



NATIONAL TEACHER AMBASSADORS FOR FFA: *Program Overview, History and Plans*



Program Overview: Description and Objectives

The National Teacher Ambassadors for FFA are a group of agriculture educators currently in the classroom. They are trained to answer questions and provide training related to the various educational resources and experiences the National FFA Organization offers. A group of qualified teachers is selected each Spring to serve in the program from June to June. Additionally, to continue professional development, the program has grown to include mentor National Teacher Ambassadors for FFA. Through this added layer, support and professional development can be amplified to meet the needs of the program.

Four Primary Objectives Guide the Program

- 1 Answer questions from agriculture educators and provide them with training and regular communications related to the various educational resources and experiences National FFA offers.
- 2 Provide relevant feedback from the educational field to National FFA.
- 3 Serve as an advocate of the organization to teachers within home states and others across the country.
- 4 Advance teacher ambassadors' and other teachers' professional growth.

Teacher Ambassadors Benefit From Professional Growth Opportunities

- All ambassadors attend an in-person training to learn about their role as ambassadors, National FFA resources, how to prepare and deliver educational sessions or workshops and other important aspects of being ambassadors. Training is a mandatory requirement for all program participants.
- Ambassadors deliver multiple educational workshops and gather feedback from participants.
- Throughout the year, ambassadors brainstorm and share ideas with teachers from across the country.
- Ambassadors are recognized by their peers as subject matter experts and are relied on for expert advice on FFA educational resources.



"This role has transformed my outlook—turning feelings of burnout into renewed motivation through a supportive and collaborative network committed to agricultural education."
- Emma Hendley, North Carolina



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Where We've Been: History and Accomplishments

The diagram below shares the National Teacher Ambassadors for FFA program's rich history and milestones from 2016-present.

Year 1 (2016-17)

24 ambassadors from 24 states serve as the first cohort.

At the first summer training, ambassadors learn about FFA educator resources, practice team building, and prepare and practice workshops.

Year 5 (2020-21)

Due to the COVID-19 pandemic, summer training is moved to an online format.

Year 7 (2022-23)

Mentor ambassadors have a role during summer training for the first time and throughout the year and participate in mid-year touch-base calls with National FFA staff.

Year 10 (2025-26)

65 ambassadors from 28 states represent National FFA currently.

To accommodate for state FFA conventions and teacher conferences, incoming ambassadors attend either one week (main training) or three days (alternate training).

Year 3 (2018-19)

Herman and Bobbie Wilson make a major gift toward the program through the National FFA Foundation.

Year 6 (2021-22)

The program surpasses 100 applicants. Ambassadors who have been in the program for at least three years can apply as a mentor.* Eight individuals serve as the first group of Mentor Ambassadors. Goodheart Wilcox Publishers comes on board as a corporate partner.

Year 9 (2024-25)

Development goals are established as a formal aspect of the program. A member of the National FFA State Relations Team joins the leadership of the program with the goal of improving ambassador relationships with state FFA staff. Summer training returns to a mandatory, 100% in-person format.



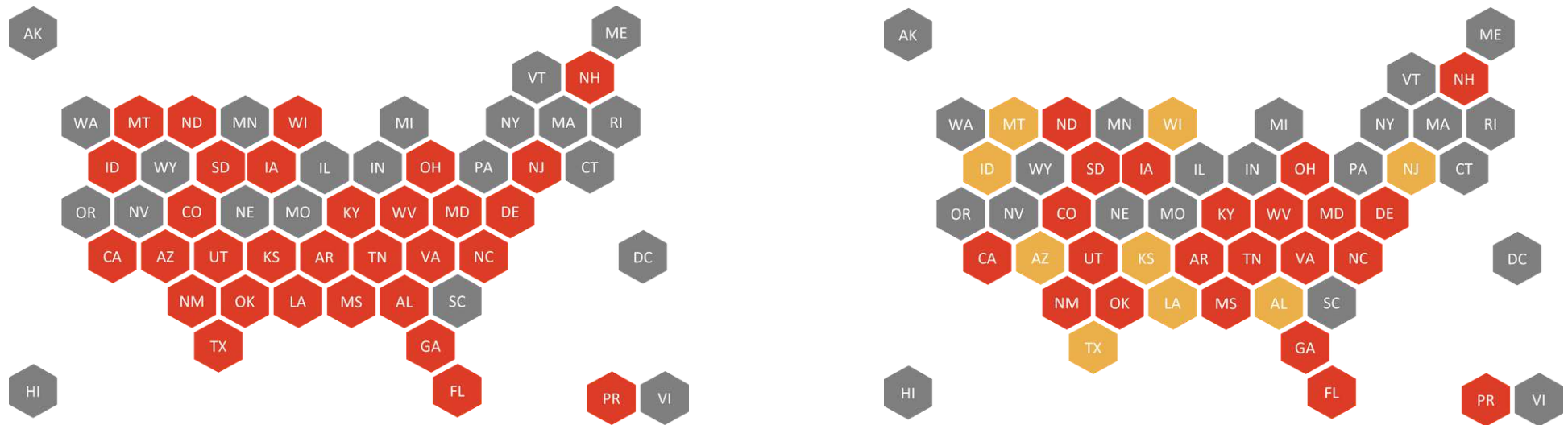
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Showing Our Impact: Results from the Most Recent Ambassador Term

This section includes information on the 2024-25 National Teacher Ambassadors for FFA and their impact.

2024-25 teacher ambassadors and mentors represented 30 states and Puerto Rico.

In 2024-25, there were 62 teacher ambassadors. Nine were mentor ambassadors, meaning they had served as an ambassador for at least three years and were selected by National FFA staff to support other ambassadors and their mentees (read more on pg. 6).



States in red on the map had at least one teacher ambassador in 2024-25. States in gold on the map indicate where mentor ambassadors are based.



“Being part of the National FFA Teacher Ambassador program was such a fantastic experience! I really felt like I connected with other passionate educators and got to share my own ideas for making agricultural education even better for students. It was truly empowering and inspiring!”

- Jacob Ball, Kentucky

For more information, email teacherambassadors@ffa.org or visit [FFA.org/teacherambassadors](https://ffa.org/teacherambassadors)



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Advancing Teachers' Professional Growth

At the end of their yearlong term:¹

- 100% of the 2024-25 teacher ambassadors told us that the National Teacher Ambassadors for FFA program **enhanced their ability to grow professionally**. Specifically, ambassadors identified gaining knowledge of FFA resources, networking/meeting other agriculture teachers and becoming a resource for other teachers/serving teachers as ways they grew professionally.
- 87% told us that their experience was “much better” when compared to other **professional development** opportunities.
- Ambassadors assigned the program a rating of **4.74** out of 5 stars.



“The National FFA Teacher Ambassador program provided me with the resources and support to thrive in difficult circumstances. Through the coaching, development and networking, I was able to show my school why my program is important and my abilities as a teacher. This year would have been much more stressful had I not been in this program.”

- AnnaMarie Sachs, South Dakota

Presenting Educational Workshops

Teacher ambassadors are expected to present a minimum of one educational workshop about educational resources and opportunities on behalf of National FFA. Of the **1,464 attendees** at sessions presented by teacher ambassadors during the 2024-25 term, **99%** said the sessions were **worth their time**.

- 100% of attendees rated the session as good or excellent.
- 94% of attendees said that the facilitator was interactive or extremely interactive.
- 99% of attendees said that the facilitator was knowledgeable or extremely knowledgeable.
- 98% of sessions were reported as taking place in person, while 2% were presented virtually (live or pre-recorded).²



¹ These results are from surveys and other requests for information completed by the 2024-25 teacher ambassadors throughout their term.

² Data is from educational session attendee feedback surveys and teacher ambassadors' quarterly reports on educational sessions.



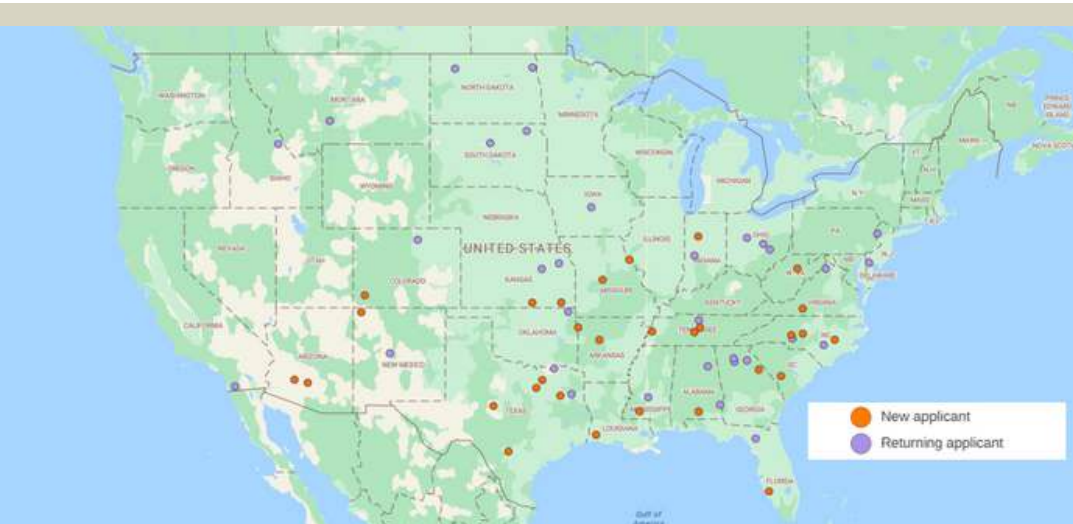
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Proven Over Time: Returning Teacher Ambassadors

This section includes historical information highlighting the longevity of the program and the individuals in it.

The National Teacher Ambassadors for FFA program launched in 2016, with 24 ambassadors serving that term.

- Since then, Year 4 saw the most program participants (83 ambassadors served in 2019-20). Click [here](#) to see how many ambassadors have served in each year of the program.



Sixty-five ambassadors are serving in 2025-26, with over half having served previously.

The map shows all teacher ambassadors selected to serve in 2025-26. The purple pinpoints represent returning teacher ambassadors.

All teacher ambassadors are encouraged to reapply to the program each year.

- Almost half (49%) of all applicants for the 2025-26 term had served previously as teacher ambassadors.

Returning ambassadors who have served for three years can apply to be mentor ambassadors.

- The seven mentors serving in 2025-26 began as ambassadors in 2016 (2), 2017, 2019, 2020 and 2021 (2), respectively.

Even when commitments or circumstances require an ambassador to take a break from the program, they are always encouraged to reapply later and often do.

- Of the 2025-26 ambassadors, two have taken at least one year off from the ambassador program at some point.
- Of the 2025-26 mentors, three have taken at least one year off from the ambassador program at some point.



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Connection and Engagement: Mentor/Mentee Program and Goal Development

This section highlights the mentor ambassadors, the mentor/mentee program and goal-setting within the program.

The mentor/mentee aspect of the National Teacher Ambassadors for FFA program developed beginning in 2021 and into 2022-23. Today, the mentor/mentee relationships fostered throughout an ambassador term allow for professional development opportunities and an additional touchpoint through which program participants can connect and engage. Mentor ambassadors have a formal role during the annual National Teacher Ambassadors for FFA training, support mentees during training and throughout the year, and participate in mid-year touch-base calls with National FFA staff.



The 2025-26 mentor ambassadors at the June training in Indianapolis.

Impact of the 2024-25 Mentor Ambassadors

Support of Teacher Ambassadors

- Mentors provided structured support to their mentees through check-ins. The majority of mentees indicated their mentor checked in with them more than three times per quarter.
 - 88% of teacher ambassadors agreed or strongly agreed that they received effective coaching and actionable next steps from their mentor during goal-specific check-ins.
 - The largest number of reported mentor/mentee check-ins were informal, personal check-ins. Other frequently discussed topics were program expectations and program goal development (read more on pg. 7).

Growing Professionally as Mentors

- Nine mentors mentored 53 mentees. Each of the nine mentor groups included one mentor and five to six mentees.
 - All nine mentor ambassadors during the 2024-25 term said that the program enhanced their ability to grow professionally.
 - All nine mentors rated their experience as a mentor ambassador as better than other professional development opportunities.
 - All nine mentors reported connecting with their fellow mentors more than three times per quarter. All rated that contact as extremely useful.
 - Mentors reported spending an average of 5.25 hours out of their month serving in their role.

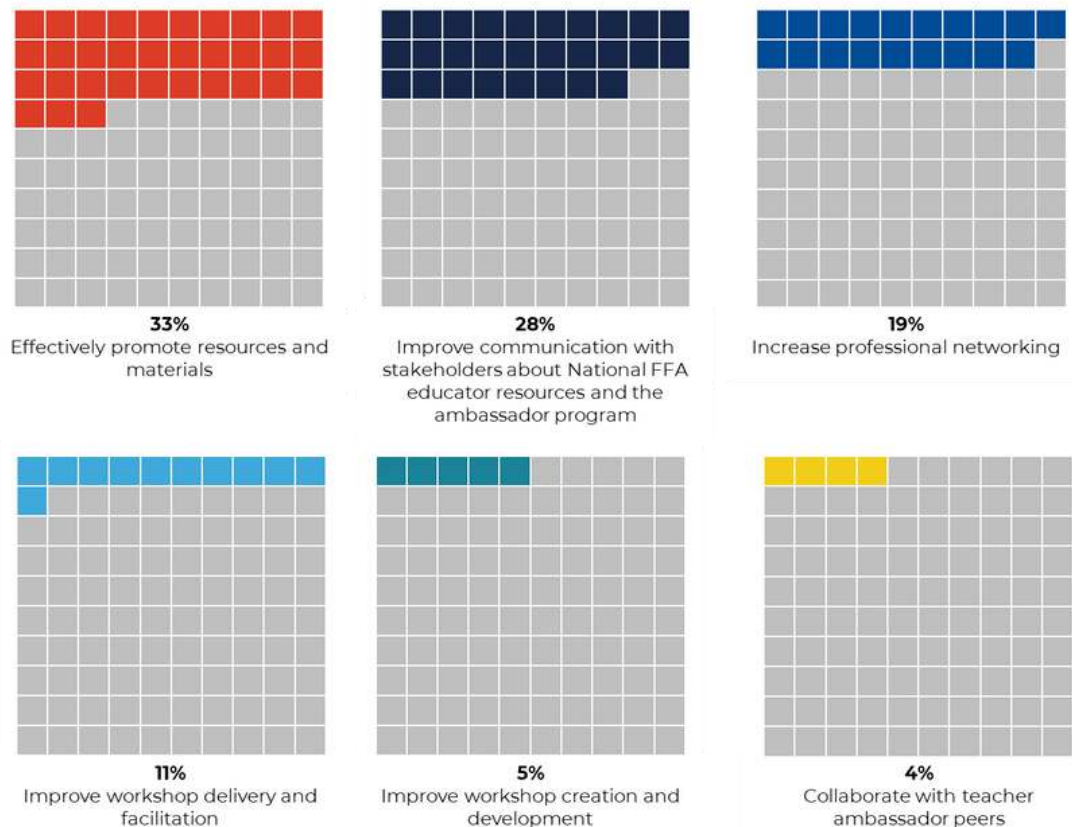


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Furthering Professional Development for Mentors and Mentees Through Goal Setting

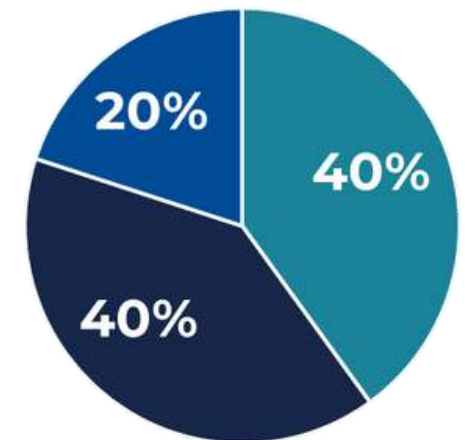
A new program component for teacher and mentor ambassadors, focusing on goal development, was implemented during the 2024-25 ambassador term. Ambassadors and mentors select goals from set categories, differing for teacher ambassadors and mentors, and work toward their chosen goal(s) throughout their term. While each ambassador categorizes their goal, they each write a SMART goal specific to them. The data below represents the categories of goals that all ambassadors use to further their professional development. These goals also serve as a point of connection between mentors, mentees and National FFA staff throughout the 2025-26 term.

Most teacher ambassadors created a SMART goal falling in the category:
“Effectively promote resources and materials.”



Most mentors created a SMART goal falling in the category:
“Foster collaboration and networking” and “Monitor progress and celebrate success.”

- Foster collaboration and networking
- Monitor progress and celebrate successes
- Provide guidance and support





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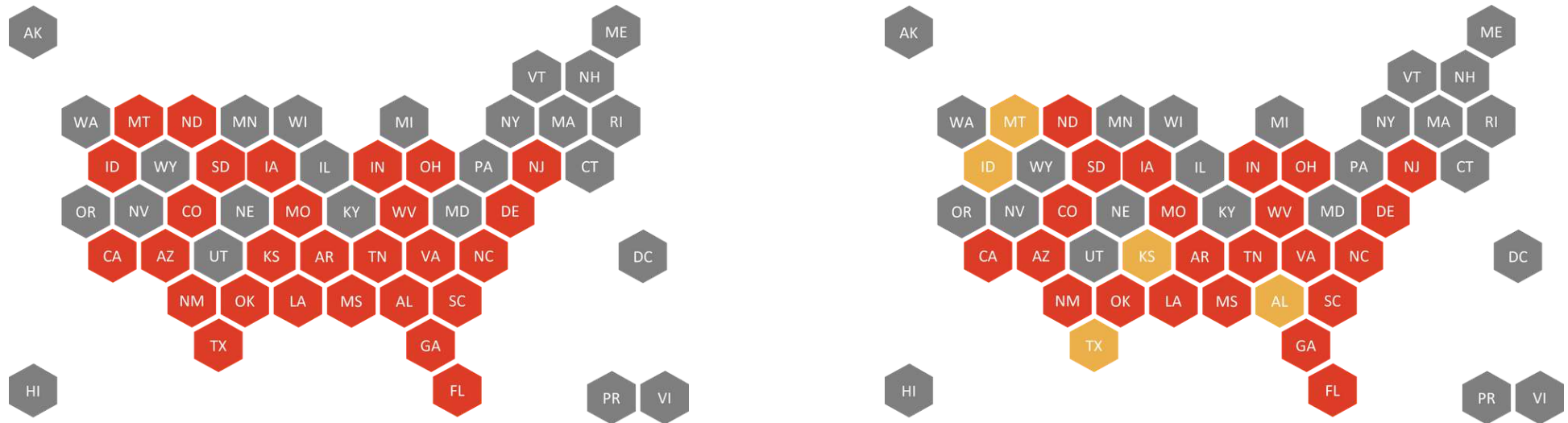
Where We're Going: Plans for the National Teachers Ambassador for FFA Program

This section includes information on the 2025-26 National Teacher Ambassadors for FFA, including the impact of their summer training and information about the mentoring piece of the program.

Where the 2025-26 Teacher Ambassadors Are Located

There are 65 teacher ambassadors serving in the 2025-26 term, which began in June 2025. Seven of these are mentor ambassadors, meaning they have served as ambassadors for at least three years and were selected by National FFA staff to support other ambassadors as their mentees (read more on pg. 6).

The 2025-26 Teacher Ambassadors Represent 28 States



States in red on the map had at least one teacher ambassador in 2025-26. States in gold on the map indicate where mentor ambassadors are based.



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Fast Facts About the 2025-26 Teacher Ambassadors

- 86% are former members of the National FFA Organization.
- 91% are members of the National Association of Agricultural Educators.
- 45% are CASE certified and CASE lead teachers.
- 80% are traditional educators.
- 20% are alternatively certified or special/emergency grant educators.³

Starting the 2025-26 Term Strong With Summer Training

The 2025-26 National Teacher Ambassadors for FFA program participants attended in-person training to learn about their role as ambassadors, National FFA resources, how to prepare and deliver educational sessions or workshops and other important aspects of being an ambassador. They will serve until June 2026.



Highest-rated statements on post-training survey:

- 1 I am able to advocate for National FFA programs, opportunities and resources.
- 2 I feel comfortable providing feedback to National FFA staff.
- 3 I know who to contact at National FFA if I have questions.
- 4 I feel comfortable communicating with other teachers in my role as a teacher ambassador.

Statements with the greatest increase in rating from before and after training:

- 1 I understand the current projects of National FFA.
- 2 I understand the current initiatives of National FFA.
- 3 I know what opportunities are available from National FFA for our stakeholders.

³ Traditional educators are those who have completed a traditional teacher certification program. Alternatively certified educators are those who have been awarded a teaching license even though they have not completed a traditional teacher certification program. Special/emergency grant educators are those who have not completed either a traditional teacher certification program or have not been awarded a teaching license and are teaching in the classroom.