

**A Beginning
Teacher's Guide
To Supervised
Agricultural
Experience Programs**



**DEPARTMENT OF
AGRICULTURE**
Illinois State University

Acknowledgement

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**The following suggestions are strictly the ideals of the writer. The information provided is offered as a general guideline to help young teachers teach SAEs. If you have any questions regarding SAEs and proficiency areas, please contact:

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What is an SAE?

The supervised agricultural experience (SAE) program involves real-world agricultural activities done by students outside of planned classroom and laboratory time. SAE's provide a method for students to receive practical career skills in a part of agriculture in which they are interested.

An SAE is an essential element to the agricultural education program. The SAE is formulated by the student with the support of parents, employers, and the agricultural instructor. The student will keep track of their hours worked and amount of money they earned within their record book.



The Importance of the SAE Program

An SAE extends far beyond the classroom. Skills acquired through SAE's stay with students for a lifetime and positively impact others as they grow. Having an SAE is essential for the student to succeed in the agricultural education program. SAE programs benefit students, schools, employers, communities, parents, and teachers.

Benefits of SAEs

Benefits to Students

- Builds self esteem
- Application of business practices
- Focuses on individual skills
- Encourages citizenship
- Provides educational opportunities
- Develops work ethic
- Teaches responsibility
- Establishes rapport with employers

Benefits to the Education System

- Provides a relationship with the community
- Encourages academic success
- Creates awareness and understanding of technology
- Increases agricultural skills
- Encourages civic engagement
- Provides relevance to the curriculum.

Benefits to the Agricultural Industry

- Provides labor
- Maintains involvement with the community
- Creates a pathway from education to career focus
- Helps keep students aware of new and relevant instruction
- Develops engaged employees.



Types of SAE Projects

There are **four major types** of SAE projects students' may participate in.

1. **Placement**- Student will work for an employer of their choice. This can be either volunteered time or for earned wages. The most important parts of a placement experience are the opportunity to have employers teach and mentor the students.
2. **Entrepreneurship**- This area is specifically for those students who want to establish and run their own business. Entrepreneurship students gain skills and abilities desirable of an agricultural enterprise or other small business venture. Entrepreneurship programs involve students learning all sides of business.
3. **Agriscience Research**- This is a science based experience using laboratory techniques to study an issue related to agriculture. This is placed within an entrepreneurship book. Research SAE programs deal with providing opportunities for advancement and experiencing new scientific findings. For non-experimental SAEs, students accept the responsibility of addressing a problem in agriculture using common research methods. The FFA identifies student research accomplishments in Agriscience through the FFA Agriscience Fair Program.
4. **Exploratory SAE**- This SAE area is designed to allow the student to experience agricultural areas in preparation for future SAEs and Career Planning. This is the SAE that does not have a specific proficiency award area. Students can complete several agricultural literacy and agricultural career awareness activities throughout the year, as well as job shadowing experiences. These programs are planned jointly by the student, parent/guardian, teacher and any other entity that is actively involved with the project. The two main categories for this area are ag literacy and career exploration.



Vocabulary

The following terms are essential to the success of a record book program within an Agricultural Education classroom.

Supervised Agricultural Experiences (SAEs): involves practical agricultural activities performed by students outside of scheduled classroom and laboratory time

Proficiency Areas: These are the categories of books in which a student can compete against other students within at the state and national levels.

Entrepreneurship: The SAE category where the student owns all aspects of the business.

Placement: The SAE category where the student works for someone else.

EZ Records: The online record keeping system created by the University of Illinois. This is the recommended entity to use for record keeping and proficiency.

The website is as follows: <http://ezrecords.aces.uiuc.edu>

Agriscience Research: This is a science based experience using laboratory procedures to study a problem related to agriculture.

Exploratory SAE: This is for students wanting to expand their knowledge of the agricultural industry or other industry that they may have an interest in. There is not currently a proficiency award area for this type of SAE.

Assets: Anything that is current owned by the students i.e. money, vehicles, breeding stock, etc.

Liabilities: Money owed, debts, for any financial obligations i.e. loans, bills etc.

Net Worth: The monetary amount of assets minus the amount of liabilities.

Proficiency Areas and Descriptions

(As provided by the National FFA Organization)

Proficiency Areas are the categories your Supervised Agricultural Experience (SAE) must fit in in order to be competitive at the state and national level as well as earning FFA degrees.

AGRICULTURAL COMMUNICATIONS

Typically includes programs in which a student is placed with an advocacy group, newspapers or other agricultural print (such as magazines) facilities to obtain training and practical experience in writing and publicizing in preparation for a 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.

Record book use:

- Entrepreneur – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert

AGRICULTURAL EDUCATION

For students with SAE's related to education and extension, including, but not limited to: working with agriculture advocacy groups, 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 – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert

AGRICULTURAL MECHANICS DESIGN and FABRICATION

This 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 – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert
- Research - Basic Book & AgriScience Insert

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 – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert

AGRICULTURAL MECHANICS REPAIR and MAINTANCE



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This involves the repair and maintenance of agricultural equipment, (including lawn equipment) and/or structures.

Record book use:

- Entrepreneur – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert

AGRICULTURAL PROCESSING

This 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 of wool and cotton, cubing and pelleting of forages, producing bird seed 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 – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert

AGRICULTURAL SALES

This 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 also include the merchandising (which is buying an item with the sole purpose to resell it in a short time frame) of crops, livestock, processed agricultural commodities, horticultural (including quarry rock) or forestry items. NOTE: SAE's that include the production or processing of the examples provided. Processing does not belong in this award area.

Record book use:

- Entrepreneur – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert

AGRICULTURAL SERVICES

This involves students working in custom equipment operation and maintenance, agricultural management and finance, animal breeding services, custom baling, crop scouting, implementing integrated pest management programs, horse shoeing, taxidermy, custom and contract feeding or other appropriate services. They provide various services to production agriculture.

Record book use:

- Entrepreneur – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert

AGRISCIENCE ANIMAL SYSTEMS RESEARCH



This record book area consists of research in the life processes, health, nutrition, genetics, management and processing of animal systems related to small animals, aquaculture, livestock, dairy, horses and/or poultry.

AGRISCIENCE PLANT SYSTEMS RESEARCH

This SAE area involves research in the life cycles, classifications, functions, practices of plant systems related to crops, turf grass, trees and shrubs and/or ornamental plants.

AGRISCIENCE INTEGRATED SYSTEMS RESEARCH

Must fit one of the following descriptions:

- Diversified Research-Research in two or more of the Agriscience research areas.
- Environmental Service Systems/Natural Resource Systems Research-Research in the systems, instruments and technology used in waste management and their influence on the environment.
- Food Products and Processing Systems Research-Research in the product development, quality assurance, food safety, production, sales and service, regulation and compliance, and food service practices within the food industry.
- Power, Structural and Technical Systems Research-Research in the agricultural equipment, power systems, alternative fuel sources and precision technology, as well as woodworking, metalworking, welding and project planning for agricultural structures.
- Social Sciences Research-Research of leadership, personal growth and career success skills necessary for a chosen profession that effectively contributes to society

BEEF PRODUCTION

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

Record book use:

- Entrepreneur – Basic Book & Production Insert
- Placement - Basic Book & Agribusiness Insert

DAIRY PRODUCTION

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

Record book use:

- Entrepreneur – Basic Book & Production Insert
- Placement - Basic Book & Agribusiness Insert

DIVERSIFIED AGRICULTURAL PRODUCTION

This involves the use of the best management practices available to efficiently produce and market a combination of two or more livestock and crop related proficiencies. The student's SAE must include at least one livestock and at least one crop related proficiency.

Record book use:

- Entrepreneur – Basic Book & Multiple Production Inserts
- Placement - Basic Book & Multiple Agribusiness Inserts

DIVERSIFIED CROP PRODUCTION

This 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-ornamental fruit production or non-ornamental vegetable production.

Record book use:

- Entrepreneur – Basic Book & Multiple Production Inserts
- Placement - Basic Book & Multiple Agribusiness Inserts

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.

Record book use:

- Entrepreneur (all ownership activities related to the production of plants and trees used principally for ornamental, recreational and aesthetic purposes) – Basic Book & Production Insert
- Entrepreneur (all ownership activities related to the processing of plants and trees used principally for ornamental, recreational and aesthetic purposes) – Basic Book & Multiple Production Inserts
- Placement - Basic Book & Multiple Agribusiness Inserts

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 or poultry.

Record book use:

- Entrepreneur – Basic Book & Multiple Production Inserts
- Placement - Basic Book & Multiple Agribusiness Inserts

EMERGING AGRICULTURAL TECHNOLOGY

This 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 – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert
- Research - Basic Book & AgriScience Insert



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 management of agriculture waste, recycling of agriculture products, environmental clean-ups, serving in the conservation corps managing energy usage (This does not include building or maintaining these entities), multiple uses of resources; 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. Record book use:

- Entrepreneur – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert
- Research - Basic Book & AgriScience Insert

EQUINE SCIENCE

Typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may 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) – Basic Book & Production Insert
- Entrepreneur (all equine ownership activities such as but not limited to calf roping, barrel racing and rodeo) – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert

FIBER and/or OIL CROP PRODUCTION

Using the best management practices available to efficiently produce and market crops for fiber and/or oil; such as cotton, sisal, hemp, soybeans, flax, mustard, canola, castor beans, sunflower, peanuts, dill, spearmint and safflower.

Record book use:

- Entrepreneur – Basic Book & Production Insert
- Placement - Basic Book & Agribusiness Insert

FOOD SCIENCE AND TECHNOLOGY

This 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, development of new products, 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 – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert
- Research - Basic Book & AgriScience Insert



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 – Basic Book & Production Insert
- Placement - Basic Book & Agribusiness Insert

FOREST MANAGEMENT AND PRODUCTS

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, Forest Service, as well as making and selling cedar shakes, firewood and wood chips/mulch.

Record book use:

- Entrepreneur – Basic Book & Production Insert
- Placement - Basic Book & Agribusiness Insert
- Research - Basic Book & AgriScience Insert

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 – Basic Book & Production Insert
- Placement - Basic Book & Agribusiness Insert

GOAT PRODUCTION

Student owns the enterprise, or works for a business that involves the use of the best management practices available to efficiently produce and market goats and all goat products.

- Entrepreneur – Basic Book & Production Insert
- Placement - Basic Book & Agribusiness Insert

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 – Basic Book & Production Insert
- Placement - Basic Book & Agribusiness Insert



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 also includes community betterment and development activities such as volunteerism to improve the community.

Record book use:

- Entrepreneur – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert

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 – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert

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 – Basic Book & Production Insert
- Placement - Basic Book & Agribusiness Insert

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 and/or picnicking areas, fishing, water sports (not including lifeguard activities), winter sports, 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.

Record book use:

- Entrepreneur – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert

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 – Basic Book & Production Insert
- Placement - Basic Book & Agribusiness Insert



SHEEP PRODUCTION

Using the best management practices available to efficiently produce and market sheep and wool.

Record book use:

- Entrepreneur – Basic Book & Production Insert
- Placement - Basic Book & Agribusiness Insert

SMALL ANIMAL PRODUCTION and CARE

Using the best management practices available to efficiently produce, care for and/or market small pet animals such as rabbits, 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 pets, training dogs, or providing pet sitting services or working at a kennel.

Record book use:

- Entrepreneur – Basic Book & Production Insert
- Entrepreneur – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert

SPECIALTY ANIMAL PRODUCTION

Using the best management practices available to efficiently produce and market specialty animals not covered by any of the existing award categories, such as: fish (if an Aquaculture Proficiency area is not offered), bees, goats, mules, donkeys, miniature horses, mink, worms, ostriches, emus, alpacas or llamas.

Placement could include zoo worker or placement at any specialty animal production facility.

Record book use:

- Entrepreneur – Basic Book & Production Insert
- Placement - Basic Book & Agribusiness Insert

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 – Basic Book & Production Insert
- Placement - Basic Book & Agribusiness Insert

SWINE PRODUCTION

Using the best management practices available to efficiently produce and market swine.

Record book use:

- Entrepreneur – Basic Book & Production Insert
- Placement - Basic Book & Agribusiness Insert



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 golf course management.

Record book use:

- Entrepreneur (all ownership activities related to the production of sod for sale) – Basic Book & Production Insert
- Entrepreneur (all ownership activities related to the planting and maintaining of turf for outdoor beautification and recreation, including lawn mowing services) – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert

VEGETABLE PRODUCTION

Student owns the enterprise, or works for a business that applies the best management practices available to efficiently produce and market crops such as beans, potatoes, sweet potatoes, yams, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, all canning vegetables and all common garden vegetables

- Entrepreneur – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert

VETERINARY SCIENCE

SAE enterprises working with veterinarians in clinical practice, research facilities, colleges of veterinary medicine, animal health industry, or any other environment in which they assist veterinarians in performing duties related to the health of people and/or the health and welfare of large and small animals. This experience may include wage earning, entrepreneurial or exploratory activities not limited to: hands-on care of animals, management of business aspects of a veterinary practice, or working on legislation or regulations relating to animals.

Record book use:

- Entrepreneur – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert
- Research - Basic Book & AgriScience Insert

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, trapping, or the stocking fish and wild game. This proficiency can include experiences with Fish and Wildlife Departments and the Department of Natural Resources. The production of wild species for the stocking of ducks, geese, quail and pheasants are eligible in this area if used as an income enterprise. Note: Student records, limited to keeping a journal of hunting and/or fishing activities for personal enjoyment, are not eligible for consideration.

Record book use:

- Entrepreneur – Basic Book & Production Insert
- Entrepreneur – Basic Book & Agribusiness Insert
- Placement - Basic Book & Agribusiness Insert
- Research - Basic Book & AgriScience Insert



SAE Record Book Color Key

Note: Place the pages in numerical order starting with the colored pages and ending with the white Core pages. Divide each year of records with tabbed dividers to maintain organization.

Core Pages	Business Pages	Crop Pages	Animal Pages	Agriscience Pages
White	Blue	Green	Yellow	Salmon (Pink)
1	1B	1C	1A	1S
2	2B	2C	2A	2S
3	3B	3C	3A	3S
4	4B	4C	4A	4S
5	5B	5C	5A	5S
6	7B	7C	7A	6S
7	9B	9C	9A	7S
8	11B	11C	11A	9S
9	13B	13C	13A	11S
10	14B	14C	14A	12S
11	15B		15A	13S
12			16A	14S
				15S
				16S
				17S
				18S
				19S

SAE Requirements for Degrees

	Greenhand	Chapter	State	American
Money Earned	Only needs to have started a book	≥\$150	≥\$1,000	≥\$1,500
Hours Worked		≥45 hours	≥300 hours	≥2,250 hours
Community Service		≥10 hours	≥25 hours	≥50 hours



Business Pages

(This will be the type of book that most of your students will use)

Print on **BLUE**

Page (Business)	Information	Recommendations**	Examples
2B-1	<p>Training Activity- What do you plan on doing this month for your SAE? This is where the student puts his/her goals for their SAE.</p>	At least 1 entry per month	<p>“This month, I plan on pulling more weeds from my tomato garden.” Month: March</p>
4B	<p>Work Experience- What did you learn or experience this month for your SAE?</p>	At least 1 entry per month	<p>Experience: “I learned how to use a rotary hoe.” Remarks/Responsibilities: “A rotary hoe is a great tool to help aerate the soil and kill weeds.”</p>
5B	<p>Experiences- What activities did you do for your SAE this month? (2 complete sentences)</p> <p>The line given does not give enough room for more than 2 sentences.</p> <p>The best detail goes into the narrative.</p>	<p>At least 10 entries per month (strongly recommend one for every day of the month and complete sentences.)</p> <p>Have everyday be unique. A great book has a lot of detail.</p>	<p>05/23/12 “I picked several tomatoes from the garden. They seem to have gotten a lot bigger since last week.” Hours: 2.0 How Hours are Calculated: 1 Hour: 1.0 ½ hour: 0.5 15 minutes: 0.25 45 minutes: 0.75 <15 min.: 0.1 Example 3 hours, 45 min 3.75</p>
7B-8B	<p>Hours- One entry per month. Always the last day of the month. A total number of hours worked and total amount of money received.</p>	1 entry per month	<p>01/31/13 Employer: Mr. Steve Brown hours: paid 18.0 unpaid 12.0 gross earnings: \$153.00</p>
9B-10B	<p>Receipts: Sold Product</p>	At least one entry per month	<p>05/04/12 \$150.00</p>



	If the student has an end product, this is where they place that information (usually only in Entrepreneurship)	(if applicable)	Description: Corn No.: 1 Units: 22 (in bushels)
11B-12B	Expenses: This is where you record anything you paid money for that go with the enterprise. Place the item in the category in which it was paid for. (Cannot be anything that can depreciate i.e. machinery)	At least one entry per month (if applicable)	08/04/2011 Total: 5.00 Description: Grass Seed Units: 2.0
13B-1, 13B-2	Inventory (Assets): Only recorded at beginning and end of the year. (usually only in Entrepreneurship)	At least one entry at the beginning of the year and the end of the year (if applicable)	Start Year: 2011 Description: Seed Quantity: 10.0 Unit: lbs Price/unit: \$3.50 Total Value: \$35.00
14B	Labor and Management: Done at the end of the year.	Don't Forget: Student share must be calculated manually. Generally it will be 100% (if applicable)	Automatically tabulated within EZ records.
15B	Evaluation factors: Determines how the student compares to state/national averages.	Done at the end of the year. Use the internet for current averages.	Number of Paid Hours: 1,248 Number of unpaid Hours: 367 Average hourly pay: \$8.25 Etc.



Core Pages

(All students will need these pages to complete their book)

Print on White

Page (Core)	Information	Recommendations**	Examples
1	Misc. Income- Money received outside of the SAE.	At least 1 entry per month (Put as many as possible to make numbers more realistic)	02/07/12 Total: \$56.98 Description: Clothes Gifts/unearned income: \$56.98
1	Capital Inventory- Items purchased for enterprise i.e. facilities, loans, equipment, breeding stock, etc. (usually only Entrepreneurship)	At least 1 entry per month (if applicable)	09/19/02 Description: 1 bred sow Enterprise: Animal Item Purchased: \$500.00
1-3	Personal Spending- Anything that the student personally pays for.	At least 1 entry per month (Put as many as possible to make numbers more realistic)	05/23/12 From Whom: Casey's General Store Item Description: Gas Expense: \$25.00
3	Depreciation Schedule- This page is difficult for students to understand. Only affects those students who own their own stock of animals, facilities, or machinery Straight line depreciation Regular Depreciation Value <hr style="width: 20%; margin-left: 0;"/> # years of life	Input the information when it has been bought to keep track of items that depreciate.	(The following abbreviations are reference to columns on page 3) 01/31/13 Item: 1976 Used JD 4020 RVTI: \$3500 CDP: \$6500 TCB: \$6500 SV: \$1500 BRD: \$5000 Life: 5 years Meth: SL PDT: 0 RBV: \$5000



			DTY: \$1000 RBV: \$4000
4	Income and Expense summary: Only the student's share of an enterprise. Transfers automatically in EZ Records (only in Entrepreneurship)	Done at the end of the year (if applicable)	N/A
5	Earnings: Total hours worked and money earned EZ Records does this for you.	Done at the end of the year	All information is automatically transferred to this page in EZ Records.
6-1	Summary of Assets: Only recorded at beginning and end of the record book year. Consists of business assets, personal assets, current assets, and Non-current assets	At least one entry at the beginning of the year and the end of the year (if applicable)	Business assets: livestock, equipment, etc. Personal assets: money, cars, ATV, gaming systems, etc. Current assets (used within the year): feed, fertilizer, market animals, etc. Non-current assets (used over several years): breeding stock, machinery, land, etc. Net Worth = Assets – Liabilities Current ratio = business' ability to pay debts Working Capital = Current assets-current liabilities Leverage = All Liabilities/All Assets Liability Ratio: post-tax profits + depreciation <hr/> Liabilities
6-2	Summary of Liabilities: Done at the beginning and end of the year. Money owed, debts/financial obligations	At least one entry at the beginning of the year and the end of the year (if applicable)	
7	Narrative: Area where the student writes	Have the students do this every month.	March 2012



	what they have learned from their SAE, major achievements. This is written in first person.	Make the title of the narrative the month and year that it is being written. Have the student put in at least 10-15 sentences per entry.	This month has been really busy with the pigs. We bought three new gilts and a stud boar. Bessy gave birth to a litter of twelve. We started with thirteen but we lost the runt because she was quite small...etc.
8	Skills/Safety: This where the student puts what they learned this past month and how they kept themselves safe.	Have the student do each of these for every month. (Only need one entry per month.)	Name of Skill: I learned how to graft apple trees. Date: 9/04/11 Comment: Grafting is putting a piece of one plant onto another plant for growth. Safety Practice: Handle a grafting knife carefully. Date: 6/09/10 Comments: Grafting knives are quite sharp and could potentially cut you if you aren't careful. Date: 07/25/11
9	Show Records: This where the student places their fair or show information.	This only applies to students who show. Put all shows from the year in the book.	Name of Show: Illinois State Fair Class: Yearling Ram Item: Dorset Placing: 3 rd Place Greenhand Degree: 5/11/11 Chapter Degree: 5/24/12
10	FFA Leadership: This is the page that the students places all of their degrees, offices held and CDE participation	Have the students do this page every month to stay up on all of their activities.	Year: 2011 Office Held: Sentinel Year: 2012 CDE Team: Poultry District: 3 rd Place individual Date: 2/16/12
11	Other FFA Activities: This is what the students participates in	Have the student do this every month to stay up on all of their activities.	Activity: Section 16 Banquet Cost: \$0.00 Date: 10/19/12



<p>on the chapter, state, and national level.</p>	<p>Activity: National FFA Convention Cost: \$200.00</p>
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| <p>12 Leadership Outside of FFA: This where the student places all of their other activities that they are involved with.</p> | <p>Have the student do this every month to stay up on all of their activities.

(Try to have the student limit how many times they can put practices in. The book ends up becoming redundant.)</p> | <p>Date: 4/7/10
Activity: Student Council Meeting
Date: 9/29/11
Activity: Volleyball practice</p> |
|--|--|---|



Crops Pages

(This will be the type of book that students will use if they are growing crops.)

Print on **GREEN**

Page (Crop)	Information	Recommendations**	Examples
2C	Plans and Goals: This is the area where the student indicates what they plan on doing and earnings for the year.	Do this at the beginning of the calendar year.	Expected production: 185 bu/Acre Production plans: See pg 2C Etc.
3C	Production Records: This is the area where the student places the planting information.	Generally one entry unless the student has multiple planting dates and varieties.	Variety: sc-150 No. of Units: 4 Date: 4/21/2011 Planting rate: 25000 Depth: 1.5 inches Row Space: 30 inches Yield: 175 bu/acre Production: 1750 bushels Remarks: I took my share to the local grain elevator once the crop was harvested.
4C-1	Crop Production- calculated at the end of the season when all crop is sold.	Only one entry at the end of the season. (Captions will be different for each student)	Pay attention to each line for inputting numbers. They come from other pages. Remarks: The reason we had such low yields was because of the drought.
4C-2	Enterprise Analysis- How the student's yields compare to state and national averages.	Only one entry at the end of the season.	These numbers will vary. Use the internet or other resource to get the averages.



<p>5C</p>	<p>Experiences- What activities did you do for your SAE this month? (2 complete sentences) The line given does not give enough room for more than 2 sentences. The best detail goes into the narrative.</p>	<p>At least 10 entries per month (strongly recommend one for every day of the month and complete sentences.) Have everyday be unique. A great book has a lot of detail.</p>	<p>05/23/12 "I picked several tomatoes from the garden. They seem to have gotten a lot bigger since last week." Hours: 2.0 How Hours are Calculated: 1 Hour: 1.0 ½ hour: 0.5 15 minutes: 0.25 45 minutes: 0.75 <15 min.: 0.1 3 hours, 45 min = 3.75</p>
<p>7C</p>	<p>Hours- One entry per month. Always the last day of the month. A total number of hours worked and total amount of money received.</p>	<p>1 entry per month</p>	<p>Date: 01/1/13 Employer: Mr. Steve Brown hours: paid 18.0 unpaid 12.0 gross earnings: \$153.00</p>
<p>9C</p>	<p>Receipts: Sold Product/Show income The student's end product will be placed here and the money received for it.</p>	<p>Put all money earned for the enterprise when it is received. Show: If a crop is shown and money is rewarded, place here.</p>	<p>Date: 10/22/11 Total: 145.00 Details: Corn sold to cattle operation. No.: 65</p>
<p>10C</p>	<p>Receipts: 1. Labor Exchanged for expense 2. Production transferred/bartered 3. Products used at home Student may not have any entries in this area</p>	<p>Labor: given to pay a debt Barter: Crop given in exchange for something Home: anything consumed by the student and their family</p>	<p>Labor Date: 5/6/12 Total: \$150.00 Detail: Worked for my uncle bailing hay. Home: Date: 6/7/11 Total: 7.45 Details: Kept a bushel of sweet corn for my family.</p>
<p>11C</p>	<p>Cash/Non-Cash Expenses: This is where you record anything you paid money</p>		<p>08/04/2011 Total: 5.00</p>



	for that go with the enterprise. Place the item in the category in which it was paid for. (Cannot be anything that can depreciate i.e. machinery)	One entry per month (if applicable)	Description: Grass Seed Units: 2.0
13C-1, 13C-2	Inventory (Assets): Only recorded at beginning and end of the year. (usually only in Entrepreneurship)	At least one entry at the beginning of the year and the end of the year (if applicable)	Start Year: 2011 Description: Seed Quantity: 10.0 Unit: lbs Price/unit: \$3.50 Total Value: \$35.00
14C	Labor and Management: Done at the end of the year.	Don't Forget: Student share must be calculated manually.	Automatically tabulated within EZ records.





Animal Pages

(This will be the type of book the student will use if they are raising animals. This book is only for ENTREPRENEURSHIP.)

Print on **YELLOW**

Page (Animal)	Information	Recommendations**	Examples
2A	Plans and Goals: This is the area where the student indicates what they plan on doing and earnings for the year.	Do this at the beginning of the calendar year.	Animals at beginning of record: 4 cows, 2 steers, 1 bull Animals to raise: 4 calves



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			Expected production: 6640 lbs. Marketing Plans: Sell to a local market. ETC.
3A-1, 3A-2	Production Records: This is the area where the student places the animals' birth/breeding records Death Loss: This is where the student puts information about animal death	1 entry per animal	Dam: Cow #231 Bred: 10/20/11 Due: 08/25/12 Birth Record: Date: 08/23/12, No.: 2 Remarks: Gave birth to twin heifers, had to pull the second calf but both are well.
4A-1	Quantity of products- calculated at the end of the season when all animals or animal products are produced. (i.e. milk, wool, eggs, etc.)	Only one entry at the end of the season. (Captions will be different for each student)	This information depends on what the student is producing.
4A-2	Production and Returns: Information regarding inventory, purchases, and sales	Only one entry at the end of the season. Note: A=B	Ending inventory: 6 Death Loss: 2 Sales:3 Total production in pounds Returns: total money received/worth Etc.
5A	Experiences- What activities did you do for your SAE this month? (2 complete sentences) The line given does not give enough room for more than 2 sentences. The best detail goes into the narrative.	At least 10 entries per month (strongly recommend one for every day of the month and complete sentences.) Have everyday be unique. A great book has a lot of detail.	05/23/12 "Bessy gave birth to twins today! Dad and I were up all night with her." Hours: 16.0 How Hours are Calculated: 1 Hour: 1.0 ½ hour: 0.5 15 minutes: 0.25 45 minutes: 0.75 <15 min.: 0.1 Example 3 hours, 45 min 3.75



7A	Wage/Labor Hours- One entry per month. Always the last day of the month. A total number of hours worked and total amount of money received.	1 entry per month	Date: 01/31/13 Employer: Mr. Dan Martin hours: paid 7.0 unpaid 32.0 gross earnings: \$70.00 Taxes are placed in this area as well.
9A	Receipts: Sold Product/Show income The student's end product will be placed here and the money received for it.	Put all money earned for the enterprise when it is received. Show: If an animal is shown and money is rewarded, place here.	Date: 10/22/11 Total: 638.40 Details: hogs at \$0.38/lb No.: 7 Lbs: 1680 Captions will vary
10A	Receipts: 1. Labor Exchanged for expense 2. Production transferred/bartered 3. Products used at home Student may not have any entries in this area	Labor: given to pay a debt Barter: Animal given in exchange for an item or service Home: anything consumed by the student and their family	Labor Date: 5/6/12 Total: \$150.00 Detail: Worked for my uncle bailing hay. Home: Date: 6/7/11 Total: 7.45 Details: Kept a steer for my family.
11A	Cash/NonCash Expenses: This is where you record anything you paid money for that go with the enterprise. Place the item in the category in which it was paid for. (Cannot be anything that can depreciate i.e. machinery)	One entry per month (if applicable)	08/04/2011 Total: \$250.00 Description: Cattle Feed Units: 10.0
13A-1, 13A-2	Inventory (Assets): Only recorded at beginning and end of the year. (usually only in Entrepreneurship)	At least one entry at the beginning of the year and the end of the year (if applicable)	Start Year: 2011 Description: bred gilts Quantity: 3.0 Unit: head Price/unit: \$85.00 Total Value: \$255.00



14A	Labor and Management: Done at the end of the year.	Don't Forget: Student share must be calculated manually. Generally it will be 100% (if applicable)	Automatically tabulated within EZ records.
15A	Enterprise analysis: This is where the student records their personal information and compares it to state and national averages	One entry at the end of the year.	These numbers will vary. Use the internet or other resource to get the averages.



Agriscience Pages

(This is the type of book that students will use if they are conducting a research project. Not if they are working in the science industry.)

Print on **SALMON/PINK**



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Page (Agriscience)	Information	Recommendations**	Examples
2S	<p>Research Purpose and Goals: This is the area where the student indicates the reason for the research and their hypothesis for potential outcomes.</p> <p>Budget: meant for students to identify how much money will be needed to conduct the research. i.e. money for supplies</p> <p>Needs to be very descriptive and well thought out.</p>	<p>Do this at the beginning of the calendar year.</p> <p>Budget: This is the expected investment, not the actual numbers</p>	Information will vary depending on the research involved with the project.
3S	<p>Research Plan: Similar to the business plan in other SAE books.</p>	Done at the beginning of the project	General information about the student and the supervisors.
4S	<p>Procedure Used: This is where the student explains what he/she is doing and materials used.</p> <p>Needs to be in chronological order</p>	Be as detailed as possible in order for someone else to reproduce the procedure.	<i>"In order to test the flavors of tomatoes I needed to accumulate 50 people to taste test."</i>
5S	<p>Experiences: This is similar to other books but a bit more detailed. Talk about observations, background research, findings, etc.</p>	Try to put as many entries in as possible, but don't be repetitive	<p>Date: 1/25/11</p> <p>Activity: Created a survey to go out to test subjects.</p> <p>Hours: 2.0</p>
6S	<p>Skills, Knowledge: This is what the student learned</p>	Similar to experience pages. Focus on tasks that the student	<p>Date: 3/6/09</p> <p>Skill: Washing my hands before handling food is</p>



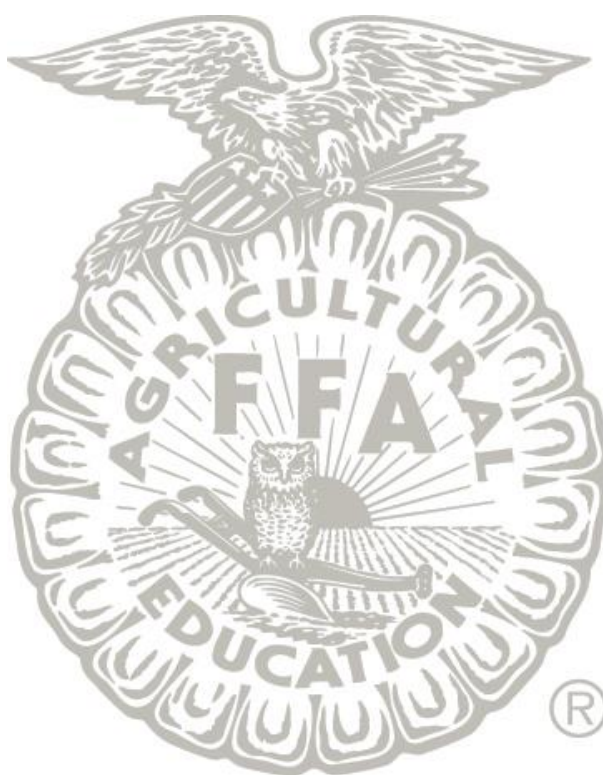
	while doing the research project.	learned during that time. Hours are recorded here as well.	essential to keeping away germs. Hours: 3.5
7S	Wage/Labor Hours- One entry per month. Always the last day of the month. A total number of hours worked and total amount of money received.	1 entry per month	Date: 01/31/13 Employer: Mr. Dan Martin hours: paid 7.0 unpaid 32.0 gross earnings: \$70.00 Taxes are placed in this area as well.
9S	Receipts: Show income The student's end product will be placed here and the money received for it.	Put all money earned for the enterprise when it is received. Show: If involved with a fair and money is rewarded, place here.	Date: 10/22/11 Total: 50.00 Details: FFA Science Fair No.: 0 Units: 00000
11S	Cash and NonCash Expenses: Anything that the student buys for the research product.	Whenever something is bought for the enterprise, place that information here.	08/04/2011 Total: \$250.00 Description: Cattle Feed Units: 10.0
12S	Review of Literature: This is where the student places all of their resources for the project.	All resources need to be placed here to reduce plagiarism within the research.	Title: United State Department of Agriculture Relevance to Research: http://www.usda.gov/
13S	Inventory (Assets): Only recorded at beginning and end of the year. Anything that the student has acquired for the enterprise.	At least one entry at the beginning of the year and the end of the year (if applicable)	Start Year: 2011 Item: Test Tubes Quantity: 25.0 Unit: Price/unit: \$2.00 Total Value: \$50.00
14S	Labor and Management: Done	Don't Forget:	



	at the end of the year.	Student share must be calculated manually. Generally it will be 100% (if applicable)	Automatically tabulated within EZ records.
15S	Evaluation Factors: This is where the student records money earned, hours worked, expenses. Conclusion: This is where the student will write about their findings and compare it to that of their original hypothesis.	One entry at the end of the year.	Paid Hours: 0.00 Unpaid Hours: 86.5 Average rate of pay: 0.00 Highest rate of pay: 0.00 Monthly sales: 0.00 \$Expenses/\$100 Earned: 0.00 Conclusion: "My hypothesis was incorrect after evaluating all of the data..."
16S	Abstract: This is where the student talks about the hypothesis, findings and their conclusion. This page is about what was learned from the experiment.	This should be done at the end of the research project and a conclusion has been found. (Step by step detail is not necessary for this part)	"My research project involved looking at nutrient deficiencies in plants..."
17S	Human vertebrate endorsement: This MUST be completed. The student needs to write about how people are going to be used within the experiment. i.e. taking a survey, eating something, etc.	This portion needs to be filled out prior to the research taking place and needs to be signed by the student and the teacher. All research must follow the guidelines set.	"During the research humans will be used by filling out a survey on eating habits..."
18S	Non-Human vertebrate endorsement: This MUST be completed. The student needs to	This portion needs to be filled out prior to the research taking place and needs to be signed by the student and the teacher. All	"During the research, chick digestion will be observed after eating organic feed..."



	write about how animals are going to be used within the experiment. i.e. eating something, behavior studies etc.	research must follow the guidelines set.	
19S	Hazardous Material Waiver: The student needs to identify materials that could affect safety.	This portion needs to be filled out prior to the research taking place and needs to be signed by the student and the teacher. Identify the substance, how to handle it safely, and how to properly dispose of it.	Substance: injection needles Safety Precaution: Hold the item gently so to not puncture skin. Maintain a sterile work space. Disposal: Place used injectors into a biohazard container.



Agricultural Education **Helpful Websites**

Facilitating Coordination in Agricultural Education (FCAE) www.agriculturaleducation.org	Illinois FFA Foundation www.illinoisffaoundation.org	Illinois State Board of Education www.isbe.net
The National FFA Organization www.ffa.org	MyCaert curriculum www.mycart.com	Illinois Association of Vocational Agriculture Teachers (IAVAT) www.iavat.org
The Illinois Association FFA www.illinoisffa.org	Illinois Association of Community College Agriculture Instructors www.iaccai.org	Postsecondary Agriculture Students Organization (PAS) www.illinoispas.org
Illinois Ag in the Classroom www.agintheclassroom.org	Illinois State University Department of Agriculture www.agriculture.ilstu.edu	EZ Records www.ezrecords.aces.uiuc.edu
University of Illinois Urbana-Champaign College of ACES www.aces.uiuc.edu	Western Illinois University School of Agriculture www.wiu.edu/cbt/agriculture	Southern Illinois University Carbondale College of Agricultural Sciences www.coas.siu.edu
National Association of Agricultural Educators (NAAE) www.naae.org	Illinois Association for Career and Technical Education www.iacte.org	University of Illinois Extension www.web.extension.illinois.edu/state/index.html
Pubs Plus University of Illinois https://pubsplus.illinois.edu/	CEV curriculum http://www.cevmultimedia.com/	Communities of Practice www.naae.org/membership/com/mofpractice/



SAE Record Book Mentors

The following teachers have been recommended to act as SAE mentors. These teachers are there for you to contact with any questions relating to record books.

****contact information subject to change. Please contact your district FCAE representative if changes occur**

Name	School	Contact Information
Kara Poynter	Sycamore	kpoynter@syc427.org
Kent Weber	Seneca	KWeber@senecahs.org
Sheila Fowler	Chicago Ag Sciences	srfowler@cps.edu
Jestun Nutter	Heyworth	nutterj@husd4.k12.il.us
Scott Riden	Farmington	sriden@dist265.com
Jonathan Morris	Franklin	jmorris@franklinhigh.com
Tammy Gerstenecker	Carlyle	tgerst@clinton.k12.il.us



Top Ten Teacher Tips

1. “Start where students are with what they already do. Start by getting them to keep records on just about anything, even on walking their dog or feeding their cat. Once they understand record-keeping, help them tailor an SAE that will fit their needs/likes.”
2. “The only way to learn a record book is to use the practice book from ITCS. The students do not need to do all of the problems, just pick one that closely represents most of the students and have them do it. As a new teacher, do it together with them.”
3. “To have successful record books, the advisor must take time to proof and check all aspects of the books to make them as good as they can be.”
4. “Make sure to have backup files. These files should contain past applications for State, American and State Foundation winners.”
5. “Letting students use a good example makes the process of filling out applications seem easier.”
6. “Use EZ Records online. The new EZ Records has helped motivate students to keep records. They find it much more enjoyable than writing on paper. Some students will not do hand written books.”
7. “Not all ag students will have a state winning SAE. That is ok, just try to get the students interested.”
8. “Do some of the practice problems for the EZ records. Let the students pick which ones they want to do. Try to pick ones that will work for your local area. Only doing a few from each area will help keep them from being bored. “
9. “Get young students started with some form of an SAE as early as possible.”
10. “If you choose to give grades for books, grade them both online and by meeting with student and helping them one on one. Grade monthly, not yearly.”

Thank you to the following Agriculture Teachers for providing these tips: Jonathan Morris, Kent Weber, Jestun Nutter and Sheila Fowler.



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