

## Colorado Ag Education Innovation School Based SAE Grant

The Agricultural Experience Innovation Grant Program will be used to assist secondary agricultural education programs in Colorado start or enhance an enterprise within their school which will provide students enrolled in Agricultural Education with supervised agriculture experience program (SAE) opportunities.

### Description:

All school based agricultural education programs in Colorado can apply for a grant—preference will be given to programs that show need and demonstrate innovation. Grants will typically be \$1500-\$6000 for programs depending on the size and scope of the SAE. The instructor, students, and funding donor will meet each other in person at the beginning of the program. The program will run for a 11 month period. The team will communicate via phone or video chat, where possible, at least three times throughout the program. Informal communication through phone, email, etc. is encouraged throughout the experience.

### Requirements of the instructor and Ag Program

- Completed Application
- Be a chapter in good standings
- The school must return grant monies awarded if the project does not conform to the original project as outlined in the award application.
- School based SAE must align with a Proficiency award application.
- Meet with sponsors and mentors at scheduled reception times. i.e. NWSS Stock Show reception.
- **Ag Ed Program should keep accurate records** of the School Based SAE. Financial records must be kept up to date for potential review by the Colorado FFA Foundation or its designee. Failure to adhere to the terms of the grant, may disqualify the chapter/ag education program from future grants and scholarships from the Colorado FFA Foundation.
- A Display board of the school based SAE will be shown at the State FFA Convention during the year of the program.
- An online survey will be distributed at the conclusion of the grant period. The instructor and at least two students that participated in the program are required to complete the survey.
- The Foundation may at times elect to award the grant, but not forward the funds until adequate funding progress is made and it is demonstrated that the project will be completed.
- By accepting and cashing the award check the advisor, their administrator, and school district are agreeing to the terms and intent of this program, these requirements and any additional terms outlined with the grant award. Any potential violations will be reviewed by the Colorado FFA Foundation and/or designee. All decisions are final.

## Assurances

<b>Local Instructor Responsibilities</b> <i>(please initial beside each point indicating your understanding of responsibility)</i>	
	Attend first year meeting at the reception during the NWSS on FFA Day and bring two students who will participate in the school based SAE.
	Guide students in the successful implementation and operation of the school based SAE.
	Create SAE display board of the school based SAE project. This board will be displayed at the State FFA Convention while enrolled in the program.
	Assure delivery of record book, and display board to State FFA Convention.
	Complete end of the experience survey and insure that at least two students will do the same.
	Treat the grant as a gift and only use the funds for the intended use as outlined in the grant application.
	Keep an accurate AET record book of the project (updated monthly). To be reviewed at State convention during the program year. Book will be internal reviewed periodically throughout the year as well.
<b>Local Administrator Responsibilities</b> <i>(please initial beside each point indicating your understanding of responsibility)</i>	
	Have full knowledge of the School based SAE plan that is being implemented.
	Support the intent of the School based SAE project and agree that the school based SAE project adheres to all school policies and if funded will be allowed to function as outlined in the grant application.

***We have read the rules to the above selected program and agree to abide by those rules if selected. We have also initialed the responsibilities above in the Program Requirements.***

Instructor printed name: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_ Date \_\_\_\_\_

School Administrator Printed name \_\_\_\_\_ Title \_\_\_\_\_

School Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

**Upload this completed assurances page with the online application.  
Application can be found at:**

[Chapter Improvement/School Based SAE Grant](#)

## Colorado School based SAE and Chapter Improvement Grant Review Rubric

Contact Information	
Teacher Name: (Last, First)	Chapter #:
Reviewer Name:	Date Reviewed:
Project Category:	Project Sub-Category
Funding Recommendation: _____ Fund _____ No Fund	

Overview of Scoring		
Corresponding Section	Total Points Possible	Points Received
Need for Grant	15	
Time Investment	10	
Financial Investment	15	
Capital Investment/Partner Investment	15	
Learning Outcomes/Goals	15	
Instructor Letter	10	
Budget	10	
Administrator Letter	5	
Assurances	5	
<b>TOTAL</b>	<b>100</b>	
Overall Comments		

<b>Need for Grant</b>		<b>Score 15</b> points possible
Describe the need for the grant. Please explain what you plan to purchase with the funds. How will this help your program/students?		
<b>13 14 15</b> <b>(Excellent)</b>	Description of need effectively includes and describes all of the following components: <ul style="list-style-type: none"> <li>A clear overview of the need for the grant including what the funds will be used for and how this will help the program/students.</li> <li>Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors</li> </ul>	
<b>9 10 11 12</b> <b>(Good)</b>	Description of need is mostly inclusive (may be missing 1 component) and effectively describes the following: <ul style="list-style-type: none"> <li>An overview of the need for the grant is provided. The plans for how the funds will be used are provided and how this will impact the program/students is stated.</li> <li>Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors</li> </ul>	
<b>5 6 7 8</b> <b>(Average)</b>	Description of need is missing 2 components and vaguely summarizes the following: <ul style="list-style-type: none"> <li>An overview of the need for the grant, plans on how the funds will be used, and how the project/SAE will impact the program/students.</li> <li>Adequate grammar and sentence mechanics (spelling, capitalization, punctuation): 3-5 errors</li> </ul>	
<b>1 2 3 4</b> <b>(Poor)</b>	Description of need is missing all components and ineffectively summarizes the following: <ul style="list-style-type: none"> <li>An overview of the need for the grant, plans on how the funds will be used, and how the project/SAE will impact the program/students.</li> <li>Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): &gt;5 errors</li> </ul>	
<b>0</b> <b>(Incomplete)</b>	<ul style="list-style-type: none"> <li>If applicant has not completed the section, indicate the incompleteness with a zero.</li> </ul>	
<b>Comments:</b>		

**Learning Outcomes/Goals**

List and explain at least 3 learning outcomes that will be sought through this SAE/Improvement project. Ensure that outcomes/goals are SMART (specific, measurable, attainable, realistic and time bound). Be sure that each outcome/goal directly relates to the grant selected for this application.

**Score 15**  
points possible

<b>13 14 15</b> <b>(Excellent)</b>	<ul style="list-style-type: none"> <li>At least three outcomes/goals are identified</li> <li>At least three goals are identified and written in SMART format</li> <li>Goals align with the SAE/project description and timeline</li> <li>Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors</li> </ul>	
<b>9 10 11 12</b> <b>(Good)</b>	<ul style="list-style-type: none"> <li>Two outcomes/goals are identified</li> <li>Goals are mostly written in SMART format</li> <li>Goals generally align with SAE description and timeline</li> <li>Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors</li> </ul>	
<b>5 6 7 8</b> <b>(Average)</b>	<ul style="list-style-type: none"> <li>At least one outcomes/goal is identified</li> <li>Goal is not fully developed in SMART format</li> <li>Goals vaguely align with SAE description and timeline</li> <li>Adequate grammar and sentence mechanics (spelling, capitalization, punctuation): 3-5 errors</li> </ul>	
<b>1 2 3 4</b> <b>(Poor)</b>	<ul style="list-style-type: none"> <li>At least one outcomes/goal is identified</li> <li>Goals are not developed or written in SMART format</li> <li>Goals are too vague and do not adequately relate to the SAE description and timeline</li> <li>Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): &gt;5 errors</li> </ul>	
<b>0</b> <b>(Incomplete)</b>	<ul style="list-style-type: none"> <li>If applicant has not completed the section, indicate the incompleteness with a zero.</li> </ul>	
<b>Comments:</b>		

<b>Time Investment</b>		<b>Score</b> 10 points possible
Describe the timeline for implementation and completion of the project/school based SAE.		
<b>9 10</b> <b>(Excellent)</b>	<p>Timeline of activities is specific and includes:</p> <ul style="list-style-type: none"> <li>• Monthly or bimonthly plans</li> <li>• Activities related to the planning, implementation and evaluation of the project</li> <li>• A minimum of five activities</li> <li>• Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors</li> </ul>	
<b>7 8</b> <b>(Good)</b>	<p>Timeline of activities is mostly specific or excludes one of the following:</p> <ul style="list-style-type: none"> <li>• Monthly or bimonthly plans</li> <li>• Activities related to the planning, implementation and evaluation of the project</li> <li>• A minimum of five activities</li> <li>• Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors</li> </ul>	
<b>5 6</b> <b>(Average)</b>	<p>Timeline of activities is vague and missing two of the following:</p> <ul style="list-style-type: none"> <li>• Monthly or bimonthly plans</li> <li>• Activities related to the planning, implementation and evaluation of the project</li> <li>• A minimum of five activities</li> <li>• Adequate grammar and sentence mechanics (spelling, capitalization, punctuation): 3-5 errors</li> </ul>	
<b>1 2 3 4</b> <b>(Poor)</b>	<p>Timeline of activities is ineffective at describing activities and is missing more than two of the following:</p> <ul style="list-style-type: none"> <li>• Monthly or bimonthly plans</li> <li>• Activities related to the planning, implementation and evaluation of the project</li> <li>• A minimum of five activities</li> <li>• Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): &gt;5 errors</li> </ul>	
<b>0</b> <b>(Incomplete)</b>	<ul style="list-style-type: none"> <li>• If applicant has not completed the section, indicate the incompleteness with a zero.</li> </ul>	
<b>Comments:</b>		

<b>Budget</b>		<b>Score 10</b> points possible
The budget should be inclusive of the award amount, but the overall budget plan may exceed the award amount.		
<b>9 10</b> <b>(Excellent)</b>	<ul style="list-style-type: none"> <li>Line items are specific and quantifiable</li> <li>Items are directly related to the SAE project as identified within the project plan</li> <li>Items adjoin to the priorities of the SAE and are apparent in earlier narratives</li> <li>Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors</li> </ul>	
<b>7 8</b> <b>(Good)</b>	<ul style="list-style-type: none"> <li>Line items are somewhat specific and quantifiable</li> <li>Items are mostly directly related to the SAE project as identified within the project plan</li> <li>Most items included link to the priorities of the SAE and are apparent in earlier narratives</li> <li>Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors</li> </ul>	
<b>5 6</b> <b>(Average)</b>	<ul style="list-style-type: none"> <li>Line items are slightly specific or quantifiable</li> <li>Items are indirectly related to the SAE project</li> <li>Items included vaguely link to the priorities of the SAE and are somewhat apparent in earlier narratives</li> <li>Adequate grammar and sentence mechanics (spelling, capitalization, punctuation): 3-5 errors</li> </ul>	
<b>1 2 3 4</b> <b>(Poor)</b>	<ul style="list-style-type: none"> <li>Line items are not specific or quantifiable</li> <li>Items are not related to the SAE project</li> <li>Items included do not link to the priorities of the SAE and are not apparent in earlier narratives</li> <li>Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): &gt;5 errors</li> </ul>	
<b>0</b> <b>(Incomplete)</b>	<ul style="list-style-type: none"> <li>If applicant has not completed the section, indicate the incompleteness with a zero.</li> </ul>	
<b>Comments:</b>		

<b>Capital Investment/Partner Collaboration</b>		<b>Score 15</b> points possible
Describe the facilities and/or equipment that you have access to that will ensure this school based SAE/Improvement project has an opportunity to be successful.		
<b>13 14 15</b> <b>(Excellent)</b>	<ul style="list-style-type: none"> <li>Resources and/or collaborators are clearly identified</li> <li>Includes thorough details of how the resources and/or collaborator will play a role in the SAE</li> <li>Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors</li> </ul>	
<b>9 10 11 12</b> <b>(Good)</b>	<ul style="list-style-type: none"> <li>Resources and/or collaborators are identified</li> <li>Includes vague details of how the resources and/or collaborator will play a role in the SAE</li> <li>Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors</li> </ul>	
<b>5 6 7 8</b> <b>(Average)</b>	<ul style="list-style-type: none"> <li>Resources and/or collaborators are vaguely identified</li> <li>Lacks details of how the resources and/or collaborator will play a role in the SAE</li> <li>Adequate grammar and sentence mechanics (spelling, capitalization, punctuation): 3-5 errors</li> </ul>	
<b>1 2 3 4</b> <b>(Poor)</b>	<ul style="list-style-type: none"> <li>Resources and/or collaborators are not identified</li> <li>Does not contain details of how the resources and/or collaborator will play a role in the SAE</li> <li>Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): &gt;5 errors</li> </ul>	
<b>0</b> <b>(Incomplete)</b>	<ul style="list-style-type: none"> <li>If applicant has not completed the section, indicate the incompleteness with a zero.</li> </ul>	
<b>Comments:</b>		

<b>Financial Investment</b>		<b>Score 15</b> points possible
Describe the financial sources you plan to use (aside from this grant) to assist in the development, implementation and completion of the proposed improvement project/school based SAE.		
<b>13 14 15</b> <b>(Excellent)</b>	<ul style="list-style-type: none"> <li>Clearly explains how the grant will benefit their School based SAE/project.</li> <li>Clearly describes any limiting circumstances</li> <li>Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors</li> </ul>	
<b>9 10 11 12</b> <b>(Good)</b>	<ul style="list-style-type: none"> <li>Explains how the grant will benefit their School Based SAE/project</li> <li>Application describes any limiting circumstances</li> <li>Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors</li> </ul>	
<b>5 6 7 8</b> <b>(Average)</b>	<ul style="list-style-type: none"> <li>Vaguely explains how the grant will benefit their School based SAE/project.</li> <li>Application imprecisely describes limiting circumstances or indicates that there are not many limiting factors</li> <li>Adequate grammar and sentence mechanics (spelling, capitalization, punctuation): 3-5 errors</li> </ul>	
<b>1 2 3 4</b> <b>(Poor)</b>	<ul style="list-style-type: none"> <li>Application does not explain how the grant will benefit their School based SAE/project.</li> <li>Application does not describe any limiting circumstances or addresses that there are not any limiting factors</li> <li>Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): &gt;5 errors</li> </ul>	
<b>0</b> <b>(Incomplete)</b>	<ul style="list-style-type: none"> <li>If applicant has not completed the section, indicate the incompleteness with a zero.</li> </ul>	
<b>Comments:</b>		

<b>Instructor Letter</b>		<b>Score 10</b> points possible
Explain specifically, how this grant will benefit the development and/or expansion of the program/school based SAE. Use this letter to explain anything related to this grant that was not already explained in the grant application.		
<b>8 9 10</b> <b>(Excellent)</b>	<ul style="list-style-type: none"> <li>Advisor clearly explains how the grant will benefit the program/students.</li> <li>Advisor clearly describes any limiting circumstances</li> <li>Excellent grammar and sentence mechanics (spelling, capitalization, punctuation): No errors</li> </ul>	
<b>4 5 6 7</b> <b>(Good/Average)</b>	<ul style="list-style-type: none"> <li>Advisor explains how the grant will benefit the program/students.</li> <li>Advisor describes any limiting circumstances</li> <li>Effective grammar and sentence mechanics (spelling, capitalization, punctuation): 1-2 errors</li> </ul>	
<b>1 2 3</b> <b>(Poor)</b>	<ul style="list-style-type: none"> <li>Advisor vaguely explains how the grant will benefit the program/students.</li> <li>Advisor does not describe any limiting circumstances (or address that there are not any limiting factors)</li> <li>Ineffective grammar and sentence mechanics (spelling, capitalization, punctuation): &gt;5 errors</li> </ul>	
<b>0</b> <b>(Incomplete)</b>	<ul style="list-style-type: none"> <li>If applicant has not completed the section, indicate the incompleteness with a zero.</li> </ul>	
<b>Comments:</b>		