

AET Manual as of 2018

Last Update January 2018

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Glossary

Introduction

As a student of Agricultural Education you are required to develop a supervised agricultural experience program (SAE). A SAE is a sequence of practical agricultural activities that occur outside of the classroom. These activities help develop competencies related to the agricultural pathway selected and are supervised by a qualified agricultural teacher. An easier way to think of a SAE is to consider it a four-year program of practical out-of-class learning experience related to your career goals. It will consist of some sort of enterprise or enterprises.

For the purposes of your Agricultural Experience Tracker (AET) the term enterprise will be used when referring to your SAE. The term project is not used. There are six types of enterprises that you may choose:

Entrepreneurship:

- A project where revenues are projected to exceed cost in order to develop a profit
- Time & money are invested resources
- Must include financial risk by the student
- Your records will use the journal to record time and finances to record financial entries. This type of project involves financial risk and extensively uses finances section

Placement (Paid or Unpaid):

- Paid or unpaid work experience relating to agricultural course topics/AFNR pathways
- Paid experience involves recording a paycheck and potentially frequent journal entries
- Unpaid experience is a journal based project
- Time is an invested resource
- Records will focus on the journal to record your time invested, and if paid you will use the finance section to record your paycheck as well. (Paycheck hours must be entered in the journal and again in finance with the pay amount)

Research:

- Applies the scientific method to areas related to agriculture
- Relates to research questions, previous research and develops findings
- Time and money (potentially) are invested resources

- Journal is the primary focus to record your time. Finance is used if money is involved in your research. You will use finance section in AET if 1) record funding or 2) related expenses or capital purchases.

Exploratory/Supplemental/Improvement:

- Considered a “foundation project” that is open to all students
- Typically related to exploring areas of agriculture
- Time is an invested resource
- Journal only - Records only use the journal section which focuses on your time.

One important part of a successful SAE is keeping accurate records. The Agriculture Experience Tracker has been developed for that purpose. AET is similar to the way agribusinesses keep records. Why do we even need to keep records of what we do? This manual will guide you through AET. Each section of AET will be examined in detail. The chapters of this manual are divided into sections according to AET. Each chapter contains instructions on how to complete the section and an example.

AET will allow you to keep track of all the pertinent information needed. The most important thing you will keep track of in AET is time, followed by financial information. By recording the amount of money you spent on your SAE and how much you have earned you are able to make management changes in the future, and even determine if the SAE is worth continuing. Time is recorded four times more than financial entries on AET.

Units of measurement

The following weights and measures are the measurements that will be used throughout AET, and the abbreviations will be the official abbreviations used in the record book.

Liquid Measure

1 tablespoon (level)= $\frac{1}{2}$ fluid ounce
3 teaspoons (level)= 1 tablespoon
2 tablespoons (level)= 1 fluid ounce
8 fluid ounces= $\frac{1}{2}$ pint=1 cup
2 cups=1 pint
2 pints=1 quart
4 quarts=1 gallon
7 $\frac{1}{2}$ gallons= 1 cubic foot
1 U.S. gallon=231 cubic inches

Linear Measure

12 inches=1 foot
3 feet= 1 yard
1760 yards= 1 mile
5,280 feet=1 mile

Square or Surface Measure

144 square inches=1 square foot
9 square feet=1 square yard
43,560 square feet= 1 acre
640 acres= 1 square mile
36 sections =1 township

Solid or Cubic Measure

1728 cubic inches= 1 cubic foot
27 cubic feet= 1 cubic yard
46,656 cubic inches =1 cubic yard
128 cubic feet= 1 cord
4 feet x 4 feet x 8 feet= 1 cord
1 foot x 1 foot x 1 inch= 1 board foot
43,560 cubic feet of water = 1 acre foot

16 ounces= 1 pound
100 pounds= 1 hundredweight (CWT)
20 hundredweight= 1 ton
2,000 pounds= 1 ton

Metric Conversion

1 pound= .454 kilogram
1 ounce = 28.35 grams
1 gallon= 3.785 liters
1 fluid ounce= 29.573 ml
1 mile= 1.609 kilometers
1 yard= .9144 meters
1 cc=1 ml=.061 cubic inch

Unit Abbreviations

Acre= ac
Bale= bl
Board Foot= bdf
Box= bx
Cubic= cu
Cubic Centimeter= cc
Cubic Foot = cuft
Cubic Yard= cuyd
Dozen= dz
Each= ea
Gallon= gal
Hour= hr
Hundredweight= CWT
Liter= L
Milliliter= ml
Month= mo
Pair= pr
Pound= lb
Sack= sack
Weight= wt
Yard= yd

Avoirdupois Weight

General Livestock Information

Dressing Percentages/Feed Conversions

Livestock	Average Percentage	Conversion Rate
Cattle	62%	6-7 lbs of feed to 1 lb gain
Sheep	52%	5-6 lbs of feed to 1 lb gain
Hogs	72%	3 lbs of feed to 1 lb of gain
Goats	50%	7 lbs of feed to 1 lb of gain

Livestock Breeding Chart

Animal	Best age to breed	Duration of heat	Repeats	Occurs after delivery	Time to breed after delivery	Average body temp. (degrees F)	Length of gestation
Mare	48 mo	3-7 days	18-21 days	3-17 days	9th day	100.5	340 days
Cattle	15-24 mo	12-18 hours	18-21 days	28 days	8-12 weeks	101.5	283 days
Sow	8-10 mo	1-3 days	18-21 days	3-9 days	8.5 weeks	102.6	114 days
Ewe	18-20 mo	1-2 days	18-21 days	6-7 months	Summer and Fall	102.3	150 days
Doe	12 months	1-3 days	18-24 days	6 weeks	Only breed 1 time per year	102-103	150 days

Setting up a Student Profile

National FFA and State FFA Association required data to be complete in order to submit a student for membership.

Data includes: First/Last name, Address city/state/zip, grade, graduation year and month (seniors only)

How to complete the student profile:

Step 1: Log In: Go to <http://www.theaet.com>, and click "Student" in the left-side Sign In menu.

Enter the following information: Chapter Number: Two-letter state abbreviation plus FFA Chapter number. (Ex: TX0765)

Username: Typically first initial and last name, but your teacher will provide. (Ex: Tmurphy for Tim Murphy)

Password: Create a custom password in the Student profile.

Step 2: PROFILE: Setup & Keep it up to date

"Manage/Edit your personal profile and password"

Complete all parts for a 100% score and a complete FFA Award.

Review your FFA Member #

Change your password

"Edit" your Demographics

"Edit" your Contact Information

"Record your School Ag class schedule" Essential before your start your records!

Your teacher sets up courses.

"Manage your Resume information" The resume builds from record book information, but other accomplishments can be added here.

SAE Experiences

SAE Opportunities

There are eight different opportunities or pathways that an experience can fall into: Agribusiness, Animal, Plant, Environmental, Food Products and Processing, Natural Resources, Power Systems, and Leadership/Career and Education. Each of the following are areas and descriptions of what different experiences can look like in that pathway.

Agribusiness:

Entrepreneurship	Placement	Research	Exploratory
Landscaping/lawn care	Working in lawn care	Consumer perceptions of grass-fed beef	Farm management training at a local bank
Custom Commodity processing	Working for a commodity processor	Corn yield/fertilizer research	Attending a leadership development training
Outdoor recreation guide	Work for a farmers' market	Student perceptions of courses in Agribusiness	Job Shadowing a farm crop business consultant/ sales rep
Selling market animals/ raising breeding animals	Working for an agricultural marketing and advertising company		Intern for an ag marketing and consulting company
Custom harvesting or planting, natural resources consultant, communications and advertising consultant	Working for a leadership development team		Farm Management and marketing project

Animal

Entrepreneurship	Placement	Research	Exploratory
Show animal for Market	Ranch work in animal care	Animal weight gain research	Livestock Evaluation
Breeding animal herd for market animals	Vet work with small or large animal	Animal health related research	Job Shadowing in the animal industry
Replacement female project	Working at a feed mill operation	Animal Reproduction research	Ag issues in the animal industry
Animal care consulting for breeding or market animals	Working at a wildlife management ranch	Wildlife nutrition research	Artificial Insemination certification

Hunting guide	Working in a feed testing facility	Animal nutrition research	Animal Facility Management workshop
Wildlife Management		Habitat for wildlife research	
Wildlife habitat management consulting			

Environmental

Entrepreneurship	Placement	Research	Exploratory
Soil testing consultant	Working at soil testing facility	Nitrate study from various animal waste products used in composting	Review of climate change related to agricultural production
Water quality / testing business	Working at business that develops garden fertilizers from dairy waste	Effects of water quality on growth of bass	Job shadowing at a agricultural animal waste division
Alternative fertilizer business utilizing poultry waste	Working for the state department of water quality	A historical review of weather impacts on crop production	Ag issues related to irrigation in drought conditions
Dairy waste products converted to garden fertilizer	Working for wildlife management specialist in environmental analysis	Measuring soil nutrients from alternative fertilizers	State environmental testing workshop for water quality

Plant

Entrepreneurship	Placement	Research	Exploratory
Farming grain crops	Working for hay production business	Hay yield research project - temperature	Chemical applicators license
Growing and or selling forage crops	Working for a crop services business	Crop production research - irrigation techniques	Job shadowing - grain crop producer
Crop services business	Working for a seed company	Plant pest control research - low impact techniques	Plant identification and management experiences
Fertilizer or chemical	Working for a crop	Flowering techniques	Community garden

sales business	consulting business	research - varying temperature	project
Owning a flower arrangement business	Working at a flower arrangement shop	Flower growth research - varying measures of light Fruit shelf life from varying seed varieties	Master Gardener Program (USDA)

Food Products and Processing

Entrepreneurship	Placement	Research	Exploratory
Honey Production Business	Working in a food distribution center	Consumer perceived value of grass fed beef	Review of HACCP in the beef processing industry
Vegetable production	Working in a food testing business	Consumers concerns for E-Coli in meat production	Job shadowing at a food processing business
Animal processing business (poultry products)	Working for Food Safety and Inspection Service (HACCP)	Consumer taste preferences test for organic and non-organic vegetables	Ag issues related to country of origin labeling in the meat industry
Food inspection and food safety products	Working for food shipping and packing company	Measuring internal temperature of meat products from common cooking procedures	Attending USDA career day and learning about meat inspection employment

Natural Resources

Entrepreneurship	Placement	Research	Exploratory
Wildlife management consultant	Working at recreational wildlife ranch	Antler growth from feed supplements	Review of the hunting industry in your area
Deer breeding and management business	Working at deer breeding business	Quail habitat development techniques	Job shadowing at a wildlife ranch
Hunting or recreation guide	Working for the state department of parks and recreational tourism	Economic value in rural communities from hunting	Ag issues in the outdoor recreational industry
Wildlife safety	Working for wildlife	Techniques to control	State parks and

consulting	management specialist in habitat development	feral hog populations	recreational tourism business development workshop
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Power systems

Entrepreneurship	Placement	Research	Exploratory
Custom trailer fabrication	Working at a custom fabrication business	Hydraulic pressure of varies lubricants	
Equipment repair business	Working for a wind energy company	Emission control effects of diesel engines	
Wind Energy Business	Working for a livestock handling equipment dealer	Ethanol fuel impacts on small engines	
Wildlife management equipment (Feeders, stands, etc...)	John Deere Tractor dealer	Structural integrity of varying structural supplies used in barn construction	

Leadership/Career and Education

Entrepreneurship	Placement	Research	Exploratory
Motivational speaker	Working in a public relations firm	High school students perceptions of the FFA organization	Review of career opportunities in agriculture
Workshop leader in educational training	Working for a consumer research company	Consumers concerns for E-Coli in meat production	Job shadowing at a food processing business to learn about career success
Public relations consultant to manage business image	Working as an educational aid	A comparison of differences in regional view of food safety	Ag issues related to country of origin labeling in the meat industry
Developer of educational content for use in high schools	Working for the state department of agriculture in educational outreach to youth	High schools students outlook for production agriculture compared to FFA students	Attending USDA career day and learning about meat inspection employment

Areas of Interest and setting up a SAE

There are six different types of SAE experiences that you have available to choose from. Exploratory/Supplemental/Improvement, Research, Placement (Paid or Unpaid), and Entrepreneurship.

Primary Experience Category: Represents the primary area of interest for your SAE project.

In order to set up your SAE Experience click on Experience manager on the left hand side of the journal tab. Click on Add/Edit Experiences.

Setup:

Name of SAE- when giving your SAE a name there are very important things to keep in mind. The following are the different ways to name projects.

A description of your SAE project help manage SAE records, develop valuable reports and describes your project in FFA awards. *Some ideas to help are:*

Market animal project or Other Market project name is typically divided into (a) name that represents the project such as "show swine" and (b) the marketing year such as "2015". An example is "Show Swine 2015". This helps track the records for the appropriate project and easily identify it as "inactive" once it is complete.

Breeding animal project name is normally identified by a type such as "Commercial Breeding Cattle" or "Breeding Swine". These projects typically run from start to end and do not have an associated year.

Job Experience name is identified by the employer or business that hires the student to work. An example is "Murphy Farms".

Research project name represents the research project. An example is "Light exposure for plant growth" or commonly the title of the research project.

Exploratory project name represents the experience, such as "Careers in Wildlife Management", which represents a career exploration project. Other examples are learning activities, which are named in relationship to the activity.

The following are resources that are located in the AET in the classroom section of the AET web site.

SAE areas of SAE interest: [Agribusiness](#), [Animal](#), [Environmental](#), [Food Products and Processing](#), [Natural Resources](#), [Plant Systems](#), [Power Systems](#), [Leadership/Career and Education](#)

Level/Focus of Project

Independent

Most traditional projects are Independent. The student is responsible for management decisions with supervision and support from others. The student bears any financial risk, and/or receives financial reward.

School Based

These projects are conducted with formal cooperation of the school. This is sometimes referred to as a "school-based enterprise". Typically school resources are required, and the school assumes the majority of any financial risk in the project, while the student may be rewarded for assisting in management decisions, promotion, implementation, and evaluation of the project.

Service Learning

These projects are conducted with the formal cooperation of community organizations, often those responsible for a community-based event. These organizations assume any financial risk in the project. These are sometimes referred to as service learning projects, and may involve students in conducting needs assessment, planning goals and event objectives, promotion, implementation, and evaluation of the activity.

Developing a SAE Plan

When develop your SAE Plan refer to the "Developing an SAE" Plan guide to complete this process. Your plan should cover these key points:

1. Identifies a general description of your project
2. Explains your dates of involvement and planned supervision
3. Communicates your planned learning outcomes

Step 1: Choose SAE Plan in your Experience Manager.

Once an SAE is set up, choose "SAE Plan" from the "Experience Manager" and select the plan icon to develop and SAE plan.

Step 2: Complete the sections of the "SAE Plan": Review each section

- a. **Description** - A summary of the project. Include all basic information you want people to know about your project.

- b. **Time** – A summary of your planned time in a detailed schedule of activity dates, supervision of your project and other time and supervision-related information.

- c. **Learning Objectives** – A summary of all of things you plan to learn, how it relates to your future career and agricultural science courses. Done! – Now track your experiences in the JOURNAL and/or FINANCES tabs and refer to the Managing SAE Guides for important steps.


The following are resources that are located in the AET in the classroom section of the AET web site.

1. [SAE Planning for Exploratory SAEs](#)
2. [SAE Planning for Research SAEs](#)
3. [SAE Planning for Placement SAEs](#)
4. [SAE Planning for Entrepreneurship SAEs](#)

Developing an SAE Budget

The purpose of the budget is to anticipate the cost factors of an enterprise, compare, them to the potential income, and determine which enterprises have the best possible chance for financial success. Budgets are essential when going to the bank to borrow money.

Simply the budget is your best estimate of how much it will cost you to operate your enterprise. It is important to consider all cost factors and to be as realistic as possible. You will need to use many resources in order to have an accurate budget. For example a phone call to a feed store or nursery can give you an accurate estimate of certain expenses. Similarly, just because one person in your chapter sold their lamb for \$9.00 per pound doesn't mean you will be able to secure such a price. Be as realistic as possible when estimating. It is wise to estimate your expenses slightly higher and your receipts slightly lower than your think they will actually be.

Budgets are only used in entrepreneurship, and research/experimental. Placement and foundational experiences do not have a budget (this is why there is no  in the experience manager area).

The budget must be complete before the project starts.

When making a budget round off all entries to the nearest whole dollar. Take actual amounts, and round the value either up or down. If the cents value is greater than .50, round up. If the cents value is .49 cents or less, round down.

Budget items which are not applicable to your experience, or for which the answer is zero (0) must be left blank. Also, do not write include dollar signs.

In the memo box describe how the amount of income only was determined Ex: Market hog 225@3.00/lb.

Managing SAE Entries Journal

Time in AET Experience

Experience- Select the SAE that is related to your entry at the time

Activity- Select the activity that best fits your entry. Be sure to explore all areas and select the final activity that best describes your investment of time. If you are entering an entry that represents a long period of time, you should develop a separate entry for each standard activity. This is a list of hours that align to the activity.

Time- Enter whole numbers for hours of time.

Description of activity- Give a detailed description for the activity.

Pictures- You can record a picture that aligns to your journal activity, which is saved in your portfolio and can be used in FFA awards or other uses.

Supervision- If your Ag Science Teacher visited/supervised your project for this journal entry, please choose the Teacher. The "description" above should include your teacher's assessment, comments, and recommendations for your project.

Time in community service

Group Served- This group is a description of "Who" you are serving. *Examples would be Food Bank, Church event or other service organization.* This group CANNOT be FFA or your chapter. This type of entry would be better recorded as an FFA activity.

Description of activity- Provide details of your community service activity and be specific.

Examples include- receiving food truck and unloading and inventorying items, selling food at community event, rebuilding park flower beds

Beginning Date


This page helps you to establish your beginning items prior to your first day in Ag Education classes. Beginning inventory for future years is automatically calculated.

Make sure to review ALL THE STEPS that apply to you. Your Beginning Inventory transactions from this page will automatically appear in the [Transaction Ledger](#) and in the [Capital Item Manager](#) with the date of your first day in class.

Current Projects-

If you began your Ag Project "Experiences" before you started class, you can use this page to add your expenses. Before you can use this page, you must set up your Experiences using the [Experience Manager](#). The DATE of these transactions will automatically be set to your first day of class

Non Current-

Non-Current (Capital) items are things used by your projects that are usually expensive and last several years.  Examples include: show tack, feeders, breeding animals, trailers, and other equipment. If you have Non-Current Items from before you started class, you can use this page to add them. The PURCHASE DATE will automatically be set to your first day of class. Use the [Capital Item Manager](#) to specify additional details, depreciation, etc for each non-current/capital item.

Liabilities and loans- If you have Liabilities or Loans before you started class, you can use this page to add them. Enter the remaining amount due and remaining number of payments as of your first day in Ag. Use the [Loan Manager](#) to specify additional details and record payments for each loan.

Beginning Values-You can specify Beginning Cash-on-Hand to reflect the balance in your checking or savings account that is available for your Ag Projects on the first day of class.

Finances (Experience yearly inventory valuation)

There are two ways to estimate the financial value of your entrepreneurship experience:

- By default, the AET calculates your current inventory by looking at your expenses and income.
- Alternatively, you may choose to specify the value of your inventory. This value should be based on market data, and you should include an explanation of why you have valued your experience above or below its default value.
- After an enterprise is marked "inactive", the closing inventory is automatically \$0.

Finance (paychecks)

Only SAEs designated as paid placement go here.

Total hours- These hours are reported on FFA Award applications. You may use the AET Journal separately to record time spent on specific educational activities.

Only SAEs designated as "Paid Placement" are shown here. For unpaid placement, please use the Journal.

Capital Item Management- You will use this screen to manage your capital items. Your primary choices are:

(1) "Edit" the purchase information for each item

(2) You may also record the "sell" of a capital item

(3) An important area is "usage" of each item, which allows you to develop a percent value to each SAE project that utilized the capital item.

The following are resources that are located in the AET in the classroom section of the AET web site.

1. [Enter SAE Journals Guide](#)
2. [Enter Income and Expense Guide](#) and [Managing Non-Current Items Guide](#)
3. [Managing Placement SAE Guide](#)
[Placement SAEs are \(step-by-step guide\)](#)
4. [Managing Entrepreneurship SAE Guide](#)
[Entrepreneurship SAE \(step-by-step\)](#)
5. [Managing Research SAE Guide](#)
[Research SAEs \(step-by-step guide\)](#)
6. [Managing Foundational SAE Guide](#)
[Foundational SAEs \(summary of steps\)](#)

Depreciation

Depreciation is an annual cost allocation to account for non-current assets used to build income. Depreciation is an essential business practice and is essential to correctly manage SAE projects.

Items used to make income should have an associated cost to properly measure profit, which for capital items is called depreciation expense. A similar example is if you raise livestock you will have feed expense. If you have capital items (non-current), you should have depreciation.

The value of depreciation is based on several factors that you manage to best represent the business situation. The factors are: (1) Purchase price – shows the cost or transfer-in value of the item (beginning value), (2) Estimated useful life – years of typical use and is based on the type of item, (3) Salvage value – potential resale price of the asset once your use is complete.

For a complete list of depreciable items and their depreciation schedule, refer to the most applicable Internal Revenue Service (IRS) Publication 225 also known as the Farmers Tax Guide. Depreciable items are outlined in Chapter 7. The most applicable publication is defined as the publication used for current tax preparation. Example in the year 2018, the 2017 edition would be used as taxes are prepared for the previous year. In the event that the depreciation schedule options given in The Agricultural Experience Tracker (AET) do not match the depreciation schedules listed in Publication 225, select the closest numerical depreciation schedule available in AET.

Salvage value is the estimated resale value of an asset at the end of its useful life. It is also known as scrap value or residual value and is used to determine the annual depreciation of an asset. Salvage value should be provided in all scenarios and written test for the AET Record Contest.

The following are Resources that are located in the AET in the classroom section of the AET web site.

[Guide to teach depreciation](#)

Glossary

AET and Agriculture Education terms

AET Experience: Manages a Supervised Agricultural Experience (SAE) project with special attention given to the (a) time and (b) size of the project. Ex: One head of a Show Steer for 2013, Murphy Farms Employment or a Plant Growth Research Project.

AET Experience Journal: Time invested in AET experiences, also referred to as a student SAE. Ex: Recording time spent in a research SAE project such as on September 5th investing two-hours reviewing previous research

AET FFA Committee Journal: Time invested in FFA committees. Ex: Student time working within the public relations committee of the FFA chapter.

AET FFA Competition Journal: Time invested in and the level for FFA competition events. Ex: Competing in parliamentary procedures contest at the area level and recording the time for the event of one-hour

AET FFA Community Service Journal: Time invested in service events that support a student's local community. Ex: Community projects such as roadside cleanup and community garden.

AET Finances Journal: Financial values related to agricultural education such as (a) beginning inventory, (b) paychecks, (c) cash and (d) non-cash transactions, (e) loans, (f) capital items and (g) personal transactions. Ex: Beginning inventory, expenses and income related to an AET Experience, purchase and use of capital items, and personal financial entries.

AET Financial Transaction List: Review and edit any financial entry. Ex: Use to review previously entered transactions, search and replace entries that are in error.

AET Journal: Student invested time for (a) courses, (b) AET experiences, (c) FFA activities and (d) community service.

AET Officer Journal: Time invested as an elected FFA officer. Ex: Officer meetings, chapter meetings and other time obligations

AET Other FFA Events Journal: Time invested in and the level FFA conferences or other events. Ex: Attending regional FFA conference, state FFA leadership camp or national FFA meeting.

AET Market Adjustment: AET current inventory adjustment used when the normal cost value of AET experiences (SAEs) is not accurate. Ex: On December 31st, a breeding operation with offspring still on females has an AET cost value of \$500, but the market value is more accurate at \$1,500. A market value of \$1,000 would create an increase in current inventory value.

AET Profile: Basic student (a) contact information, (b) courses in agricultural education, (c) resume accomplishments and (d) leadership positions.

AET Student Portfolio: Save images or files for later access or use. Ex: Importing into FFA proficiency applications, adding to AETweb or access.

Asset: Items of value that you own, including cash and money owed to you by someone else.

Beginning Inventory: Items before student's first day of ag education, and includes (a) AET Experience expenses, (b) Non-current inventory items and (c) cash. Ex: Items for a show animal project such as the animal, feed or supplies, capital items and cash on hand prior to the first ag education class.

Capital Item Manager (non-current inventory): Purchase, sell or record the usage of capital items. Ex: Buying new breeding animals, show tack, lawn mowers, barns, land, trailers and other high value items

Capital Item Salvage Value: The estimated sales price of capital items once usage is complete or the asset has served the intended purpose for the current user. Ex: A laptop cost value of \$800, but will be sold in 4 years for an estimated \$650. The \$650 is the estimated salvage value.

Capital Item Usage: The annual percent allocation of depreciation cost from a capital item to each AET Experience (SAE). Ex: A laptop in one year is 50% for breeding beef and 50% for a research project.

Capital Item Useful Life: The estimated number of years the item will perform the intended use. Ex: Breeding animals is usually 5-10 years, equipment 10 years and buildings usually have a 20-year life.

Cash Expense: Purchased cash items to be used in an AET Experiences (SAEs) to supplement or manage the projects growth. Ex: Inventory purchased for resale, feed, supplies, rent and other cost needed to develop the project.

Cash Income: Cash earned from AET Experience project, which is typically referred to as income or sales. Ex: Selling a show animal, collecting rent from an equipment lease or collecting cash to fund a research project

Current Inventory: The inventory value of AET Experiences (SAEs), which is based on the cost of items used in the project. Ex: Student has a poinsettia project and purchases \$400 in plants, \$100 in pots and soil, which gives the student a current inventory of \$500

Depreciation Expense: Represents an annualized cost of a capital item. Depreciation is a noncash transaction that is calculated from the (a) cost of the capital item, (b) minus the salvage value and (c) divided by the useful life of the item. Ex: A laptop costs \$800, salvage \$650 and useful life of 10 yrs. = \$15 annual depreciation cost: $(\$800 - \$650) / 10 = \$15$ depreciation per year

Entrepreneurship SAE: A project that (a) requires monetary investment to potentially (b) gain a profit (revenue greater than expenses). Ex: service or supply business, show animal or breeding animal project

Exploratory SAE: An unpaid project that involves learning a new skill or gaining knowledge in an agriculture-related area. Ex: Training for a FFA competition team or attending an educational training seminar.

Gift: Receiving a gift of expense related items used in developing an AET Experience (SAE) versus purchasing the items with cash. Ex: A student receiving a free set of flowers to arrange and sell as a floriculture project

Improvement SAE: An unpaid project that improves a physical item.
Ex: Restoring a building or redeveloping a garden.

Independent SAE Project: Most traditional projects are Independent. Students are responsible for management decisions with supervision and support from others.

Liability: Money or items of value that you owe others.

Non-Current Inventory (capital Items): The inventory value of items that is (a) high in monetary value and have a (b) long-term use value in supporting AET Experiences (SAE projects). Also referred to as capital items. Ex: Tractors, showbox, stall equipment and other related items that are used to support several projects across several years

Non-Cash Transfer: Trading items between AET Experiences (SAE) and recording income to one project while at the same time recognizing an expense to another project. Ex: Raising show pigs from a sow operation (income) and transferring new prospects into a new pig project (expense) for the current year

Non-Cash Transactions: Income or expense transactions that do not involve cash, but rather a trading or bartering for services. All values are usually recognized as market values. Ex: Selling hay from a hay production project to a show animal project. There are many types of specific non-cash transactions.

Non-SAE Labor Exchange: Trading non-related project labor for items used in developing an AET Experience (SAE). Ex: A student working in a family day care center for the expenses to support a production rabbit project.

Placement SAE: A job experience project, either paid or unpaid. Ex: working at a dairy, farm store or other agribusiness-related job

Program of Activities (POA): Agriculture education program events that are (a) targeted to a program's objective, (b) relate to the program's mission statement and are (c) planned with

measurable goals used in measuring results. Ex: Hosting an agriculture awareness day with elementary schools, which relates to the public relations objective of the program.

Research SAE: A project that requires a (a) research question, (b) review of already completed research, (c) experiment using the scientific method and (d) develop a final report including results and project findings. Ex: Horticulture plant growth in different climates, testing building material strength or other research related items

Review AET Journal: To review and edit any type of journal entry. Ex: Reviewing FFA competition entries to review if a competition entry has been recorded

Salvage Value: The estimated salvage/scrap/retention value of the capital item at the end of its useful life.

School Based SAE Project: These projects are conducted with formal cooperation or the school. This is sometimes referred to as a "school-based enterprise". Student works as a partner with their school or some formal agreement.

Service Learning SAE Project: These projects are conducted with the formal cooperation of community organizations or non-profit, often those responsible for a community-based event. These projects cannot be duplicated as community service; this is your SAE project that you lead.

Supervised Agricultural Experience (SAE): A project completed (a) outside of the normal class time, (b) related to agriculture courses and (c) is supervised. Ex: wildlife research project, employment at farm store or show animal experience.

SAE Labor Exchange: Trading related project labor for items used in developing an AET Experience (SAE) versus purchasing cash items. Ex: Working for a dairy business in exchange for feed of a dairy project.

Supplemental SAE: An unpaid project that supplements another SAE project. Ex: Becoming a certified welder in order to supplement your agricultural mechanics SAE or artificial insemination (AI) certified to support animal breeding SAE

Used at home: Recognizing the non-cash sale to a student's family and usually is valued at a typical market price. Ex: A student with a poultry project that sells their remaining chickens to family, but collects no cash or exchange for the sale