UTILIZATION OF MATCHING FUNDS FOR VOCATIONAL AGRICULTURE PROGRAMS IN OKLAHOMA

By

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CHAPTER I

INTRODUCTION

Vocational Agriculture programs have been an integral part of many public schools in Oklahoma since the passage of the Smith-Hughes National Vocational Education Act of 1917. The first FFA chapter was charted in Oklahoma in 1928 with Oklahoma being the seventh state to receive a charter. Courses in vocational agriculture were originally developed to educate and prepare students for farming. Programs in vocational agriculture have continued to grow in scope and depth and have been instrumental in developing salable skills to meet the needs of the rural and urban students of today. The state of Oklahoma has become aware of the cost of education and the requirements of the various facets of vocational agriculture programs upon the individual school's budget. The state matching funds program thus originated to assist vocational agriculture programs with the cost of offering a quality educational program to their students.

The State Department of Vocational and Technical Education serves as the state agency responsible for coordinating vocational-technical training and administers the state and federal funds that are appropriated for that purpose. The local school is the provider and deliverer of the training with local taxes being the prime source of funds. State and Federal funds are provided to assist in the purchase of instructional equipment, pay a portion of the operational costs, and for technical assistance.

Statement of the Problem

Because of the rising costs of maintaining and operating vocational agriculture programs in the state of Oklahoma, state matching funds have been appropriated to assist in financing these programs.

The need exists for a study to be conducted to determine the number of vocational agriculture programs utilizing state matching funds and in what manner these funds have been used.

Purpose

The purpose of this study was to determine how state matching funds are being utilized by vocational agriculture programs in Oklahoma.

Objectives of the Study

In order to accomplish the proposed outline, data will be gathered from a questionnaire to accomplish the following objectives:

1. To determine what percent of vocational agriculture programs are currently using state matching funds.
2. To identify in what manner state matching funds are currently being utilized.
3. To compare priorities in utilization of state matching funds over the past six years.
4. To compare the utilization of matching funds between single and multi-teacher programs.

Definition of Terms

For a better understanding of the information presented in this study, the following terms were identified:

1. Federal Matching Funds are funds the federal government has allocated in the budget for distribution to vocational and technical education.
2. State Matching Funds are funds the state legislature allocated in the budget for distribution to vocational and technical education.
3. Single Teacher Departments are those vocational agriculture programs with one teacher responsible for the total program.
4. Multi-teacher Departments are those vocational agriculture programs with two or more teachers responsible for the total program.
5. 50/50 Matching Funds Basis provides for responsibility by the state and school district for the purchase of equipment with matching funds.
6. 60/40 Matching Funds Basis would have sixty percent of the funding provided by the state and forty percent provided by the local school district for the purchase of equipment with matching funds.
7. 70/30 Matching Funds Basis would require that seventy percent of the funding provided by the state and thirty percent provided by the local school district for the purchase of equipment with matching funds.
8. Fiscal Year (FY) is the time period of twelve months which begins July 1 and expires the following June 30th.
9. Average Daily Membership (ADM) is the total number of students whose names appear on the school register.

Scope of the Study

Data for this study was obtained from vocational agriculture instructors in the state of Oklahoma. A questionnaire was mailed to twenty-four randomly selected vocational agriculture departments in each of the five supervisory districts. The departments selected included single and multi-teacher programs with teachers varying in age and teaching experience. The questionnaire was the instrument used to gather information pertaining to the state matching funds programs provided vocational agriculture programs in Oklahoma. The major items of concern in the report included the number of vocational agricultural programs currently using state matching funds and how the funds are being utilized. It will also be interesting to compare priorities of funds during past years and compare the utilization of matching funds between single and multi-teacher programs.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter was to present for the reader an overview of material which was related to the subject of this study. The areas of concern were philosophy of state matching funds, need for matching funds, use of matching funds, and benefits of matching funds.

Philosophy of State Matching Funds

The first funds for vocational education were federal funds which were appropriated by Congress in 1917. According to the 1983 Directory of Oklahoma, Congress had provided the impetus for vocational-technical training, particularly with the passage of the Vocational Education Act of 1963, which mandated the area Vocational-Technical concept (1).

In 1964, the state received a large increase in federal matching funds from the Vocational Act of 1963. These first funds were matched on a 50/50 basis. The use of federal funds received by the local school district were used to assist in the purchase of instructional equipment to expand and update programs in existance or start new programs in schools. Federal funds have been decreasing on a proportionate basis over the past years.

According to Tuttle (2), the State Legislature had additional funds available for distribution and allocated a portion of those funds for vocational and technical education. This was the first introduction of

state matching funds to comprehensive schools in Oklahoma. The funds were to be used to upgrade equipment in vocational programs. Development of the program called for the state to match equipment purchase expense with the school district on a 50/50 basis. The state funds available for this program allowed for an equipment allocation of $1,000 per school for each vocational teacher within the school system except for special funded programs.

In relation to the matching fund program, Tuttle (2) made the following statement:

> This is to upgrade equipment for your vocational program. Do not expend state allocated funds for books, supplies, or non-classroom equipment. This is to improve your classrooms and/or shops. Equipment purchases are intended to provide the equipment most needed. (p. 1)

School districts were to justify their request for matching funds by providing invoices to the state director. The school would then receive equipment tags to be attached to each individual piece of equipment. The procedure was required so that school districts would stay within the guidelines as stated by Tuttle in the above quote concerned with the usage of state matching funds.

According to Filtz (3), the matching funds were advanced to the schools upon receipt of documentation by the individual school administration providing the statement they would provide 50 percent up to $1,000 of the equipment purchase price.

For the school year 1980-81, the legislature provided funds to schools to enhance education through the purchasing of new vocational equipment. The equipment provided more opportunities for education to take place in classrooms. Although most schools were participating in the matching fund program, regional administrators and district

supervisors indicated some schools were unable to participate because local funds were unavailable to meet the matching fund requirement of 50/50.

Filtz (3) stated that after meeting with state supervisors, he prepared a proposed funding schedule for high schools to purchase upgraded equipment for the fiscal year of 1982. In 1981, all equipment was matched on a 50/50 basis, but in the fiscal year 1982, a new funding schedule was developed based upon five factors. The five factors included: 1. ability to pay according to school millage and daily attendance; 2. poverty income of county population; 3. higher than average costs: A. handicapped enrolled, B. disadvantaged enrolled; 4. Unemployed population among the county; 5. new program development within each district of vocational education.

The five above stated factors were used to develop a new matching fund schedule which would better meet the financial needs of individual high schools. The new program was based on a varying percentage of matching funds which provided schools with a 70/30, 60/40, and 50/50 ratio program. The 70/30 program would require that 70 percent of the funds would be provided by the state with the local school district being responsible for the remaining 30 percent. The 60/40 program would have 60 percent of the funding being provided by the state with 40 percent being provided by the local school district. The 50/50 matching fund schedule provides for equal responsibility by the state and local school district for the purchase of equipment with the matching funds. School qualifications for their individual programs were based on the five formula factors developed as guidelines by the state finance department.

The State Board of Vocational and Technical Education recommended

that a change be made in the formula factor used to distribute matching funds for the purchase of upgrading equipment for the fiscal year of 1983. The recommended change was to be based on the local and dedicated revenue per average daily membership of the local school. The percentage ratios would remain the same, 50/50, 60/40, and 70/30, with school qualifications changing according to their local and dedicated revenue per ADM.

Schools have received state matching funds each year since the fiscal year of 1981 through fiscal year 1985 with the exception of one year. This was the fiscal year of 1984. The reason state funding was withheld from the programs was the result of the cash shortfall in state revenue which was directly attributed to reduced oil prices and the major decline in the oil industry. Officials (4) stated that for every $1 per barrel decline in crude oil prices, the state loses $11 million in tax revenue. The state vocational programs had been able to receive matching funds due to an increase in crude oil prices which had boosted Oklahoma's economy, thus the matching fund programs felt the petroleum decline during the fiscal year of 1984.

The fiscal year of 1985 the matching funds were again made available to the individual vocational programs by the governing body of Oklahoma.

Need for Matching Funds

According to Greenan (5), the acquisition of basic skills is commonly believed to be necessary for success in vocational programs and occupations. Dreessen (6), State Supervisor of Vocational Agriculture, stated in a telephone interview that the State Department of Vocational Education scheduled agricultural mechanic workshops in each of the five

supervisory districts for teachers of vocational agriculture to provide professional improvement. The workshops were conducted to upgrade individual teacher's skills so that the needed trainable skills for the job market could be transferred to their students. The workshops gave teachers individualized instruction and made teachers feel more confident and knowledgeable in their teaching. According to Dreessen (6), the quality of programs improved especially in agricultural mechanics. With matching funds available to upgrade equipment in programs in high schools, more students have an opportunity to develop skills that are critical to employability and successful entry into the labor market and can apply to a broad range of occupations and jobs.

Use of Matching Funds

Matching funds are generally used by instructors of programs to match the strengths of the teachers. The equipment to be purchased with the monies provided through the matching funds is to be used in educational situations by the students according to Filtz (3). Agricultural mechanics specialists were hired to assist vocational agriculture programs organize and establish agricultural mechanics programs within the state. Hart (7), current Agriculture Mechanics Specialist, stated that state matching funds were used to encourage shops to be equipped adequately to meet the students' needs.

The state will approve the purchase of equipment which is valued at $100 or more. Equipment of this value is easier for the state department to inventory and retain in their permanent records. It was recommended that the purchase of larger (financial and structural) equipment be made with the funds since individual schools are generally not

financially able to solely support the acquisition of needed expensive equipment. The equipment purchased should be used to upgrade vocational skills to students enrolled within vocational programs.

Benefits of State Matching Funds

The matching fund program was developed to complement the vocational programs within the individual school districts of Oklahoma. Students who have been involved within programs where updated equipment has been available for hands on activities are found to be stimulated by the program and want to become more involved in the educational process. According to Phelps (8), one of the major policy goals should be stimulating program improvement. Randell (9) stated that the state matching funds would be used to enhance education, upgrade programs made available to students, and provide effective teaching.

Sutter (10) stated from research studies in Pennsylvania that educational funding for vocational education provided programs which encouraged potential students to remain in school.

Students are also given an opportunity to learn salable skills with equipment that is being utilized in the job market of today, rather than with obsolete equipment which would provide them with nonsalable employment skills.

The superintendent of Wilson Public Schools, Adams (11), stated that matching funds were of benefit in the development of a new vocational agriculture program within their school system. The school was able to provide adequate educational equipment through the introduction of the additional funds made available through the state matching funds program. This statement relates the benefit of the state matching funds

to the opening of new vocational agriculture programs throughout the state of Oklahoma.

Summary

For the school year 1980-81, the legislature provided funds for schools to enhance education through the purchasing of new vocational equipment. The equipment provided more opportunities for education to take place in the classrooms.

Schools have received state matching funds each year since the fiscal year of 1980 through fiscal year 1985 with the exception of the fiscal year 1984. The reason state funding was withheld from the program in 1984 was the result of the cash shortfall in state revenue which was directly attributed to reduced oil prices and the major decline in the oil industry.

Matching funds are used by vocational agriculture programs to upgrade equipment and to develop skills that are critical to employability and successful entry into the labor market.

CHAPTER III

DESIGN AND METHODOLOGY

The purpose of this chapter was to describe the methods and procedures used in conducting the study. The main purpose of the study was to determine the percent of vocational agriculture programs currently using state matching funds, and in what manner the funds are utilized.

The Study Population

The population for this study consisted of 24 vocational agriculture departments from each of the five supervisory districts in Oklahoma. Vocational agriculture departments surveyed included a stratified random sample of multi-teacher programs and single teacher programs selected from each district. It was found that approximately 75 percent of the programs in the state of Oklahoma were single teacher departments and these figures when calculated were representative within each of the five supervisory districts. Thus 18 single teacher and six multi-teacher programs were surveyed from each of the five districts. A questionnaire was mailed January 6, 1986, to each of the 120 selected departments with only one teacher used to respond from each program. The researcher sent a cover letter with the questionnaire and a postage-paid return envelope. The researcher also mentioned in the cover letter the necessity of prompt attention, and that an incentive would be provided for those individuals who completed the requirements by a specified date.

Development of the Instrument

The researcher developed the questionnaire designed specifically for collecting data pertaining to this area of study. The questionnaire was as concise as possible for effective responses which would provide information needed to ensure complete answers for the objectives.

Validation of the Instrument

After the questionnaire was developed, it was reviewed by vocational agriculture instructors and faculty members of the Oklahoma State University Agricultural Education Department for recommendations as to clarity and completeness.

The questionnaire was piloted in a graduate research class. The class provided their comments regarding the questions and the usage of the questionnaire. Several valid comments and questions were raised by the class. This allowed the strengthening of several areas within the questionnaire.

Administering the Instrument

The researcher requested information pertinnent to this study from 120 randomly selected vocational agriculture instructors from throughout the state of Oklahoma. The instrument was administered to those participating in the study by way of the U. S. Postal Service during January, 1986. Eighteen single teacher and six multi-teacher programs were surveyed from each of the five districts. The questionnaire was mailed to each of the 120 selected departments with only one teacher used to respond from each program.

The researcher felt that enough of the survey population responded

to the questionnaire to validate the information to complete the study, therefore, no follow-up letter was considered necessary.

Analysis of the Data

Data was collected from the programs of instructors who answered the questionnaire sent by the researcher. The data obtained from responses was analyzed individually and collectively. All responses were calculated and descriptive statistics utilized to explain the findings and results of data collected.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of data compiled from the responses of vocational agricultural instructors surveyed in Oklahoma. A questionnaire was sent to twenty-four teachers in each of the five supervisory districts in Oklahoma.

Tables were compiled where applicable to facilitate presentation of the data accumulated from the survey instruments.

Table I is an overview of the study population which indicates the number of FFA advisors responding to the questionnaire. The surveys were sent to 24 teachers in each of the five supervisory districts. The teachers were selected using a stratified random sample technique to include 18 single and 6 multi-teacher programs since approximately 75 percent of the departments in Oklahoma are single teacher programs. Of the 120 total teachers surveyed, 101 responded by completing and returning the questionnaire for a response rate of 84.2%. Also included is the response rate analysis by district which indicated the number of advisors participating from within each district. The Northeast district had the largest response rate with all 24 teachers responding to the questionnaire. The lowest response rate came from the Northwest district with 18 advisors responding for a 75% return rate. The Southwest and Southeast districts had 19 teachers responding to the questionnaire at 79% while the Central district had 21 teachers responding for a rate of 87.5%.

TABLE I

SUMMARY OF TEACHER RESPONSES PER DISTRICT

District	(N)	Single (n)	Multi (n)	Total (n)	Percent (%)
Northeast	24	18	6	24	100.0
Southeast	24	15	4	19	79.0
Central	24	15	6	21	87.5
Northwest	24	13	5	18	75.0
Southwest	24	13	6	19	79.0
Totals	120	74	27	101	84.2

Table II shows the number of years of teaching experience of those teachers completing the survey instrument. Teachers with 10 years or less experience represented 49.5% of the teachers responding to the survey. The largest individual group was the teachers with 1-5 years of teaching experience which represented a 27.7% of the 101 or twenty-eight teachers. Teachers with 6-10 years experience represented 21.8% of the responding teachers. The smallest number of teachers (6.9%) had 21-25 years of teaching experience.

Table III summarized the years that individual teachers have been employed in their current school system. The survey revealed that teachers with the largest percentage rate (48.6%) had remained at the present school five years or less. The percentage rate varied from

TABLE II

VOCATIONAL AGRICULTURE TEACHING EXPERIENCE BY YEARS

Years	Number	Percentage
1 - 5	28	27.7
6 - 10	22	21.8
11 - 15	19	18.8
16 - 20	15	14.9
21 - 25	7	6.9
25+	10	9.9
Totals	101	100.0

TABLE III

TOTAL YEARS OF EMPLOYMENT AT CURRENT SCHOOL

Years	Number	Percentage
1 - 5	49	48.6
6 - 10	25	24.8
11 - 15	7	6.9
16 - 20	4	4.9
21 - 25	8	7.9
25+	7	6.9
Totals	101	100.0

48.6% for teachers in a system five years or less, to 4.9% for teachers with 16-20 years in the present school system. Seventy-three percent of the teachers had been employed in the same school for ten or less years.

Table IV shows a breakdown of the number of FFA members enrolled in the chapters responding to the survey. The chapters with memberships ranging from 31-45 chapter members made up 35 total chapters, or 34.8 percent, of those chapters responding. The smallest percentage of chapters (2.9%) were in the 91-105 chapter member range, with only three chapters indicating this level of membership.

TABLE IV

NUMBER OF FFA MEMBERS PER CHAPTER

Number of Members	Number of Chapters	Percentage
15 - 30	19	18.8
31 - 45	35	34.8
46 - 60	18	17.8
61 - 75	16	15.9
76 - 90	5	4.9
91 - 105	3	2.9
105+	5	4.9
Totals	101	100.0

All the teachers that responded to the surveys revealed that their school system had used state matching funds during the past six years. However, some chapters did not use matching funds each of the years the funds were allocated. Table V summarized the participation of single teacher programs by district during the fiscal school years the matching funds were made available. The table indicated that in FY 84-85, on the average, 97% of the schools surveyed participated in the state matching funds program. The FY 82-83 was next with 88% participation followed with FY 85-86 with 84.6% and FY 81-82 at 84.4%, respectively. The FY 80-81 had the lowest rate of participation at 82.4%. The Northwest district was consistently, with exception of FY 82-83, the lowest participating district in matching funds utilization. Whereas the Central district was consistently one of the highest utilizers of matching funds each year.

Table VI compared the different percentage rates of multi-teacher departments participation in the state matching funds program. The fiscal year of 1980-81 showed a 81% rate of participation within the program. The fiscal year of 81-82 was represented with an 81.6 percentage rate. An 89.4 percentage rate was identified by the survey for the fiscal year 1982-83. The largest percentage rate of participation was 100% for the fiscal year 1984-85. The past fiscal year of 1985-86 had a 96% participation by the responding multi-teacher departments. The Southwest district had 100% utilization of matching funds consistently each year the funds have been available. The lowest percent of participation within the program was represented during FY 80-81 and FY 81-82 by the Central district with fifty percent each year.

Table VII gives a breakdown of the ratio of allocation of matching

TABLE V

SUMMARY OF SINGLE TEACHER DEPARTMENTS PARTICIPATION
IN STATE MATCHING FUNDS PROGRAM WITHIN
THE FIVE SUPERVISORY DISTRICTS
FROM 1980 THROUGH 1986

District	Total N	80-81 (n)	80-81 (%)	81-82 (n)	81-82 (%)	82-83 (n)	82-83 (%)	84-85 (n)	84-85 (%)	85-86 (n)	85-86 (%)
Northeast	18	16	89	15	83	15	83	18	100	16	89
Southeast	15	12	80	14	93	14	93	15	100	12	80
Central	15	13	87	15	100	13	87	15	100	14	93
Northwest	13	10	76	8	61	11	85	11	85	9	69
Southwest	13	10	80	11	85	12	92	13	100	12	92
Totals	74	61	82.4	63	84.4	65	88	72	97	63	846

TABLE VI

SUMMARY OF MULTI-TEACHER DEPARTMENTS PARTICIPATION
IN THE STATE MATCHING FUNDS PROGRAM WITHIN
THE FIVE SUPERVISORY DISTRICTS
FROM 1980 THROUGH 1986

District	Total N	80-81 (n)	80-81 (%)	81-82 (n)	81-82 (%)	82-83 (n)	82-83 (%)	84-85 (n)	84-85 (%)	85-86 (n)	85-86 (%)
Northeast	6	6	100	5	83	6	100	6	100	6	100
Southeast	4	3	75	3	75	4	100	4	100	4	100
Central	6	3	50	3	50	4	67	6	100	6	100
Northwest	5	4	80	5	100	4	80	5	100	4	80
Southwest	6	6	100	6	100	6	100	6	100	6	100
Totals	27	22	81	22	81.6	24	89.4	27	100	26	96

funds for the single teacher programs surveyed in each of the five supervisory districts. Figures show that schools receiving the 50-50% allocation of matching funds had the largest rate of participation at 46.1%. The lowest rate of participation at 18.9% were the schools that qualified for the 70-30% allocation. Schools that received the 60-40% allocation had a participation rate of 35.0%.

It may also be noted that state department records indicated 77 schools (19%) in Oklahoma were approved to participate in the 70-30 percentage of state funding, 130 schools, (32%) approved to participate in the 60-40% of state funding and 198 (49%) of schools have the opportunity to participate in the 50-50% matching provision.

TABLE VII

SUMMARY OF INVOLVEMENT OF SINGLE TEACHER DEPARTMENTS WITHIN THE MATCHING FUNDS PROGRAM ACCORDING TO ALLOCATION PERCENTAGES

District	Total N	70% - 30% (n)	(%)	60% - 40% (n)	(%)	50% - 50% (n)	(%)
Northeast	18	5	27.8	6	33.3	7	38.9
Southeast	15	7	46.7	5	33.3	3	20.0
Central	15	3	20.0	7	46.7	5	33.3
Northwest	13	0	0	3	23.1	10	76.9
Southwest	13	0	0	5	38.5	8	61.5
Totals	74	15	18.9	26	35.0	33	46.1

The results of the study indicated a correlation between the study population and the state department defined percentage allocation of state matching funds of 70-30%, 60-40%, and 50-50%.

Table VIII deals with the ratio of allocation of multi-teacher programs participating in the state matching funds program. The table indicated that schools receiving the 50-50% allocation of matching funds had the largest participation rate at 36 percent followed closely at 35.7% for the 60-40% allocation. The 70-30% allocation ratio of matching funds received the lowest rate of participation at 28.3%.

TABLE VIII

SUMMARY OF INVOLVEMENT OF MULTI-TEACHER DEPARTMENTS WITHIN THE MATCHING FUNDS PROGRAM ACCORDING TO ALLOCATION PERCENTAGES

District	Total N	70% - 30% (n)	70% - 30% (%)	60% - 40% (n)	60% - 40% (%)	50% - 50% (n)	50% - 50% (%)
Northeast	6	2	33.3	4	66.7	0	0
Southeast	4	3	75.0	1	25.0	0	0
Central	6	1	16.7	2	33.3	3	50.0
Northwest	5	0	0	1	20.0	4	80.0
Southwest	6	1	16.7	2	33.3	3	50.0
Totals	27	7	28.3	10	35.7	10	36.0

Table IX summarized the classroom equipment single teacher programs purchased with state matching funds. Individual programs utilized matching funds to improve their respective programs. The computer was purchased by 35.1% of single teacher programs for the highest percentage rate. Fifty-four percent of the chapters in the Northwest district purchased computers for the highest percentage rate compared to 27 percent of single teacher programs in the Central district for the lowest percentage rate. Of the 74 teachers surveyed 33.7 percent purchased slide projectors with the Southeast district having the largest percentage rate at 53% compared to 8% in the Southwest district for the lowest percentage rate. Other items that were purchased and followed closely in percentage rates were the VCR's at 24.3%, the overhead projector and calculators at 22.9% each, the tape recorder at 21.6%, and the video camera at 20.2%. Classroom equipment that had the lowest percentage rate included books, movie projectors, and tables and chairs at a 1.3 percent.

Table X gave a comparison of agricultural mechanics equipment purchased with the use of state matching funds by single teacher programs. Hand tools were purchased by 94.5% of the programs for the highest percentage rate. The districts had 100% utilization of funds for hand tools with the exception of the Southwest district with 69% participation. The five supervisory districts spent the majority of other matching funds on MIG welders (72.9%), arc welders (71.6%), grinders (67.5%), and oxygen-acetylene equipment (63.5%). It is also interesting to note that there were no significant difference in percentage rates when comparing each of the five districts in percentage rates when purchasing the MIG welder, arc welder, and oxygen-acetylene equipment. The purchasing of grinders did however show a difference when comparing districts with

TABLE IX

SUMMARY OF SINGLE TEACHER UTILIZATION OF MATCHING FUNDS FOR CLASSROOM EQUIPMENT

Items	NE		SE		C		NW		SW		Totals	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Computer	8	44	3	20	4	27	7	54	4	31	26	35.1
VCR	4	22	4	27	5	33	3	23	2	15	18	24.3
Video Camera	3	17	5	33	3	20	3	23	1	8	15	20.2
Overhead Projector	3	17	4	27	4	27	4	31	2	15	17	22.9
Tape Recorder	3	17	4	27	4	27	2	15	3	23	16	21.6
Slide Projector	7	39	8	53	6	40	3	23	1	8	25	33.7
Calculators	8	44	3	20	4	27	1	7	1	8	17	22.9
Electric Typewriter	4	22	3	20	3	20	1	7	-	-	11	14.8
35mm Camera	2	11	1	6	2	13	-	-	-	-	5	6.7
Filmstrip, Slides	3	17	-	-	-	-	-	-	-	-	3	4.0
Books	1	5	-	-	-	-	-	-	-	-	1	1.3
Movie Projector	-	-	1	6	-	-	-	-	-	-	1	1.3
Tables and Chairs	-	-	-	-	1	6	-	-	-	-	1	1.3

Note: Each school could purchase several different items resulting in the apparent increase in the N for each district.

TABLE X

SUMMARY OF SINGLE TEACHER UTILIZATION OF MATCHING FUNDS FOR AGRICULTURAL MECHANICS EQUIPMENT

Items	NE		SE		C		NW		SW		Totals	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Arc Welder	14	78	13	87	10	67	8	62	8	62	53	71.6
Portable DC Welder	9	50	8	53	3	20	6	46	4	31	30	40.5
MIG Welder	13	72	12	80	10	67	11	85	8	62	54	72.9
TIG Welder	3	17	4	27	2	13	-	-	-	-	9	12.1
Oxy.-Acet. Equipment	10	56	12	80	10	67	6	46	9	69	47	63.5
Grinder	11	61	12	80	14	93	9	69	4	31	50	67.5
Deluxe Cutoff Saw	5	28	9	67	5	33	5	38	5	38	29	39.1
Hand Tools	18	100	15	100	15	100	13	100	9	69	70	94.5
Table Saw	1	6	-	-	1	7	-	-	-	-	2	2.7
Pipe Bender	1	6	-	-	-	-	-	-	-	-	1	1.3
Air Compressor	-	-	1	7	1	7	-	-	-	-	2	2.7
Band Saw	-	-	-	-	1	7	-	-	-	-	1	1.3
Drill Sharpener	-	-	-	-	-	-	1	8	-	-	1	1.3

Note: Each school could purchase several different items resulting in the apparent increase in the N for each district.

93% of the Central district as compared to 31% for the Southwest district. The lowest percentage rates were 1.3% from equipment purchased by only one of the programs surveyed. This equipment as reported by the survey included a pipe bender, band saw, and a drill sharpener.

Table XI was developed to summarize how single teacher programs utilized state matching funds to purchase SOEP equipment to enhance educational opportunities. Of the 74 teachers surveyed, 71.6% of the programs in the five supervisory districts purchased electric clippers to have the highest percentage rate. The percentage rates for electric clippers varied from 93% in the Southeast district to 54% in the Northwest district. The Southeast district also had 80% utilization of funds for blow dryers compared to 46% in the Northwest and Southwest districts for an overall state average of 58.1%. Livestock scales had a percentage rate of 54.0% with the Southeast district again having the highest percentage rate at 73% and the Northwest showing the lowest percentage rate at 31%.

It is also interesting to observe that approximately 50% of the programs purchased a livestock trailer for their program. A pig camper had the lowest percentage rate of 1.3% and was purchased by only one single teacher program.

A summary of Table XI indicated that the Southeast and Central districts spent more matching funds on SOEP equipment than the three other supervisory districts.

Table XII summarized the classroom equipment of multi-teacher programs purchased with state matching funds. Individual programs utilized matching funds to improve their respective programs. The computer was purchased by 62.9% of the 27 multi-teacher departments surveyed. The

TABLE XI

SUMMARY OF SINGLE TEACHER UTILIZATION OF MATCHING FUNDS FOR SOEP EQUIPMENT

Items	NE		SE		C		NW		SW		Totals	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Stock Trailer	10	56	6	40	12	80	4	31	2	15	34	45.9
Livestock Scales	11	61	11	73	8	53	4	31	6	46	40	54.0
Electric Generators	4	22	2	13	3	20	3	23	5	38	17	22.9
Electric Clippers	13	72	14	93	11	73	7	54	8	62	53	71.6
Blow Dryer	10	56	12	80	9	60	6	46	6	46	43	58.1
Show Boxes	4	22	6	40	8	53	7	54	6	46	31	41.8
Grooming Chutes	2	11	2	13	3	20	-	-	-	-	7	9.4
Blocking Stands	-	-	4	27	2	13	-	-	-	-	6	8.1
Clipper Blades	1	6	-	-	-	-	-	-	-	-	1	1.3
Pig Camper	1	6	-	-	-	-	-	-	-	-	1	1.3
Hoof Trimming Table	1	6	-	-	1	7	-	-	1	8	3	4.0
Livestock Fans	-	-	-	-	3	20	-	-	-	-	3	4.0

Note: Each school could purchase several different items resulting in the apparent increase in the N for each district.

TABLE XII

SUMMARY OF MULTI-TEACHER UTILIZATION OF MATCHING FUNDS FOR CLASSROOM EQUIPMENT

Items	NE		SE		C		NW		SW		Totals	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Computer	3	50	2	50	5	83	4	80	3	50	17	62.9
VCR	3	50	2	50	2	33	4	80	4	67	15	55.5
Video Camera	3	50	1	25	1	17	3	60	4	67	12	44.4
Overhead Projector	2	33	-	-	1	17	1	20	3	50	7	25.9
Tape Recorder	5	50	1	25	-	-	1	20	3	50	10	37.0
Slide Projector	2	33	1	25	2	33	2	40	3	50	10	37.0
Calculators	5	50	1	25	2	33	1	20	1	17	10	37.0
Electric Typewriter	3	33	1	25	1	17	1	20	1	17	7	25.9
Opaque Projector	1	17	-	-	-	-	-	-	-	-	1	3.7
Copier Machine	2	33	-	-	-	-	-	-	-	-	2	7.4
35mm Camera	-	-	-	-	1	17	-	-	-	-	1	3.7
Greenhouse Equipment	-	-	-	-	2	33	-	-	-	-	2	7.4
Safe	-	-	-	-	1	17	-	-	-	-	1	3.7
Color Television	-	-	-	-	-	-	-	-	1	17	1	3.7

Note: Each school could purchase several different items resulting in the apparent increase in the N for each district.

percentage rates of computers purchased by supervisory districts indicated that 83% of multi-teacher programs in the Central district utilized matching funds for computers followed by the Northwest district at 80% participation and the remaining three districts had a 50% purchasing rate of computers.

VCR equipment including the recorder/player and camera ranked second and third with 55.5% and 44.4% respectively of multi-teacher programs utilization of state funds. The table indicated that 80% of programs in the Northwest district purchased VCR's compared to 33% in the Central district. It should also be noted that 60% in the Northwest district purchased video cameras compared to 17% in the Central district.

A 3.7% of classroom equipment had the lowest percentage rate and included the opaque projector, 35mm camera, a safe, and a color television.

Table XIII gave a comparison of agricultural mechanics equipment purchased with the use of state matching funds by multi-teacher programs. It can be noted from the table that all five supervisory districts reported 100% of all programs purchased hand tools for the highest percentage rate of matching funds usage. MIG welders were purchased by 88.8% of the responding departments, representing the next highest percent of purchased equipment. The table indicated that the results of the survey revealed 100% of the 27 teachers surveyed in the Southeast, Northwest, and Southwest purchased MIG welders and 83% in the Northeast and 67% in the Central district purchased MIG welders. It was also found that 100% of programs in the Northeast and Northwest districts purchased arc welders compared to only 17% in the Central district for a state percentage rate of 70.3%.

TABLE XIII

SUMMARY OF MULTI-TEACHER UTILIZATION OF MATCHING FUNDS FOR AGRICULTURAL MECHANICS EQUIPMENT

Items	NE		SE		C		NW		SW		Totals	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Arc Welder	6	100	3	75	1	17	5	100	4	67	19	70.3
Portable DC Welder	2	33	-	-	2	33	1	20	3	50	8	29.6
MIG Welder	5	83	4	100	4	67	5	100	6	100	24	88.8
TIG Welder	2	33	1	25	2	33	-	-	-	-	5	18.5
Oxy.-Acet. Equipment	5	83	3	75	2	33	2	40	4	67	16	59.2
Grinder	6	100	4	100	2	33	2	40	6	100	20	74.0
Deluxe Cutoff Saw	5	83	3	75	-	-	5	100	3	50	16	59.2
Hand Tools	6	100	4	100	6	100	5	100	6	100	27	100.0
Drill Press	-	-	-	-	1	17	-	-	1	17	2	7.4
Floor Jack	-	-	-	-	1	17	-	-	1	17	2	7.4
Air Tools	-	-	-	-	-	-	1	20	-	-	1	3.7
Battery Charger	-	-	-	-	-	-	-	-	1	17	1	3.7

Note: Each school could purchase several different items resulting in the apparent increase in the N for each district.

Air tools and a battery charger represented the lowest percent of purchased equipment with 3.7% of the chapters utilizing their funds for this equipment.

Table XIV is a comparison of SOEP equipment purchased by multi-teacher programs through the use of state matching funds. A majority of multi-teacher programs, 85.1% had used funds to purchase electric clippers. The table indicated that 100% of teachers in the Northeast, Southeast, Northwest, and Southwest districts purchased clippers but only 33% in the Central district used funds for clippers to have the lowest state percentage rate.

The study revealed that 100% of the multi-teacher programs in the Northwest district purchased a stock trailer for use in their programs whereas only 33% in the Southwest and Central district spent matching funds for a stock trailer. The stock trailer was obtained by 62.9% of the programs surveyed.

Livestock scales, as indicated in the tables, were purchased by 70.3% of multi-teacher programs. The table showed 100% of multi-teacher programs in the Northeast district purchased livestock scales for the highest percentage rate and the Central district had the lowest rate of 33% participation.

A 3.7% represented the least purchased items of hoof trimming table, squeeze chute, calf cradle, and clipper blades.

An interesting result of Table XIV indicated that all the supervisory district programs except the Northeast had used matching funds to purchase the electric generators that have become so popular at the livestock shows.

TABLE XIV

SUMMARY OF MULTI-TEACHER UTILIZATION OF MATCHING FUNDS FOR SOEP EQUIPMENT

Items	NE		SE		C		NW		SW		Totals	
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
Stock Trailer	5	83	3	75	2	33	5	100	2	33	17	62.9
Livestock Scales	6	100	3	75	2	33	3	60	5	83	19	70.3
Electric Generators	-	-	3	75	2	33	4	80	2	33	11	40.7
Electric Clippers	6	100	4	100	2	33	5	100	6	100	23	85.1
Blow Dryer	3	50	4	100	2	33	5	100	6	100	20	74.0
Show Boxes	-	-	-	-	1	17	2	40	1	17	4	14.8
Grooming Chutes	-	-	2	50	1	17	1	20	1	17	5	18.5
Blocking Stands	-	-	-	-	1	17	1	20	-	-	2	7.4
Hoof Trimming Table	1	17	-	-	-	-	-	-	-	-	1	3.7
Squeeze Chute	1	17	-	-	-	-	-	-	-	-	1	3.7
Calf Cradle	1	17	-	-	-	-	-	-	-	-	1	3.7
Clipper Blades	-	-	-	-	-	-	1	20	-	-	1	3.7
Farrowing Crates	-	-	-	-	-	-	1	20	1	17	2	7.4
Livestock Panels	-	-	-	-	-	-	2	40	1	17	3	11.1

Note: Each school could purchase several different items resulting in the apparent increase in the N for each district.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the number of vocational agriculture programs in Oklahoma participating in the state matching funds program and to determine how the instructors are utilizing the appropriated money.

The author was interested in conducting a survey with other instructors in the state to gather information needed to complete the study about the state matching funds program. The survey was developed and sent to 120 teachers in the state of Oklahoma. The survey was sent to 18 single and six multi-teacher departments in each of the five supervisory districts with 84.2% of the teachers being cooperative and responding to the questionnaire.

The author concluded that it would be beneficial and interesting to identify the equipment that the teachers purchased with the money allocated. The equipment was separated into three areas of a vocational agriculture program. These three areas are necessary for a balanced program of vocational agriculture in the high school curriculum. The three specific categories of equipment purchased included classroom, agricultural mechanics, and supervised occupational experience program equipment.

The author was of the opinion that teachers might spend the matching money in only one of the three areas based on where his expertise

or interest was and not use the money to improve the entire vocational agriculture program.

Summary

Based on the information received from the teachers' responses to the survey, the following summary can be drawn from this study:

1. Of the 120 teachers surveyed, 101 responded by answering and returning the questionnaire for a response rate of 84.2%. Seventy-four teachers were from single teacher programs while 27 were from multi-teacher programs.
2. Teachers with ten years or less experience represented 49.5% of the teachers responding to the survey. The largest individual group was the teachers with 1-5 years of teaching experience representing 27.7%.
3. The survey revealed that 48.5% of the teachers had remained at the present school five years or less and 24.7% had taught in the school system from six to ten years.
4. The largest represented group of 34.6% of the responding chapters showed a membership of 31-45. The smallest group surveyed showed 2.9% of the responding chapters had a membership between 91-105.
5. All the teachers that responded to the surveys revealed that their school system had used state matching funds during the past six years. The FY 84-85 showed that 97% of single teacher programs surveyed participated in state matching funds program for the highest percentage rate. The lowest rate of participation was 82.4% for FY 80-81. Multi-teachers' responses

revealed the highest percent of usage was during the FY 84-85 with 100% participation. The lowest percent of involvement of multi-teachers was during the FY 80-81, with 81% participation.

6. Schools with single teacher programs that received the 50-50 allocation of matching funds had the largest rate of participation at 46.2%. The lowest rate of participation was the schools that qualified for the 70-30 allocation at 19%.
7. The ratio of allocation of multi-teacher programs participating in the state matching funds program was more evenly balanced. The schools receiving the 50-50 allocation had 36% participation followed closely at 35.6% for the 60-40 and 28.2% for the 70-30 participation.
8. The classroom equipment single teacher programs purchased most often included computer (35.1%), slide projectors (33.7%), VCR's (24.3%), video cameras (20.2%), and calculators (22.9%).
9. Matching funds used by single teacher programs for purchasing agricultural mechanics equipment included hand tools (94.5%), MIG welder (72.9%), arc welders (71.6%), grinders (67.5%), and oxy.-acet. equipment (63.5%).
10. Single teacher utilization of matching funds for SOE program equipment included electric clippers (71.6%), blow dryers (58.1%), livestock scales (54%), and stock trailers (45.9%).
11. The utilization of matching funds by multi-teacher programs for classroom equipment included the computer (62.9%), VCR's (55.5%), and video cameras (44.4%).
12. Agricultural mechanics equipment purchased with matching funds

by multi-teacher programs included hand tools (100%), MIG welders (88.8%), arc welders (70.3%), and grinders (74%).

13. The SOE program equipment multi-teacher programs purchased most often included electric clippers (85.1%), blow dryers (74%), livestock scales (70.3%), and stock trailers (62.9%).

Conclusions

The interpretation and inspection of the summary prompted the formulation of certain conclusions.

1. The largest number of teachers that responded to the survey had ten years or less teaching experience. These teachers revealed that half of them had remained at their present school five years or less and had between 31-45 individuals in class.
2. The state matching funds program is being utilized by vocational agricultural programs in Oklahoma.
3. Schools of single and multi-teacher programs that received the 50-50 allocation of matching funds had a larger participation rate than the schools receiving 60-40 or 70-30 allocation.
4. The state matching funds program provided the purchasing power for vocational agriculture departments to improve their classroom, agricultural mechanics, and SOE programs whether beginning or established programs.
5. A high percentage of teachers used matching funds appropriated within all three of the identified categories.
6. The classroom equipment single and multi-teacher programs purchased most often included computer, slide projectors, VCR's, and video cameras.

7. A definite difference was observed between single teacher and multi-teacher departments when purchasing computers and VCR's. The multi-teacher departments purchased computers and VCR equipment at a 2 to 1 ratio compared to single teacher departments.
8. Agricultural mechanics equipment purchased with matching funds by single and multi-teacher programs included hand tools, MIG welders, arc welders, and grinders.
9. The SOE program equipment single and multi-teacher programs purchased most often included electric clippers, blow dryers, livestock scales, and stock trailers.
10. A total overview did not express a statewide priority list for purchases since the purchases appeared randomly over the past six years.

Recommendations

Because of this study, the following recommendations have been made by the author:

1. It is recommended that the practice of allocation of state matching funds be continued so that individual departments may continue to upgrade and update departmental offerings.
2. It is recommended that the scale for matching funds concerning school appropriation be continued as is so that schools with varying economic situations may benefit equally from the program.
3. It is recommended that a priority system be developed by the state department to assist teachers in identifying needed equipment for their classroom, mechanics, and SOE programs.

4. It is recommended that further research be carried out to identify possible varying emphasis placed on classroom activities between single and multi-teacher departments as was dictated by classroom equipment expenditures.

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APPENDIX

January 6, 1985

Dear Co-Instructor:

As a Masters Degree candidate at Oklahoma State University, I am trying to gather information concerning The Utilization of Matching Funds for Vocational Agriculture Programs in the State of Oklahoma. Please take a few minutes of your time to assist me with this study by completing the enclosed questionnaire and returning it as quickly as possible.

This information is very important for the completion of this study. An incentive will be provided for those individuals who promptly return the completed questionnaire.

Sincerely,

Larry Harvey

Larry Harvey
Vocational Agriculture Instructor
Beggs High School
Beggs, OK 74421

QUESTIONNAIRE

District_____

1. Number of teachers in your vocational agriculture department._____

2. Total years of teaching vocational agriculture._____

3. Number of years at present school._____

4. Total number of FFA members currently enrolled in your program._____

5. Has your chapter participated in the state matching funds program? Circle your response. YES NO

6. If answer is "YES", please give the reason your school does not participate.

7. Please check the years of participation for your school in the state matching fund program.

   _____ 80-81 _____ 82-83 _____ 85-86

   _____ 81-82 _____ 84-85

8. What ratio of allocation of matching funds does your school qualify?

   _____ 70%-30% _____ 60%-40% _____ 50%-50%

9. Please indicate which of the classroom equipment your chapter has purchased with state matching funds. Indicate by writing the year of purchase in the space provided.

_____	Computer
_____	Video Cassette Recorder (VCR)
_____	Video Camera
_____	Overhead Projector
_____	Tape Recorder
_____	Slide Projector
_____	Calculators
_____	Electric Typewriter
_____	Other (Please specify)
_____	_____
_____	_____
_____	_____

10. Please indicate which of the agriculture mechanics equipment your chapter has purchased with state matching funds. Indicate by writing the year of purchase in the space provided.

	Arc Welder
	Portable DC Welder
	MIG Welder
	TIG Welder
	Oxygen-Acetylene Cutting Equipment
	Grinders
	Deluxe Cutoff Saw
	Hand Tools
	Others (please specify)

11. Please indicate what supervised occupational experience program equipment your chapter has purchased with state matching funds. Indicate by writing the year of purchase in the space provided.

	Stock Trailer
	Livestock Scales
	Electric Generator
	Electric Clippers
	Blow Dryer
	Show Boxes
	Grooming Chutes
	Blocking Stands
	Others (please specify)

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION
FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

July 23, 1982

MEMORANDUM

TO: Members of the State Board of Vocational and Technical Education

FROM: Francis Tuttle, State Director, Vocational and Technical Education

SUBJECT: Upgrade Equipment for FY-1983

Last year the State Board recommended further study be made of the formula factors used to distribute upgrade equipment funds for programs in high schools. The department has studied the formula factors in determining the distribution of federal funds under the State Plan and also studied the formula using local and dedicated revenue per ADM. We are recommending that the local and dedicated revenue per ADM be used in determining the ratio allocation for high schools for equipment.

Attached for your approval is a schedule, which is divided into the following three groups, to be used for matching equipment allocations in FY-1983.

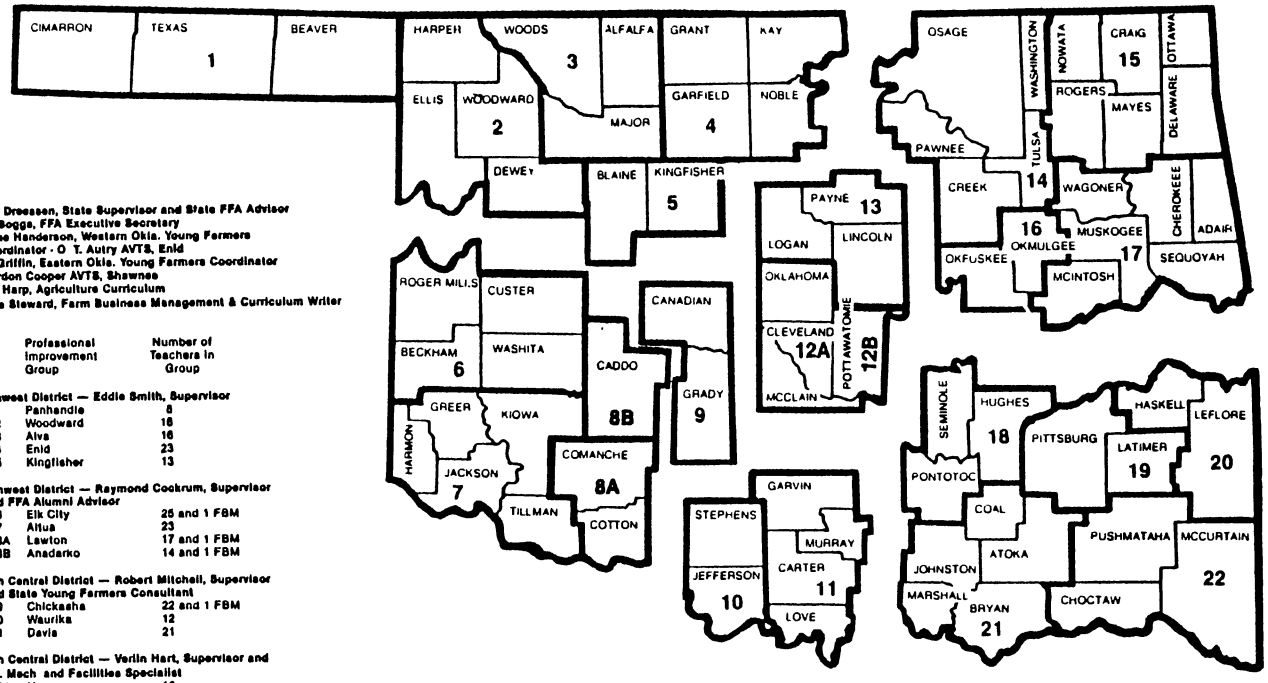
GROUP	STATE FUNDS	LOCAL FUNDS	FORMULA FACTOR	NO. SCHOOLS
1	70%	30%	UNDER - $500	77
2	60%	40%	$500 - $749	130
3	50%	50%	$750 - UP	198

Several superintendents and teachers have expressed appreciation for the opportunity to upgrade equipment in their vocational classrooms. The increased percentage of state funding has allowed several schools to participate that could not under the 50/50 matching provision.

Attachments

82-000704

1985-86
OKLAHOMA VOCATIONAL AGRICULTURE TEACHERS' DISTRICTS AND PROFESSIONAL IMPROVEMENT GROUPS



Ralph Droessen, State Supervisor and State FFA Advisor
Kent Boggs, FFA Executive Secretary
Eugene Henderson, Western Okla. Young Farmers Coordinator - O. T. Autry AVTS, Enid
Rick Griffin, Eastern Okla. Young Farmers Coordinator Gordon Cooper AVTS, Shawnee
Keith Harp, Agriculture Curriculum
James Steward, Farm Business Management & Curriculum Writer

Professional Improvement Group		Number of Teachers in Group
Northwest District — Eddie Smith, Supervisor		
1	Panhandle	8
2	Woodward	18
3	Alva	16
4	Enid	23
5	Kingfisher	13
Southwest District — Raymond Cockrum, Supervisor and FFA Alumni Advisor		
6	Elk City	25 and 1 FBM
7	Altus	23
8A	Lawton	17 and 1 FBM
8B	Anadarko	14 and 1 FBM
South Central District — Robert Mitchell, Supervisor and State Young Farmers Consultant		
9	Chickasha	22 and 1 FBM
10	Waurika	12
11	Davis	21
North Central District — Verlin Hart, Supervisor and Ag. Mech and Facilities Specialist		
12A	Norman	16
12B	Shawnee	19
13	Stillwater	24
Northeast District — Joe Raunikar, Supervisor and Assistant State Supervisor		
14	Tulsa	31
15	Vinita	29
16	Morris	11
17	Muskogee	28
Southeast District — Marvin Lindsey, Supervisor		
18	Holdenville	21
19	Wilburton	16
20	Poteau	18
21	Durant Atoka	22
22	Idabel	23

Each PI group has elected officers and meets each month with a state staff member

	No. Depts	Single-Teacher Dept	Two-Teacher Dept	Three-Teacher Dept	Four Teacher Dept	Five-Teacher Dept.	Total Teachers	*FBM Al	**SP
Northwest District	63	49	14				77	4	0
Southwest District	79	63	12	3		1	101	4	2
Central District	71	55	15	1			86	3	3
Northeast District	80	64	14		2		100	2	0
Southeast District	79	61	16	2			99	1	1
Total	372	292	71	6	2	1	466	14	6

*Farm Business Management Adult Instructors

**Special Programs

VITA

Larry Rodney Harvey

Candidate for the Degree of

Master of Science

Thesis: UTILIZATION OF MATCHING FUNDS FOR VOCATIONAL AGRICULTURE PROGRAMS IN OKLAHOMA

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Beggs, Oklahoma, March 4, 1944, the son of Ralph and Katie Harvey.

Education: Graduated from Beggs High School, Beggs, Oklahoma, in May, 1961; received the Associate Degree from Connors State Agricultural College, Warner, Oklahoma in May, 1963; received the Bachelor of Science Degree from Oklahoma State University, Stillwater, Oklahoma, in May, 1965; completed the requirements for the Master of Science Degree at Oklahoma State University in July, 1986.

Professional Experience: Vocational Agriculture Instructor in Beggs, Oklahoma, 1965 to present.

Professional Organizations: Oklahoma Vocational Agriculture Teachers Association; National Vocational Agriculture Teachers Association; Beggs Masonic Lodge No. 319; Beggs Lions Club; Okmulgee Cattleman's Association; Okmulgee County Farm Bureau; Collegiate FFA; Alpha Tau Alpha.