



STATE FFA OFFICER CANDIDATE CHECKLIST

PLEASE CHECK OFF ITEMS AND ATTACH THIS SHEET
TO THE FRONT OF YOUR STATE FFA OFFICER APPLICATION

Candidate's Name

DID YOU REMEMBER TO:

- Read the "Qualifications and Prerequisites and Code of Ethic & Due Process" for State FFA Office?
- Read the Procedures for Nomination of State FFA Officers
- Check to make sure you have the **SIGNATURE AND APPROVAL OF:**
 - Your Parents
 - Your Principal
 - Your Advisor
 - Your District Advisor
 - Your District FFA President
- State office will receive by 5pm on Feb 12, 2021 the following at the address below:
 - Completed Application (6 pages)
 - Signature Pages (6 pages)
 - Information Pages (2 pages)
 - Copy of your current transcripts
 - 20 hard copies of your Candidate Letter
- Send a your candidate letter to lee@oregonffa.com by 5pm Feb 12, 2021

Oregon FFA Association

Mailing Address:
Oregon FFA Assoc.
SO Candidates
108 Strand Ag Hall
Corvallis, OR 97331

**OREGON FFA ASSOCIATION
STATE FFA OFFICER CANDIDATE APPLICATION**

This application is to be completed by all candidates applying for state office in the Oregon FFA Association, and submitted to the Oregon FFA Association office. **AN OFFICIAL TRANSCRIPT FROM THE HIGH SCHOOL LAST ATTENDED, AND SIGNATURE PAGES MUST ALSO BE ATTACHED TO THIS APPLICATION.** Electronic PDF version of candidates' letter must be received by 5pm on Friday, Feb 12, 2021. 20 copies of the candidates' letter as well as candidate application, signature pages, information pages and transcript(s), must be received in the office by 5pm on Feb 14, 2020.

Candidate's Full Name (as it appears on your license): _____

Candidate's Preferred First Name: _____

Home Address: _____

Home Phone: _____

Cell Phone: _____

Email Address _____

Birth Date _____

Driver's License Number _____

FFA Chapter _____ FFA District _____

Senior in high school? Yes ___ No ___ If no, give date graduated _____

of Years paid FFA membership _____ # of Years in Secondary Ag. Ed. _____

Mother's or Guardian Name _____

Mother's or Guardian Email _____

Mother's or Guardian Cell Phone _____

Father's or Guardian Name _____

Father's or Guardian Email _____

Father's or Guardian Cell Phone _____

Use additional pages if needed to answer the following questions

Describe your Career Interests/aspirations: _____

Describe your SAE: _____

Describe your favorite parts of your high school FFA Experience: _____

Why do you want to serve as an FFA State Officer?: _____

SUMMARY OF SUPERVISED AGRICULTURAL EXPERIENCE

(Completed years only)

School Year	Enterprise and/or Place of Experience	Scope Work Experience Hours/ Acres/Head/etc.
First year ____ to ____		
Second year ____ to ____		
Third year ____ to ____		
Fourth year ____ to ____		

CANDIDATE'S LEADERSHIP ACTIVITIES - LIST ALL ACTIVITIES AND PARTICIPATION

(Use additional pages if needed)

1. OFFICES HELD AND COMMITTEE RESPONSIBILITIES IN THE FFA

SCHOOL YEAR	FFA OFFICE HELD	CHAPTER	DISTRICT
	PRESIDENT		
	VICE PRESIDENT		
	SECRETARY		
	TREASURER		
	REPORTER		
	SENTINEL		

SCHOOL YEAR	MAJOR COMMITTEES OF CHAPTER PROGRAM OF ACTIVITIES	CHAIRPERSON OR MEMBER

2. LEADERSHIP ACTIVITIES SPONSORED BY THE FFA

List only those activities that provide leadership participation such as: Public Speaking (not competitive public speaking), Parliamentary Procedure demos (not competitive parliamentary procedure), Radio, TV Programs, Conventions, Leadership Camps, Conferences, etc.

School Year	Leadership Activity	Local	Dist	State	Nat'l	Level of Responsibility

3. ACTIVITIES SPONSORED BY THE FFA

List only those activities in which you actively participated that involved group planning, group financing and group participation such as: FFA Calendar Program, Livestock Chain, Food For America, Cooperative Buying and Selling, Chapter Farm, Educational Tours, Chapter Exhibits, Chapter Sales, Project PALS, etc.

School Year	Leadership Activity	Local	Dist	State	Nat'l	Level of Responsibility

4. FFA ACTIVITIES FOR AWARDS AND RECOGNITION

List all FFA activities in which you were involved where an award and/or recognition were provided. Examples of activities are: Judging Contests (if you participated in the same contest more than one year indicate the years in the SCHOOL YEAR column). Competitive Public Speaking or Parliamentary Procedure Contests, Proficiency Awards, Star Greenhand, Fairs, etc.

School Year	Leadership Activity	Local	Dist	State	Nat'l	Level of Responsibility

5. LEADERSHIP IN SCHOOL AND COMMUNITY ACTIVITIES OTHER THAN FFA

List those activities in which you were actively involved that provided leadership participation, but were sponsored by some organization other than the FFA. Example: Class Officers, Sports Activity, Church Activities, Farm Organization, Breed Organization, etc.

School Year	Leadership Activity	Local	Dist	State	Nat'l	Level of Responsibility

State Officer Candidate Social Media Screening & Background Check Information

Oregon FFA Officers are high-profile representatives of the Oregon FFA Association. They work through a rigorous and intensive selection process to ensure the six individuals selected to lead the Association exemplify the Oregon officer competencies, serve as a positive example and influence to all stakeholders, and uphold the codes of ethics and conduct of the Oregon FFA Association. All candidates will be required to consent to a social media screening and background check to be eligible for consideration.

During the past decade, the influence of social media has grown immensely. Both personal and professional brands are maintained through social media, and ones’ conduct on various platforms is crucial information to their ability to positively influence the lives of students and other stakeholders. Understanding how a candidate conducts themselves on social media is a vital piece of evidence for the nominating committee. It provides the opportunity to discover major concerns with a candidate’s social media conduct prior to the beginning of the process. Similar to employees, Oregon FFA Officers are trusted with responsibilities and resources of the Oregon FFA Association, including credit cards, rental cars, and full access to the Oregon FFA Center. Additionally, Oregon FFA Officers frequently visit high schools, conventions, and other events where student safety is a priority. To do our part in ensuring student safety, as well as our due diligence before giving officers high levels of responsibility, all candidates must also consent to a criminal background check prior to their participation in the selection process. This background check is like what one would expect to consent to in an employment process.

HOW WILL THESE BE CONDUCTED?

We have contracted with a third-party company, CrimCheck, to conduct social media screenings and background checks. Once a candidate completes their Oregon office application, their name, e-mail address, and phone number will be provided to CrimCheck. From here, the company sends an authorization link to the candidate. This link collects the necessary information for the screening process and provides each candidate with all legal paperwork, consent forms, and notices.

HOW WILL THESE REPORTS BE REVIEWED? CAN AN INDIVIDUAL BE DISQUALIFIED?

These reports will be reviewed by two Oregon FFA Staff members to identify any major concerns. Major concerns may include, but are not limited to, the following:

- Reported criminal activity
- Professional misconduct
- Discriminatory behavior
- Inappropriate behavior
- Illegal behavior
- Violent behavior
- Sexual behavior

If it is believed that the report contains concerning material and that the candidate violated the FFA Code of Ethics or acted in a manner unacceptable of an Oregon FFA Officer, the report will be escalated to be reviewed by the Oregon FFA Board of Directors. These individuals will review the concerning material and consult the chapter and district nominating the candidate for office. The Association Board of Directors and Executive Secretary may deem the candidate ineligible. Candidates can request a copy of the report from CrimCheck.

I understand that Social media screenings and background checks are a required component of the Oregon FFA State Officer Selection Process. And if I do not consent to these components, I will not be eligible to run for office. I have reviewed the above information and agree to complete the required authorization.

Date

State Officer Candidate

Date

State Officer Candidate Parent/Guardian

Oregon FFA State Officer Agreement & Qualifications
SIGN AND RETURN WITH YOUR APPLICATION

Name

Chapter/District

The primary responsibility of a state officer is to serve. When you become a state officer, you agree to dedicate one year of your life to service with the association. Your year of service as a state officer is one of profound growth—you will change in ways you never imagined. This may be the greatest personal benefit of serving as a state officer, along with knowing that you alone make a positive difference in the lives of thousands of FFA members, advisors, partners, state leaders and others.

If elected to serve the Association as a state officer, a great deal will be expected of you. Many people—including state FFA staff and, most of all FFA members—will require your time and talents. There will be little time left to call your own. Midnight bedtimes and early mornings become a part of your everyday life. It will be a challenging year full of joys and discomforts—with the joys far outweighing the discomforts. Decide now if you are up for this challenge. If you would rather live the life of a college student— follow your own schedule, see your friends and watch television—state office is not going to be a good fit for you.

Being elected to state FFA office is making a commitment to service that is unique to most student Associations. In addition to serving and representing more than half a million FFA members, you will represent the image and direction of the Association to teachers, state staff, teacher educators, agriculture executives, government leaders, the media and the general public. You will also be a teammate to five other officers and a co-worker to more than 100 advisors and state FFA staff.

There are eight key roles state officers play. Those who commit their time, energies and passions toward learning, living and modeling these eight keys of success will not only successfully complete their term of service, they will move toward excellence professionally. The following is a summary of each of the eight keys, along with already-established procedures that will help you achieve success.

BE THE BRAND

State FFA officers are committed to representing and upholding the FFA brand. This includes communicating the FFA brand, vision and strategic plan to others as well as communicating key Associational messages (agricultural education, supervised agricultural experiences (SAEs), FFA, youth issues and agriculture). This requires the officer to be in his or her role 24 hours a day, seven days a week for 365 days. As part of the FFA brand, there will be general rules of behavior to follow, including projecting a professional image, using proper etiquette, interacting positively with the media and promoting diversity.

1. Be dedicated and committed to FFA and the total program of education in agriculture/agribusiness.
2. Forego all alcohol, tobacco and illegal substances at all times during your year of service to FFA.
3. Avoid places or activities that in any way would raise questions as to one's moral character or conduct.
4. Maintain girl/boyfriend relationships secondary to official duties.
5. Be unwed, nor be the father or mother of a child at the time of serving as a state officer; further understood that I will resign my office if there are any changes in marital or parenthood status.
6. Use wholesome and appropriate language in all speeches and informal conversations.
7. Maintain proper dress and good grooming for all occasions.
8. Be willing to take and follow instructions as directed by those responsible for State FFA Officers and state FFA programs.

BALANCING ACT

A State FFA Officer must also include personal health, wellness and stress management as a key to success. A state officer committed to this will position themselves to fully serve FFA members. Included in this key commitment are flexibility/adaptability; personal reflection and growth; maintaining relationships with family and friends; keeping a realistic view of self; and preparing to transition back after your year of service.

1. Maintain and protect your health.
2. Regularly, and on time, write all letters, thank-you notes, emails and other correspondence, which are necessary and desirable.

STEP UP TO THE BLACKBOARD

Training and experiences in this key will help officers gain confidence in their abilities and take measured risks. To achieve this, a state officer must be committed to trying new things, approaching failure as a learning experience, building team trust and resolving conflict.

1. Accept and search out constructive criticism and evaluation of your total performance.
2. Through preparation and practice, develop yourself into an effective public speaker and project a desirable image of FFA at all times.

THIS IS IT

The training and experiences in this area center around life- and time-management. An officer should excel in these areas, so that he or she will be better able to give his or her full concentration and focus to the present. This includes:

- Logistics Management (use of computer and technology, appropriate management of travel, appropriate use of FFA trucks, completing vouchers properly and submitting on time and excellent communication with teammates and state staff).
- Meeting Management (creating and following agendas, consensus building, bringing people back to task and keeping focus).
- Life Management (prioritizing, meeting deadlines and timeliness).
- Financial Management (maintaining your personal finances, understanding and following program budgets).
- Focus (listening and bridging — connecting conversation topics to FFA key messages/programs).
- Team (understanding roles on team, following the team code of ethics, following the team mission and following the team vision).
 1. Be willing to commit the entire year to state officer activities.
 2. Be willing and able to travel and serve the State FFA Association.
 3. Consider FFA officer activities to be your primary responsibility.

PAY IT FORWARD

Service is an important component to an officer's year. The training and experiences in this key will help make service more realistic to you, and will help you approach the year of service with a plan. This includes: focusing on the future value of your current work (board work, business and industry tour, tours and camps, etc.); building strategic relationships/partnerships; treating everyone with respect; teaching workshops in an engaging manner and teaching to meet all learner needs (learning abilities, diversity, etc.).

1. Strive to improve your ability to carry on meaningful and enjoyable conversations with individuals of all ages and walks of life.
2. Treat all FFA members equally by not favoring one over another.
3. Conduct yourself in a manner that commands respect without any display of superiority.
4. Maintain your dignity while being personable, concerned and interested in contacts with others.

LIVE ABOVE THE LINE

This key focuses on virtues and behavioral characteristics that should be associated with a state officer. These include responsibility, integrity, keeping promises, speaking with purpose (communicate in a positive, honest and direct way), dealing in a constructive way with difficult people/teammates and seeking win-win solutions.

1. Evaluate, periodically, your personality and attitudes, making every effort to improve yourself.
2. Serve as a member of the team, always maintaining a cooperative attitude.
3. Work in harmony with fellow FFA officers and state staff and not knowingly engage in conversations detrimental to other FFA members, officers, and adults..
4. Do not willingly engage in conversations detrimental to other FFA members, officers and adults.
5. Avoid expressing personal opinions regarding political or controversial subjects when representing the Oregon FFA Association.

LEARNING FOR LIFE

This key focuses on the importance of learning throughout the officer year in several subjects. Developmental topics will include communicating about agricultural education, the history and foundations of FFA and the future directions of FFA, the Department of Agriculture, Department of Education, etc. In addition, State FFA Officers will learn advanced workshop and speech design and delivery methods. Also, growing your knowledge of yourself and growing your knowledge of team members will allow the officer to perform more efficiently and effectively.

1. Become knowledgeable of agriculture, of education in agriculture/ agribusiness and of FFA.
2. Keep yourself up-to-date on current events.

FUEL THE FIRE

This key focuses on passion. To achieve this, a state officer will discover and build on his or her personal interests and passions. The officer will use the team's passions to develop themes (State Convention) and will learn to share his or her passion by building individual and team relationships with state staff and teachers and through effective delivery speeches and keynote/retiring addresses.

State FFA officers are required to perform on a very vigorous and continuous basis. Therefore, it is necessary that those who aspire to become officers are highly qualified, able and willing to perform. Please read and study the major qualifications and prerequisites very closely. *When you are fully convinced that if elected, you will, without any reservations, be fully able to carry out the role and responsibility of a State FFA Officer, then sign and return this form with your application for state office.*

Expectations & Due Process:

1. When the conduct/actions of an elected State Officer breaks any of the qualifications and prerequisites as outlined above of their office, the reported conduct/actions must be submitted in writing to the State FFA Executive Secretary along with any supporting materials that will uphold the accusation.
2. When a State FFA Officer has been reported to have broken the written agreement that they signed after election to State FFA Office, the State Executive FFA Secretary will notify the State FFA Advisor and the FFA State Board of Directors of the report. The State Officer will also be notified of the report by the Executive FFA Secretary. The State FFA Executive Secretary will talk with the State Officer and investigate the report to determine the validity of the report. If the accusation is found to be a valid report the FFA Board will be asked to select three members (with one District President) to serve on a committee with the State FFA Advisor and State FFA Executive Secretary to meet with the State Officer to determine if there is action to be taken and, if so, what it should be.

3. The committee of six will be in contact with the State Officer to discuss the breach of conduct/actions. The State Officer will have the opportunity at this time to explain their actions/conduct. The Committee will recommend any consequences to be taken as the result of the report and inform the State Officer with a written notification.

A written report will be also sent to the full FFA Board of Directors.

Consequences that the Investigative Committee may impose can be, but not limited to, any of the following.

- a. Verbal Warning
 - b. Written letter of Censure to State Officer (two letters will result in possible removal from office)
 - c. No Retiring Address at State Convention
 - d. Removal from office - Requires full vote of Board of Directors
4. In order to hold state officers accountable, the state staff has the following authority:
If any state officer is delinquent in responsibilities, those state officers can be removed from any activities or responsibility as recommended by the Executive Secretary and approved by the Board of Directors.

I have read, studied and understand the before mentioned points. If elected I will carry out my roles and responsibilities as a State FFA Officer in accordance with these statements and understand that the State FFA Board of Directors will hold a meeting of the State FFA Advisor, Executive FFA Secretary, three members of the State Board of Directors and one District President to determine the consequences of my actions if I do not completely adhere to these established standards for State Officers. The consequences may include verbal reprimand, written apology to the association, removal from activities or removal from elected office.

I have read and understand this agreement.

Date

State Officer Candidate

Date

State Officer Candidate Parent/Guardian

By signing below, I/we approve of our son/daughter running for and serving as an Oregon FFA State Officer. I/We believe this individual meets the qualifications and will represent Oregon FFA with the highest level of professionalism, maturity, and will uphold the agreements and responsibilities of the Association outlined in this agreement, the policies and Constitution & Bylaws.

_____	_____
Parent	Date
_____	_____
Parent	Date

By signing below, I affirm that the applicant meets the qualifications and has my approval to be a candidate representing my/our FFA chapter. Further, should the applicant be elected, I believe to the best of my knowledge that they will uphold the State Officer Agreement, meet the expectations and professional standards of a Oregon FFA State Officer, work well as a member of a team, and make a positive impact on the lives of FFA members across the state. (Must be signed by ALL chapter advisors)

_____	_____
Agricultural Science/Technology Instructor	Date
_____	_____
Agricultural Science/Technology Instructor	Date

By signing below, we recommend this applicant for consideration as an Oregon FFA State Officer. We believe this student will represent our school and Oregon FFA with the highest level of professionalism and maturity. The applicant is currently making satisfactory progress toward completion of all requirements for graduation from high school and I anticipate at this time that they will graduate on time.

_____	_____
High School Principal	Date
_____	_____
School CTE Director	Date

By signing below, I affirm that the applicant meets the qualifications and has two-thirds approval from the district to be a candidate representing my/our FFA District. Further, should the applicant be elected, they will uphold the State Officer Agreement, meet the expectations and professional standards of a Oregon FFA State Officer, work well as a member of a team, and make a positive impact on the lives of FFA members across the state.

Approved by: _____

_____	_____
District FFA President	Date
_____	_____
District FFA Advisor	Date

2020-2021 STATE OFFICER CANDIDATE INFORMATION SHEET

PLEASE COMPLETE AND TURN WITH YOUR APPLICATION

NAME _____ NAME _____
Legal Name Name as it should appear on your jacket

CHAPTER _____

HOME ADDRESS _____
PO Box, Street, Rt. City State Zip

HOME PHONE # _____ CELL PHONE # _____

EMAIL ADDRESS _____

BIRTH DATE: _____

DRIVERS LICENSE # & EXPIRATION DATE _____

SCHOOL PHONE # _____

ADVISOR _____ ADVISOR CELL PHONE _____

ADVISOR _____ ADVISOR CELL PHONE _____

<u>Father's Name:</u> Address: _____ _____ Work Phone: _____ Home Phone: _____	<u>Mother's Name:</u> Address: _____ _____ Work Phone: _____ Home Phone: _____
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Emergency Contact Person _____
Name Phone Relationship

Address (if different from above) _____

Person responsible for your medical bills _____
Name Relationship

Medical Ins. Co. _____ Policy/Group# _____

Family Doctor _____ Doctor's Phone # _____

Under doctor's care? _____ (If yes, explain) _____

Are you currently taking any prescription medication? _____ If yes, what kind? _____

Allergies to medications? _____ What? _____ Other allergies? _____

Chronic conditions? Diabetic _____ Blind _____ Sleepwalker _____ Epileptic _____

Deaf _____ Heart Condition _____ Ulcers _____ Hay Fever _____ Other _____

JACKET INFORMATION

Jacket (Official FFA) Size You Have Now _____

Does it fit the way that you want it to? Yes ___ No ___ If No, Please Explain:

Do you currently have a Boys or Girls Jacket? _____ Which do you prefer? _____

Height: _____

Weight: _____

Bust/Chest: _____ Measure the distance around the fullest part of the bust/chest.

Waist: _____ Measure the distance around the body at the navel, making sure the tape is level.

High Hip/Seat: _____ Measure the distance around the hip at either 4" or 6" down from the waistline depending on the sex of the student. The hem is the high hip measurement for females, which is 4" below the waistline and the seat measurement for males, which is 6" below the waistline.

Shoulder: _____ Measure the distance from the bony end of one shoulder straight across to the bony end of the other shoulder.

Back Waist Length: _____ Measure the distance from the bone at the base of the neck to the waistline. THIS IS NOT THE BACK LENGTH OF THE JACKET.

Arm Length: _____ Measure the distance from the prominent bone at the base of the neck out to the end of the shoulder and down the arm, going around the prominent bone at the elbow and ending at the prominent bone at the outside of the wrist.