

Greetings Committee Members,

I am Wes Crawford, an agriculture education teacher and FFA advisor from Sutherlin, Oregon. I am also part of the Oregon Agriculture Teacher's Association. Thank you for the opportunity to speak briefly with you all yesterday. As mentioned, I am including some additional details of the value and impact your support of FFA has had in Oregon for our youth, especially this past year. Please find the included document highlighting some of the many achievements and gains we have had for rural and urban students alike.

I can tell you that in a year where almost everything was taken from our students, FFA was the one thing that was able to be there for them. In less than a week last year of school's closing, we pivoted to a virtual convention, reorganized competitions and interviews for awards and scholarships, and made it happen anyway. Leadership conferences and trainings were moved to virtual platforms and engaged hundreds of students in innovative, engaging, and safe ways. This was all the direct result of the resources and investment Oregon made that allowed FFA to accomplish this for our students.

Personally here, these were the ties that allowed me to maintain contact with students, and to keep working to make sure our students here in Sutherlin were not alone, not forgotten, and not without purpose as so many felt. I had some students who did nothing but engage in FFA activities, and that was okay. It was what they needed to cope and handle these challenging times.

I am beyond excited for what the future will bring and the opportunities that we are making available for every student and removing boundaries so all can be part of this excellent organization. Thank you for the continued support and I look forward to continue sharing the great things to come!

Respectfully,
Wes Crawford
Teacher/FFA Advisor
Sutherlin, OR



FFA members receive leadership coaching, support, and a multitude of positive growth experiences resulting in young people who are critical thinkers and strong communicators.



Supervised Agricultural Experiences (SAEs) provide relevance and work-based learning in fields like forestry, fabrication, dairy science, and landscape design.



In the agricultural education classroom/laboratory, teachers use experiential methods to make core content theories come to life through agricultural applications.

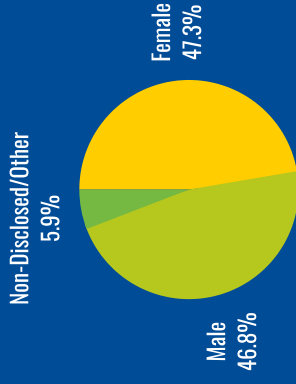


Agricultural Education teaches life skills through FFA and offers practical experiences for students to learn by doing in career fields of their choice.

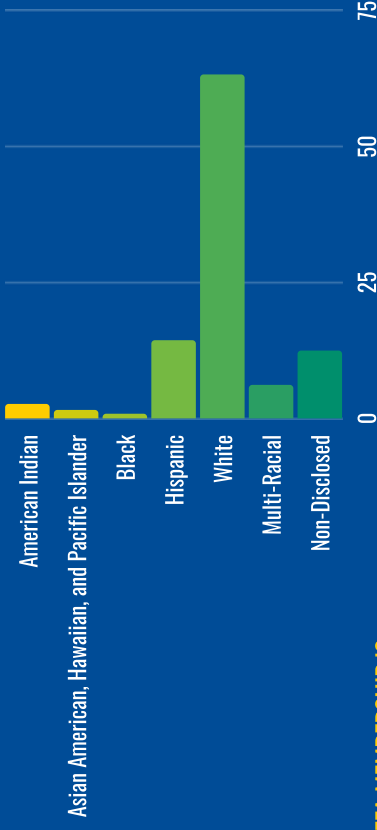
OREGON FFA MEMBERSHIP

In Oregon, there are **109** chapters; which, with the passage of HB 2444 now have affiliated chapter membership, meaning that each agricultural education student has the opportunity to engage in the three-component model fully, regardless of socio-economic status. Oregon boasts nearly **11,378** active FFA members, spread primarily throughout secondary education with small proportions of membership in middle school and post-secondary chapters.

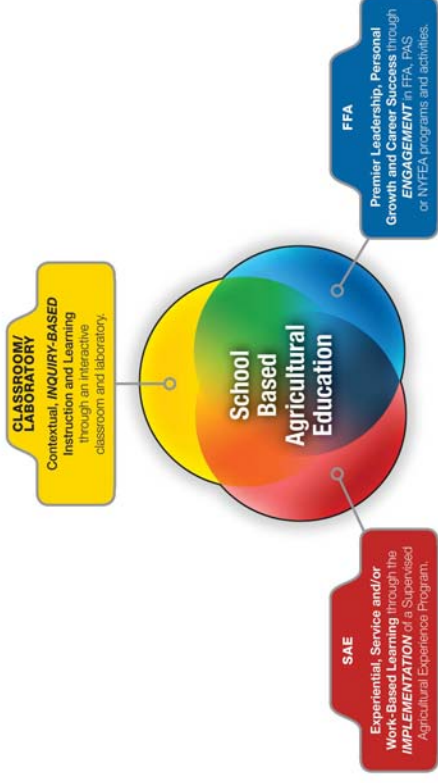
GENDER, PERCENTAGE OF ORFFA MEMBERSHIP



RACE AND ETHNICITY, PERCENTAGE OF ORFFA MEMBERSHIP



49% OF ORFFA MEMBERSHIP IS ELIGIBLE FOR FREE AND REDUCED LUNCH.



Agricultural education maximizes learning and student potential by utilizing a three component model which uniquely combines engaging classroom learning, FFA leadership development activities, and hands-on entrepreneurial, research-based, or technical placement work experiences.

Students whose lives are impacted by FFA and agricultural education will achieve academic and personal growth, strengthen American agriculture, and provide leadership and a workforce to build healthy local communities, a strong nation, and a sustainable world.

In Oregon agricultural education, there is a deep focus and growth-mindset related to secondary career and technical education leading to gainful employment and post-secondary training. In Oregon, our members make an impact.

In 2019, FFA members spent:

440,091 hours in work-based learning, contributing to their Supervised

Agricultural Experience (SAE) projects.

42,109 hours refining skills through career and leadership development events.

32,208 hours contributing to **4,237 community service projects**.

In 2019, ORFFA members provided a total economic impact of \$6,819,959.00 and earned a total \$6,265,481.00 through their SAE projects.

**THE SINGLE ORGANIZATION
THAT PREPARED ME MOST
FOR LIFE AFTER HIGH
SCHOOL AND A CAREER I
LOVE IS THE OREGON FFA.**

-Brecklin Milton, Ontario FFA,
Past Oregon FFA State Officer

OREGON FFA



*Learning to Do,
Doing to Learn,
Earning to Live,
Living to Serve*



In March of 2020, we pivoted. ORFFA continued to act safely and hold each event previously planned through a new medium: screens. With the help of HB 2444, we:
Held Virtual Events:

District Leadership Camps provided 400+ ORFFA members with training on personal development, team dynamics, and chapter improvement.

Leadership Tour visits placed state officers in nearly every virtual aged classroom in the state, presenting leadership workshops over 57 days.

Oregon District Officer Training developed leadership skills of 50+ district leaders over 5 days.

29 Career Development Events and ORFFA Agriscience Fair were held virtually, building student career interest and success.

State Convention was streamed virtually to classrooms and homes, reaching more viewers than ever before.

Legislative Advocacy Conference became hybrid and supplied students and teachers with e-learning and video content to bring advocacy to class.

Created and shared classroom resources: Videos and worksheets for engaging students and building virtual capacity around **SAE Highlights, State**

Convention Leadership Workshops and Panels, Leadership Minutes, CDE Spotlights, ORFFA Greenhands, and Virtual Tips and Tricks.

Planned for the future:

Oregon FFA Service Learning Conference to engage students in community development.

Leadership Continuum including 4 in-person conferences. classroom resources and local experiences.