**ARIZONA FFA SAE AND COMMUNITY SERVICE POLICY**

## **Purpose, Scope and Application**

The total program of Agricultural Education consists of three components: **FFA**, **Supervised Agricultural Experience (SAE)**, and **Classroom/Laboratory Instruction**. This policy defines the standards for SAEs and Community Service for the Arizona Association FFA, aligned with **SAE for All** and **National FFA Community Service Guidelines**.

Local agricultural education programs may implement additional or more specific requirements, but recognition above the chapter level requires compliance with these guidelines.

**SAE DEFINED**

Supervised Agricultural Experience (SAE) is a student-led, instructor supervised, planned, work-based learning experience that results in measurable outcomes in which students apply agriscience standards and professional skills standards that align to the students career goals.

**AGRICULTURE DEFINED**

Activities concerned with the production and management of plants, animals and renewable natural resources, and the related supplies, services, mechanics, products, processing, research, and marketing.

**APPLICATION**

SAEs are planned to be broadly relevant to a student’s career goals and to the agriculture courses in which they are enrolled. Foundational SAE’s can and should be in integral component of classroom instruction. Though supplemental to and associated with classroom and laboratory instruction, Immersion SAEs are primarily conducted outside of the classroom. Students engaged in any form of SAEs are expected to maintain a record of their experiences through the AET (Agricultural Experience Tracker) which has been made available to schools state wide. Over time, the scope and complexity of students’ SAE should increase, maximizing their learning experience.

Each agricultural education program shall establish their own SAE standards for local students. Recognition above the chapter level will require the SAE to fall into one of the approved proficiency award areas with the appropriate records.

The State FFA Executive Secretary shall convene with the National FFA SAE staff member overseeing SAE based awards if disagreements occur over the appropriateness of an SAE for state recognition.

**QUALITY SAE PROGRAMS**

Quality SAE Programs are:

1. Agriculturally Related: The SAE should be agriculturally related and apply agriculturally related knowledge and skills learned in the classroom in a real work setting. Student can explore an SAE in any of the agriculture career pathways.
2. Student Led and Instructor Supervised: The student should apply classroom-learned skills in real-world settings in a project that works towards the students career goal. Instructors should supervise the student along their college and career readiness journey.
3. Documented: Students should maintain accurate and timely records pertinent to their SAE project.
4. Planned and Comprehensive: SAEs should include planned expectations and goals that are designed in collaboration with the student, teacher, parent and employer/mentor (when applicable). SAE are designed to grow and be modified as a student grows and develops new skills and identifies new interests that may affect their career plan.
5. Measurable: Because SAEs are connected to agriculturally-based knowledge and skills, growth should be measurable. SAE growth could be considered as graded component of an agricultural education course or used on an FFA award application.

## **SAE for All Overview**

All agricultural education students are expected to engage in **SAE for All**, which provides experiential learning connected to career goals, agriscience standards, professional skill development.

SAE for All is a nationally recognized standard for SAE which was developed by the National Council for Agricultural Education through participation of all agriculturally related organizations. SAE for All was created to provide every student in agricultural education programs with access to invaluable work-based learning opportunities. This innovative delivery method ensures that no student is left behind in gaining practical, hands-on experience. Students can choose between two distinctive types of SAEs tailored to their interests and career goals: Foundational SAEs, which build essential skills and knowledge, and Immersion SAEs, which dive deeper into specialized, real-world agricultural experiences.

**FOUNDATIONAL SAE’S**

**Foundational SAE Components**

Foundational SAEs are conducted alongside classroom instruction, are required for all students and include:

1. **Career Exploration and Planning** – Students will investigate potential careers within or related to the agriculture industry. They will use this research to develop a career plan.
2. **Employability Skills for College and Career Readiness** – Through the employability skills component, students will develop the skills needed to succeed in both college and career.
3. **Personal Financial Management and Planning** – Students will learning and apply skills to manage money responsibly including topics such as budgeting and the use of credit.
4. **Workplace Safety** – Students will examine and summarize safe work habits within the workplace aligned to their career plan.
5. **Agricultural Literacy** – Students will research the knowledge and skills required for a career in the area in which they are interested. This research should lead to the selection of one or more immersive SAE’s that will help the students develop these skills.

**Foundational SAE’s and Degree Progression**

In Arizona a student may apply up to 40 hours of in class, foundational SAE experiences towards their State FFA Degree.

**IMMERSION SAE’S**

Immersion SAEs provide a way to build upon a students Foundational SAE and gain direct experience in your their career path. The outcome of this progression from a Foundational to an Immersion SAE is an authentic path to college and career readiness.

**Immersion SAE Types**

* Placement/Internship: In a placement SAE, the students in an employment setting (either paid or volunteer). The student performs the tasks determined by the employer/supervisor which are necessary for the operation of the enterprise. Placement can be at a business, the student’s home, the school or another setting. If placement is at the school the work should occur outside of the students formal instructional time.
* Entrepreneurship/Ownership: The student operates a business/enterprise which provides goods or services to the marketplace. The operational and risk management decisions are made by the student owner. Facilities, resources and equipment can be provided (gifted) from outside individuals (parents, sponsors, etc) without the expectation of compensation and the project would still be entrepreneurial. These must be noted within records.
* Research - Experimental, Analysis or Invention: A student conducting research SAE is involved in an investigation to establish new knowledge or validation of previous research within the agriculture industry. There are three categories of research SAE:
  + Experimental: Utilizing the scientific method to control certain variables while manipulating others to observe the outcome.
  + Analytical: Analytical research begins with a question which through a period of data collection (qualitative and quantitative) is answered.
  + Invention: This type of SAE applies the engineering design process to create a new product or service.
* School Based Enterprise: School-Based Enterprise SAEs are student-led (2 or more) business enterprises that provide goods or services. They are operated from the school campus utilizing facilities, equipment and other resources provided by the agricultural education program or the school in general. The business operates under the overview of a board of directors to which the student management team provides reports. Work should occur outside of the student’s formal instructional time.
* Service Learning: A service learning SAE is conducted by one or more students in which they plan, conduct and evaluate a project designed to provide a service to the school, public entities or the community. It must provide benefit to an organization, group or individuals other than the FFA chapter. The project must be preapproved by a review committee that includes local stakeholders in addition to the agriculture teacher.

## **Acceptable SAE Activities for State Degrees and Proficiency Awards**

**STATE AND NATIONAL AWARD ELIGIBILITY**

In order for an SAE to be eligible for State and National level degrees and awards the SAE must meet all of the following criteria:

* Fit into one of the current National FFA Proficiency award categories (found on www.ffa.org). Grandfathering applies for degrees if categories change within a students FFA career. *Questions about whether a project qualifies should be sent to the State FFA Executive Secretary who may refer to the National FFA Staff responsible for SAE programs.*
* Be closely associated with each of the following:
  + A student’s possible career choice.
  + Standards taught in the local agriscience program.
  + The agriculture industry to include agricultural products, renewable natural resources, related supplies, services, mechanics, processing, research or marketing. **Food preparation and service does not qualify.**
* Maintain accurate and comprehensive records.
* Shows the development and application of agricultural knowledge and skills.

If a student is doing work on an Immersion SAE that occurs on the school campus the following applies:

* Qualifying experiences must occur outside of regular instructional time (i.e. before school, after school, at lunch, during an intern/co-up/WBL period or in a free period).
* Hours spent on activities that fall within the normal scope of an officer’s duties may not be counted. Examples of hours that may not be counted include: planning chapter meetings, planning for the chapter banquet, preparing for a fundraiser.
* Serving as an officer, committee chairperson or attending local, regional, State or National events do not qualify as an SAE.
* Hours worked on specific projects (outside of officer duties and outside of the instructional day) that may fit into the agricultural education proficiency award may be included. These include projects such as: creating a chapter recruitment video, developing a lesson plan for elementary school student, coaching a CDE team one is not on, etc.

**ARIZONA SPECIFIC EXCEPTIONS**

There are several Arizona specific items that differ from National FFA requirements. They include:

* Foundational SAE Hours:
  + Up to 40 hours of foundational SAE experience that occurs during the school day may be included in an Arizona State FFA Degree application.
  + These hours do not apply to the American FFA Degree.
* CDE Practice Time
  + Supervised CDE/LDE practices are an acceptable unpaid placement experience for degrees if all of the following apply:
    - The CDE/LDE practices are supervised by the Advisor or a coach.
    - The CDE/LDE is tied to the student’s career interest.
    - The practice occurs outside of instructional time.
    - Cannot include actual competition time.
  + A maximum of 50 hours per year may be included in a State or American degree application.
  + CDE hours are not eligible to be listed in proficiency award applications.

## **Frequently Asked SAE Questions**

**LOCAL LEVEL SAE’S**

Q: Are there SAEs which are allowed at the local level that would not be eligible for degrees and awards on the state/national level?

A: Yes. Each local advisor may choose as he/she sees fit to allow students to have an SAE that may not qualify under the state adopted guidelines. Teachers may allow students to utilize concepts and principals that are taught in the class and then applied in unconventional SAEs. Common examples of SAEs that are allowable on the local level but are **do not qualify** for state/national awards/degrees are:

* Babysitting
* Working at a fast food restaurant or coffee shop
* Working at a mechanics/body shop that does not service agricultural equipment
* Using shop equipment to construct non-agricultural projects (art work, furniture, etc)

*It is the responsibility of the local Advisor to make the student aware that these projects do not qualify towards State level degrees and awards.*

**GIFTED AND BARTERED INPUTS**

Q: If the parent purchased an animal or supplies for his/her child, is the project still considered entrepreneurship?

A: In general, yes. The concept of entrepreneurship is more about the “control” of the animal rather than how it was financed. Control of the animal and the project means that the student is the decision maker on what the animal is fed, where it is shown, when it is sold, etc.  All show animals fall into this category. Gifted and bartered items must be entered into the student’s records and do count towards their profit.

**HORSES**

Q: How should a horse project be classified?

A: The same concept regarding control applies to horses. If the student is in control then they own the project and therefore it is entrepreneurship. If the family is in control of what is done with the horse than it can be considered unpaid placement. Most equine projects allow for a quality agriculturally related experience for the student, but few have the earning potential that they need to allow these students to meet the requirements for the state degree. In such cases, and to the extent as honesty allows, unpaid hours may be counted on equine projects as long as the project is considered placement. Examples of activities that may be used to accumulate hours are: attending workshops, preparing and participating in shows, working with his/her veterinarian on maintaining the animal’s health etc. If a student also uses his/her horse(s) for competition, he/she may not count earnings as well as unpaid hours.

**PROJECTS AROUND THE HOME**

Q: If a student is responsible for taking care of the family pet and/or the home landscaping, does this count as a placement enterprise?

A: YES. In either of the above scenarios, the student is “employed” by the parent(s) to do certain chores like taking care of the family dog and/or mowing the lawn every week. In these cases and appropriate amount of unpaid hours may be tracked in the student’s record book and then applied toward the state degree.

**PARTIAL TIME PROJECTS**

Q: If a student spends part of their time at their job completing agriculturally related tasks can that portion of time be counted?

A: Yes. For example, if a student works at a grocery store they may count the time spent working cutting meat in the butcher but they may not count their time spent stocking shelves or running the cash register.

**MECHANICS/SHOP PROJECTS**

Q: Do all mechanics or shop projects qualify?

A: No. Mechanics or shop projects with an agricultural purpose are eligible for state level degrees and awards. Ornamental projects would not be eligible for state level degrees and awards but would be perfectly acceptable at the local level should the local Advisor approve it.

**FOOD PREPARATION OR SERVICE PROJECTS**

Q: Are food service and/or food preparation projects eligible?

A: No, currently food service and preparation is excluded from the National proficiency award categories and therefore not eligible. There may be some projects that would qualify under Agricultural processing. The definition says “A member owns an enterprise or works for a business of assembling, transporting, processing, fabricating, mixing, packaging and storing food and nonfood agricultural products. Programs could include processing meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food processing.” Examples from this area that would qualify include projects such as processing honey, roasting coffee beans, processing jerky, making cheese, etc.

**OUTDOOR RECREATION - HUNTING**

Q: Can a student count their time hunting as outdoor recreation?

A: No. Personal participation in outdoor recreation activities is not an SAE. If they provide outdoor recreation services to others (either through their own business or another’s) they may count it.

**MULTI-AREA PLACEMENT**

Q: If a student works a placement enterprise that crosses multiple areas, how should it be entered?

A: If the student is pursuing proficiency awards it is best to have a separate SAE for each project type.

## **Community Service** **for FFA Degrees**

**DEFINITION**

Community Service: Community service is the engagement of individuals or groups in an organized activity that contributes to the local, national or world community. Community service activities are those opportunities that are available to all residents of a community. They consist of activities that make the community a better place to live and work.

Volunteerism: The practice of people working on behalf of others or a particular cause, without payment, for their time and services.

*All community service is volunteerism but not all volunteerism is community service.*

**CRITERIA FOR COMMUNITY SERVICE ELIGIBLE FOR DEGREES**

For activities to be acceptable as FFA degree community service hours all of the following must be met:

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

### **Examples**

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| **Unacceptable**  ***These examples are participation/engagement rather than service or directly benefit the participant.*** | **Acceptable**  ***These examples are voluntary, provide tangible benefit to the community and do not directly benefit the participant.*** |
| Participating in a fundraiser in which the profits benefit the FFA Chapter and/or chapter members. | Participating in a fundraiser organized by the FFA Chapter for which all profits are donated to another community group or cause. |
| Organizing and/or participating in a fall leaf clean up at **your own** club headquarters or a relative’s home. | Organizing and/or participating in a fall leaf clean up for a civic building, community park, or for a group of community members in need. |
| Volunteering as the scorekeeper, manager, concessions stand attendant, etc. for **your own** or **your school’s** sports team, band, play, assembly, choir performance, etc. | Volunteering as the unpaid coach, scorekeeper, manager or referee for a **non-profit community** sports team, band, choir, dance troupe, etc. |
| Playing on a sports team or participating in a club, band, scout troop, church choir, etc. | Participating in community service activities with or organized by a sports team, club, band, scout troop, church choir, etc. |
| Participating in or conducting religious worship services/practices such as performing in choir, band, play, re-enactment, providing clerical services (*alter server, priest, missionary, usher, etc.*); proselytizing, teaching religion classes, etc. | Participating with or as part of a non-profit religious organization/group/congregation to provide meals, build homes, provide child care, teach non-religion classes *(English language, employment skills, homemaking skills, etc.)* |
| Cleaned school windows as required service to make up for truancy, unacceptable behavior or other prohibited acts. | Volunteer to clean windows at local library, courthouse, community center or other not for profit public building/space. |
| Showing your own or assisting relatives to show animals at a livestock show for an award or to sell. | Serve as a volunteer to organize/conduct a community education event/display at a livestock show or fair. |
| Help with set up or tear down of fair/livestock show **if such participation is a requirement for** participation in the event/show. | Work with FFA, 4H or other group to voluntarily, and with no compensation to the group, setup/clean up a community event such as a fair, livestock show, community event, etc. |
| **As a member of** FFA or any other group *(4H, scouts, Key Club, etc.)* provide training for competitions, events, offices, etc. to your own chapter/group/club. | As an unpaid volunteer provide training for competitions, events, offices, etc. to members of a group of which you **are not a member.** |
| Serving as an officer in FFA, 4-H, scouts, Glee Club, etc. | Time spent planning, organizing and conducting **a community service project** as an officer or member of an organization/club/group. *(Cannot be double counted as an FFA or SAE activity for other degree requirements.)* |
| Provided paid training, judging or consulting services to groups or organizations. Example: Serving as a paid livestock judge for junior show. | As an unpaid volunteer, provide training for non-profit, DIRECT AND TANGIBLE community benefit to any group, including one of which you are a member, such as disaster preparation, first aid, suicide prevention, abuse prevention, hunter safety, pollution prevention, invasive species education and control, etc. |