



# WASHINGTON FFA ASSOCIATION

STRATEGIC PLAN 2019-2023

*The purpose of this document is to provide a five-year road map for the Washington FFA Association (WAFFA). It is an attempt to view, on a broad scale, the areas for intentional growth and development while at the same time, creating better understanding and efficiencies for our Association.*

<i>Direction</i>	<i>Forward Thinking</i>	<i>Focus</i>
<i>Consistency</i>	<i>Vision</i>	<i>Structure for Programming</i>
<i>Intentional, Manageable Programs</i>	<i>Public Relations</i>	<i>Evaluation Tools</i>

## PHILOSOPHY & EXECUTIVE SUMMARY

Washington FFA Association strives to build a thriving organization, trusted by its members and agricultural educators, that supports the future of agriculture, enhances student members' lives and stands the test of time.

We believe our first responsibility is to our **student members**. In meeting their needs everything we do must be of high-quality. We will provide a variety of opportunities for student members to develop personally, professionally and continue learning about the ever-evolving agricultural industry. We must experiment with new ideas. Data must be gathered and innovative programs developed.

**We are growing leaders.**

We will recognize our responsibility to our **members and advisors**. Everyone will be considered as an individual. We will communicate with transparency and timeliness. We will develop support materials and training opportunities as much as possible with our limited resources. We are responsible to the communities in which there are Washington FFA programs. We must be good citizens – support good works and service. We must maintain strong educational standards and protect the environment and natural resources by encouraging good stewardship practices.

**We are supporting our teacher advisors.**

Our final responsibility is to **the future of the Association**. We must maintain financial stability. We must constantly strive to reduce costs in order to maintain competitive prices. New equipment must be purchased, facilities acquired and employees established. Compensation will be fair and adequate; their dignity and merit respected and recognized. Reserves must be enhanced to provide for adverse times. We must communicate our successes and our intentions in order for industry partners to support us.

**We are responsible for telling our story.**

When we operate according to these principals the Association and the people it represents – members, advisors, alumni, volunteer, staff – should recognize a strong, stable future of FFA and agriculture.

**We are Washington FFA.**

## Washington FFA VISION

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

## Washington FFA MISSION

Washington FFA progressively offer 21<sup>st</sup> century skills, personal development and career-connected experiences through STEM-based agriculture education.

National FFA <b>MISSION</b>		National FFA <b>VISION</b>
<i>What we do...</i>	<i>How we do it...</i>	<i>Why we do...</i>
<p>Premier Leadership Personal Growth Career Success</p>	<p>Membership Opportunities Student Leaders Advisor Support Association Staff Public Relations Alumni-Volunteer Network</p>	<p>Grow Leaders Build Communities Strengthen Agriculture</p>

## STRENGTHS-WEAKNESSES-OPPORTUNITIES-THREATS (SWOT)

In October 2018, the Washington FFA Association Board of Directors completed a guided SWOT analysis that was then further reviewed in December 2018 by the State Officers and Executive Director. This analysis will guide the strategic priorities and growth values for Washington FFA through 2023.

### STRENGTHS

- Membership growth
- Diversity (*geographic/voices/programs*)
- Inclusive to all
- Active board & experience from OSPI
- Robust state convention
  - *OTHERS IDENTIFIED: resources, quality leadership, traditions, provides premier leadership, diverse professional board members, financial stability, good voice at national level, wide diversity of programs*

### WEAKNESSES

- Revenue stream/resources
- Shortage of teachers/retainment
- Lack of strategic plan
- High costs
  - *OTHERS IDENTIFIED: not every student goes to college, openness to do things differently, communication (systematic)*

### OPPORTUNITIES

- More grant/scholarships for student members
- State affiliation
- New CDEs/LDEs in the works (*ie. AgEd CDE*)
- Industry alignment
- Legislation & community awareness
  - *OTHERS IDENTIFIED: advocacy/public awareness, building partnerships, recruiting underserved populations/support diversity, quality vs. quantity, tap into new avenues, change approaches to teacher training, secure new funding sources, public outreach at the local level, economic impact of SAEs, CASE funding, opportunity to voice our opinion*

### THREATS

- Core 24
- Loss of funding at state & national levels
- Legislature doesn't know us (*take action for us*)
- Personnel problems (*need more; longevity*)
- Member attendance/participation
  - *OTHERS IDENTIFIED: federal FFA charter/constitution changes, teacher shortage, lack of diversity, "too good"??, losing student voice when making changes, decreasing membership, lack of awareness about FFA, operating costs*

## STRATEGIC PRIORITIES & GROWTH VALUES

Washington FFA is committed to shaping our future through service & efforts focused on the following strategic priorities and growth values:

### ENGAGING OUR STUDENTS

As they develop premier leadership and personal growth, students become better equipped for career success. We have opportunities to help students develop every day.

- *By offering students relevant resources, we help them achieve success.*
- *By connecting students with the industry of agriculture, we prepare them for career success.*
- *By communication the value of FFA experiences, we demonstrate how students are prepared for a successful future.*

### SUPPORTING OUR ADVISORS

FFA advisors are at the heart of our organization; the local level. We have opportunities to support FFA advisors every day.

- *By providing quality resources and professional development, we support FFA advisors.*
- *By engaging trained alumni and volunteers, we assist FFA advisors with optimizing work-life balance.*
- *By recognizing the work of FFA advisors to deliver the intracurricular three-component model of agricultural education, we raise awareness of their accomplishments as educators.*

### TELLING OUR STORY

Our story is about FFA – and it is also about agriculture, food, natural resources and agricultural education. Each of us has opportunities to tell our FFA story every day.

- *By sharing our experiences and resources, we help others expand their agricultural knowledge and literacy.*
- *By increasing agricultural knowledge and literacy, we all become advocates for agriculture, agricultural education and FFA.*
- *By describing how important agriculture, food and natural resources are to global sustainability, we communicate the diversity and value of agricultural education and FFA.*

### GROWING WASHINGTON FFA

FFA is often described as being one of the premier leadership and student development organizations. Washington FFA strives to maintain that definition through solid management, fiscal soundness and growth-minded action. We are setting the example for sound business practice that will grow Washington FFA.

- *By evaluating policies, practices and staffing, we are able to expand the efficiency and scope of Association operations.*
- *By strategically planning actions and expectations now, we intentionally move forward and grow the Association for future members.*

## STRATEGIC INITIATIVES

Over the course of the next five years, Washington FFA staff, Board of Directors, members, advisors and stakeholders will attempt to complete the initiatives outlined. At the beginning of each year, the prospective initiatives for the year should be reviewed and a specific plan/timeline for that year should be developed. Washington FFA is equipped to undertake these initiatives through various means such as staff/student efforts, active targeted committees, as well as outside contractors, vendors, volunteers and stakeholder engagement.

## ENGAGING OUR STUDENTS

### Target Area 1: Membership Opportunities

**Overall Goal:** Support the enrichment of premier leadership, personal growth, and career success by strengthening and aligning opportunities to best meet the needs of a growing and diverse membership.

**Priority 1.** Pursue legislation that will allow for state affiliation.

**Priority 2.** Evaluate existing & create and execute new CDEs/LDEs – to include handbooks, rules and policies.

**Priority 3.** Establish member scholarships to be given annually.

**Priority 4.** Provide a space where all students feel invited, included, inspired and influential.

### Target Area 2: Student Leaders

**Overall Goal:** Develop leadership abilities through training and resources at multiple levels of leadership opportunity/office.

**Priority 1.** Evaluate definition of officer roles and expectations on all levels.

**Priority 2.** Provide more tools for student leaders on all levels to increase success in their roles.

**Priority 3.** Provide enhanced training opportunities for student leaders.

## SUPPORTING OUR ADVISORS

### Target Area 1: Advisor Resources

**Overall Goal:** Provide resources and training to assist advisors in order for them to be as successful and effective as possible in running their FFA/AgEd program.

**Priority 1.** Better equip teachers with information and tools that will increase efficiency and the quality of programs offered at the local level.

**Priority 2.** Establishment of professional development created and presented by Washington FFA.

**Priority 3.** Develop a new teacher guide that addresses both Type 1 & Type 2 teacher advisors and provides basics for navigating FFA and its integration into a classroom.

### Target Area 2: Volunteer Network

**Overall Goal:** Engage volunteers in meaningful ways at local, district, and state levels to enhance programming.

**Priority 1.** Increase the number of volunteers statewide and implement volunteer training procedures & standards.

**Priority 2.** Strengthen communication of opportunities available for volunteers.

**Priority 3.** Create/invest in a volunteer management database.

## TELLING OUR STORY

### Target Area 1: Public Relations

**Overall Goal:** Share the common FFA story and successes to supporters and the public through recognition, print and web media, and large events.

**Priority 1.** Continue to enhance the materials and information available on the Washington FFA website.

**Priority 2.** Engage government/local officials and the general public to better understand the vision and viewpoints of the FFA organization.

**Priority 3.** Provide regular opportunities throughout the year for individuals and members to learn about Washington FFA through a variety of media outlets.

## GROWING WASHINGTON FFA

### Target Area 1: Association & Staff

**Overall Goal:** Create tangible growth areas and generate program structure and policies to aid staff members with the implementation of all programs, activities, and “behind the scenes” tasks of the association.

**Priority 1.** Establish policies and procedures related to Washington FFA programs establishing better definition and clarity.

**Priority 2.** Reduce liability concerns, create safety procedures and align insurance coverage with association needs.

**Priority 3.** Increase the number of state staff to enhance program service and offerings.

**Priority 4.** Increase the amount of professional development for state staff to better meet the needs of a growing membership.

**Priority 5.** Explore the possibility and establishment of a Washington FFA Ag Leadership Event Center.

## ACTION & EXPECTATIONS

Timeline Definitions: Year 1 = 2019; Year 2 = 2020; Year 3 = 2021; Year 4 = 2022; Year 5 = 2023

### ENGAGING OUR STUDENTS >> Membership Opportunities >> Legislation

Initiatives	Year	Rationale
Write legislative bill framework and whitesheet for state affiliation.	Year 1	<ul style="list-style-type: none"> <li>Legislation exists to substantiate Washington FFA and support through OSPI, however the law directives are not being followed.</li> <li>It can be easier to amend existing legislation rather than get new legislation introduced and passed.</li> <li>If a bill made it to committee during the 2019 session but was not passed, it would automatically have to be revisited in the 2020 session.</li> </ul>
Identify and coordinate with a bill sponsor and supporters.	Year 1	<ul style="list-style-type: none"> <li>Since primary legislative FFA supporters tend to be (R) and the (D) currently have control on both sides, a bill that supports agriculture and does not include other CTSOs will need bi-partisan support.</li> <li>An FFA “ask” has never been made to our supporters so this is the first real need we’ve come to them with.</li> <li>We will need to activate the agricultural industry network to have other entities champion our bill (ie. Dairy, Potato, Cattleman’s, Farm Bureau, etc.).</li> </ul>
Evaluate the success/adjusted plan for future efforts.	Year 2	<ul style="list-style-type: none"> <li>If the bill doesn’t pass/leave committee, conduct bill assessment and effort-planning for Year 2 &amp; 3 efforts.</li> <li>Prepare to roll/run bill again.</li> </ul>

### ENGAGING OUR STUDENTS >> Membership Opportunities >> Scholarships

Initiatives	Year	Rationale
Coordinate with WA FFA Foundation to create and distribute member scholarships.	Year 2	<ul style="list-style-type: none"> <li>Student members deserve financial recognition for their efforts and achievements while a member in FFA.</li> <li>Not all WAFFA members will attend a university, but most go on to some type of post-secondary education or skills training that requires tuition.</li> </ul>
Communicate and promote scholarships and/or grants available to WAFFA members.	Year 1	<ul style="list-style-type: none"> <li>More intentionally utilize WAFFA social media vehicles to communication scholarships and grants that are sent to the association for distribution/awareness.</li> <li>Consider the creation of a scholarship information page on the WAFFA website.</li> </ul>
Evaluate the awards & amounts.	Year 2 & Year 3	<ul style="list-style-type: none"> <li>Review the award dollar amounts and ensure they meet the needs of the program.</li> <li>Potentially level the playing field for comparing events and awards that are given.</li> <li>How do we appropriately compare/value programs or events that are drastically different from each other yet have profound impacts on the students and/or the local community?</li> </ul>



Initiatives	Year	Rationale
Investigate and develop a state association process for those who need accommodations.	Year 2	<ul style="list-style-type: none"> <li>• There is currently not a formal process in place on the state level but there are times when accommodations are needed and provided.</li> <li>• A formal and documented process needs to be constructed to make sure all students have what they need to be able to participate in events. It also ensures that the state staff is prepared and ready at the time of the event.</li> <li>• Potential Action Items (<i>list is not all inclusive</i>)                             <ul style="list-style-type: none"> <li>○ Identify an expert to review accommodations and decide what modifications need to be provided (possibly WSU-Disability Resource Center).</li> <li>○ Communicate the process and deadlines to members and teacher advisors.</li> </ul> </li> </ul>
Investigate ways to provide feedback to members.	Year 3	<ul style="list-style-type: none"> <li>• Development events are meant to be learning events so feedback is critical for growth. Currently feedback is given to the members through scores and comments. Scores can be confusing as different judges evaluate and allocate points differently. Comments are given but are not a primary focus for the judges and are hard to give at times due to the fast-paced nature of the events.</li> <li>• It is important to review the common practices and modify as needed to make sure we are adequately supporting members' progress and skill development.</li> <li>• Potential Action Items (<i>list is not all inclusive</i>)                             <ul style="list-style-type: none"> <li>○ Possible feedback via comment card; score average among other participants</li> </ul> </li> </ul>
Evaluate and clarify eligibility of grade levels for participation in events.	Year 2	<ul style="list-style-type: none"> <li>• At this time there is an inconsistent structure of participation for members of different grade levels. Certain CDEs/LDEs only allow certain grade levels to participate, others restrict based on grade level. National FFA has modified their policies to allow for all members to participate regardless of grade level (<i>exception=Creed</i>).</li> <li>• Review the policies/handbooks to ensure the association is meeting the membership's needs rather than ability to win.</li> <li>• Potential Action Items (<i>list is not all inclusive</i>)                             <ul style="list-style-type: none"> <li>○ Investigate adding divisions based on grades and/or skill</li> </ul> </li> </ul>
Investigate timing of CDEs/LDEs.	Year 4	<ul style="list-style-type: none"> <li>• Given the ever-changing nature of our industries (<i>education &amp; agriculture</i>), as well as technology, it is imperative that we continually evaluate our events and programs – specifically the time of year they are offered in order to optimize members' access to the programs/events.</li> <li>• Many other states have “field days” or leadership days that consolidate CDEs/LDEs in order to limit days out of school and costs. These events are where the state finalists are determined and only those finalists compete at the state convention.</li> </ul>



Initiatives	Year	Rationale
Investigate redistricting for WAFFA.	Year 2 & Year 3	<ul style="list-style-type: none"> <li>• A review of district lines has not been conducted in more than 5 years despite the vast amount of disproportionate growth of membership across the existing districts.</li> <li>• Every year the association receives requests for data that cannot be extracted due to the arbitrary nature of the existing districts.</li> <li>• It is the responsibility of the state association to ensure that all members have equal access to membership opportunities regardless of previous practice. Given this, an extensive evaluation of chapter distribution in districts needs to be conducted.</li> <li>• Potential Action Items (<i>list is not all inclusive</i>)               <ul style="list-style-type: none"> <li>○ Collection and review of data to determine where new district lines should be or new districts created: legislative districts, # of chapters, # of members (<i>standard vs. state affiliate impact</i>), number of schools, maps, travel time, etc.</li> <li>○ If changes are made, allow a year to transition to new districts due to district officers and contests impact.</li> </ul> </li> </ul>
Investigate alternative chapter structures.	Year 5	<ul style="list-style-type: none"> <li>• Currently the association allows for homeschool students to join the local chapters as long as they take an agriculture course at a local high school and that course grade is on the student’s official transcript. The decision of whether to accept the student is up to the administration and teacher advisor of the local program.</li> <li>• The current policy needs to be evaluated and additional alternative chapter structure options need to be evaluated to ensure we are meeting the needs of the students and communities across the state while still upholding the three-circle AgEd model and FFA constitutional standards.</li> <li>• Potential Action Items (<i>list is not all inclusive</i>)               <ul style="list-style-type: none"> <li>○ Virtual Chapter</li> <li>○ Home Schooling</li> <li>○ Summer Only Ag Programs/Intensive Institutes</li> <li>○ Industry Courses with Alumni</li> </ul> </li> </ul>

**ENGAGING OUR STUDENTS** >> Membership Opportunities >> Events/Space, Convention

Initiatives	Year	Rationale
Review registration fees and CDE/LDE entry fees.	Year 2 & Year 3	<ul style="list-style-type: none"> <li>Review fees related to state convention on a three-year rotation to ensure it is financially feasible for members.</li> <li>Items to consider (<i>list is not inclusive</i>):                             <ul style="list-style-type: none"> <li>WSU Conferences annual fee increases</li> <li>Internet/technology needs</li> <li>Safety needs/costs</li> </ul> </li> </ul>
Investigate the timing and location of state convention.	Year 3	<ul style="list-style-type: none"> <li>Is it feasible to move convention to earlier or later in the spring?</li> <li>Is WSU the best location and does it provide the most resources to the membership and advisors?</li> </ul>
Evaluate the dance and consider alternate options.	Year 1	<ul style="list-style-type: none"> <li>Is the dance appropriate for convention and members?</li> <li>What are alternate options (<i>Fun Night Inflatables, Laser Tag, Bowling, Movie, etc.</i>)?</li> <li>Would a different event increase attendance/engagement of members?</li> </ul>
Allow students to write thank you cards at CDE/LDE events.	Year 1	<ul style="list-style-type: none"> <li>Students need to commit to showing their appreciation for the work others do to improve their leadership skills.</li> <li>Members can write thank you notes in the holding room.</li> <li>Cards could be given immediately following the event would show judges that we appreciate the work they do for the association.</li> </ul>
Determine the use of live streaming sessions, convention app, and other technology for those members not in attendance.	Year 4 & Year 5	<ul style="list-style-type: none"> <li>Is there technology that we are not currently utilizing that is not cost prohibitive that could increase engagement of those not in attendance?</li> </ul>

**ENGAGING OUR STUDENTS** >> Student Leaders >> Officer Roles & Expectations

Initiatives	Year	Rationale
Association shall clearly communicate professional expectations and development opportunities related to state office.	Year 1	<ul style="list-style-type: none"> <li>• Candidates and advisors do not necessarily expect nor understand the level of professionalism/development expected of state officers until after their election has taken place.</li> <li>• Update and clarify all state officer and candidate materials.</li> </ul>
Implement a formal, systematic evaluation tool/process that includes opportunities for all stakeholders to assess the state officers.	Year 3	<ul style="list-style-type: none"> <li>• Having officers self-reflect and rate their own performance grows their self-awareness (a key aspect of emotional intelligence).</li> <li>• Students and teachers are key stakeholders in the AgEd community and are often the drivers behind state officer visit request, therefore should also be able to provide feedback about the visit, post-event.</li> <li>• Summative feedback from evaluations provides an opportunity for state officers to adopt a mindset of continuous improvement.</li> <li>• Waiting until Year 3 allows for an appropriate tool/process to be established, stakeholders enrolled in the value of feedback and clear expectations to be set at the beginning of a state officer term.</li> </ul>
Annually evaluate the state officer program via exit interview.	Year 2-5	<ul style="list-style-type: none"> <li>• As the officers retire, they are in an ideal place to comment on the strengths and weaknesses of the association’s approach to their professional development. This would be an interview that asks general questions about professional development they received throughout the year. “What worked?” “What could be improved?”</li> <li>• This would be implemented in Year 2 in order to see how the new National FFA Capstone offering impacts the state officer exit process.</li> </ul>
Create a State Officer Request guide.	Year 1	<ul style="list-style-type: none"> <li>• Give advisors more information about the types of events they can request state officers for; expectations of the chapter host-homestay; communication and cancellation protocols. This would also help provide consistency for the state officers in terms of expectations, communication, homestays, etc.</li> </ul>
Evaluate group communication tool for team check-ins.	Year 1	<ul style="list-style-type: none"> <li>• State Officers do monthly team check-ins and seeing each other is critical, however the technology has been inconsistent resulting in conference calls where non-verbal cues are impossible to engage.</li> <li>• Consider one platform that is used consistently (<i>HouseParty, Google Hangout, etc.</i>).</li> </ul>

**ENGAGING OUR STUDENTS** >> Student Leaders >> Tools & Success

Initiatives	Year	Rationale
Evaluate and grow the EMERGE conference.	Year 2	<ul style="list-style-type: none"> <li>Evaluate all aspects of the conference (<i>content, delivery, locations, cost, etc.</i>) to determine the student learning outcomes.</li> <li>Full evaluation should wait until Year 2 since 2019 is the first year of the conference.</li> </ul>
Review and update the WAFFA event evaluation survey.	Year 2	<ul style="list-style-type: none"> <li>Identify an expert who can review and improve the evaluation tool so that consistent quantitative and qualitative data can be gathered.</li> </ul>

**ENGAGING OUR STUDENTS** >> Student Leaders >> Enhanced Training

Initiatives	Year	Rationale
Evaluate and update District Officer Training.	Year 4	<ul style="list-style-type: none"> <li>Ensure that the leadership training event is providing necessary training for both the new state officers as well as the new district officers.</li> <li>Year 2 &amp; 3 will be in a new location so if changes are implemented, Year 4 would allow for smooth transition of expectation/offering.</li> </ul>
Create a mentoring program for state officers.	Year 4 & Year 5	<ul style="list-style-type: none"> <li>Mentoring relationships are essential to the growth and development of state officers as they provide diversity of thought and perspective, as well as build the officers' personal and professional network.</li> <li>These relationships also allow stakeholders (foundation sponsor representatives, past state officers, retired teachers, etc.) to lend their time and talent to Washington FFA beyond any financial relationships.</li> <li>Clear expectations regarding the nature of the relationship, communication, and support must be established in order for both the mentors and state officers to have a positive experience.</li> </ul>
Investigate and explore the creation of webinar events for student leaders.	Year 3	<ul style="list-style-type: none"> <li>Not all members can attend FFA training/enhancement events, yet all schools must provide technology access so more members would be able to interface with an Association training.</li> <li>Consider smaller "booster" events for district officers following DOT to beta-test the platform and engagement/value.</li> </ul>
Consider and develop a leadership event for middle school FFA members.	Year 4	<ul style="list-style-type: none"> <li>There is currently not a leadership training option specifically for middle-school members offered by WAFFA or National FFA.</li> <li>Middle school is a growing area for total FFA membership growth in Washington.</li> <li>Middle school is a critical "buy-in" time for students regarding interest areas that translate to career exploration so additional offerings for these students could support their extended AgEd enrollment, FFA membership and career trajectory.</li> </ul>

**SUPPORTING OUR ADVISORS** >> **Advisor Resources** >> **Information, Tools, Efficiency**

Initiatives	Year	Rationale
Research and invest in a more effective registration system.	Year 2	<ul style="list-style-type: none"> <li>Given new technology, growing membership and a change in the needs of the association in terms of data a streamlined registration system/process is needed to make it easier and quicker for advisors.</li> <li>This will allow the association to acquire correct information and find ways to effectively use the data.</li> </ul>
Advisor training /resources to incorporate SAE into the local program to ensure all students have access.	Year 4	<ul style="list-style-type: none"> <li>SAE is implemented well in a lot of programs in the state. But most of our educators are looking for more resources and ideas of implementation to better incorporate SAE into their programs/curriculum. It is the intent of the AgEd three-circle model that all AgEd students have an SAE and keep records. To that end, we need to provide training/resources for our teacher advisors to help them meet their goals and the needs of the members.</li> <li>Potential Action Items (<i>list is not all inclusive</i>)                             <ul style="list-style-type: none"> <li>Work-based learning skills and resources</li> <li>OSPI engagement</li> <li>WAAE new teacher workshops</li> <li>SAE for All regional training event (WA host)</li> </ul> </li> </ul>
Create a survey for advisors to complete with feedback on CDEs/LDEs.	Year 3	<ul style="list-style-type: none"> <li>Opportunity to increase feedback to improve the events</li> <li>Modeling after National FFA.</li> <li>“What worked?” “What could be improved?”</li> </ul>
Evaluate the benefit of having a state suite at Banker Life Fieldhouse during National Convention.	Year 1 & Year 2	<ul style="list-style-type: none"> <li>Year 1 = research and information gathering; Year 2 = implementation if warranted.</li> <li>Do chapters benefit from having a state suite? How to create balanced access?</li> <li>Does Washington FFA benefit from having stakeholders present at the sessions via a suite?</li> </ul>
Redistricting WAFFA.	Year 2 & Year 3	<ul style="list-style-type: none"> <li>See “Engaging Our Students &gt;&gt; Membership Opportunities &gt;&gt; Events/Space, non-convention</li> </ul>

Initiatives	Year	Rationale
Investigate adding professional development to existing FFA member events.	Year 2	<ul style="list-style-type: none"> <li>• What events would make sense to add advisor P.D.? What topics for development?</li> <li>• Identify experts that could offer the P.D. beyond WAFFA staff                             <ul style="list-style-type: none"> <li>○ WSU AgEd/CAHNRS</li> <li>○ OSPI</li> <li>○ Ben Meyer/NFFA</li> <li>○ WSDA</li> <li>○ WA-ACTE</li> </ul> </li> </ul>
Training on the use and registration for judgingcard.com.	Year 1	<ul style="list-style-type: none"> <li>• With the implementation of judgingcard.com to score and streamline CDEs/LDEs, it will be imperative to provide some training on how to interface with registration, data input by students on scoresheet, access of score data online, etc.</li> <li>• Utilize Ewell Education experts, Shannon B (U of I), Dr. Smith (UI) and possibly request a summer conference workshop for teachers.</li> </ul>
Create space for training on completion of SAE records and state applications.	Year 2	<ul style="list-style-type: none"> <li>• Advisors and members are often confused on the requirements for application (<i>particularly state degree, star &amp; proficiencies</i>)</li> <li>• Avoid improperly completed applications because everyone would have better knowledge of the requirements of applications</li> <li>• Better quality applications would be submitted for state review that would then increase competitiveness at the national level</li> <li>• Less fear/resistance by advisors regarding the applications may result in more application submissions.</li> </ul>
Training on rosters, AET and registration program(s).	Year 1	<ul style="list-style-type: none"> <li>• Additional training on data entry will allow for the collection of data needed to demonstrate local program relevance and drive program improvement/support.</li> </ul>
Develop a targeted marketing plan & materials to promote Agriscience Fair.	Year 3	<ul style="list-style-type: none"> <li>• Many students and advisors do not know much about the program or the general requirements.</li> <li>• Being a relatively new program (compared to other competitive events) it has been “hidden away” at the Puyallup Spring Fair with few people &amp; chapters actually observing the projects.</li> <li>• Being an agriscience based organization in the AgBioscience realm, it is important to promote &amp; highlight those that are making innovative advancements for the future of the industry.</li> <li>• Provide a structured guide or map for implementation in class – potentially increasing overall participation in the state competition.</li> <li>• Projects are already meeting curriculum standard requirements for agriculture, science, English and math – need to help teacher advisors see how to promote the comprehensive nature of the event.</li> </ul>

Initiatives	Year	Rationale
Develop a new teacher guidebook.	Year 3 & Year 4	<ul style="list-style-type: none"> <li>• Year 3 = writing and draft review; Year 4 = implementation &amp; distribution.</li> <li>• Currently there are qualifications a person must have to be an FFA advisor but these are not clearly written or available in a single location so it is difficult to help new and transitioning teachers understand what needs to be in place to successfully serve as a teacher advisor.</li> <li>• The association will need to work with OSPI, WSU AgEd as well as WAAE to review the known “qualifications” and expectations in order to start a document.</li> <li>• Coordinate with STAR committee efforts as this effort fits within that grant provided to improve WA AgEd.</li> <li>• Potential Action Items (<i>list is not all inclusive</i>)               <ul style="list-style-type: none"> <li>○ Create a checklist to distribute to teacher advisors and to be used by the state (OSPI, WSU AgEd, etc.)</li> <li>○ Address the following: Volunteer vs. Coach vs. Advisor; alternative certification; common school policy/procedures, navigating ASB, etc.</li> </ul> </li> </ul>
Evaluate engagement and preparation needs of new and transitioning teacher advisors.	Year 2	<ul style="list-style-type: none"> <li>• At the present time, the teacher preparation program in the state is doing a good job getting new teachers ready for the agricultural education industry. However, it is important to continuously review and update to meet the needs of students and FFA members.</li> <li>• Host a collaborative effort among members of Team AgEd, which includes the association, to review the AgEd teacher preparation in WA, current systems/standards and support that is given and needed to ensure we are meeting the changing climate of the agricultural education industry.</li> </ul>



Initiatives	Year	Rationale
Increase the number of volunteers statewide & increase training for those volunteers.	Year 3 & Year 4	<ul style="list-style-type: none"> <li>• Grow participation in WAFFA Alumni because the more people/alumni involved and, on the roster, the more we can communicate with them on all levels (state &amp; local).</li> <li>• If they are connected via alumni programming, we can utilize NFFA Alumni/Volunteer training and resources for their development.</li> <li>• National FFA is redesigning their volunteer management program/handbook that could be utilized at the state level (projected to role out to states in 2020/2021).</li> <li>• Engage PSOs who have received their lifetime membership from WAFFA to facilitate various workshops/trainings throughout the year to help with “how” to support &amp; engage with local chapters.</li> <li>• Better communicate the message of how alumni/sponsors/ previous winners could be impactful in the judging process – even if they weren’t a member/didn’t participate themselves.</li> </ul>
Review judge expectations, role clarification and training for various volunteer and judging events.	Year 1 & Year 2	<ul style="list-style-type: none"> <li>• Currently training for judges includes an email overview from the event coordinator (<i>developed by WAFFA</i>) and a brief orientation by staff and/or coordinators at the beginning of the event.</li> <li>• Inconsistent judging practices and lack of knowledge of an event create errors in judging that can be solved by implementing more consistent training.</li> <li>• With an impending change in the State CDE Coordinator, it will be an opportune time to review current practices and implement updates to strength the preparation of both coordinators and volunteer judges.</li> <li>• How do we deliver training? What is included? What else could we do? Webinars?</li> </ul>
Develop a formal database of judges.	Year 2-4	<ul style="list-style-type: none"> <li>• Research the cost to transition for various Excel spreadsheets and emails to a formal database to collect information and engagement information.</li> <li>• Will need to consider support for the data-entry when transitioning to a formalized system (<i>possible intern or “timeslip”?</i>).</li> <li>• Need to be able to identify areas of expertise and qualifications for judging because more qualified judges means a better learning experience for our students.</li> </ul>
Investigate online judging opportunities.	Year 4	<ul style="list-style-type: none"> <li>• Could certain things be judged via distance? Would that increase the volunteer base? Potential conversion from online to live attendance/participation? Programs for securely sharing info?</li> </ul>
Elevate the recognition of volunteers.	Year 1 & Year 2	<ul style="list-style-type: none"> <li>• Year 1 = investigate a variety of meaningful ways to recognize our volunteers that honor the effort/time/talent they provide. Is on-stage at state convention the best? Dinner to honor them?</li> <li>• Year 2 = implement the new/adjusted recognition.</li> </ul>
Evaluate a dedicated coordinator stipend.	Year 2	<ul style="list-style-type: none"> <li>• Volunteer coordinators are the reason any/all WAFFA events are able to be offered to our student members. Their time and knowledge are valuable and consistency in their participation results in ever-improving events.</li> <li>• Because coordinators are volunteering, there is competing commitments that often result in them not continuing or cancelling at the last minute which can create issues with holding events.</li> <li>• A financial stipend for coordinators may show value for their time and talent, as well as help with their commitment.</li> </ul>

Initiatives	Year	Rationale
Assess current branding and public relations conducted by the association.	Year 3	<ul style="list-style-type: none"> <li>● The association utilizes and quite active on social media (linked to website) yet we are not entirely sure the effectiveness of the work/efforts/communication or if the efforts are hitting all the correct audiences in the proper manner.</li> <li>● It is important for the association to investigate and assess the current systems that address branding, public relations and social media in a deliberate and comprehensive manner.</li> <li>● Potential Action Items (<i>list is not all inclusive</i>)                             <ul style="list-style-type: none"> <li>○ Look into a graduate student research project or professional company to assist with assessment.</li> <li>○ Determine a budget to work on assessment.</li> </ul> </li> </ul>
Develop a comprehensive branding and public relations plan.	Year 4	<ul style="list-style-type: none"> <li>● After the assessment of the current state of the branding and public relations efforts of the association, a comprehensive plan needs to be constructed.</li> <li>● Potential Action Items (<i>list is not all inclusive</i>)                             <ul style="list-style-type: none"> <li>○ Look into a professional company to assist and develop.</li> <li>○ Determine a budget for the plan development.</li> <li>○ Determine 2-3 target audiences</li> <li>○ Determine key messages and positioning</li> <li>○ Determine objectives of the plan based on needs of the association:                                     <ul style="list-style-type: none"> <li>▪ More members?</li> <li>▪ More funding?</li> <li>▪ More chapters?</li> <li>▪ More teachers?</li> <li>▪ More member participation?</li> </ul> </li> </ul> </li> </ul>
Enact the branding and public relations plan.	Year 5	<ul style="list-style-type: none"> <li>● Develop tactics (including social media) to execute the plan.</li> </ul>
Assess the website ease of navigation & functionality.	Year 2	<ul style="list-style-type: none"> <li>● The website has been more active since 2014 with combined efforts from Studio 5 Design &amp; the WAFFA Executive Director, however in that time there have not been any major updates/changes to the site.</li> <li>● We should review the functionality and ease of navigation to make sure we are maximizing our investment in time and finances.</li> <li>● Potential Action Items (<i>List is not all inclusive</i>)                             <ul style="list-style-type: none"> <li>○ Organization? Are the current groupings the best/easiest?</li> <li>○ Investigate layering calendars</li> <li>○ Interactivity – can it be more interactive rather than a repository of information?</li> <li>○ Is there a way to let the members generate content?</li> </ul> </li> </ul>
Increase sponsor recognition on website.	Year 1	<ul style="list-style-type: none"> <li>● Update and strategically approach utilizing the website for our sponsor partnerships.</li> <li>● Potential Action Items (<i>list is not all inclusive</i>)                             <ul style="list-style-type: none"> <li>○ Banners</li> <li>○ Highlights about the sponsor on supported event page(s)</li> </ul> </li> </ul>
Media training & engagement.	Year 2	<ul style="list-style-type: none"> <li>● Coordinate with ag media supporters to have intentional media training for staff and officers.</li> <li>● Create a media “listserv” to send updates and highlights for more coverage.</li> </ul>

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Initiatives	Year	Rationale
Create a system to more easily promote the success of WAFFA chapters & members.	Year 2	<ul style="list-style-type: none"> <li>● State staff aren't aware of the local or district happenings/awards and successes.</li> <li>● Students and chapters deserve to be recognized for their hard work and success.</li> <li>● Communities need to have a better understanding and appreciation of what is going on by their 'young people' and local AgEd program.</li> <li>● Need to boost PR of award/degree recipients.</li> <li>● Potential Action Items (<i>list is not all inclusive</i>)                             <ul style="list-style-type: none"> <li>○ Pre-formatted press releases</li> <li>○ Social media targeted recognition</li> <li>○ Letters to school administrators &amp; chamber of commerce</li> <li>○ Historical database on website to search previous winners</li> </ul> </li> </ul>
Investigate implementing state-only award areas based on Washington needs.	Year 3 & Year 4	<ul style="list-style-type: none"> <li>● Year 3 = research &amp; information gathering; Year 4 = implementation, if approved.</li> <li>● Just as there are WAFFA specific CDEs, many great SAE/work-based experiences are unique to Washington and don't fit current National FFA award areas.</li> <li>● Fill a gap in proficiencies and prevent applications from being in the "wrong" category because people try to force a fit.</li> <li>● Potential Action Items (<i>list is not all inclusive</i>)                             <ul style="list-style-type: none"> <li>○ Urban Ag</li> <li>○ Aquaculture</li> <li>○ Berry Evaluation (CDE?)</li> <li>○ Drone/GPS</li> </ul> </li> </ul>
Develop more structure for legislative engagement day.	Year 1	<ul style="list-style-type: none"> <li>● Advisors &amp; members have no specific activities to complete during the day.</li> <li>● Currently they either do not come or "hang out" most of the day due to lack of formalized activities.</li> <li>● Evaluate and further develop "Bootcamp" for professional development opportunity, as well as partnership opportunity with WSFB and possibly others.</li> <li>● Need consistent information that can be distributed during office visits; also consistent talking points (<i>if there is an FFA Bill, that would be the focus but the association would need to prep chapters for what/how to talk about it</i>).</li> </ul>

Initiatives	Year	Rationale
Evaluate bookkeeping procedures on a yearly basis.	Year 1-5	<ul style="list-style-type: none"> <li>• Ensure practices match industry standards.</li> <li>• Protect individual staff that works with bookkeeping &amp; finances.</li> <li>• Maintains a system of checks &amp; balances.</li> <li>• Potential Action Item                             <ul style="list-style-type: none"> <li>○ Budget for and hire a professional bookkeeper.</li> <li>○ Budget for and hire a professional accounting audit.</li> </ul> </li> </ul>
Gather historical records & collect information into a database.	Year 4	<ul style="list-style-type: none"> <li>• Since no historical records were provided in 2014 at the time of a new Executive Director, most historical WAFFA data would have to be researched.</li> <li>• Data/records need to be stored in a secure and safe place that is sustainable for the future.</li> <li>• Information is only valuable if it can be accessed and used. It must be determined how the association, chapters and general public could access information and which information each group would have access to.</li> <li>• If additional funding is needed – identify a source of potential funding for either database management and/or compiling of historical information.</li> <li>• Determine what records exist and hold value for us to “hunt down.”</li> <li>• Most historical information is in the hands of the local chapters &amp; needs to be combined into one location.</li> </ul>
Board of Directors roles and functions, training and materials.	Year 1 & Year 2	<ul style="list-style-type: none"> <li>• The board is defined in the WAFFA constitution &amp; bylaws however there are gaps in how the board functions and expectations. Therefore, it is imperative that we evaluate the board’s function and roles and give clear and current information/expectations.</li> <li>• There is no current training for new board members. They learn as they attend meetings which means it can take an entire year to get a board member up to full productivity.</li> <li>• There is no current handbook for the board policies and procedures. Knowledge on the board is handed down verbally from other board members and state staff.</li> <li>• Potential Action Items (<i>list is not all inclusive</i>)                             <ul style="list-style-type: none"> <li>○ Investigate other board examples – who votes on what? Term limits? Committee roles/responsibilities? Executive function?</li> <li>○ Bring in an outside trainer for board orientation? Require a half-day training on Tuesday of WAEE summer conference?</li> <li>○ Source other state FFA association board handbooks to use.</li> </ul> </li> </ul>
Research possibility of an annual all-inclusive WAFFA waiver form for students & adults.	Year 1	<ul style="list-style-type: none"> <li>• At this time, students must complete a waiver for each event they participate in.</li> <li>• Possibly tie to membership verification?</li> </ul>
Employ a lawyer/law firm for legal consultation.	Year 1	<ul style="list-style-type: none"> <li>• Currently the association has a legal representative on the Board of Directors, but it isn’t clear to what extent that role can/should/will help with review and support of association business that may require legal guidance.</li> <li>• Potential Action Items (<i>list is not all inclusive</i>)                             <ul style="list-style-type: none"> <li>○ Review &amp; evaluate all existing policies and procedures</li> <li>○ Handbooks (particularly State Officer Candidate)</li> <li>○ Constitution &amp; bylaws</li> </ul> </li> </ul>

Initiatives	Year	Rationale
Complete a total association risk assessment.	Year 2	<ul style="list-style-type: none"> <li>• With the business climate nonprofits operate within, it is essential that we locate risks to our organization and create plans to mitigate those risks.</li> <li>• An all-inclusive risk assessment has not been completed in at least five years which means it is time to reassess.</li> </ul>
Create comprehensive policies and procedures for the association.	Year 3	<ul style="list-style-type: none"> <li>• The association operates with policies and procedures that are located in various documents for individual programs with most overarching policies and procedures (operational) not documented.</li> <li>• There is a need to review and create written policies and procedures.</li> </ul>
Evaluate & develop safety procedures.	Year 1	<ul style="list-style-type: none"> <li>• Currently the association’s plan for student accidents at WAFFA events is to get an advisor/state staff and proceed from there.</li> <li>• Developing a more comprehensive safety plan in case of an emergency would prove very beneficial.</li> <li>• Consider having Conover support/review.</li> </ul>
Create comprehensive crisis management.	Year 4	<ul style="list-style-type: none"> <li>• Current operating procedures for crisis management is to follow event venues’ plans. Specific plans for our own organization do not exist formally.</li> <li>• Environmental and Safety standards need to be utilized when addressing the creation of a plan.</li> <li>• Consider having Conover support/review.</li> </ul>
Implement training for liability & crisis management.	Year 5	<ul style="list-style-type: none"> <li>• No training exists for FFA members, advisors, volunteers, state officers, state staff or Board members.</li> <li>• In order to reduce liability to our organization and ensure the safety of everyone participating/working for events hosted by the association, it is imperative that we train all involved properly in crisis management and protocols.</li> </ul>
Contract review and additional needs.	Year 2	<ul style="list-style-type: none"> <li>• Identify current list of contract work and vendors that are utilized; evaluate current ROI &amp; value to the association.</li> <li>• Identify what programs would be enhanced for members and teacher advisors if work were contracted out.</li> <li>• Review of time constraints for state staff and additional contract work that could improve output and association growth.</li> </ul>
Contract language & management.	Year 2	<ul style="list-style-type: none"> <li>• Ensure legal contracts are prepared to protect the association and the individual/group contracted.</li> <li>• Create consistency among the contracts.</li> <li>• Identify the specifics &amp; logistics behind the contract and how they are managed internally – would need to identify:                             <ul style="list-style-type: none"> <li>○ Contract Details (<i>time involved, expertise needed, material ownership, etc.</i>)</li> <li>○ Annual Review &amp; Contract Renewal Timeline(s)</li> <li>○ Background Checks (<i>if needed</i>)</li> <li>○ Contract Manager</li> <li>○ Documentation &amp; Storage</li> <li>○ Deliverable Procedures</li> <li>○ Breach of Contract Procedures</li> </ul> </li> <li>• Ensure funds are available &amp; match budget to meet need.</li> <li>• Work with the Foundation to include contract work costs in event sponsorship.</li> </ul>

Initiatives	Year	Rationale
Review state staff roles/responsibilities on a yearly basis.	Year 1-5	<ul style="list-style-type: none"> <li>• Ensure staff workload is distributed appropriately and reasonable for completion under normal circumstances.</li> <li>• Ensure staff skills are being capitalized.</li> <li>• Increase staff morale and fulfillment related to job activities.</li> <li>• Identify and utilize a consistent evaluation tool so that growth/success can be accurately measured over time.</li> <li>• Goal-sharing among staff members: identifying what others are working toward, cleaning up responsibilities, identifying potential gaps and generating larger transparency.</li> </ul>
State Staff professional development.	Year 1-5	<ul style="list-style-type: none"> <li>• Providing professional development for students, advisors and our association Board of Directors has been identified as critical, so ensuring that our state staff also receive current, meaningful professional development training – some related to FFA and some in outside development areas – is equally important.</li> <li>• Budget for and approve annual staff professional development.</li> </ul>
Expand number of state staff.	Year 2	<ul style="list-style-type: none"> <li>• Other state associations of comparable membership size/scope to WAFFA have 3-5+ state staff members (<i>mix of full- and part-time</i>) in order to provide the best and highest quality services to members, advisors and stakeholders. Currently WAFFA has 1 contracted staff member, and 20% of the OSPI AgEd Supervisor’s time for FFA work.</li> <li>• Adding additional staff would allow for expansion and growth, rather than triage and/or “treading water” in terms of work and program offerings.</li> <li>• Membership Coordinator: If the association does pass legislation that allows for state affiliate membership, that will translate to processing ~11,000 memberships to ~65,000 memberships. Adding a staff member who can be solely responsible for membership processing, CDE/LDE verification, etc. would allow the Executive Director to be able to pursue other strategic plan initiatives.</li> <li>• Program Assistant: Adding a position to handle clerical responsibilities will free time for the Executive Director to better utilize their skills/talents in other areas that benefit the growth of the association.</li> </ul>
Investigate and establish a Washington FFA Leadership Event Center.	Year 4 & Year 5	<ul style="list-style-type: none"> <li>• Physical spaces that meet the variety of needs for WAFFA events are fairly limited and often quite expensive.</li> <li>• Having a physical location would allow the association to have a “home” regardless of the location of the Executive Director, State Advisor, etc. and could create consistency for advisors when having to plan for travel to events if the majority could be held at the “FFA Center.”</li> <li>• There is potential to provide space for the state officers during their year of service or to earn revenue if the space is usable/rented to other student groups.</li> <li>• Potential Action Items (<i>list is not all inclusive</i>) <ul style="list-style-type: none"> <li>○ Taskforce developed to research the viability of an FFA Center – costs, potential location (<i>?land donation through Foundation?</i>), liability, policies and maintenance (<i>deposits, booking, chapter discounts, etc.</i>), legal issues, staffing requirements, coordinated with WSU, etc.</li> </ul> </li> </ul>



## ACTION & EXPECTATIONS >> Strategic Initiatives by Year

### Year 1 – 2019

Strategic Priority	Target Area	Priority	Initiative
Engaging Students	Membership Opportunities	1	Legislative bill framework & whitesheet for state affiliation.
Engaging Students	Membership Opportunities	1	Identify/Coordinate bill sponsor & supporters.
Engaging Students	Membership Opportunities	3	Communicate/promote scholarships & grants to WAFFA members.
Engaging Students	Membership Opportunities	4	Evaluate convention dance & consider alternate options.
Engaging Students	Membership Opportunities	4	Students write thank you's at CDE/LDE events.
Engaging Students	Student Leaders	1	Communicate professional expectations & development related to state office.
Engaging Students	Student Leaders	2	Create a State Officer Request guide.
Engaging Students	Student Leaders	2	Evaluate communication tool for team check-ins.
Supporting Advisors	Advisor Resources	1	Evaluate benefit of state suite at Bankers Life/National Convention.
Supporting Advisors	Advisor Resources	2	Training on the use & registration for judgingcard.com.
Supporting Advisors	Advisor Resources	2	Training on rosters, AET and registration program(s).
Supporting Advisors	Volunteer Network	1	Review judge expectations, role, training for volunteer & judging events.
Supporting Advisors	Volunteer Network	1	Elevate volunteer recognition.
Telling Our Story	Public Relations	1	Increase sponsor recognition on website.
Telling Our Story	Public Relations	2	Develop more structure for legislative engagement day.
Growing WAFFA	Association & Staff	1	Evaluate bookkeeping annually.
Growing WAFFA	Association & Staff	1	Board of Directors roles, functions, training & materials.
Growing WAFFA	Association & Staff	2	Research annual alloinclusive waiver form.
Growing WAFFA	Association & Staff	2	Employ lawyer/law firm for legal consultation.
Growing WAFFA	Association & Staff	2	Evaluate & develop safety procedures.
Growing WAFFA	Association & Staff	1	Review state staff roles/responsibilities annually.
Growing WAFFA	Association & Staff	4	State staff professional development.



## ACTION & EXPECTATIONS >> Strategic Initiatives by Year

### Year 2 – 2020

Strategic Priority	Target Area	Priority	Initiative
Engaging Students	Membership Opportunities	1	Evaluate success/adjusted plan for legislative efforts.
Engaging Students	Membership Opportunities	3	Coordinate with Foundation to create & distribute member scholarships.
Engaging Students	Membership Opportunities	3	Evaluate awards & amounts.
Engaging Students	Membership Opportunities	4	Investigate & develop state association process for accommodations.
Engaging Students	Membership Opportunities	4	Evaluate & clarify eligibility of grade levels for participation in events.
Engaging Students	Membership Opportunities	4	Investigate redistricting for WAFFA.
Engaging Students	Membership Opportunities	4	Review registration & entry fees.
Engaging Students	Student Leaders	1	Annually evaluate the state officer program via exit interview.
Engaging Students	Student Leaders	3	Evaluate & grow the EMERGE conference.
Engaging Students	Student Leaders	2	Review & update the event evaluation tool.
Supporting Advisors	Advisor Resources	1	Research & invest in a more effective registration system.
Supporting Advisors	Advisor Resources	1	Evaluate benefit of state suite at Bankers Life/National Convention.
Supporting Advisors	Advisor Resources	1	Investigate redistricting for WAFFA.
Supporting Advisors	Advisor Resources	2	Investigating adding P.D. to existing FFA events.
Supporting Advisors	Advisor Resources	2	Create space for training on SAE records & state applications.
Supporting Advisors	Advisor Resources	3	Evaluate engagement & preparation needs of new & transitioning teachers.
Supporting Advisors	Volunteer Network	1	Review judge expectations, role, training for volunteer & judging events.
Supporting Advisors	Volunteer Network	3	Develop a formal database of judges.
Supporting Advisors	Volunteer Network	1	Elevate volunteer recognition.
Supporting Advisors	Volunteer Network	1	Evaluate a dedicated coordinator stipend.
Telling Our Story	Public Relations	1	Assess website ease of navigation & functionality.
Telling Our Story	Public Relations	2	Media training & engagement.
Telling Our Story	Public Relations	3	Create system to better promote success of WAFFA chapters & members.
Growing WAFFA	Association & Staff	1	Evaluate bookkeeping annually.
Growing WAFFA	Association & Staff	1	Board of Directors roles, functions, training & materials.
Growing WAFFA	Association & Staff	1	Review state staff roles & responsibilities.
Growing WAFFA	Association & Staff	4	State staff professional development.
Growing WAFFA	Association & Staff	2	Complete total association risk assessment.
Growing WAFFA	Association & Staff	1	Contract review & additional needs.
Growing WAFFA	Association & Staff	1	Contract language & management.
Growing WAFFA	Association & Staff	3	Expand number of state staff.

## ACTION & EXPECTATIONS >> Strategic Initiatives by Year

### Year 3 – 2021

Strategic Priority	Target Area	Priority	Initiative
Engaging Students	Membership Opportunities	3	Evaluate awards & amounts.
Engaging Students	Membership Opportunities	4	Investigate ways to provide CDE/LDE feedback to members.
Engaging Students	Membership Opportunities	4	Investigate redistricting for WAFFA.
Engaging Students	Membership Opportunities	4	Review registration & entry fees.
Engaging Students	Membership Opportunities	4	Investigate timing & location of state convention.
Engaging Student	Student Leaders	2	Implement evaluation tool to assess state officers.
Engaging Students	Student Leaders	1	Annually evaluate the state officer program via exit interview.
Engaging Students	Student Leaders	2	Investigate & explore webinar events for student leaders.
Supporting Advisors	Advisor Resources	1	Create survey for feedback on CDEs/LDEs.
Supporting Advisors	Advisor Resources	1	Investigate redistricting for WAFFA.
Supporting Advisors	Advisor Resources	1	Develop targeted marketing plan & materials to promote Agriscience Fair.
Supporting Advisors	Advisor Resources	3	Develop new teacher guidebook.
Supporting Advisors	Volunteer Network	1	Increase number of volunteers & training available.
Supporting Advisors	Volunteer Network	3	Develop a formal database of judges.
Telling Our Story	Public Relations	1	Assess current branding & PR by the association.
Telling Our Story	Public Relations	3	Investigate state-only award areas based on WA needs.
Growing WAFFA	Association & Staff	1	Evaluate bookkeeping annually.
Growing WAFFA	Association & Staff	1	Create comprehensive policies & procedures for the association.
Growing WAFFA	Association & Staff	1	Review state staff roles & responsibilities.
Growing WAFFA	Association & Staff	4	State staff professional development.

## ACTION & EXPECTATIONS >> Strategic Initiatives by Year

### Year 4 – 2022

Strategic Priority	Target Area	Priority	Initiative
Engaging Students	Membership Opportunities	2	Investigate timing of CDEs/LDEs.
Engaging Students	Membership Opportunities	4	Determine use of live streaming, app, & other technology for members not at convention.
Engaging Students	Student Leaders	1	Annually evaluate the state officer program via exit interview.
Engaging Students	Student Leaders	3	Evaluate & update District Officer Training.
Engaging Students	Student Leaders	2	Create a mentoring program for state officers.
Engaging Students	Student Leaders	3	Consider & develop a leadership event for middle school FFA members.
Supporting Advisors	Advisor Resources	2	Training/resources to incorporate SAE into the local program.
Supporting Advisors	Advisor Resources	3	Develop new teacher guidebook.
Supporting Advisors	Volunteer Network	1	Increase number of volunteers & training available.
Supporting Advisors	Volunteer Network	3	Develop a formal database of judges.
Supporting Advisors	Volunteer Network	1	Investigate online judging opportunities.
Telling Our Story	Public Relations	1	Develop a comprehensive branding & PR plan.
Telling Our Story	Public Relations	3	Investigate state-only award areas based on WA needs.
Telling Our Story	Public Relations	1	Gather historical records & collect information into a database.
Growing WAFFA	Association & Staff	1	Evaluate bookkeeping annually.
Growing WAFFA	Association & Staff	1	Create comprehensive policies & procedures for the association.
Growing WAFFA	Association & Staff	1	Review state staff roles & responsibilities.
Growing WAFFA	Association & Staff	4	State staff professional development.
Growing WAFFA	Association & Staff	2	Create comprehensive crisis management plan.
Growing WAFFA	Association & Staff	5	Investigate & establish a WAFFA Leadership Event Center.

## ACTION & EXPECTATIONS >> Strategic Initiatives by Year

### Year 5 – 2023

Strategic Priority	Target Area	Priority	Initiative
Engaging Students	Membership Opportunities	4	Investigate alternative chapter structures.
Engaging Students	Membership Opportunities	4	Determine use of live streaming, app, & other technology for members not at convention.
Engaging Students	Student Leaders	1	Annually evaluate the state officer program via exit interview.
Engaging Students	Student Leaders	2	Create a mentoring program for state officers.
Supporting Advisors	Volunteer Network	3	Develop a formal database of judges.
Telling Our Story	Public Relations	1	Enact the branding & PR plan.
Growing WAFFA	Association & Staff	1	Evaluate bookkeeping annually.
Growing WAFFA	Association & Staff	1	Create comprehensive policies & procedures for the association.
Growing WAFFA	Association & Staff	1	Review state staff roles & responsibilities.
Growing WAFFA	Association & Staff	4	State staff professional development.
Growing WAFFA	Association & Staff	2	Implement training for liability & crisis management.
Growing WAFFA	Association & Staff	5	Investigate & establish a WAFFA Leadership Event Center.

At the beginning of Year 5, a taskforce should be assembled to review, update and vision forward the next 5-year strategic plan for Washington FFA (2024-2028). This strategic plan would be presented at the 2023 Q4 board meeting for adoption and implementation in 2024.