The purpose of this study was to describe variables that influence the ethnic diversity of membership in a youth organization. Variables include multicultural competence of school-based agriculture teachers, racial color-blindness, and individual characteristics. The study included school-based agriculture teachers (n = 10) and their completer/concentrator students (n = 136). An established criterion led to a purposive sample selected from the Mississippi Delta region of the United States. The framework for this study was based upon Sue’s Multidimensional Model for Developing Cultural Competence (2001). Key findings were that teachers in diverse FFA chapters rated their multicultural competence level higher then teachers in non-diverse FFA chapters. Students in diverse FFA chapters perceived their teacher to be more multicultural competent then students in non-diverse FFA chapters. Additionally, teachers and students in diverse FFA chapters had a higher racial color-blindness then teachers and students in non-diverse FFA chapters. Students perceived their agriculture teachers to be more multicultural competent then the teacher themselves. Teacher and student characteristics were correlated to the ethnic diversity of the local FFA membership. Additionally key findings include racial prejudice existing among teachers and students in non-diverse FFA chapters and FFA chapters with a diverse ethnicity are associated with multicultural competence. Recommendations were made from the findings along with recommendations for further research.