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Student Guide to Earning the Michigan Farm Bureau AET Credential
Impact Project

Chapter 1: "What"

The Student Guide to Earning the Michigan Farm Bureau AET Credential was created to assist students who are entering an agricultural program in AET. It is intended to serve as a guide for students when they set up their profile, enroll in an agricultural class, establish an SAE, reference AET symbols and meanings, learn proper recordkeeping, and follow the pathway to earn the Michigan Farm Bureau AET Credential. The goal of this student guide is to streamline the onboarding process in AET for both incoming and existing students. When students are in AET, they can often become overwhelmed by the number of items to click through or the pathway they must take to reach a particular journal entry. By compiling AET resources and creating step-by-step instructions, students will have a clear path to understanding proper AET recordkeeping and how to earn the Michigan Farm Bureau AET credential. Terms frequently used throughout this resource include AET, which stands for Agricultural Experience Tracker; SAE, which stands for Supervised Agricultural Experience; and MFB, which stands for Michigan Farm Bureau.

Chapter 2: "Why"

AET can play a crucial role in all Michigan agricultural programs. Not only does it serve as a platform to submit award and degree applications, it also teaches students the importance of proper recordkeeping, time management, and career readiness. When introducing students to AET, it can quickly become confusing as they become stuck on the various steps that AET encompasses. Through this experience, creating a guide that teachers can reuse for incoming students, which walks them through AET with visual guides, became a highly desired resource. AET does have resources available for educators to use, but from experience, some of these resources were dated and lacked directions that were easy for students to follow.

A significant aspect of using AET is tracking a student's SAE, or Supervised Agricultural Experience. There is extensive research on the importance of SAEs in a student's journey through an agricultural program. A Supervised Agricultural Experience is a student-led, instructor-supervised, work-based learning experience that results in measurable outcomes

within a predefined, agreed-upon set of Agriculture, Food and Natural Resources (AFNR) Technical Standards and Career Ready Practices aligned to a career plan of study. The National Council for Agricultural Education implemented SAE for All to encourage teachers to have all students in an SAE. (Hock, 2019) Students in an agricultural program should start with a foundational SAE. The goal of this SAE is to help students with career exploration and planning, gain employability skills for college and career readiness, learn personal financial management, workplace safety, and the importance of agricultural literacy. (National FFA Organization, 2025)

The Michigan Farm Bureau AET Certification was added to the state-approved credential list for CTE programs. These certification requirements promote growth in students. Some required action items include 25 hours of leadership activities or positions, 20 hours of community service, 132 hours in SAE projects, and 20 hours of job shadowing and career exploration. (AET, 2025) This credential lends a nice hand to skills that students may already practice and may add a few beneficial goals for them to strive toward. These requirements also align nicely with the foundational SAE categories. Adding this certification to a student's resume may help them stand out from the crowd, gain real-world experience, discover their passion, and connect with industry leaders. (MFB AET Certification Program | Michigan Farm Bureau Family of Companies, 2024) With the help of this AET guide, the pathway to obtaining the MFB AET certification through a foundational SAE is laid out for students to follow and reference along the way.

Chapter 3: "How"
Before I began creating the guide, I outlined the sequence of steps that a student entering AET would go through to obtain the MFB AET certification. AET played a critical role in the development of this student guide. I utilized a demo account through our chapter's AET, where I was able to walk myself through what the students will be seeing from start to finish. AET has an instructor resource folder on their website with documents that I used to assist in writing instructions. I enhanced the AET resources by pairing them with images and descriptions for each step. As I created this guide, I took screenshots of the steps students would follow to reach a desired location in AET. Some of those locations included journal entries; in these cases, I broke down each part of the journal to help students understand what was needed. A nice feature in AET is the green question mark bubbles. When you click on the icon, it provides a short description of what is required. I would often add the descriptions to my AET guide,

helping me reach my goal of pairing instructions with visual images to offer a comprehensive guide all in one document.

Chapter 4: "Results"

The Student Guide to Earning the Michigan Farm Bureau AET Credential is attached below.

Chapter 5: "So What"

I am looking forward to utilizing this resource in my classroom. AET has been a challenge for me as an educator for the last two years. I found myself trying to piece together pre-existing resources, but I consistently ran into questions that I would repeat frequently or did not have the answer to. With the help of this guide, I am confident that my students will be self-sufficient by reading the instructions and following the visual guides. This efficiency will enable me to spend more time with students who require additional support.

I recommend using this guide with incoming students; however, this tool can also be helpful for any student within your program to reference when it comes to AET journaling or the MFB AET certification. Potential extensions of this project include providing more SAE examples. In my guide, I focused on the Michigan FFA Broiler Contest for journaling. I felt that this example served the most significant portion of my students, but it would be helpful to provide other SAE examples for students to learn from or gain ideas from. One area where I could have handled things differently is my approach to SAEs. I provide a brief breakdown of the SAE categories, but a more comprehensive breakdown would be helpful to cover before setting up an SAE in the student's profile.

Overall, creating this resource was a success. It was daunting initially, but as I got rolling in AET, the guide built upon itself. I learned more about AET along the way, which will enable me to better assist my students in the future. I look forward to using this with my students and incorporating elements that will further help them in AET.

References

Hock, G. (2019, November). Working to Make SAE (Truly) For All [Review of Working to Make

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Student Guide to Earning the Michigan Farm Bureau AET Credential

Name:

Table of Contents

Step 1: Profile Set up

Students PROFILE Checklist & Guide

AET *learn*

Student Name: _____

Step 1: Log In to The AET
Go to http://www.theaet.com, and sign in by choosing:

Ag Education, FFA & SAE/WBL

Ag Log In

Information needed is:

✔ **Chapter Number:** A two-digit state abbreviation "+" FFA Chapter number.
   Example, TX0765
✔ **Username:** Typically first initial and last name, but your teacher will provide.
   Example, TMurphy for Tim Murphy.
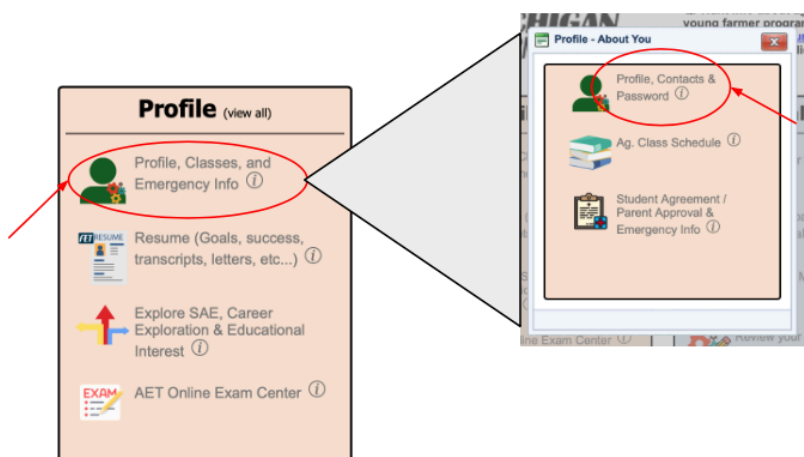✔ **Password:** At first, this is the same as your username. A custom password can be created in the Student profile.

Student Login Information		
Our Chapter Number is: _____	My username is: _____	My password is: _____

Step 2: CHOOSE PROFILE:

Step 1: Profile Set up

Students PROFILE Checklist & Guide

AET learn

Roger Hanagriff
Chapter: National FFA/SAE Test Account w/AET
FFA Member Number:
Profile Complete for FFA Membership: **100%**

Password: [Reset]

Profile Pic: [Upload]

Demographics [Edit]

Birthdate: -
HS Graduation: June 2017
Shirt Size: -
Gender: Male
Race: White, Non-Hispanic
Ethnicity: Non-Hispanic
Residence: -

Mailing Address [Edit]

Address: 198 Pool Rd
City, State, Zip: Richards, TX 77873-4183

Contact Information [Edit]

Email: rhanagriff@gmail.com
Home Phone: 9366614163
Cell Phone: 9366614163

Parents/Guardians [Edit]

> Your goal is 100% complete, so do all required sections

> Choose "edit" and complete all sections

> Choose "edit" and enter your complete address

> Choose "edit" and complete contact information & verify your email address

*Once complete choose PROFILE and continue to Ag. Class Schedule

Profile (view all)

- Profile, Classes, and Emergency Info ⓘ
- Resume (Goals, success, transcripts, letters, etc...) ⓘ
- Explore SAE, Career Exploration & Educational Interest ⓘ
- AET Online Exam Center ⓘ

Profile - About You

- Profile, Contacts & Password ⓘ
- Ag. Class Schedule ⓘ
- Student Agreement / Parent Approval & Emergency Info ⓘ

My CTE Classes

[Add Class]

*Click Add Class & add your current ag. class

Step 2: SAE Set Up

Supervised Agricultural Experience (SAE) is a student-led, instructor supervised, work-based learning experience that results in measurable outcomes aligned to a career plan of study.
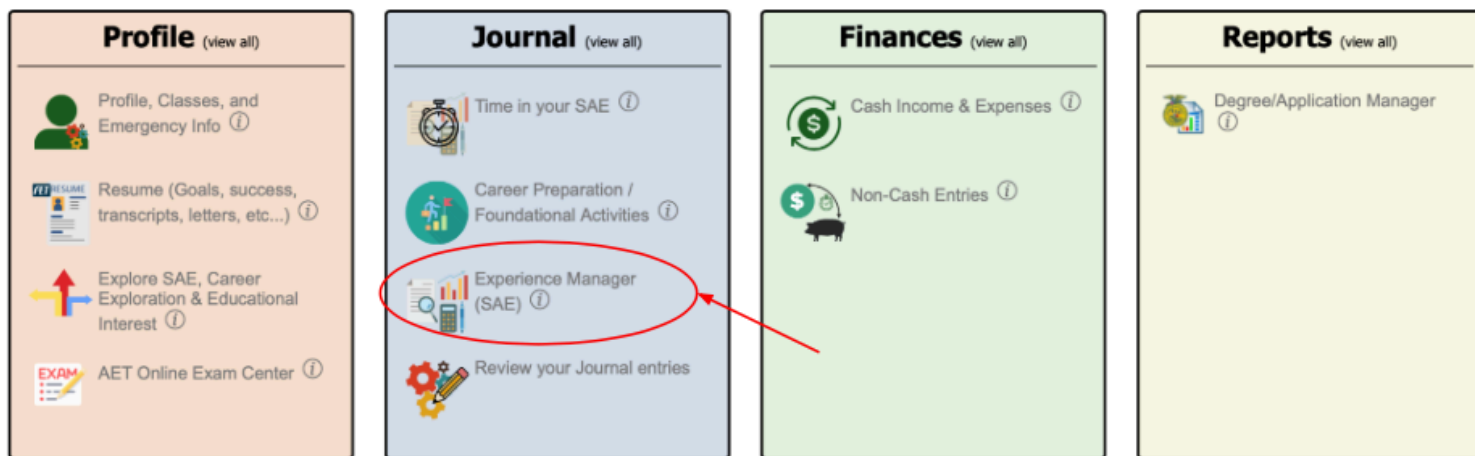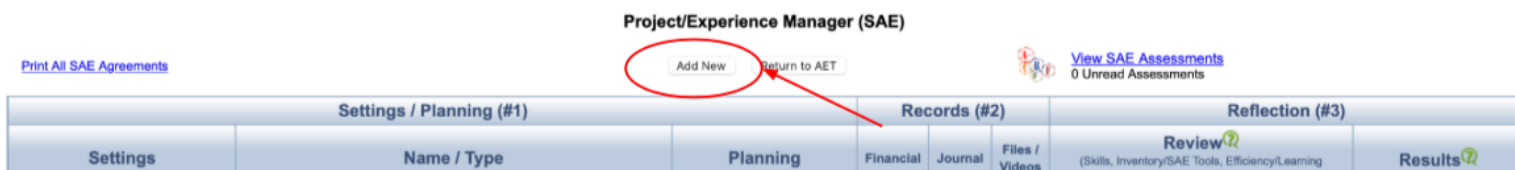(Hock, 2019)

SAE Plan

1. Speak with your agriscience teacher to determine your proper SAE category before continuing.
2. When either foundational, research, placement, or entrepreneurship has been identified as your SAE category. Continue by creating your SAE plan using the example below.

Setting Up Your SAE in AET

*Begin by selecting "Experience Manager (SAE)"

*Next, select "Add New"

Add/Edit Experiences

Project Name: ⓲		Enter a short descriptive name for this experience.
Experience Focus: ⓲	⦿ Individual ◯ School Based ◯ Service Learning	

Tracking Your Experience: ⓲	Basic:	◯ Foundational	⓲ Journal Only
	Agriscience:	◯ Research/Experimental	⓲ Journal and Finances
	Job:	◯ Paid Placement ◯ Unpaid Placement	⓲ Paychecks and Journal
	Business:	◯ Entrepreneurship/Ownership	⓲ Journal and Finances

Primary Experience Category: ⓲	(Please Choose) ⬦	Explore AFNR Categories
Primary Subcategory: ⓲	⬦	

Save   Cancel

Project Name: A description of your SAE project helps manage SAE records, develop valuable reports and describes your project in FFA awards.

Project Name Examples:

- A market project such as "Corn 2015" would help capture expenses and income for each year.
- A breeding animal project name is normally identified by a type such as Commercial Breeding Cattle.
- Foundational project name represents the experience, which is sometimes just "foundational", which represents several areas.

- 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 itself. An example is "Light exposure for plant growth".

Experience Focus:
- **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 from your school. 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. These are sometimes referred to as a service learning projects, and may involve students in conducting needs assessment, planning goals and event objectives, promotion, implementation, and evaluation of the activity.

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Step 2: SAE Set Up
Setting Up Your SAE in AET

Add/Edit Experiences

Project Name: ⑦		Enter a short descriptive name for this experience.
Experience Focus: ⑦	⦿ Individual ◯ School Based ◯ Service Learning	
Tracking Your Experience: ⑦	Basic: ◯ Foundational	⑦ Journal Only
	Agriscience: ◯ Research/Experimental	⑦ Journal and Finances
	Job: ◯ Paid Placement ◯ Unpaid Placement	⑦ Paychecks and Journal
	Business: ◯ Entrepreneurship/Ownership	⑦ Journal and Finances
Primary Experience Category: ⑦	(Please Choose) ⊟	Explore AFNR Categories
Primary Subcategory: ⑦	⊟	

Save   Cancel

Tracking Your Experience: This represents your primary area of your project experience which falls in one of the 4 categories below. Select the category that represents your project best.

SAE Categories

Foundational	Placement	Entrepreneurship	Research
Considered a "foundation project" that is open to all students, but especially students just beginning agricultural education. This project encourages you to transition one of the other SAE types and time is the key invested resource.	Applies to a work-experience in an employment like setting. This project can be a paid experience or an unpaid work experience. Time is the key invested resource.	A project where revenues are projected to exceed cost in order to develop a profit. Time & money are invested resources and must include financial risk by the student.	Applies the scientific method to areas related to agriculture. Typically this project involves researching what others have found in their research, designing your project, analyze the results and developing a summary report.

Primary Experience Category: This represents your primary area of interest for your project.

Primary Subcategory: This helps provide additional project information, but is descriptive and does not alter the records or reports. Again, just helps you describe your project in more detail.

Save   Cancel

*When you have completed all portions of your SAE project details, hit save.

Step 3: SAE Plan

A common foundational SAE includes the Michigan FFA Broiler Contest. This portion of the SAE guide will demonstrate proper record keeping through adding the broiler project as a SAE in AET. Following the instructions above, add the SAE broiler project.

1. **Adding the Project:** Name the project with the year followed by Broiler Chicken Project → select "School Based"→ select "Foundational"→ select "Animal Systems" within Primary Experience Category → select "Poultry" within Primary Subcategory → hit save.

Example:

Add/Edit Experiences

Project Name: ⍰	2025 Broiler Chicken Project
Experience Focus: ⍰	○ Individual ● School Based ○ Service Learning
Tracking Your Experience: ⍰	Basic: ● Foundational Agriscience: ○ Research/Experimental Job: ○ Paid Placement ○ Unpaid Placement Business: ○ Entrepreneurship/Ownership
Primary Experience Category: ⍰	Animal Systems
Primary Subcategory: ⍰	Poultry

Save   Cancel

*Next click the pencil icon to create your SAE plan.

Project/Experience Manager (SAE)

Print All SAE Agreements   Add New   Return to AET   View SAE Assessments
                                                                 0 Unread Assessments

Settings / Planning (#1)			Records (#2)			Reflection (#3)	
Settings	**Name / Type**	**Planning**	**Financial**	**Journal**	**Files / Videos**	**Review** ⍰ (Skills, Inventory/SAE Tools, Efficiency/Learning Outcomes)	**Results** ⍰
⏻ ⚙	2025 Broiler Chicken Project FN - Poultry	✏	0	0	0 / 0	✔	📋	📊

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Step 3: SAE Plan

2. Add Project Description: Use the writing prompts in **bold** to describe your SAE.

| Description | Time Investment | Financial Investment | Learning Objectives (Skills) | e-Signatures |

- **My interest and motivation for this project is** to learn about biological systems through raising broiler chickens.
- **My project will start on** [INSERT DAY OF WEEK}, [INSERT MONTH, # OF DAY] and end on [DAY OF MONTH].
- **My project goals are (1)** raise healthy birds, **(2)** learn how to properly care for an animal, and **(3)** practice record keeping.
- **My project will be evaluated/supervised by** (Your teacher's name).
- **In terms of project safety, important areas of safety include** washing hands before and after handling birds, checking heat lamp temperature before handling, and properly disposing of waste (chicken bedding).

3. Add Project Time Investment: Use the writing prompts in **bold** to describe your SAE.

| Description | Time Investment | Financial Investment | Learning Objectives (Skills) | e-Signatures |

- **I will plan to invest** 5 hours per week in classroom and hands-on activities.
- **My project time varies from month to month, but common activities are** feeding and watering, changing bedding, record keeping, and supplemental classroom activities.

4. Add Project Financial Investment: Use the writing prompts in **bold** to describe your SAE.

| Description | Time Investment | Financial Investment | Learning Objectives (Skills) | e-Signatures |

- **I will have no financial investment into this project.**

5. Add Project Learning Objectives (Skills): A minimum of three skills are required for a complete plan.

| Description | Time Investment | Financial Investment | Learning Objectives (Skills) | e-Signatures |

➕ Add/Explore Skill Areas

AS.02 - Utilize best-practice protocols based upon animal behaviors for animal husbandry and welfare.

➕ Add **AS.02.01** - Demonstrate management techniques that ensure animal welfare. ⓩ

➕ Add **AS.02.02** - Analyze procedures to ensure that animal products are safe for consumption (e.g., use in food system, etc.). ⓩ

AS.03 - Design and provide proper animal nutrition to achieve desired outcomes for performance, development, reproduction and/or economic production.

➕ Add **AS.03.01** - Analyze the nutritional needs of animals. ⓩ

➕ Add **AS.03.02** - Analyze feed rations and assess if they meet the nutritional needs of animals. ⓩ

➕ Add **AS.03.03** - Utilize industry tools to make animal nutrition decisions. ⓩ

<-- Save & Back to SAE Plan   *Hit "Save & Back to SAE Plan" at the top of the screen.

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Step 3: SAE Plan

5. Add Project Learning Objectives (Skills): For each skill area you will need to write a one sentence summary of how you will demonstrate this in the box provided. Below are some examples of what you can write.

| Description | Time Investment | Financial Investment | Learning Objectives (Skills) | e-Signatures |

Skill	Planned Activities
AS.02.01 Demonstrate management techniques that ensure animal welfare.	Every day we will check on the birds to ensure that they are well fed, watered and healthy.
AS.02.02 Analyze procedures to ensure that animal products are safe for consumption (e.g., use in food system, etc.).	We will be recording all of the products that our birds consume and be cautious about biosecurity measures including washing our hands.
AS.03.01 Analyze the nutritional needs of animals.	We will be starting the birds off with a 28% protein feed for a growth boost while they're young, then moving down to a 20% protein feed to avoid health issues.
AS.03.02 Analyze feed rations and assess if they meet the nutritional needs of animals.	Every day we will determine the health of our birds and how much feed we should give them. We will be sure to record this in our reports.

6. Add e-Signatures: Type your full name in the student e-signature box and hit submit. Select your teacher in the drop down menu.

| Description | Time Investment | Financial Investment | Learning Objectives (Skills) | e-Signatures |

ELECTRONIC AGREEMENTS/SIGNATURES

Special Notes before you begin this page:
- This signature screen is available only when the all tabs of this plan are completed (accessible above):
  - ☑: Description ☑: Time Investment ☑: Financial Investment ☑:Skills
- If a section is not available, your user account's Role does not grant access to that section. Your role is: *Student*
- If the plan undergoes major changes after signing, the signatures should be re-obtained by clicking "Revoke Signature"

Student must sign first, before others can sign!

*All boxes should be green with a checkmark

STUDENT AGREEMENT
This section is to be completed by the STUDENT.

Student Signature
(type your full name)

Submit Student Signature
Status: *Not Signed*
(Type name, then click Submit)

TEACHER AGREEMENT
This section is to be completed by the TEACHER.
- I have reviewed this students project plan and verify it exhibits comprehensive planning.

Teacher's Signature
(Please Choose Teacher)

Submit Teacher Signature
Status: Not Signed

Save All & Return

*Hit "Save All& Return at the top of the screen.

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Step 3: SAE Plan

7. **SAE Planning Complete:** At this point in your SAE plan, the pencil should appear with a green checkmark like the image below. If it still has a red x, go back into planning and complete missed portions.

Settings / Planning (#1)			Records (#2)			Reflection (#3)		
Settings	Name / Type	Planning	Financial	Journal	Files / Videos	Review ⑦ (Skills, Inventory/SAE Tools, Efficiency/Learning Outcomes)		Results ⑦
🟢 ⚙️	**2025 Broiler Chicken Project** FN - Poultry	✏️✅	0	0	0 / 0	⊘✓	📋❌	📊REPORT

Record-keeping

Keeping accurate financial and journal entries are vital to every SAE. Depending on your project, you may only need certain entry types. If your SAE was managing a cattle operation for example, you will need journal and financial records. For the broiler project, you do not have a financial investment meaning only journal entries are needed. Check with your teacher to ensure you are keeping correct records based on your SAE.

Frequency of record keeping in AET is dependent on your project timeline. The broiler project is typically 4-5 weeks long, which should equal 1-2 weekly journal entries. The cattle managment SAE example would span a longer time frame. If you updated your AET records monthly, there should be multiple journal entries to showcase what you did in the past month.
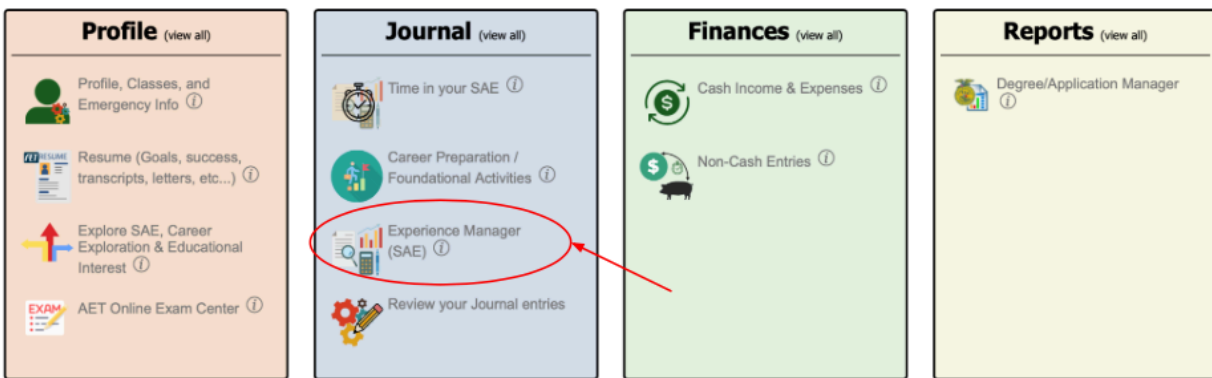
Regardless of how often you are recording keeping in AET, finding a method to keep track of expenses and tasks completed until you enter them in AET is helpful. For example, keep a note in your phone soley for your SAE notes until you are able to journal them in AET.

Step 4: Journal Entries

Throughout any SAE, keeping your journal updated in AET helps keep you on track to earn your SAE hours required for the Michigan Farm Bureau AET credential. Keeping your journal up to date can also help you alleviate the award application process for FFA. The journal entries below will again be for the Michigan FFA Broiler Contest.

1. **Creating Journal Entries:** Select "Experience Manager (SAE)" then click the "<u>0</u>" to begin entering your first journal.

2. **Add Journal Entry:** When adding an entry, you will notice a drop down menu for activity category and type which is pictured below. For your SAE, the AET website will automatically select "Experience-related Activity". For other activities you complete FFA, follow these directions but select the correct activity type.

Step 4: Journal Entries ✓

2. **Add Journal Entry:** Click "New Journal Entry" then click "AET Projects / Experiences (SAE)".

Journal

Date Range:	Activity Cat...
(All)	Experience...

➕ New Journal Entry

Add New Journal Entry

- AET Projects / Experiences (SAE)
- Career Preparation Activities (Resume, Career Fair, More)
- FFA (Camps, Competitions, Award, Offices, Committees)
- Community Service Activities
- Classroom (General Learning)

Journal Break Down:

Date:	10/2/2024 🗓️	➡️ **Update to completed activity date**
Project:	2025 Broiler Chicken Project ⬍	➡️ **Select SAE Project**
Skill Areas:	➕ Add/Explore Skill Areas	➡️ **Select skills used in activity**
Time:	Hours [ ] + Minutes [ ]	➡️ **Enter time used to complete activity**
Description of Activity: [Check Spelling]	**Write a journal description using complete sentences. Be clear, detailed, and effective with your descriptions.**	
Pictures: ❓ *(optional, up to 5)*	[ ] Select	➡️ **If you have pictures, upload them here**
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. (None/Unsupervised) ⬍	➡️ **Select if you were supervised or unsupervised**

Save   Save / Enter Another

Cancel

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Step 4: Journal Entries ✔

3. **Journal Prompts:** Below are some journal prompts for the broiler project SAE. Each prompt should be its own journal entry in AET.

Broiler Contest Start Day Prompt:
- **Date:** 10/2 (date of chick arrival)
- **Skill Area:** AS.02.01
- **Time:** 20 minutes
- **Description:**
  - What was something you didn't realize about chicks when it comes to handling them?
  - Why do you think it is important to take extra caution to wash your hands before and after holding them?
  - Why did we have to dip their beaks into water when we went out to the barn? What was your favorite part about the chicks?
  - What is one question you have related to the Broiler Project?

Week 2 Update Prompts:
- **Feed Program**
  - **Date:** 10/11 (end of week 2)
  - **Skill Area:** AS.03.01, AS.03.02
  - **Time:** 5 minutes - since this journal is reflection, it will be a shorter time frame entered
  - **Description:**
    - Where did the feed come from? (Elevator, feed store, homegrown, etc.)
    - What brand of feed was used?
    - What is the percent of protein, fat and fiber of all feeds used?
    - Briefly describe any supplements, vitamins, minerals or any water supplements used and why any changes might have been made to your feed program.
- **Ventilation, Temperature, and Litter Condition**
  - **Date:** 10/11 (end of week 2)
  - **Skill Area:** AS.02.01
  - **Time:** 5 minutes
  - **Description:**
    - Describe the type of ventilation system that was used?
    - What was the beginning temperature in the pen and was it adjusted as the birds grew? If so, how?
    - What type of litter was used and how was the litter managed?
- **House & Equipment Description**
  - **Date:** 10/11 (end of week 2)
  - **Skill Area:** AS.02.01
  - **Time:** 5 minutes
  - **Description:**
    - Describe the house (coop) and how was the equipment set-up in it? **Please remember to attach a diagram with the beginning and ending coop set-up along with dimensions.**
    - What heat source did you have?
    - What size or type of feeders did you use? How many were used?
    - What size or type of waterers did you use? How many were used?

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Step 4: Journal Entries ✔️

3. **Journal Prompts:** Below are some journal prompts for the broiler project SAE. Each prompt should be its own journal entry in AET.

Week 3 Update Prompt:
- **General Management Description**
  - **Date:** 10/18 (end of week 3)
  - **Skill Area:** AS.02.01
  - **Time:** 5 minutes
  - **Description:**
    - What steps were taken to clean and prepare the house and equipment prior to the chick's arrival?
    - Were the feeders and waterers adjusted as the birds grew? If so, how were they adjusted?
    - How were sick birds identified and managed?

Week 4 Update Prompt:
- **Chore Time**
  - **Date:** 10/25 (end of week 4)
  - **Skill Area:** AS.02.01
  - **Time:** 5 hours - this time reflects an average of 15 minutes per weekday for the duration of the chicken contest
  - **Description:**
    - What steps were taken during daily chores to ensure the birds were healthy?
    - Why is it important to check on the health animals while completing chores?
    - Why was recording the weight of feed consumed helpful for the broiler contest?
- **Weigh Days**
  - **Date:** 10/25 (end of week 4)
  - **Skill Area:** AS.02.01
  - **Time:** 2.5 hours - this time reflects an average of 30 minutes per weigh day for the duration of the chicken contest
  - **Description:**
    - Why is it important to weigh the broilers each week?
    - What safe handling practices do you use while moving the broilers around?
    - How did you optimize on cleaning while all birds were being weighed?
- **Contest Day**
  - **Date:** 11/7 (date of contest)
  - **Skill Area:** AS.02.02
  - **Time:** 1 hour
  - **Description:**
    - What safe food handling methods did you see used at Munsell's processing plant?
    - Why did the judge analyze the chicken feet?
    - What did the judge look for while looking at your birds?
    - Why did the broilers need to spend time in an ice bath before packaging?

Step 4: Journal Entries ✓

3. **Journal Prompts:** Below are some journal prompts for the broiler project SAE. Each prompt should be its own journal entry in AET.

End of Project Prompts:

- **Coop Set Up/Tear Down**
    - **Date:** 10/30 (end of contest)
    - **Skill Area:** AS.02.01
    - **Time:** 2 hours
    - **Description:**
        - What methods were used while setting up the coop to ensure the chickens would enter a safe and clean environment?
        - What materials needed to be cleaned and set up in the coop before chick arrival?
        - Once the project was finished, what procedures did you follow to set next years project up for success?
- **Final Reflection:**
    - **Date:** 10/30 (end of contest)
    - **Skill Area:** CRP.01.01
    - **Time:** 5 minutes
    - **Description:**
        - Knowing what you know now about the broiler contest, what would you adjust if you were to do this again in the future?
        - What was the most surprising thing that you learned when it came to feed and water consumption?
        - What trends did you notice throughout the project with feed and water consumption?
        - What's your prediction for our class's results?
        - In this farm to table project, what do you think the benefit is of knowing exactly where your food comes from?
        - Would you be interested in trying to raise birds at home? Explain why or why not.

Step 5: Financial Entries ✓

This section of the AET guide will cover financial record keeping in AET. In most cases this does not apply to the Michigan FFA Broiler Contest example that has been shown above. If your SAE involves financial investment, this next portion will be helpful. Check with your advisor to see if financial entries apply to your SAE.

1. **Creating Financial Entries:** Select "Experience Manager (SAE)" then click the "0" to begin entering your first journal.

2. **Add Financial Entry:** When adding an entry, you will notice a pop up menu for financial entries. For your SAE, it is up to you to determine which catgory fits best for your entry. The next page provides a break down of the many types of finanical entries to choose from.
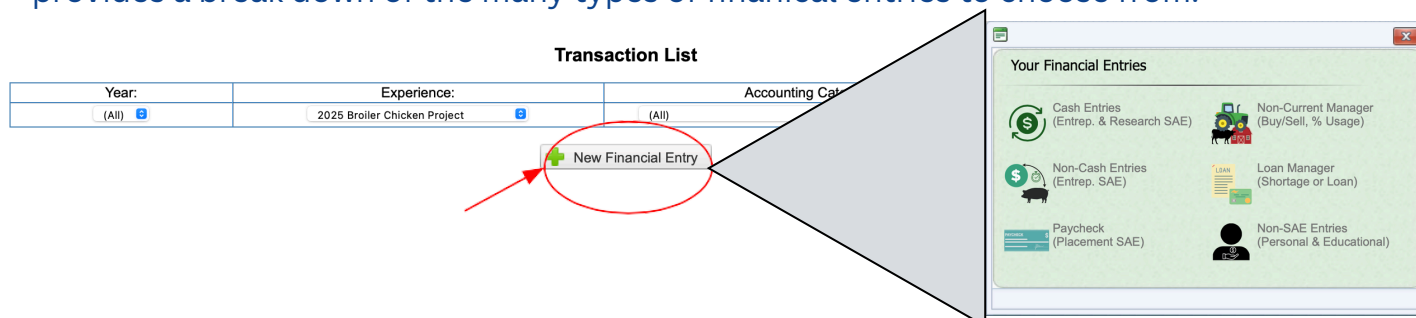
Step 5: Financial Entries

- **Cash Entries**

Cash Entries
(Entrep. & Research SAE)

Cash Income/Expense

$ Enter cash income

$ Enter cash expense

$$ Long cash expense form for entering old data

This category is for SAE's where the student is solely responsible for expenses and directly receives income.

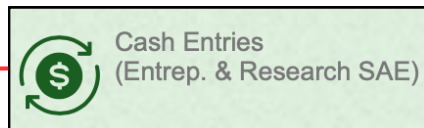Income from your SAE should be entered here. Examples: income from projects sold or provided service, e.g. lawn care

Expenses from your SAE should be entered here. Examples: materials bought for projects or services, e.g. fuel for mower

If you have a lot of old expenses from your SAE, this option offers more financial expense entry slots.

Cash Entry Example:

Where you were paid from or purchased goods from

New Income Transaction

Date:	Vendor/Payee:	Total Amount:
7/16/2025		$0.00

Date of the income/expense

Split:	Experience:	Type:	Amount:	Memo/Efficiency: *(Quantity {space} Unit)* 1 head, 750 lbs
1	(Choose Experience)	(Choose Type)	$	
2	(Choose Experience)	(Choose Type)	$	
3	(Choose Experience)	(Choose Type)	$	
4	(Choose Experience)	(Choose Type)	$	
5	(Choose Experience)	(Choose Type)	$	

Description of what was transacted

Choose the correct SAE experience this entry belongs to

Save and Return   Save / Enter Another   Cancel

Choose the correct type of expense category this entry belongs to

*Hit save when entry is complete

- **Non-Cash Entries**

Non-Cash Entries
(Entrep. SAE)
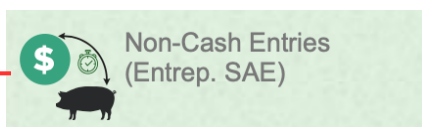
This category is for SAE's transactions that are moving income and expenses between projects.
Examples: working for your parents in exchange for use of family land for projects; or transferring hay from your hay enterprise (experience) to your cattle enterprise (experience)

Non-Cash Income/Expense

*Hit the category that applies best to your non-cash entry

SAE Labor Exchange - As part of your SAE, you worked in exchange for feed, pen rent, etc.

Non-SAE Labor Exchange - Independently of your SAE, you worked in exchange for feed, pen rent, etc.

Transfer/Barter - Move inventory value between experiences.

Receive a Gift - You get a gift of feed, materials, etc that has cash value, but no money changes hands. Or, you get a Non-Current/Capital Gift.

Used at Home - You give away some of your inventory to your family.

Transfer to non-Current Asset - Transfer a raised heifer into a non-current (capital) item for a cow/calf operation.

SAE Labor Exchange for non-Current Item - As part of your SAE, you worked in exchange for a non-current (capital) item.

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Step 5: Financial Entries ✔

• Paycheck Entries

Paycheck
(Placement SAE)
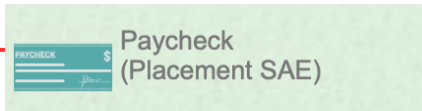
This category is for SAE's where the student is working for a farm or business where they receive paychecks for their employment.

Expenses include items required for employment taken out of employee check. Examples: uniform, tools, etc.

New Paycheck

| Date	② Total Gross Income	Taxes / Withholdings	② Expenses	② Paycheck Hours
7/16/2025				

Date of payment

Only SAEs designated as "Paid Placement" are shown here. For unpaid placement, use the a journal entry.

Enter the hours of work that are represented by this paycheck. These hours are reported on FFA Award applications. You may use the AET Journal separately to record time spent on specific educational activities.

• Non-Current Manager

Non-Current Manager
(Buy/Sell, % Usage)
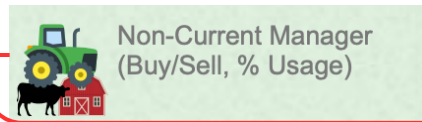
Use this tab to manage your capital items. Non-Current (Capital) items are assets you own that are used by your (entrepreneurship or research) projects and that are usually expensive and last several years. **Examples**: show tack, feeders, breeding animals, trailers, and other equipment.

Your primary choices are:
(1) "Add New" which includes purchase information for each item
(2) You may also record the "Sold Items" of a capital item

Add/Edit Non-Current Item

Non-Current (Capital) Item Manager ②
◉ Inventory ○ Sold Items
[Add New]   [Return t...]

Type of Item: ▶	(Please Choose) ⬍
Purchase Date:	7/16/2025
Name:	
Description:	
Vendor:	
Quantity:	1
Total Acquisition Cost:	
Total Salvage Value: ▶	0
Depreciation Method: ▶	20 year – 5% ⬍

Select the category that fits your item best

Enter a short descriptive name for your item

Enter an item description

Where did you purchase your item from?

Enter the number of head, units, or acres.

Enter the purchase price.

Salvage value should be less than the cost you paid for the item (salvage value is the estimated value you can sell the item for once you are done using it)
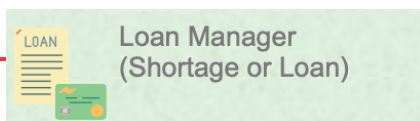
Depreciation method is based on choosing an estimated "years of use" timeframe. Suggestions: breeding animals are 10, equipment is 10, and improvements are 20

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Step 5: Financial Entries

- ## Loan Manager

Loan Manager
(Shortage or Loan)

This category is for SAE's where the student has taken out a loan for thier project.

Add/Edit Loans

Type of Item:	(Please Choose)
Loan Date:	7/16/2025
Vendor:	
Amount:	
Business Use Percentage:	100 %
Memo:	
Number of Payments per Year:	
Total Number of Payments:	

Save   Cancel

Select the loan type that fits your project best

Enter date when loan began

Where did you obtain this loan from?

Enter the dollar amount of the loan

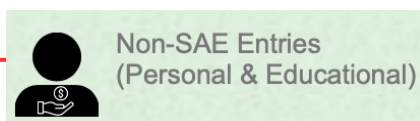**What was the loan for?**

Enter the number of payment to be made within a 12-month period.

Enter the total number of payments to be made for the life of the loan.

*Hit save when entry is complete

- ## Non-SAE Entries

Non-SAE Entries
(Personal & Educational)

This category is for financial entries that do not relate to your SAE but you would like to keep record of.

Date of income or expense

Who did you pay or receive payment from?

Add/Edit Non-Experience Income/Expense

Date:	Vendor or Payee:	Amount/Value:
7/16/2025		

Transaction Type:	Memo:
◉ Personal Expenses	
○ Educational Expenses	
○ Non-SAE Ag-related Earnings (cash)	**What was the income or expense for?**
○ Non-Ag Earnings	
○ Unearned Income/Gift	
○ Buy Bonds, Stocks, and Life Insurance	
○ Sell Bonds, Stocks, and Life Insurance	
○ Buy Current Non-productive Personal Asset	
○ Sell Current Non-productive Personal Asset	

Select the best category for the transaction

Save   Cancel

*Hit save when entry is complete

Step 6: Earning the MFB AET Credential ✓

Students: Earn Your Michigan Farm Bureau (MFB) AET Certificate!

Here is why...

Stand Out from the Crowd: With the MFB AET certification, you're not just another applicant — you're a standout candidate with the skills and experience that industry leaders are looking for. Set yourself apart and make a lasting impression in the competitive job market.

Real-World Experience: Gain hands-on experience and valuable insights through experiential learning activities that will prepare you for the challenges and opportunities that lie ahead in your agricultural career.

Discover Your Passion: Whether you're interested in crop science, animal husbandry, or sustainable agriculture, the MFB AET certification offers a pathway for you to explore your interests and turn your passion into a fulfilling career.

Connect with Industry Leaders: Network with professionals, educators, and mentors who are eager to support your journey and help you succeed in your chosen field. From internships to job placements, the opportunities are endless with the MFB AET Certification.

MFB AET Credential Requirements

1. ☐ Complete CASEL Pre-Test

2. ☐ 10 hours of attendance/participation in meetings and committees

3. ☐ 25 hours of leadership activities/positions

4. ☐ 25 hours of team participation

5. ☐ 20 hours of service in your community

6. ☐ 1 hour of formal public speaking experience (in at least 3 different entries)

7. ☐ 132 hours of SAE projects (Includes hours from #7-9)

8. ☐ 20 hours of job shadowing/career exploration

9. ☐ 10 hours of Career Ready Practices (CRP) activities

10. ☐ 2 hours of career readiness counseling sessions

11. ☐ Obtain 3 external evaluations with a rating of 3.0 rating or higher

12. ☐ Complete resume - objective listed and reference added

13. ☐ Obtain student & parent/guardian signatures

Step 6: Earning the MFB AET Credential ✓

- Begin by adding the MFB AET credential application to your AET profile

*Select "Degree/Application Manager"

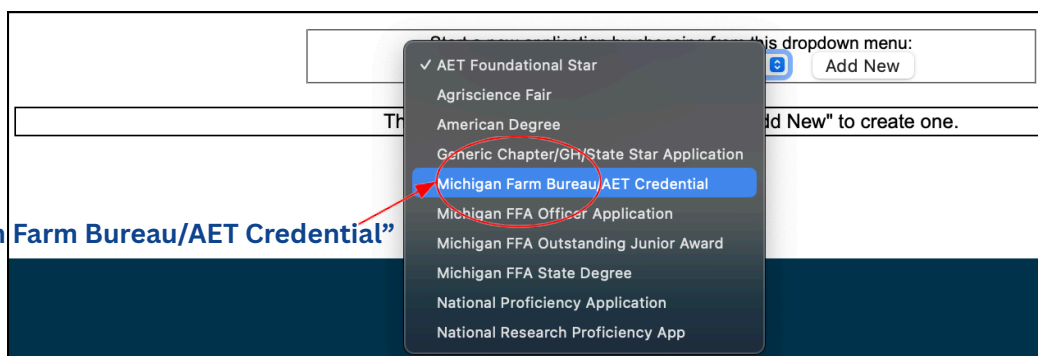| Profile (view all)	Journal (view all)	Finances (view all)	Reports (view all)
Profile, Classes, and Emergency Info ⓘ	Time in your SAE ⓘ	Cash Income & Expenses ⓘ	Degree/Application Manager ⓘ
Resume (Goals, success, transcripts, letters, etc...) ⓘ	Career Preparation / Foundational Activities ⓘ	Non-Cash Entries ⓘ	
Explore SAE, Career Exploration & Educational Interest ⓘ	Experience Manager (SAE) ⓘ		
AET Online Exam Center ⓘ	Review your Journal entries		

*Select the blue drop down menu button

Start a new application by choosing from this dropdown menu:
AET Foundational Star ⬦   Add New

There are no existing Applications. Click "Add New" to create one.

Start a new application by choosing from this dropdown menu:

✓ AET Foundational Star ⬦   Add New
Agriscience Fair
American Degree
Th   Generic Chapter/GH/State Star Application   dd New" to create one.
Michigan Farm Bureau/AET Credential
Michigan FFA Officer Application
Michigan FFA Outstanding Junior Award
Michigan FFA State Degree
National Proficiency Application
National Research Proficiency App

*Select "Michigan Farm Bureau/AET Credential"

*Select "Add New"

Start a new application by choosing from this dropdown menu:
Michigan Farm Bureau/AET Credential ⬦   Add New

There are no existing Applications. Click "Add New" to create one.

The Michigan Farm Bureau/AET Credential should now appear in your application list which is shown below

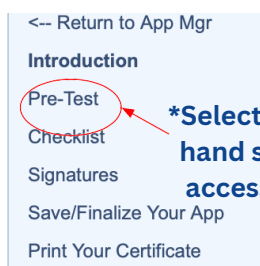| Generate/Edit Application	Unique #	Application Type	Date Created	
Application	1478893	**Michigan Farm Bureau/AET Credential**	7/17/2025	Delete

Step 6: Earning the MFB AET Credential

1. Complete the CASEL Pre-Test

Generate/Edit Application	Unique #	Application Type	Date Created	
Application	1478893	Michigan Farm Bureau/AET Credential	7/17/2025	Delete

*Select "Application" to access the credential application

<-- Return to App Mgr
Introduction
Pre-Test
Checklist
Signatures
Save/Finalize Your App
Print Your Certificate

*Select "Pre-Test" on the left hand side of your screen to access the CASEL Pre-Test

CASEL SURVEY

Take CASEL Pre-Test Survey

*Select "Take CASEL Pre-Test Survey" and complete the pretest

2. Complete 10 hours of attendance/participation in meetings and committees
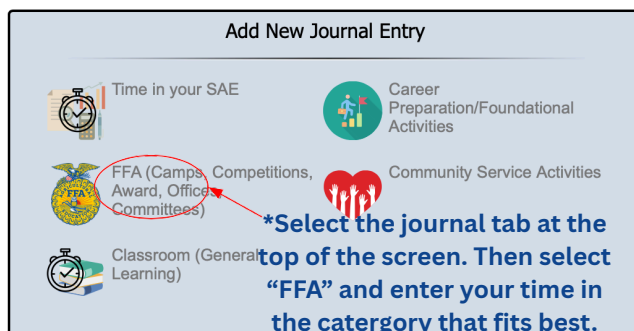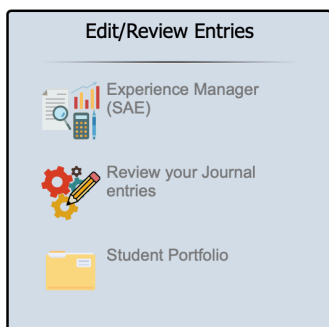
Being an active member of your FFA chapter is required in order to earn the MFB AET Credential. Attending chapter meetings along with serving on a committee will help you reach the required 10 hours.

Possible Activities:
- Chapter Meetings, fundraiser meetings, school board meetings, project meetings etc. Planning/attending committee meetings and fundraisers

Where to enter in Journal:
- Time in FFA Chapter or Committee meetings
- Time in Other FFA Journal, such as Courtesy Corps, Meetings, and Other

Edit/Review Entries

Experience Manager (SAE)

Review your Journal entries

Student Portfolio

Add New Journal Entry

Time in your SAE

Career Preparation/Foundational Activities

FFA (Camps, Competitions, Award, Office, Committees)

Community Service Activities

Classroom (General Learning)

*Select the journal tab at the top of the screen. Then select "FFA" and enter your time in the catergory that fits best.

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Step 6: Earning the MFB AET Credential

3. Complete 25 hours of leadership activities/positions

Complete your hours by applying leadership skills, utilizing critical thinking, and modeling leadership ability.

Possible Activities:
- Officer retreats/trainings, workshops, FFA Leadership Conferences
- State Convention and National Convention
- Provide leadership training, leading workshops, officer positions, committee chair experience, mentorship positions.

Where to enter in Journal:
- Time in Leadership Roles Journal (requires adding an office held first)
- Time in FFA Committee Journal (requires adding a committee membership first)
- Time in Other FFA Journal...for the choices of: Camps, Conferences, Convention, Workshop

Edit/Review Entries | Add New Journal Entry

*Select the journal tab at the top of the screen. Then select "FFA" and enter your time in the catergory that fits best.

4. Complete 25 hours of team participation

The key is to use initiative and work productively in specific types of activities. This may include practice time at chapter or above level. The main focus is CDE FFA journals (excluding Public Speaking contests – Listed in Item #5).

Possible Activities:
- Practicing for Leadership Development Events or Career Development Events

Where to enter in Journal:
- Time in FFA Competition Activities Journal

Edit/Review Entries | Add New Journal Entry

*Select the journal tab at the top of the screen. Then select "FFA" and enter your time in the competition activity journal.

Step 6: Earning the MFB AET Credential

## 5. Complete 20 hours of service in your community

Model being a responsible citizen while integrating cultural and global competence.

Possible Activities:
- Planning, attending, and/or participating in community service events
  - Community service activities must be approved by your chapter advisor

Where to enter in Journal:
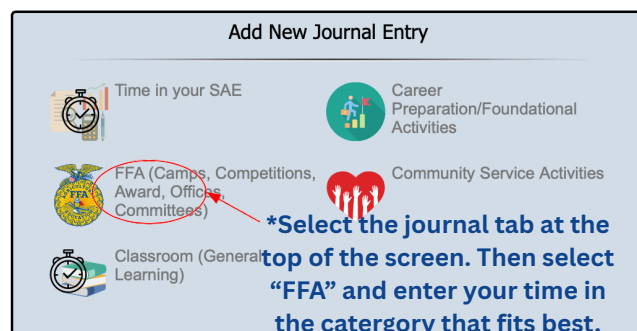- Time in Community Service Activity Journal

Edit/Review Entries
Experience Manager (SAE)
Review your Journal entries
Student Portfolio

Add New Journal Entry	
Time in your SAE	Career Preparation/Foundational Activities
FFA (Camps, Competitions, Award, Offices, Committees)	Community Service Activities
Classroom (General Learning)	
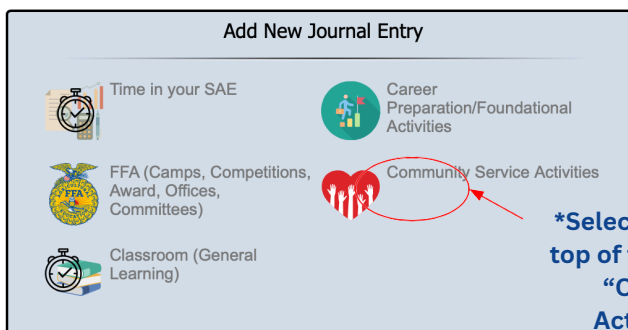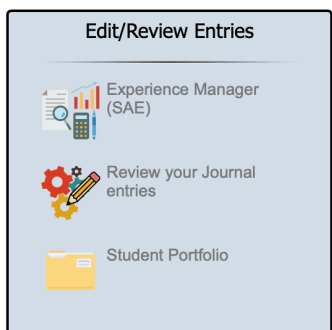
*Select the journal tab at the top of the screen. Then select "Community Service Activities" and enter a description of service you completed.

6. Complete 1 hour of formal public speaking experience (in at least 3 different entries)

Practice and hone your public speaking skills in at least three different scenarios.

Where to enter in Journal & possible activities:
- (1) Time in Other Activities Journal...for the choices of:
  - Give a speech on ag related topic
  - Lead a group discussion
- (2) Time in LDE FFA Competition Journals...for the choices of:
  - Creed Recitation
  - Employment Skills
  - Extemporaneous Speaking
  - Impromptu Speaking
  - Opening and Closing Ceremonies
  - Opening Closing Ceremonies
  - Parliamentary Procedure
  - Parliamentary Procedure and Debate Contest

Add New Journal Entry	
Time in your SAE	Career Preparation/Foundational Activities
FFA (Camps, Competitions, Award, Offices, Committees)	Community Service Activities
Classroom (General Learning)	

*Select the journal tab at the top of the screen. Then select "FFA" and enter your time in the catergory that fits best.

Step 6: Earning the MFB AET Credential

7. Complete 132 hours of SAE projects (Includes hours from #7-9)

Application of classroom knowledge into real-world experiences. (Areas #7, #8, #9 contribute to these total SAE hours)

Possible Activities:
- SAE's can include plant, mechanized, livestock, and agriculture-based experience projects

Where to enter in Journal:
- Hours from all SAE Project types (Foundational, Placement, Entrepreneurship, Research)

*Select the journal tab at the top of the screen. Then select "Time in your SAE" and enter a description of SAE experience.

Add New Journal Entry
- Time in your SAE
- Career Preparation/Foundational Activities
- FFA (Camps, Competitions, Award, Offices, Committees)
- Community Service Activities
- Classroom (General Learning)

8. Complete 20 hours of job shadowing/career exploration

Explore employment skills and opportunities while building confidence in career goals through a real-world experience.

Possible Activities:
- Job shadowing in a career field you are interested in pursing after high school.
- Attending career fairs
- Interviewing career experts on thier job and what it entails

Where to enter in Journal:
- Hours from Foundational, Paid Placement & Unpaid Placement SAEs

*Select the journal tab at the top of the screen. Then select "Time in your SAE" and enter a description of SAE experience.

Add New Journal Entry
- Time in your SAE
- Career Preparation/Foundational Activities
- FFA (Camps, Competitions, Award, Offices, Committees)
- Community Service Activities
- Classroom (General Learning)

Step 6: Earning the MFB AET Credential

9. Complete 10 hours of Career Ready Practices (CRP) activities

Research SAEs or any SAE where they can record skills using CRP.02, CRP.05.01, CRP.06, CRP.07, CRP.08 as part of an SAE journal entry.

Possible Activities:

+ Add **CRP.02.01** - Use strategic thinking to connect and apply academic learning, knowledge and skills to solve problems in the workplace and community.

+ Add **CRP.02.02** - Use strategic thinking to connect and apply technical concepts to solve problems in the workplace and community.

+ Add **CRP.05.01** - Assess, identify and synthesize the information and resources needed to make decisions that positively impact the workplace and community.

+ Add **CRP.06.01** - Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community.

+ Add **CRP.06.02** - Assess a variety of workplace and community situations to identify ways to add value and improve the efficiency of processes and procedures.

+ Add **CRP.06.03** - Create and execute a plan of action to act upon new ideas and introduce innovations to workplace and community organizations.
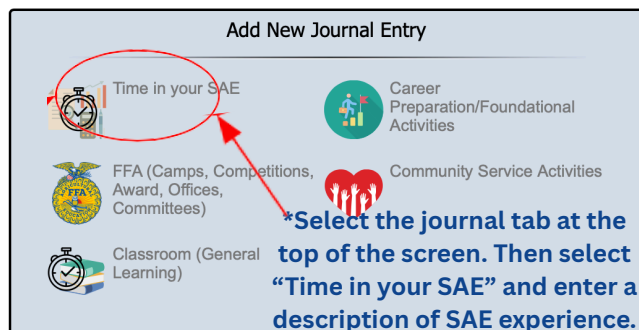
+ Add **CRP.08.01** - Apply reason and logic to evaluate workplace and community situations from multiple perspectives.

+ Add **CRP.08.02** - Investigate, prioritize and select solutions to solve problems in the workplace and community.

+ Add **CRP.08.03** - Establish plans to solve workplace and community problems and execute them with resiliency.

Where to enter in Journal:
- Hours from Research SAEs
- Any SAE that uses skills CRP.02, CRP.05.01, CRP.06, CRP.07, CRP.08 as part of a journal entry

Add New Journal Entry

Time in your SAE

Career Preparation/Foundational Activities

FFA (Camps, Competitions, Award, Offices, Committees)

Community Service Activities

Classroom (General Learning)

Select the journal tab at the top of the screen. Then select "Time in your SAE" and enter a description of SAE experience.

10. Complete 2 hours of career readiness counseling sessions

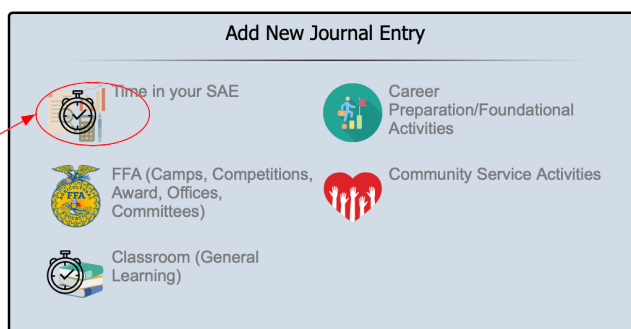Time to be spent planning future goals such as trade school, entering the work force, higher ed, etc.

Possible Activities:
- One counseling session per year for two years
  - Career counseling sessions may be set up by appointment from your agriculture teacher if needed
- Help define a career goal/plan

Where to enter in Journal:
- Any SAE that uses skill CRP.10.03 (career advice from counselors or mentors) as part of a journal entry

Select the journal tab at the top of the screen. Then select "Time in your SAE" and enter a description of SAE experience.

Add New Journal Entry

Time in your SAE

Career Preparation/Foundational Activities

FFA (Camps, Competitions, Award, Offices, Committees)

Community Service Activities

Classroom (General Learning)

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Step 6: Earning the MFB ✔️
AET Credential

11. Obtain 3 external evaluations with a rating of 3.0 rating or higher

This is from your EXTERNAL evaluation (Employer/Supervisor) in your SAE efforts and you must have:
- Three separate evaluations with an average score of 3 or higher (proficient)

Your advisor is responsible for setting up your supervisor in AET. Check in with your agriculture teacher to request at least 3 evaluations for your MFB AET credential.

12. Complete AET resume - objective listed and reference added

You must have a completed AET Resume, which includes:
(1) Career Objective
(2) A list of References

Where to enter in resume:

Profile (view all)	Journal (view all)	Finances (view all)	Reports (view all)
Profile, Classes, and Emergency Info ⓘ	Time in your SAE ⓘ	Cash Income & Expenses ⓘ	Degree/Application Manager ⓘ
Resume (Goals, success, transcripts, letters, etc...) ⓘ	Career Preparation / Foundational Activities ⓘ	Non-Cash Entries ⓘ	
Explore SAE, Career Exploration & Educational Interest ⓘ	Experience Manager (SAE) ⓘ		
AET Online Exam Center ⓘ	Review your Journal entries		

| Review/Edit | JudgingCard Results | Objective | References | Letters of Recommendation | Transcript | Other Upload |

Provide a short statement that highlights your career goals.

Provide a short statement for your career goals here. This should be in complete sentences.

| Review/Edit | JudgingCard Results | Objective | References | Letters of Recommendation | Transcript | Other Upload |

Please list the name, address, phone and email for each reference to be shown on your resume. ❓

Provide at least 3 references that could be contacted about your employability skills.

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13. Obtain student and parent/guardian signatures