Colorado SAE Grant

The Agricultural Experience Grant Program will be used to assist students (FFA Members) enrolled in agricultural education courses in Colorado start or enhance an enterprise within their supervised agriculture experience program (SAE).

Description:

All freshman, sophomore, and junior FFA members in Colorado can apply for a grant. Grants will typically be $250-$1500 for individuals depending on the size, scope and type of the SAE. Grant money used to purchase animals is tiered to specie and awarded based on the application, small animals (rabbits, chickens, etc) up to $250, sheep, goat, swine, camelid up to $750, and cattle up to $1500. The committee's funding decision will be final. The instructor, student, parents (if possible), and funding donor will meet each other in person at the beginning of the program. The program will run for a 12 month period. Students are obligated to write a letter to their donor every other month, (6) letters and then do at least 6 blog post on the alternate month about their SAE. Members receive their checks at a reception in January at the Stock Show and put together a display board and meet with their donors at the State FFA Convention.

Student Responsibilities:

- Completed Application
- Current FFA member in good standings
- Member must return grant monies awarded if they leave FFA membership or enrollment of Agriculture Education classes during the program year they were awarded.
- Spend the grant funds in a timely manner and only for the purposes as outlined in the grant application. Failure to do so may result in returning the funds back to the Foundation.
- Submit required letters (sent to sponsor, Fairs and Shows Committee, Colorado FFA Foundation and your local FFA advisor's records)
- Letters may be electronically delivered based on sponsor wishes
- Training will be performed at first reception for student and sponsor
- Meet with sponsors at scheduled reception times. i.e. NWSS Stock Show reception and State FFA Convention.
- Keep accurate AET records of the project. The records will be reviewed by Fairs and Shows committee at State Convention during the program year and in December at the end of the program year. Failure to update the record book may disqualify the student from future grants and scholarships from the Colorado FFA Foundation
- A Display board of your SAE will be shown at the State FFA Convention during the year of the program.
- Attend the State FFA Convention during their program year to be interviewed by Fairs and Shows Committee members.
- Understand that failure to abide by the rules and the intent of the program may be cause for being suspended from FFA Activities.

Advisor Responsibilities:

- Guide the student in the successful implementation and operation of SAE.
- Assure delivery of record book and display board to State FFA Convention.
- Communicate with the Fairs and Shows Committee
- Understand that failure to abide by the rules and the intent of the program may be cause for your student being suspended from FFA activities.

Application can be found at:

www.theaet.com

Degree/Application Manager

Colorado Student Supervised Agricultural Experience (SAE)
Grant Review Rubric

Contact Information	
Student Name: (Last, First)	Chapter #:
Reviewer Name:	Date Reviewed:
Project Category:	Project Sub-Category
Funding Recommendation:	____ Fund ____No Fund

Overview of Scoring			
Category	**Corresponding Section**	**Total Points Possible**	**Points Received**
1. SAE Plan	SAE Description	15	
2. SAE Plan	Goals for SAE	15	
3. SAE Plan	Timeline	15	
4. SAE Budget	SAE Budget	15	
5. Budget Narratives	Resource and Collaboration Assessment	15	
6. Budget Narratives	Student Statement	15	
7. Budget Narratives	Advisor Statement	10	
	TOTAL	**100**	
Overall Comments			

SAE Plan-SAE Description Include (1) an overview of your SAE plan (2) the current and/or beginning size and scope of the project, (3) activities that are relevant to planning and implementation, and (4) practices that will be put in place for sustainability.		Score 15 points possible
13 14 15 **(Excellent)**	Project plan effectively includes and describes all of the following components: • A clear overview of the SAE, the size and scope of the project, activities that are relevant to the planning and implementation of the SAE, and practices that will be put in place for sustainability • Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors	
9 10 11 12 **(Good)**	Project plan is mostly inclusive (may be missing 1 component) and effectively describes the following: • An overview of the SAE, the size and scope of the project, activities that are relevant to the planning and implementation of the SAE, and practices that will be put in place for sustainability • Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors	
5 6 7 8 **(Average)**	Project plan is missing 2-3 components and vaguely summarizes the following: • An overview of the SAE, the size and scope of the project, activities that are relevant to the planning and implementation of the SAE, and practices that will be put in place for sustainability • Adequate grammar and sentence mechanics (spelling, capitalization, punctuation): 3-5 errors	
1 2 3 4 **(Poor)**	Project plan is missing all components and ineffectively summarizes the following: • An overview of the SAE, the size and scope of the project, activities that are relevant to the planning and implementation of the SAE, and practices that will be put in place for sustainability • Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): >5 errors	
0 **(Incomplete)**	• If applicant has not completed the section, indicate the incompleteness with a zero.	
Comments:		

SAE Plan-Goals for SAE Record two goals for your SAE and how it connects to career goal. Ensure that goals are SMART (specific, measurable, attainable, realistic and time bound). Be sure that each goal directly relates to the grant selected for this application.		Score 15 points possible
13 14 15 **(Excellent)**	• At least two goals are identified • States career goal and provides two examples of how this SAE connects with their career goal. • Goals are written in SMART format • Goals align with the SAE description and timeline • Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors	
9 10 11 12 **(Good)**	• Two goals are identified • States career goal and provides one example of how the SAE connects. • Goals are mostly written in SMART format • Goals generally align with SAE description and timeline • Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors	
5 6 7 8 **(Average)**	• At least one goal is identified • Only states career goal, does not provide examples of connection to SAE. • Goal is not fully developed in SMART format • Goals vaguely align with SAE description and timeline • Adequate grammar and sentence mechanics (spelling, capitalization, punctuation): 3-5 errors	
1 2 3 4 **(Poor)**	• At least one goal is identified • Does not state career goal or provide a connection. • Goals are not developed or written in SMART format • Goals are too vague and do not adequately relate to the SAE description and timeline • Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): >5 errors	
0 **(Incomplete)**	• If applicant has not completed the section, indicate the incompleteness with a zero.	
Comments:		

Revised: 10/01/2018

SAE Plan-Timeline Create a monthly or bimonthly timeline of activities from February through December. Include activities related to the planning, implementation and evaluation of the project.		Score 15 points possible
13 14 15 **(Excellent)**	Timeline of activities is specific and includes: • Monthly or bimonthly plans • Student engaged from February through December • Activities related to the planning, implementation and evaluation of the project • A minimum of five activities • Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors	
9 10 11 12 **(Good)**	Timeline of activities is mostly specific or excludes one of the following: • Monthly or bimonthly plans • Student engaged from February through December • Activities related to the planning, implementation and evaluation of the project • A minimum of five activities • Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors	
5 6 7 8 **(Average)**	Timeline of activities is vague and missing two of the following: • Monthly or bimonthly plans • Student engaged from February through December • Activities related to the planning, implementation and evaluation of the project • A minimum of five activities • Adequate grammar and sentence mechanics (spelling, capitalization, punctuation): 3-5 errors	
1 2 3 4 **(Poor)**	Timeline of activities is ineffective at describing activities and is missing more than two of the following: • Monthly or bimonthly plans • Student engaged from February through December • Activities related to the planning, implementation and evaluation of the project • A minimum of five activities • Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): >5 errors	
0 **(Incomplete)**	• If applicant has not completed the section, indicate the incompleteness with a zero.	
Comments:		

Revised: 10/01/2018

SAE Budget-Budget The budget should be inclusive of the award amount, but the overall budget plan may exceed the award amount.		**Score** 15 points possible
13 14 15 **(Excellent)**	• Line items are specific and quantifiable • Items are directly related to the SAE project as identified within the project plan • Items adjoin to the priorities of the SAE and are apparent in earlier narratives • Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors	
9 10 11 12 **(Good)**	• Line items are somewhat specific and quantifiable • Items are mostly directly related to the SAE project as identified within the project plan • Most items included link to the priorities of the SAE and are apparent in earlier narratives • Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors	
5 6 7 8 **(Average)**	• Line items are slightly specific or quantifiable • Items are indirectly related to the SAE project • Items included vaguely link to the priorities of the SAE and are somewhat apparent in earlier narratives • Adequate grammar and sentence mechanics (spelling, capitalization, punctuation): 3-5 errors	
1 2 3 4 **(Poor)**	• Line items are not specific or quantifiable • Items are not related to the SAE project • Items included do not link to the priorities of the SAE and are not apparent in earlier narratives • Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): >5 errors	
0 **(Incomplete)**	• If applicant has not completed the section, indicate the incompleteness with a zero.	
Comments:		

Budget Narratives-Resource & Collaboration Assessment Provide a summary that explains your total cost budget and how the funds will be obtained. Include your response to the following: (1) How do you plan to obtain resources necessary to cover the total costs for your SAE that are beyond your requested grant funding? (2) Do you have collaborators providing resources to help in accessing capital items such as breeding livestock, buildings or machinery? Explain these collaborations.		**Score** 15 points possible
13 14 15 **(Excellent)**	• Resources and/or collaborators are clearly identified • Includes thorough details of how the resources and/or collaborator will play a role in the SAE • Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors	
9 10 11 12 **(Good)**	• Resources and/or collaborators are identified • Includes vague details of how the resources and/or collaborator will play a role in the SAE • Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors	
5 6 7 8 **(Average)**	• Resources and/or collaborators are vaguely identified • Lacks details of how the resources and/or collaborator will play a role in the SAE • Adequate grammar and sentence mechanics (spelling, capitalization, punctuation): 3-5 errors	
1 2 3 4 **(Poor)**	• Resources and/or collaborators are not identified • Does not contain details of how the resources and/or collaborator will play a role in the SAE • Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): >5 errors	
0 **(Incomplete)**	• If applicant has not completed the section, indicate the incompleteness with a zero.	
Comments:		

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Budget Narratives-Student Statement Explain how this grant will benefit the development and/or expansion of your SAE program. Include any financial and/or special circumstances that would limit your ability to start or expand your SAE without receiving this grant.		**Score** 15 points possible
13 14 15 **(Excellent)**	• Student clearly explains how the grant will benefit their SAE • Student clearly describes any limiting circumstances • Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors	
9 10 11 12 **(Good)**	• Student explains how the grant will benefit their SAE • Student describes any limiting circumstances • Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors	
5 6 7 8 **(Average)**	• Student vaguely explains how the grant will benefit their SAE • Student imprecisely describes limiting circumstances or indicates that there are not many limiting factors • Adequate grammar and sentence mechanics (spelling, capitalization, punctuation): 3-5 errors	
1 2 3 4 **(Poor)**	• Student does not explain how the grant will benefit their SAE • Student does not describe any limiting circumstances or addresses that there are not any limiting factors • Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): >5 errors	
0 **(Incomplete)**	• If applicant has not completed the section, indicate the incompleteness with a zero.	
Comments:		

Budget Narratives-Advisor Statement Explain specifically, how this grant will benefit the development and/or expansion of the student's SAE program. Include any financial and/or special circumstances that would limit this student's ability to start or expand their SAE without receiving this grant.		**Score** 10 points possible
8 9 10 **(Excellent)**	• Advisor clearly explains how the grant will benefit the student's SAE • Advisor clearly describes any limiting circumstances • Excellent grammar and sentence mechanics (spelling, capitalization, punctuation):No errors	
4 5 6 7 **(Good/Average)**	• Advisor explains how the grant will benefit the student's SAE • Advisor describes any limiting circumstances • Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors	
1 2 3 **(Poor)**	• Advisor vaguely explains how the grant will benefit the student's SAE • Advisor does not describe any limiting circumstances (or address that there are not any limiting factors) • Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): >5 errors	
0 **(Incomplete)**	• If applicant has not completed the section, indicate the incompleteness with a zero.	
Comments:		