade for your accuracy and attention to detail in your SAE record books. The components of the SAE record book are on the following pages. You should update your SAE record books after every experience, on a weekly basis, or after every pay period. You will be given some class time to work on this throughout the year. You can also work on it at home.

What are the Components of the SAE Record Book?

The Illinois SAE record book is divided into two main parts- the “CORE” book and the enterprise book. Every student, no matter what their project is, will complete the CORE pages of the record book. The core record book contains sections for capital inventory, miscellaneous income, a depreciation schedule, income and expense summary, financial statement (net worth statement), narrative, skills/tasks learned, safety activities, show record, and a section for participation in FFA and other leadership activities. Students only have to complete this section once no matter how many enterprises the student may be involved with each year.

The second component to the record book is the enterprise pages. Once the student has identified what type of SAE they will become involved with, the record book sections may be chosen. The 3 main enterprise sections are agribusiness, animal, or crop pages. Students completing either a placement SAE or agribusiness SAE will choose the agribusiness enterprise book. Students completing an animal entrepreneurship project will choose the animal enterprise books and likewise students completing a crop entrepreneurship project will choose the crop enterprise book. If a student wishes to have more than one project, they will need to complete separate enterprise pages for each project, but will still only have to complete the CORE pages once. (Example: If the student plans on having a turf grass entrepreneurship enterprise, a swine entrepreneurship enterprise, an agricultural sales placement book, and a vegetable entrepreneurship enterprise the student will need 4 separate books, but only one set of core pages.) If you are unsure what enterprise pages you will need you should refer to the proficiency area section of this handbook or ask Mr. Solomonson.
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The components of the enterprise pages will vary somewhat by book, but are basically the same. The basic components of each book are the business agreements, planned activities, a budget, record of experiences, wage/labor summary, receipts, expenses, inventory, labor and management earnings, and an enterprise analysis. The production (entrepreneurship) enterprise books also contain sections on production records.

On the next few pages of this section of the handbook we will give a brief description of each of the sections of both the “CORE” and all of the enterprise books in detail. The next section of the handbook will focus on how to use and complete these different sections of the Illinois Online SAE record book.

A. Description of the “CORE” Pages

<table>
<thead>
<tr>
<th>Form</th>
<th>Page</th>
<th>Description</th>
</tr>
</thead>
</table>
| Capital Inventory        | 1-1  | - These entries include the purchase or inventory of capital items. Capital inventory is the amount of money the student has invested in capital items such as buildings, equipment, loans, and capital sales. Consumable supplies are not included in capital inventory. Students keep a record of capital inventory for all enterprises in the same record book table. Grouping capital items by enterprise is required (You will pick from a pull down menu).
|                          |      | - The capital inventory has columns for date, item, description, enterprise, capital item sold, money borrowed, and principal payments. Each entry should be made as the transaction occurs, chronologically by enterprise.
|                          |      | - At the end of the year, totals should be created for each enterprise. The enterprise totals are used on the labor and management earnings page of each enterprise.
|                          |      | - Students should enter information every time you either buy or sell a capital item or acquire a loan throughout the year.
|                          |      | - Placement SAEs usually do not complete this page.
|                          |      | - Several students might not have any capital inventory. If this is the case, make sure you mention that fact to the instructor for grading purposes.                                                              |
| Misc. Income             | 1-2  | - Income generated outside of the SAE. Misc. income is divided into 3 columns: Ag not related to SAE, Gifts and unearned income, and Non-Ag income.
|                          |      | - Income could come from wages from another job (Ag or Non-Ag), allowances, gift money, etc. They then need to be recorded in the correct column of this section.
|                          |      | - Every time you get money you need to record it in this section.                                                                                                                                               |
| Depreciation Schedule    | 3    | - Depreciation is the decrease in value of a capital item (such as equipment, vehicle, stock, etc.) Depreciation is an expense that a business can deduct from its gross earnings as taxable income is being determined.
|                          |      | - Depreciation is normally limited to capital items (such as equipment, building, vehicles- if business related) and breeding stock.
|                          |      | - Use the straight-line method of depreciation for your SAE.
|                          |      | - If you do not have any inventory that is depreciated you need to mention that fact to the instructor for grading purposes.
|                          |      | - Placement students usually do not complete this page.                                                                                                                                                        |
| Income and Expense Summary/Entrepreneurial SAE | 4    | - Summary of all income and expenses during the past year.
|                          |      | - This page is divided into income and expenses for each enterprise.
|                          |      | - This is for entrepreneurial SAEs and is completed at the end of the year only. The online SAE program will automatically fill in these numbers from other areas of your record book. There is no need to add anything to this page.

<table>
<thead>
<tr>
<th>Income and Expense Summary/ Wage Earning SAE</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Summary of total hours and wages earned during the past year.</td>
<td></td>
</tr>
<tr>
<td>- This is for placement SAEs and is completed at the end of the year only. The online SAE program will automatically fill in these numbers from other areas of your record book. There is no need to add anything to this page.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Financial Statement</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>- This financial statement is a form that helps determine Net Worth (Assets-Liabilities). Assets are items that are worth value such as supplies, equipment, cash, etc. Liabilities are items that you owe money on such as loans for equipment, etc.</td>
<td></td>
</tr>
<tr>
<td>- This should be done on 1/1/XX and again on 12/31/XX. For starting next years, use the ending net worth for the past year as the beginning net worth for the current year.</td>
<td></td>
</tr>
<tr>
<td>- The online SAE book will also total all columns up and complete the financial analysis for you automatically.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Narrative</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students describe the major activities from their SAE in this section, and it is normally written in first person.</td>
<td></td>
</tr>
<tr>
<td>- Here important events not recorded in the record book can be explained.</td>
<td></td>
</tr>
<tr>
<td>- The student should write a one page summary reflecting on the major activities from the past year.</td>
<td></td>
</tr>
<tr>
<td>- This should be completed at the end of the fiscal year. (December)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills and Tasks Learned</th>
<th>8-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>- In this section you need to record the skills and tasks learned from completing your project. Students should record the new skills, date, and additional comments.</td>
<td></td>
</tr>
<tr>
<td>- You must include at least two new skills or tasks learned each grading period for full credit.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety Activities</th>
<th>8-2</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Record all safety practices used in your SAE in this section.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Show Record</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>- For students that show animals. Include the date, name of show or fair, class or event, item and the placing of each class.</td>
<td></td>
</tr>
<tr>
<td>* Optional Area: If you show animals, you need to fill out this section.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FFA Leadership and Participation</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Include all FFA degrees earned, FFA offices or committees, and CDE teams (&amp; placing).</td>
<td></td>
</tr>
<tr>
<td>* Extra Credit (Student will earn ½ point extra credit for each line filled in).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other FFA Activities</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Include all other FFA events that are not CDEs.</td>
<td></td>
</tr>
<tr>
<td>* Extra Credit (Student will earn ½ point extra credit for each line filled in).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leadership Outside FFA</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Include all other extracurricular activities in this area (Sports, 4-H, NHS, Student Council, etc.)</td>
<td></td>
</tr>
<tr>
<td>* Extra Credit (Student will earn ½ point extra credit for each line filled in).</td>
<td></td>
</tr>
</tbody>
</table>

### B. Description of the Enterprise Pages

<table>
<thead>
<tr>
<th>Form</th>
<th>Page</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Agreement</td>
<td>1A, 1B, 1C (ALL)</td>
<td>- The business agreement is a written agreement between the student, his/her parents, the instructor, and any other person involved with the project. It identifies the record period and how income and expenses are to be handled. - This page needs to be printed off and signed at the beginning of the year.</td>
</tr>
</tbody>
</table>

| Plans and Goals/ Budget | 2A (Animal) | - This plans and goals section include the breed of animal, animals at the beginning of the record, animals to be raised and purchased, and the marketing plans for your project. |
|--------------------------|-------------|
| - The budget provides students the space to record their expected income and expected expenses throughout the year. The purpose of the budget is to determine if the SAE has an expected profit or loss. |
| - This is for animal entrepreneurship enterprises only. |

<p>| Plans and Goals/ Budget and Test Results | 2C (Crop) | - This is a plan for production. You need to include the size of field, expected yield, expected production, seedbed preparation, planting plans, pest control plans, harvesting and drying, and marketing plans. |</p>
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Instruction/Planned Activities</strong></td>
<td>2B-1 Business or placement - The school instruction column is for students to record the units that were presented in either agriculture class or a Non-Ag class that relates to their project. - The planned activities column is for students to record the activities/experiences they plan on doing during certain months. - This page is for agribusiness or placement students only.</td>
</tr>
<tr>
<td><strong>Budget</strong></td>
<td>2B-2 Business or placement - This section provides students the space to record their expected income and expected expenses throughout the year. The purpose of the budget is to determine if the SAE has an expected profit or loss. - This page is for agribusiness or placement students only.</td>
</tr>
<tr>
<td><strong>Production Records</strong></td>
<td>3A-1 (Animal) - This section is used for enterprises which breed stock. - If you have an animal project that does not breed, you need to note that to the instructor for grading purposes. - This is for animal entrepreneurship enterprises only.</td>
</tr>
<tr>
<td><strong>Death Loss</strong></td>
<td>3A-2 (Animal) - Death loss should include the date, number of animals, weight, and cause of death of any animal in your enterprise that dies after weaning. - If you have an animal project and you end with no death loss, you need to note that to the instructor for grading purposes. - This is for animal entrepreneurship enterprises only.</td>
</tr>
<tr>
<td><strong>Training Agreement</strong></td>
<td>3B Placement - This is an agreement between the student and the employer. - For placement students only.</td>
</tr>
<tr>
<td><strong>Production Records</strong></td>
<td>3C (Crop) - This is where you keep a record of each variety, planting date, planting rate, planting depth, row spacing, yield, and production of your crops. - This is for crop entrepreneurship enterprises only.</td>
</tr>
<tr>
<td><strong>Quantity of Animal Products</strong></td>
<td>4A-1 (Animal) - This section is used if animal products are sold (wool, milk, eggs, etc.) - If you have an animal project and you have no by-products, you need to note that to the instructor for grading purposes. - This is for animal entrepreneurship enterprises only.</td>
</tr>
<tr>
<td><strong>Production and Returns</strong></td>
<td>4A-2 (Animal) - This page is a summary of animal production and returns throughout the year. - This is for animal entrepreneurship enterprises only.</td>
</tr>
<tr>
<td><strong>Training Plan</strong></td>
<td>4B Placement - This plan identifies the types of activities and experiences related to the job. Students list the experiences provided by the work environment. - For placement students only.</td>
</tr>
<tr>
<td><strong>Crop Production</strong></td>
<td>4C-1 (Crop) This page is a summary of crop production and returns throughout the year. - This is for crop entrepreneurship enterprises only.</td>
</tr>
<tr>
<td><strong>Enterprise Analysis</strong></td>
<td>4C-2 (Crop) - This page summarizes the project using evaluation factors. - This is for crop entrepreneurship enterprises only.</td>
</tr>
<tr>
<td><strong>Experiences</strong></td>
<td>5A, 5B, 5C (ALL) - This section provides a place to record your day to day experiences and the hours worked. - You must include at least an average of at least 5 entries per month. (Minimum number of entries {March Check- 10, May Check- 25, Oct. Check- 45; Jan. Check Closing- 60}) Every entry above the requirement will receive ½ extra credit point per entry.</td>
</tr>
<tr>
<td><strong>Wage/Labor Summary</strong></td>
<td>7A, 7B, 7C (ALL) - This page is where you will record your total number of hours (both entrepreneurial and placement SAE’s) and wages earned (placement SAE’s only). - This can be done by either each pay period or by month.</td>
</tr>
<tr>
<td><strong>Receipts</strong></td>
<td>9A, 9B, 9C (ALL) - All income except wages is recorded on the receipts page. - Placement SAEs do not use this page.</td>
</tr>
</tbody>
</table>
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| Cash and Noncash expenses | 11A, 11B, 11C (ALL except place.) | - All expenses are recorded on the cash and noncash expenses page.  
- Placement SAEs do not use this page. |
|--------------------------|-----------------------------------|------------------------------------------------------------------|
| Inventory of Non-Depreciable Items | 13A, 13B, 13C (ALL except place.) | - This inventory represents a list of everything that is owned by an enterprise that is NOT listed on the depreciation schedule. This would include all supplies and most small equipment.  
- Placement SAEs do not use this page. |
| Labor and Management Earnings | 14A, 14B, 14C (ALL) | - This page tells you the total profit or loss for the enterprise.  
- You must designate the percentage of the students share. |
| Evaluation Factors | 15A, 15B Animal, Business, Place. | - This page summarizes the project using evaluation factors. |

*Key: Pages with a A behind the number means an Animal Book.  
Pages with a B behind the number means a Business or placement book  
Pages with a C behind the number means a Crop Book.*
How to Use and Complete the Illinois Online SAE Record Book Program

Introduction

This section of the handbook will describe in detail how and when to fill out the different sections of the SAE record book.

After you have chosen the type and kind of Supervised Agricultural Experience project you will be completing, you can start the online SAE record book. Before you actually get assigned a user name and password for the program, you must complete the SAE Plan or Expand Worksheet and get your project approved by the instructor.

How to Get Started with the Illinois Online SAE Record Book

1. To use and update your records for your SAE project you will need access to a computer that has internet capabilities. I suggest using a computer that has a high-speed connection. Dial-up internet will work, but it will be a lot slower. You will be given some class time to complete the project, but a majority of the project will have to be done on your own. If you do not have high-speed internet available at home, you should feel free to use the computers at school during a study hall (You will need a pass from me to go to the lab during those times).

2. To get started, you need to log onto the actual website: http://ezrecords.aces.uiuc.edu.

3. The next step is to sign in using the user name and password you were assigned. The user name is orion(some number assigned to you) and your password is the first initial of your first name and your last name. Example for John Smith: User name: orion1 Password: jsmith

4. The instructor has already entered in your personal information (name, email, school, address, phone number, and instructor assigned to your project). Check this information by clicking on “Edit My Info” on the record book main page. If any information is incorrect, please change it. If your address or phone number changes at any time throughout the year make sure you change it on this page. Do not change the password you were assigned.

5. The next step is to create a new record book. To do this click on “Create New Record Book.” Name your record book using the following method: Type your name and put the current year behind it. Example for John Smith: John Smith 2006

You only need to create a new record book at the beginning of every year. You should not click on “create a new record book” if you plan on having more than one enterprise.

6. To add enterprises (types of projects you plan on completing), click on “Add an Enterprise.” Type in the name of one project in the space provided. Example: If John Smith wants to complete his project on turf grass entrepreneurship, he would type in Turf Grass in the blank. He would then select a “business” book from the category pull down menu. Likewise if the project was an animal entrepreneurship project, the student would select “animal” from the pull down menu, or if it was a
crop entrepreneurship project, the student would select “crop” from the pull down menu, etc. Then click “Save.”

Always type in the broad category (You could use the proficiency area) in this section. If a student plans on completing a placement project, type in your category and then type in “Placement” behind it. Example: John Smith is going to work for a feed store so he would type in “Agricultural Sales (Feed Store)- Placement.” Placement projects would also select “business” from the enterprise pull down menu.

7. Repeat step 6 for every enterprise you plan on completing.

8. Once you have created all of your enterprises for your book, you are ready to begin putting in information into the record book. *Note- Never “Delete an Enterprise” in your book. If something happens where you might have to delete a project (An animal dies toward the beginning of the year, you get fired early in the year, etc), you need to get permission to delete the record book from the instructor before you proceed to do it. Remember you must still have at least one project.

Managing CORE Records

Every student, no matter what their project is, will complete the CORE pages of the record book. The core record book contains sections for capital inventory, miscellaneous income, a depreciation schedule, income and expense summary, financial statement (net worth statement), narrative, skills/tasks learned, safety activities, show record, and a section for participation in FFA and other leadership activities. Students only have to complete this section once no matter how many enterprises the student may be involved with each year.

All of the CORE Record Pages can be accessed from the Record Book Main Page.

**Capital Inventory 1-1**

1. **How to Complete this Section:**
   - Click on “Capital Inventory”.
   - Click on “Add Record.”
   - Enter the date you either bought or sold a capital item or got a loan. Choose which enterprise the capital inventory applies to from the pull down menu. Type in a description of the item and then enter in the monetary value of that item. Click “Save Record.”

2. **When do I need to complete this Section:** Enter information every time you either buy or sell a capital item or acquire a loan throughout the fiscal year. (Entrepreneurship enterprises only)

3. **When is this page graded:** January SAE Check- Closing

**Misc. Income 1-2**

1. **How to Complete this Section:**
   - Click on “Misc. Income.”
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- Click on “Add Record.”

- Enter the date you received the money, a description (babysitting, allowance, birthday money, Bailing hay for neighbor, etc.), enter in the monetary value in the total column as well as the same monetary value in the corresponding column (Ag-not related to SAE, Gifts and non-earned income, or Non-Ag).

- Click “Save Record.”

2. *When do I need to complete this Section:* Every time you get money you need to record it in this section. (All SAEs will complete this page.)

3. *When is this page graded:* March SAE Check, May SAE Check, October SAE Check, January SAE Check- Closing.

### Depreciation Schedule 3

1. **How to Complete this Section:**

   - Click on “Depreciation Schedule.”
   - Click on “Add Record.”
   - Choose the date that your acquired the capital item that requires depreciation. If you did not acquire the capital item during the current year, you still need to record it in this section. You should then select which enterprise that item is related to from the pull down menu. Then type in a description of the item (ie. Lawn mower, tractor, hog building, etc.).
   - Note if the item you purchased is New or Used and then the cost information (trade-in value if there is one, the cash difference paid, and the total cost basis). The total cost basis is what the capital item is currently worth. (Total cost basis = Remaining book value of trade-in (if any) + Cash Difference paid.)
   - To enter depreciation at the end of the year follow the following steps:
     - For our purposes, you will enter a “0” into the expensing or adjustment column.
     - Type in the balance for regular depreciation which is what the item is currently worth (same as total cost basis).
     - The life of item is the average useful number of years you can use it. Refer to Figure 2 on the following page.
     - Use the Straight-line method of depreciation. The *straight-line method* provides equal depreciation during each year of the asset’s useful life. This method is the easiest and probably most widely used.
     - If the item has been on a previous depreciation schedule, you may have depreciation from prior years for this asset. Enter that value in the prior depreciation taken column. The remaining book value for the item is the balance for regular depreciation- prior depreciation taken.
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- The computer program will automatically figure the depreciation for the current year as well as the remaining book value.

- Click “Save Record.”

2. **When do I need to complete this Section:** Every time you acquire a capital item that needs to be depreciated. You should complete the cost information section at this time. Complete the rest of the information (how much is to be depreciated) at the end of the year. (Only entrepreneurship enterprises that have capital inventory that needs to be depreciated will use this page.)

3. **When is this page graded:** January SAE Check- Opening, January SAE Check- Closing

<table>
<thead>
<tr>
<th>LIFE OF ASSETS</th>
<th>GDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Structures (Single Purpose)</td>
<td>10</td>
</tr>
<tr>
<td>Automobiles &amp; Pickup Trucks</td>
<td>5</td>
</tr>
<tr>
<td>Trucks (over 13,000 lbs)</td>
<td>5</td>
</tr>
<tr>
<td>Cattle (Dairy or Breeding)</td>
<td>5</td>
</tr>
<tr>
<td>Farm Buildings</td>
<td>20</td>
</tr>
<tr>
<td>Farm Machinery &amp; Equipment</td>
<td>7</td>
</tr>
<tr>
<td>Fences (Agricultural)</td>
<td>7</td>
</tr>
<tr>
<td>Goats &amp; Sheep (Breeding)</td>
<td>5</td>
</tr>
<tr>
<td>Grain bin</td>
<td>7</td>
</tr>
<tr>
<td>Hogs (Breeding)</td>
<td>3</td>
</tr>
<tr>
<td>Horses, Breeding &amp; Working, Less than 12 years old</td>
<td>7</td>
</tr>
<tr>
<td>Horses, Breeding &amp; Working, More than 12 years old</td>
<td>3</td>
</tr>
<tr>
<td>Horses, Racing, More than 2 years old</td>
<td>3</td>
</tr>
<tr>
<td>Horticulture Structures (Single Purpose)</td>
<td>10</td>
</tr>
<tr>
<td>Over the Road Tractor Units (Pulls Trailer)</td>
<td>3</td>
</tr>
</tbody>
</table>

*Figure 2. Average Life of Farm Assets (MACRS)*

**Income and Expense Summary/ Entrepreneurial SAE 4**

1. **How to Complete this Section:**

- Click on “Income and Expense Summary/Entrepreneurial SAE”.

- This page automatically fills in values from other record book pages. To have this page complete you must complete all of the other record book pages. In your entrepreneurial books, make sure on the Labor and Management Earnings page
you indicate the students share of the SAE. If you do not do this, this page will not fill in.

2. \textit{When do I need to complete this Section:} End of the record book year. (Entrepreneurship SAEs only)

3. \textit{When is this page graded:} January SAE Check- Closing

\section*{Income and Expense Summary/ Wage Earning SAE 5}

1. \textit{How to Complete this Section:}
   
   - Click on “Income and Expense Summary/Wage Earning SAE”.
   
   - This page automatically fills in values from all agribusiness record book pages. To have this page complete you must complete all of the other record book pages. (Especially the Wage/Labor Summary Pages)

2. \textit{When do I need to complete this Section:} End of the record book year. (Placement SAEs only)

3. \textit{When is this page graded:} January SAE Check- Closing

\section*{Financial Statement 6}

1. \textit{How to Complete this Section:}

   - Click on “Financial Statement.”

   - On this page, you can “Edit Assets” or “Edit Liabilities.” Assets are items that you own that are worth something (Cash, Checking, supplies, equipment, etc.). Liabilities are items that you owe money on (accounts payable, loans).

   - To edit assets, click on “Edit Assets.” Your starting date will be Jan. 1 (current year) and the ending date will be December 31 (current year). At the beginning of the year (around January 1st), you only need to complete the first column. You will complete the second column at the end of the calendar year (December 31st). You should enter in the monetary value of all of your assets during these dates.

   - Non-business assets are those assets that do not relate to the SAE business (car, cash value of life insurance, and other personal property). Personal property can include anything you own that is worth money (tools- if not related to SAE, guns, bikes, computer, video games, CD player, TV, iPod, etc.) I recommend grouping personal property into categories such as electronics, clothing, etc. to save space.

   - Business assets are those which could or are currently being used for the business. They are divided into 3 categories: Current Assets (1 year or less), Intermediate Assets (1-5 years), and Long-Term Assets (5+ years). Enter in the value of all of your assets into the proper categories. You can enter a category in each of the asset sections by clicking on the ‘Editable Label’ and typing in a new category label. The total columns will automatically add in the values for you. Click “Save Asset Changes.”

   - To edit liabilities, click on “Edit Liabilities.”
SUPERVISED AGRICULTURAL EXPERIENCE

Change the dates on the top of this page to the same ones you used to complete the assets section. You can then enter all of your liabilities in this section. The total columns will automatically add in the values for you. Click “Save Liability Changes.”

The net worth, change in net worth, and financial analysis are automatically completed for you using this program.

Most students that do not have any types of loans, will not have anything on this section.

2. **When do I need to complete this Section:** Only twice a year. Close to the beginning of the current year (January 1st) and again at the end of the calendar year (December 31st). (All SAEs will complete this page.)

3. **When is this page graded:** January SAE Check- Opening; January SAE Check- Closing

---

**Narrative 7**

1. **How to Complete this Section:**
   - Click on “Narrative”.
   - Click on “Add Record.”
   - On this page you will briefly describe your activities summarized in this record book. Emphasize anything not covered in other parts of your records. Include a summary of your major achievements. Include career possibilities that were revealed through this experience program. It should be written in first person.
   - Click “Save Record.”
   - This should equal one page in length.

2. **When do I need to complete this Section:** End of the record book year. (All SAEs will complete this page.)

3. **When is this page graded:** January SAE Check- Closing

---

**Skills & Tasks Learned 8**

1. **How to Complete this Section:**
   - Click on “Skills and Tasks Learned”
   - Click on “Add Record.”
   - Type in the skill or task learned, the date completed, and any other additional comments regarding this skill. Example: John Smith learned to take soil samples and complete soil tests. The name of the skill would be: Test Soil; Date Completed: April 2006; Comments: Learned to test soil for N, P, and K.
   - Click “Save Record.”
   - You must include at least two new skills or tasks learned each grading period for full credit.
SUPERVISED AGRICULTURAL EXPERIENCE

2. When do I need to complete this Section: Every time you learn something new. (All SAEs will complete this page.)

3. When is this page graded: March SAE Check, May SAE Check, October SAE Check, January SAE Check- Closing.

Safety Activities 9

1. How to Complete this Section:
   - Click on “Safety Activities.”
   - Click on “Add Record.”
   - Type in the date, safety activity, and additional comments. Example: John Smith adopted safety practices in his SAE such as handling pesticides safety, shop safety, and wearing safety goggles while using the weedeater. John would record these items separately, select the date these activities were adopted, and typed the procedure or why it was important.
   - Click ‘Save Record.”
   - The student should have at least 7-10 safety practices in this page.

2. When do I need to complete this Section: End of the record book year. (All SAEs will complete this page.)

3. When is this page graded: January SAE Check- Closing

Show Record 10

1. How to Complete this Section:
   - Click “Show Record.”
   - Click “Add Record.”
   - This section is for students that show livestock or other types of projects. The student should enter the date, name of show or fair, class or event, item, and placing of the class.
   - Click “Save Record.”
   - This page is optional so it is 5 points extra credit for those students.

2. When do I need to complete this Section: After every fair or show. (Only students that show will complete this page.)

3. When is this page graded: January SAE Check- Closing
FFA Leadership and Participation

1. How to Complete this Section:

- Click on “FFA Leadership and Participation.”
- To type in the date you received your FFA degrees, click “Edit Records.” If you have received one of the FFA degrees, you should record the date you received it. Greenhand and chapter degrees are given in March at the Chapter FFA Banquet. The State degree is given in June at the Illinois FFA Convention, and the American degree is given at the National FFA Convention in October. Only use this section if you have already received that particular degree. Click on “Save Information.”
- To edit the Leadership Activities section, click on “Add record” below the section heading. This is for students that have earned a FFA office (Greenhand, Chapter, Section, State, etc.) or have been active on a FFA committee at the chapter level. Include the year and any office or committee in which you have been involved with. Click “Save Record.”
- To edit the Participation section, click on “Add Record” under that section heading. This is the section where you will include any Career Development Event (CDE) team you have been on. Select the year and then type in the team and placing you or the team received at that level. Click “Save Record.” Only include CDE teams here. The next section “Other FFA Activities” focuses on other events and activities.
- All entries will receive ½ point extra credit for this section.

2. When do I need to complete this Section: You can enter information after you receive a FFA degree, obtain a office or committee position, or participated in a CDE (All SAEs can complete this page.)

3. When is this page graded: January SAE Check- Closing

Other FFA Activities

1. How to Complete this Section:

- Click on “Other FFA Activities.”
- Click “Add Record.”
- In this section, you can include all other FFA activities you have participated in other than CDEs. You need to type in the date of the activity, the activity, and the cost associated with it. An example of a cost associated with an activity could be that you paid $100 to attend the National FFA Convention.
- Click on “Save Record.”
- All entries will receive ½ point extra credit for this section.

2. When do I need to complete this Section: Enter in information anytime you attend a FFA event. (All SAEs can complete this page.)

3. When is this page graded: January SAE Check- Closing
Leadership Outside FFA

1. **How to Complete this Section:**

   - Click on “Leadership Outside FFA.”
   - Click on “Add Record.”
   - In this section, you can include all other leadership activities you have been involved with. (Example: 4-H, Sports, School Clubs, Seminars, Leadership Conferences other than those FFA related.) Include the date this activity began and the activity itself.
   - Click on “Save Record.”
   - All entries will receive ½ point extra credit for this section.

2. **When do I need to complete this Section:** Enter in information anytime you participate in other leadership activities. (All SAEs can complete this page.)

3. **When is this page graded:** January SAE Check- Closing

All of the CORE record book pages needed to be printed out on white paper for the January SAE Check- Closing.

**Managing Enterprise Records**

The components of the enterprise pages will vary somewhat by book, but are basically the same. The basic components of each book are the business agreements, planned activities, a budget, record of experiences, wage/labor summary, receipts, expenses, inventory, labor and management earnings, and an enterprise analysis. The production (animal and crop entrepreneurship) enterprise books also contain sections on production records.

To access these various pages, start from the Record Book Main Page. Under “My Enterprises” listed on the left side of this page, choose the enterprise (Click on it) you wish to work on. If you have more than one enterprise, just choose the one you want to complete first, then move on to the next book. You must complete all enterprise pages for every SAE enterprise you have added.

After you have clicked on one of your enterprises, you should see a screen that says “Forms Related to Your __________ Enterprise.” To complete each of these pages, you should click on each section title.

You can navigate easily through this program, by selecting the enterprise you wish to go to under the “Load Other Enterprise” and clicking on “Go.” You can also go back to the “record book main page” by clicking on that heading towards the top right of the screen.

The next few pages are dedicated to explaining how to use and complete the enterprise pages of the SAE record book.
SUPERVISED AGRICULTURAL EXPERIENCE

**Business Agreements 1A, 1B, 1C**

1. **How to Complete this Section:**
   - Click on “Business Agreement”
   - Click “Edit”
   - In this section enter your name and date for your record book. The date will be January 1, 20XX to December 31, 20XX. Enter your income or credits. Then enter your expenses or debits. These numbers are what is agreed upon between the student, parent, employer, and teacher.
   - Click on “Save Agreement”

2. **When do I need to complete this Section:** Beginning of the record book year. (All SAEs will complete this page.)

3. **When is this page graded:** January SAE Check- Opening

**Plans and Goals/Budget 2A**

1. **How to Complete this Section:**
   - Click on “Plans and Goals/Budget”
   - Click on “Edit plans and Goals”
   - In this section you will enter your breed. Then you will enter the size of the enterprise planned. Next you will enter your Budget and Expected Income and Expenses. Then you will enter your Expected Expenses and Debits.
   - Profits will automatically appear
   - Click “Save Changes”.

2. **When do I need to complete this Section:** Beginning of the record book year. (Animal SAEs only)

3. **When is this page graded:** January SAE Check- Opening

**School Instruction/Planned Activities 2B-1**

1. **How to Complete this Section:**
   - Click on “School Instruction/Planned Activities”
   - Click “Add Record”
   - Put in the school year. You will put any class unit that relates to your SAE project. Example: In your Ag class, you have had an animal science unit that was 10 hours. You would record this in this section.
SUPERVISED AGRICULTURAL EXPERIENCE

1. How to Complete this Section:
   - Click on “Save Record”
   - Under planned activities in your enterprise click on “Add Record”
   - Enter the activity and the month it is planned for. This is any and all activities you plan on doing/completing for your project.
   - Click on “Save Record”

2. When do I need to complete this Section: Beginning of the record book year. (Agribusiness and Placement SAEs only)

3. When is this page graded: January SAE Check - Opening

Budget 2B-2

1. How to Complete this Section:
   - Click on “Budget”
   - Click on “Edit”
   - “Expected Income or Credit” enter the quantity, price, and value of each.
   - “Expected Expenses or Debits” enter the quantity, price, and value. Then enter the Operating expenses and Fixed expenses.
   - Your Profits will automatically appear.
   - Click “Save Budget Changes”

2. When do I need to complete this Section: Beginning of the record book year. (Agribusiness and Placement SAEs only)

3. When is this page graded: January SAE Check - Opening

Plans and Goals/ Budget and Test Results 2C

1. How to Complete this Section:
   - Click “Plans and Goals/Budget and Test Results”
   - Click “Edit”
   - Enter your “Plans and Goals.”
   - Enter your “Budget-Expected Income and Expenses”
   - Enter the Soil Test Results if any.
   - Click “Save Plans and Goals”
SUPERVISED AGRICULTURAL EXPERIENCE

2. When do I need to complete this Section: Beginning of the record book year. If you have soil test results done, you can put those in at a later date. (Crop SAEs only)

3. When is this page graded: January SAE Check- Opening

Production Records 3A-1

1. How to Complete this Section:
   - Click “Production Records”
   - Click “Add Record”
   - Enter the information.
   - Click “Save Record”

2. When do I need to complete this Section: Anytime you have an animal that breeds and has babies. (Animal SAEs only)

3. When is this page graded: January SAE Check- Closing

Death Loss 3A-2

1. How to Complete this Section:
   - Click “Death Loss”
   - Click “Add Record”
   - Enter the Information.
   - Click “Save Record”

2. When do I need to complete this Section: If and when an animal in your inventory dies (do not include pig losses before weaning).

3. When is this page graded: January SAE Check- Closing

Training Agreement 3B

1. How to Complete this Section:
   - Click ”Training Agreement”
   - Click “Edit Training Agreement”
   - Enter your Student Information, Employer Information, The Student Agrees To, The Employer Agrees To, and The Parent Agrees To.
   - Click “Save Training Agreement”

2. When do I need to complete this Section: Beginning of the record book year (Placement SAEs only)
**Production Records 3C**

1. **How to Complete this Section:**
   - Click “Production Records”
   - Click “Add Record”
   - Enter the Information
   - Click “Save Record”

2. **When do I need to complete this Section:** Record the planting date, number of units, varieties, planting rate, depth, row spacing right after you plant your crop. Complete the yield and total production column after the crop has been harvested. (Crop SAEs only)

3. **When is this page graded:** January SAE Check- Opening

**Quantify of Animal Products 4A-1**

1. **How to Complete this Section:**
   - Click “Quality of Animal Products”
   - Click “Add Record”
   - Enter the information.
   - Click “Save Record”

2. **When do I need to complete this Section:** Anytime you collect or gather animal products (eggs, milk, wool, etc.). (Animal SAEs only)

3. **When is this page graded:** January SAE Check- Closing

**Production and Returns 4A-2**

1. **How to Complete this Section:**
   - Click “Production and Returns”
   - Click “Edit Production and Returns”
   - Enter any and all information.
   - Click “Save Production and Returns Changes”

2. **When do I need to complete this Section:** End of the record book year. (Animal SAEs only)

3. **When is this page graded:** January SAE Check- Closing
Training Plan- 4B

1. **How to Complete this Section:**
   - Click “Training Plan”
   - Click “Edit”
   - Enter your information.
   - Click “Save Record”
   - Click “Add Record”
   - Enter information
   - Click “Save Record”

2. **When do I need to complete this Section:** Beginning of the record book year (Placement SAEs only)

3. **When is this page graded:** January SAE Check- Opening

Crop Production 4C-1

1. **How to Complete this Section:**
   - Click “Crop Production”
   - Click “Edit Crop Production Record”
   - Enter any and all information
   - Click “Save Crop Production Record”

2. **When do I need to complete this Section:** End of the record book year. (Crop SAEs only)

3. **When is this page graded:** January SAE Check- Closing

Enterprise Analysis 4C-2

1. **How to Complete this Section:**
   - Click “Enterprise Analysis”
   - Click “Edit Enterprise Analysis Records”
   - Enter your information
   - Click “Save Enterprise Analysis”

2. **When do I need to complete this Section:** End of the record book year. (Crop SAEs only)
Experiences 5A, 5B, 5C

1. **How to Complete this Section:**
   - Click “Experiences”
   - Click “Add Record”
   - Enter your information. This should include the date, what you did each day, and the hours you spent doing it.
   - Click “Save Record”

2. **When do I need to complete this Section:** This page should be updated either after every experience or at least weekly. (All SAEs will complete this page.)

3. **When is this page graded:** March SAE Check, May SAE Check, October SAE Check, January SAE Check- Closing.

Wage/Labor Summary 7A, 7B, 7C

1. **How to Complete this Section:**
   - Click “Wage/Labor Summary”
   - Click “Add Record”
   - Enter your information. This should include the date, hours worked, and money made either each pay period or by month.
   - Click “Save Record”

2. **When do I need to complete this Section:** This page can be updated either once every pay period or once a month (at the minimum). (All SAEs will complete this page.)

3. **When is this page graded:** March SAE Check, May SAE Check, October SAE Check, January SAE Check- Closing.

Receipts 9A, 9B, 9C

1. **How to Complete this Section:**
   - Click “Receipts”
   - Click “Add Record”
   - Enter your information. You should include all money made (Entrepreneurship books only)
   - Click “Save Record”
SUPERVISED AGRICULTURAL EXPERIENCE

2. **When do I need to complete this Section:** Every time you make money (non wage) related to your SAE project. (All SAEs except placement SAEs will complete this page.)

3. **When is this page graded:** March SAE Check, May SAE Check, October SAE Check, January SAE Check- Closing.

**Cash and Noncash Expenses 11A, 11B, 11C**

1. **How to Complete this Section:**
   - Click “Cash or Noncash Expenses”
   - Click “Add Record”
   - Enter your information. You should include all money spent (Entrepreneurship only)
   - Click “Save Record”

2. **When do I need to complete this Section:** Every time you have an expense related to your SAE project. (All SAEs except placement SAEs will complete this page.)

3. **When is this page graded:** March SAE Check, May SAE Check, October SAE Check, January SAE Check- Closing.

**Inventory of Non-Depreciable Items 13A, 13B, 13C**

1. **How to Complete this Section:**
   - Click “Inventory of Non-Depreciable Items 13A, 13B, or 13C”
   - Click “Add Record”
   - Enter your information.
   - Click “Save Record”

2. **When do I need to complete this Section:** Only twice a year. Close to the beginning of the current year (January 1") and again at the end of the calendar year (December 31"). (All SAEs except placement SAEs will complete this page.)

3. **When is this page graded:** January SAE Check- Opening, January SAE Check- Closing

**Labor and Management Earnings 14A, 14B, 14C**

1. **How to Complete this Section:**
   - Click “Labor and Management Earnings”
   - Click “Edit Labor and Management Earnings”
   - Enter all of your information
SUPERVISED AGRICULTURAL EXPERIENCE

- Click “Save Labor and Management Earnings Changes”

2. **When do I need to complete this Section:** End of the record book year. (All SAEs will complete this page.)

3. **When is this page graded:** January SAE Check- Closing

### Evaluation Factors 15A, 15B

1. **How to Complete this Section:**

- Click “Enterprise Analysis and Comparison”
- Click “Edit Enterprise Analysis”
- Enter information for “Size of Enterprise,” “Rate of Gain and Production,” “Returns and Feed Costs,” “Marketing,” “Feeding Efficiency,” and “Death Loss”
- Click “Save Enterprise Analysis Changes”

2. **When do I need to complete this Section:** End of the record book year. (Animal, Business, and Placement books only)

3. **When is this page graded:** January SAE Check- Closing

Certain record book pages need to be printed off at the beginning of the year (January SAE Check- Opening) with the rest being printed off at the end of the calendar year (January SAE Check- Closing). When these pages are printed, you need to use a specific color of paper to print them on. Agribusiness and Placement enterprise pages need to be printed on light blue colored paper. Animal projects need to be printed off on a light yellow (Canary) colored paper and crop projects need to be printed off on a light green colored paper. *Reminder- All CORE pages should be printed off on plain white computer paper.

Once printed off, the pages either need to be 3- hole punched or put in sheet protectors, and the book needs to be assembled in a 3 ring binder. The pages should be assembled in the following order: Cover page, enterprise pages in order (if you have more than one enterprise, separate those out), followed by the white CORE pages.
Requirements for Your SAE Project

Specific Requirements for the SAE Project

1. All students enrolled in an agricultural education class at Orion High School must complete at least one approved SAE project each year they are enrolled in an agricultural class. Students may choose to complete more than one SAE project. This will allow students to experience more than one type of agricultural area as well as give the student options when choosing which proficiency area they want to compete in at the section level.

2. All SAE projects must be agriculturally related. If a student is unsure about a particular project, s/he should ask the instructor. In rare instances, a SAE might be accepted if it is unrelated to agriculture.

3. The SAE you choose should have the potential to expand in size and scope throughout your high school career.

4. Before the student begins their project, they must submit the SAE Plan or Expand Worksheet for a grade. This sheet is used to help students either plan for a new enterprise or expand a current one. It is also necessary to enter in some of the pertinent data into the record book.

5. Since the SAE is a required component of the agricultural class, it will be included in the student's grade. The SAE Record book will be graded 5 times a year (Beginning of January-Closing old book, End of January-Opening new book, Mid-March, Late May, and Mid-October) and is worth 100 (percentage) points each time it is graded. Different components of the record book will be graded at different times throughout the year. Refer to the grading sheets in the appendix for details.

6. The student is expected to average 60 entries in the “experiences” section of their record book at the end of the record book year. (This is not necessarily hours, but entries).

The table below describes the number of hours that need to be accumulated at that time of the year: For every entry above the required amount, the student will receive ½ point extra credit.

<table>
<thead>
<tr>
<th>Section</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>March SAE Check</td>
<td>10 entries</td>
</tr>
<tr>
<td>May SAE Check</td>
<td>25 entries</td>
</tr>
<tr>
<td>October SAE Check</td>
<td>45 entries</td>
</tr>
<tr>
<td>January-Closing Check</td>
<td>60 entries</td>
</tr>
</tbody>
</table>

7. The student is expected to include at least two entries per grading period in the “Skills and Tasks Learned” section.
8. The student is expected to turn in two supporting documents (pictures, etc.) every grading period. These must be turned into the instructor and they will be put into the student’s record book. The supporting documents must be affixed to a piece of computer paper that is 3-hole punched. Pictures should have typed captions.

9. There are additional requirements for those students that have enrolled in the SAE I or SAE II Classes for graduation credit (½ credit/ school year). These requirements are listed in the SAE Class Syllabus in the appendix of this handbook.

10. Although it is not required (unless you are enrolled in SAE I or SAE II), it is suggested that the student compete in the section proficiency award interviews. It is an excellent opportunity to showcase your project and earn recognition. Students will earn 30 points extra credit for competing at this event.
Rewards and Incentives for Outstanding SAEs

Hard Work Pays Off

In the first section of this handbook, we discussed the specific benefits of the SAE program. In addition to those personal benefits, our chapter has developed certain incentives to motivate you to step it up to the next level. The following is a list of rewards and incentives student may earn by meeting or exceeding all of the requirements of the SAE program:

1. **Raise Your Agricultural Class Grade**

   A successful SAE project will help raise your agricultural class grade. Besides allowing students to earn up to 100 points every SAE check period, the student has the opportunity to earn massive amounts of extra credit during the school year. As mentioned previously, students can earn $\frac{1}{2}$ point extra credit for every entry in their experience pages above the required amount. Students can also earn extra credit points for completing the FFA participation, Other FFA activities, and the Leadership outside FFA CORE pages ($\frac{1}{2}$ point per entry). Students competing at the section proficiency award interviews, will receive 30 points additional extra credit through the FFA Point System.

2. **Additional Credits for High School Graduation**

   Students enrolled in the SAE Record Class (SAE I or SAE II) will receive an additional $\frac{1}{2}$ credit towards high school graduation per academic school year for meeting the requirements of the class.

3. **Money**

   Besides receiving a salary or earning money through an entrepreneurial SAE project, students can earn a $100 scholarship for winning the Illinois FFA Proficiency Award Area (State level) they are competing in.

4. **Awards**

   Students winning their proficiency area at the chapter level will all receive a pin for wear on their FFA jacket. Students winning their areas at the section and state levels will each receive a plaque to take home. National Proficiency Finalists will also receive a plaque and an opportunity to participate in a Global Proficiency Seminar overseas.

5. **SAE of the Month**

   Every month, one student’s SAE project will be chosen as the “SAE of the Month.” This student will have their project displayed in the agricultural classroom and receive a $20 credit to purchase anything in the FFA catalog.

6. **SAE 150 and SAE 200 Point Clubs**

   Students earning 150% or 200% points for their SAE grade each grading period (excludes the January SAE Check-Opening) can earn the rank of SAE 150 Point Club or SAE 200 Point Club. Students earning these ranks will receive a pizza party during school the following week after grading. Students earning the rank of SAE 200 point Club will also earn a SAE 200 Point Club T-shirt.
How do I Get Started with My SAE?

How to Get Started

1. Read through this entire handbook. It will give you a detailed overview of the Supervised Agriculture Experience (SAE) Program.

2. Research the different types of SAE, proficiency areas, and possible ideas for projects.

3. Choose the project you want to complete.
   a. What type of project is it? (Placement or Entrepreneurship)
   b. What proficiency area will this project fit in?
   c. Review the requirements for the SAE project. Will you be able to meet the requirements for this project by choosing this area?

4. Complete the SAE Plan or Expand Worksheet. This will help determine if the project will be feasible as well as provide a starting point for completing records. You must turn this sheet in and get your project approved before you proceed.

5. Once your project has been approved, you may begin your actual project and start keeping records on your experiences. You will be given your user name and password to complete the online SAE record book and may start anytime after this.

6. On the following page is a timeline to help you keep on task. Your SAE will be successful if you follow the schedule provided. Many SAEs become overwhelming if you do not update your records regularly. It is in your best interest to complete your SAE project and your records throughout the entire you as you go.
## Supervised Agricultural Experience

### Timeline for Your SAE Project

<table>
<thead>
<tr>
<th>Month</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| January   | - January SAE Check- Closing (Last year's record book)  
|           | - January SAE Check- Opening (Current year's record book)  
|           | - Start new SAE project for the year. |
| February  | - Continue to do SAE  
|           | - Section Proficiency Award and State FFA Degree Interviews |
| March     | - March SAE Grade Check  
|           | - District Proficiency Award Interviews  
|           | - Continue to do SAE |
| April     | - State Proficiency Award Interviews  
|           | - Continue to do SAE |
| May       | - May SAE Grade Check  
|           | - Complete the SAE Summer Plan Form  
|           | - Continue to do SAE |
| June      | - SAE On-site Visits  
|           | - Continue to do SAE |
| July      | - Continue to do SAE |
| August    | - Review SAE Program with upperclassman.  
|           | - Upperclassman that were not in an agricultural class last spring, will begin their project.  
|           | - All other students that started their SAE last January need to update their record books if they didn’t in the summer.  
|           | - Continue to do SAE |
| September | - Continue to do SAE |
| October   | - October SAE Grade Check  
|           | - Continue to do SAE |
| November  | - Continue to do SAE |
| December  | - Start to close out the current year's SAE books.  
|           | - Freshman will begin instruction on the SAE program. (Beginning of the Month)  
|           | - All students will complete the SAE Plan or Expand Worksheet. |
A. Guidelines for Competing at Proficiency Award Interviews
B. Score Sheets for Proficiency Interviews
C. Evaluation Guides for Production and Non-Production Projects
D. Suggested Factors for Evaluation Guides
E. Skills and Proficiencies for SAE
F. SAE Quick Reference Listing
G. SAE Visit Supervision Record
H. Grade Sheets for Agriculture Placement SAE Projects
I. Placement Evaluation (For employers to complete)
J. Grade Sheets for Agribusiness SAE Projects
K. Grade Sheets for Animal SAE Projects
L. Grade Sheets for Crop SAE Projects
M. Grade Sheets for Agriscience Projects