

A COMPARISON OF SELECTED CHARACTERISTICS OF VOCATIONAL
AGRICULTURE PROFESSIONAL IMPROVEMENT GROUPS IN
THE CENTRAL DISTRICT OF OKLAHOMA BASED
ON HIGH, MEDIUM, OR LOW LEVELS OF
FFA CHAPTER PARTICIPATION IN
THE BOAC PROGRAM

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CHAPTER I

INTRODUCTION

During the past 10 years there has been much concern regarding community development in Oklahoma and the involvement of citizens in those communities to make them a better place to live and work. Many are concerned with community improvement and development and the agencies and groups which provide both human and monetary resources. In communities where outstanding Future Farmers of America (FFA) programs exist FFA members take the responsibility for providing community service activities that emphasize community improvement. However, in some communities questions may arise with regard to "What is the FFA doing to improve our community?"

The FFA and the Vocational Agriculture programs of Oklahoma have been leaders in many phases of community and agricultural development. One important factor in the success of the programs is the commitment and dedication of the local teacher who has had the opportunity and responsibility for developing the educational and community agriculture programs. All school programs, however, are approved by the local school administration, with the support of the patrons.

Vocational Agriculture is not a stereotype program due to the unique nature of each community and instructor. An important objective of Vocational Agriculture and FFA is to provide incentives for students to set personal, chapter, and community goals.

Individual and community leadership is essential because of the society in which we live. Leadership skills are developed by learning responsibility and developing character in individuals, who put their new skills to practice in community and individual experience programs.

Incentives for FFA members to become involved in community service programs seem more apparent each year. Quality community agriculture programs are one of the ways that the school administration and community have to justify the cost of providing vocational agriculture programs.

Vocational agriculture programs are evaluated on the basis of FFA activities, student supervised experience programs, and classroom instruction. A combination of the three plus involvement in community service type programs provide a well rounded program which benefits school patrons in addition to assisting young people develop leadership skills and experiences that lead to gainful employment.

Statement of the Problem

Many student educational programs are neglected due to the lack of participation in community service and improvement activities. In addition some teachers and school administrators have expressed concern with regard to excessive amounts of lost school time. As a result there is an apparent need to determine if local community activities provide the kinds of experiences that are beneficial to the students' education and accomplish the aims and purposes of the FFA.

Purpose

The purpose of this study was to compare the Building our American

Community (BOAC) participation among FFA chapters in the Central District by Professional Improvement groups.

Objectives of the Study

To accomplish the purpose, the following objectives were established:

1. To determine selected characteristics of FFA chapters with BOAC programs.
2. To determine levels of chapter participation in BOAC activities with regard to the amount of participation in local, area, state, and national programs.
3. To determine the percentage of Central Oklahoma chapters receiving financial support through the Oklahoma Rural Rehabilitation Corporation (ORRC) grants for BOAC projects.
4. To determine public relations methods utilized by Central District FFA Chapters to create public awareness in BOAC Programs.

Basic Assumptions of the Study

For the purpose of this study, the following assumptions were made:

1. That vocational agriculture instructors reported reliable data concerning chapter involvement in the 1982-83 annual FFA report.
2. That vocational agriculture instructors accurately completed the survey instrument.
3. The instrument used was adequate in determining chapter involvement in FFA and BOAC activities.

Definition of Terms

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

Future Farmers of America (FFA): A youth organization for students enrolled in all day high school vocational agriculture classes, which is an integral part of the Vo-Ag curriculum.

Annual State Future Farmers of America Report: Includes questions relative to all phases of the program in which chapters and individuals from a specific chapter have participated.

Professional Improvement Group (P.I. Group): A group of Vo-Ag programs usually consisting of three or more counties. There are five P.I. groups in the Central District of the State of Oklahoma. The number of schools within each P.I. group varies. The number of schools within each P.I. group varies. The purpose of the P.I. group is to professionally improve teacher competence.

Central District of Vocational Agriculture: Includes 13 counties of Central Oklahoma.

Building Our American Communities (BOAC): A program to develop a rural-urban balance by expanding and creating job opportunities, community services and an improved quality of life in rural communities. The FFA's initial involvement in the program began in 1971 with a memorandum of encouragement from the U.S. Office of Education.

Oklahoma Rural Rehabilitation Corporation (ORRC): Is a non-profit rural oriented organization vitally interested in helping build or rebuild our rural communities.

Involvement: FFA members' participation in a chapter program of activities of which the BOAC program is a specific part of Community Development (Division III).

Community Development: Is a citizen-oriented process that involves ones constituents identifying needs, setting goals, making decisions, and initiating activities in accordance with a developed plan (Koneya, 5, Clouse and Cary, 3).

Chapter Funds: Monetary resources originating from FFA fund raising activities for the purpose of providing assistance and support for a chapter's program of activities (POA).

Community Group: An association of formal, informal, or aggregate constituents that share something in common, i.e. geographic area, interest, and/or a problem.

Scope of the Study

The study involved the 71 departments and 92 teachers of Vocational Agriculture in the Central supervisory district of Oklahoma. The Central District of Vocational Agriculture consists of 13 counties broken into five P.I. groups (Waurika, Davis, Norman, Shawnee, and Stillwater) with two district supervisors.

CHAPTER II

REVIEW OF LITERATURE

This review did not attempt to cover all the areas of community development as it relates to the FFA, however it was divided into three major areas and a summary to facilitate clarity and organization. The areas of concern were: (1) the early development and objectives of the BOAC program, (2) community-based educational programs, and (3) involvement of related agencies.

Dillman and Hobbs (4) assessed community development as a process to improve the quality of life in America which has been an area of concern by educators, community development specialists, politicians, economists, sociologists, and the general public for many years. Community development is "the purposive efforts of a group of people to improve their social, economic, and cultural situation of which such should contribute to the overall public good" (4, p. 264).

Early Development and Objectives of the BOAC Program

Phipps (12) stated that even in the early years "Vocational Agriculture was developing its long-standing tradition of community involvement. The FFA, founded in 1928, included community service as one of its standing committees" (p. 18). Many accounts of the FFA's service activities have been described over the years. The activities represent

the involvement of citizens, volunteerism of students, and service contributions to the community. However, Koneya (5, p. 23) stressed that "citizen participation is not community development." Clouse and Carey (3) went a step further in their definition of community development:

A citizen originated process that involved citizens identifying needs, setting goals, making decisions, and initiating activities in accordance with their developed plan. However, service activities are only a part of community development (p. 3).

The National FFA organization (1) approved the BOAC program in 1970 as vocational agriculture's vehicle for a high school level community development program. The purpose of the FFA community development activity, BOAC (9), was to:

(a) develop active, experienced, and knowledgeable community leaders and citizens, (b) develop a rural-urban balance by expanding and creating job opportunities, community services, and a better quality of living in rural communities, and (c) improve the social and physical environment in the citizens, towns, villages, and farm communities of rural America (p. 1).

Objectives set forth by the National FFA organization (10) included:

(a) all students involved in planning and implementing a chapter BOAC project, (b) all students understand the principles and fundamentals of community development, (c) youth develop knowledge and skills in community leadership for the present and future, and (4) (all students) become knowledgeable of and familiar with programs and resources of local, state, and federal agencies that assist communities in solving problems (p. 1).

The initial involvement of Lilly Endowment, Incorporated of Indianapolis, Indiana with the BOAC program also included support groups in an advisory capacity such as the: (1) Farmers Home Administration, (2) National Vocational Agriculture Teachers Association,

(3) U.S. Office of Education, (4) Office of Small Community and Rural Development Policy, and (5) other USDA agencies. Since the initial beginning in 1971, 3,481 FFA chapters have participated in the BOAC program. However, R. J. Reynolds Industries, Inc. of Winston-Salem, North Carolina now sponsors a three-phase BOAC program.

Phase I (11):

BOAC included an incentive awards program to recognize participating chapters for their community development accomplishments. An awards application must be completed and submitted annually which describes the FFA chapter's community development project goals, objectives, procedures, and accomplishments. Through a process of elimination, BOAC participants compete for area, state, regional, and national awards. Since 1971, there have been 19,202 awards presented (13, p. 1).

Phase II (11):

Achievement in Volunteerism was initiated for the purpose of recognizing individual FFA members for their accomplishments in volunteerism. Vocational agricultural FFA members participating in the BOAC program are eligible for the individual achievement award. Recognition is based on knowledge of community development, skills, attitudes, and involvement in the BOAC program. One individual may be recognized at the chapter, and state level. Each state has the opportunity to send a student who has earned an Outstanding Achievement in Volunteerism award and the respective FFA chapter advisor to the National Conference on Community Development held in Washington, D.C. (13, p. 1).

Ten national finalists were selected from participating state representatives. The 10 national winners were interviewed, ranked, and presented plaques and monetary awards at the National Conference on Community Development (13, p. 2).

Phase III (11):

Research was initiated in 1983 for the purpose of describing the accomplishments of the BOAC program and contributing to the improvement of the BOAC program also included support for the development and dissemination of community development curriculum materials, films, and slide presentations (13, p. 2).

Furthermore, Lee (6) stated that:

In 1974 the Lilly Endowment Inc. had also set up special project funding for a national curriculum team to develop a handbook for all states and chapters to use plus two instructional films. One was entitled 'Building Our American Communities', which gives an overall view of the BOAC program. The second film was 'The Game Plan', a step-by-step approach on how key chapters have been successful in completing BOAC projects (p. 1).

Community-Based Educational Programs

According to Lee (6):

Freedom is a right and privilege we share as citizens of the United States. It is also a responsibility. America can remain strong only as long as we, the citizens take an active interest in working to improve the communities which collectively form our nation. Through the people's voice of our democracy, we have a unique opportunity to work together in our communities to make them better places in which to live and work. In so doing we are assuring the future strength of our nation (p. 2).

As in all community-based programs, there must be a hub for the program to develop from. In the BOAC program, the hub is the FFA chapter. The outer sections include areas inside and outside the community. The Vo-Ag teacher, advisory councils, community agencies, school boards, and local taxpayers are the spokes that equally divide the areas.

The larger hub of each community was found to be the local school. So working within this area, improvements for all the people would benefit not only the affluent but also the disadvantaged.

The Mott Foundation (8) Special Report of 1982 found that America is unique because of many things:

Its heritage, land, resources, enterprise, laws, institutions, and first and foremost, its abiding belief that

each individual is unique, precious, and has a very special and important place in our society (p. 35).

It seems that society may be sitting on a "sleeping volcano." Because large numbers of our nation's youth are dropping out of school or graduating with no employable skills, it has become very important to develop community-based educational programs that are helping develop and improve this area.

The Mott (8) report emphasized that:

We need to invest more in people. This will have a tremendous payoff. Whenever possible, we should encourage the handicapped and senior citizens to remain independent and productive as opposed to being institutionalized.

People should take a careful look at their community to see what is being done to improve it. Do we see strong moral and spiritual fabric, or mental and environmental pollution? Do we see economic activity and promise, or stagnation and despair? Is our community an open or closed community (p. 35).

With these things in mind, many community-based programs were developed to improve the social, economic, and environment for all the citizens.

The community education project is a large project. Whenever a small amount of money is given at the right time, it can produce lasting results.

A prime example of community-wide partnership included in the Mott (8) report was Brooks County High School just outside of Quietman, Georgia, which developed a "To Market Program."

This program married the vocational, educational, and community development programs together to develop new income-providing opportunities for a rural community.

The high school's feeder-pig operation is an income-generating enterprise designed to bring in \$12,000 this year, while other programs such as a day-care center will net about \$12,000. The community where this takes place

is a poverty-stricken area according to the Office of Economic Development. This county is one of the top swine producers in the state, but animal production was inefficient and undiversified. Most of the farmers had small operations and were poor. So the rationale was to set up on-going, real live models where students could learn the skills of entrepreneurship (p. 35).

As the survey revealed, a need existed for more projects to be done by students: provide day-care for children, repair homes of the elderly, improve swine production. The high school's vocational educational program was perceived to be urban-oriented, not rural; the high school offered no courses in construction and building repairs, and students were not being taught to be entrepreneurs.

They started the program by recruiting students among the economically disadvantaged, slow learners, children of single parents, and special education students--some of whom would otherwise be potential dropouts. After 18 months, 168 students were involved in the total program.

The value of community education has done much for the improvement and development of programs to improve both rural and urban communities.

Vocational Agriculture educators need to assess how current Vo-Ag programs can make increased contributions to community development. Methods should be utilized to renew community awareness and concerns. The need also exists to seek ways for Vo-Ag departments to participate in community improvement activities on a broader base. The ties students have to their home communities should be utilized in improving the larger school district community. The BOAC program has served to focus local interest on community needs; and increasingly, local vo-ag programs should make an effort to participate.

Lee (6) pointed out that:

The key to community-based programs is held by the teachers and other individuals responsible for vo-ag programs. Agriculture educations need to seek ways of increasing assistance to the people (their clientele), and the communities from which they come, improve the quality of their lives (p. 3).

Involvement of Related Agencies

Without the need being seen by the Farmer's Home Administration and being pushed through the Department of Education, this program would never have taken place. Through its short lifetime, the BOAC program has received help from two major corporations in developing the national program. The first was Lilly Endowment, Inc., who helped develop the curriculum resource materials. These units were utilized by the FFA chapters in the United States who participated in the BOAC program.

With the new sponsor of the BOAC program, R. J. Reynolds of Winston-Salem, North Carolina, comes a new edition of resource materials plus a more sound financial footing at the national level for the total BOAC program.

Burnet (1) in citing the early history of ORRC pointed out that "the entity had its initial beginning in Oklahoma in 1934 as part of the Federal Emergency Relief Act of 1933, which created the Federal Emergency Relief Administration (FERA, p. 1). This act authorized the Reconstruction Finance Corporation to make funds available to the FERA, and Oklahoma received a little over \$2,000,000. The funds were to be used to help farmers stay on the farm. Little attention however was given to the security the farmer could offer. As a result, from about 1934 to 1937, some money was lost. In 1954 the assets were about

\$1,325,000; but from that time until now, funds have presently grown to \$3,000,000. These funds were made available to farm families, as low interest agriculture loans.

The ORRC is a legal entity pursuant to the Oklahoma statutes. It was incorporated in 1934 under the Oklahoma statutes related to benevolent, charitable, and education corporations. Burnet (1) stated that:

There were nine members on the Board of Directors. The State Treasurer, the President of Oklahoma State University, (OSU), and the State Director of the Farmer's Home Administration were ex-officio members by virtue of their positions. The other six members were elected.

In 1967 when the Board of Directors met with less than \$2,000,000 to use, they decided to make \$500 grants to children of borrowers from the Farmer's Home Administration so that they could attend college. The first year, 1968-1969, 50 grants were made, in 1969-1970 there were 82 of these grants. Fifty percent of the earnings from the money that the corporation has goes for student loans and grants.

The entry of the ORRC into the BOAC program was in the fall of 1977 when they approved 22 applications for \$5,000. It has grown to the point that in the fall of 1983 there were 78 applications approved for \$38,000. The total investment in the BOAC program is now at \$150,000. Each year one board member visits each project that was approved to see how the grant money was spent (p. 2).

Like 15 other states, Oklahoma was fortunate to have the Rural Rehabilitation Trust Fund to commit \$308,314 annually for BOAC, leadership, and safety program grants. These monies were in the form of \$500 grants to workable FFA chapters which were conducting BOAC programs, plus cash awards to be used by the state winning programs receiving recognition at the National FFA Convention in Kansas City.

National FFA Organization (11) reported public recognition, such as the President of the United States' Volunteer Action Award, which the BOAC program has won the last two years, the State Governor's

Award to the top chapter, and the National Achievement in Volunteerism award to the top individual from each state, will do much to develop the BOAC program.

Summary

No national or state statutes or resolutions exist to fund the BOAC program. However, a 1971 memorandum from the U.S. Office of Education and encouragement from the Farmer's Home Administration provides the structure for recognizing area, state, and national achievement. Currently funding is provided by R. J. Reynolds Industries for films, slide presentations, printed materials, and chapter recognition. However, Oklahoma FFA chapters have been fortunate to have monetary and fiscal support from Oklahoma Rural Rehabilitation Corporation for local BOAC programs. Without outside support BOAC would not have attained its present stature.

New emphasis from state and national FFA organizations can provide the catalyst for the program to reach its full potential. BOAC offers many possibilities to local communities across the country which provides incentives to grow and prosper in addition to fostering a spirit of unity and community pride.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to describe the methods and procedures used in conducting the study. To secure data which would supply information relative to the purpose and objectives of the study, a population was specified and an instrument developed for data collection. Procedures were identified to facilitate collection and analysis of the data. Data were collected during the Spring of 1984.

The primary purpose of the study was to determine levels of Building Our American Communities (BOAC) participation among chapters in the Central District. FFA chapters were divided into three groups with regard to high, medium, or low levels of participation in BOAC activities.

Study Population

The population relating to this study consisted of all the FFA chapters in the Central District. The population was defined by reviewing the 1983-84 Oklahoma Vo-Ag Teacher Directory (15).

A total of 71 questionnaires were distributed to the two central district supervisors during early February, 1984. Teachers representing over 91 percent of the Central District FFA chapters participated in the BOAC survey.

The distribution of the population by Professional Improvement

Groups is as follows: 18 - Stillwater P.I. group; 15 - Shawnee P.I. group; 10 - Norman P.I. group; 17 - Davis P.I. group; and 11 - Waurika P.I. group chapters (Table I). The 65 FFA chapters participating in the study represented 44 single teacher departments and 21 multiple teacher departments.

The respondents when divided into areas pertaining to selected teacher characteristics were categorized into three groups as follows: tenure in present department, experience in Central District, and total years of teaching experience.

A follow-up of non-respondents consisted of mailing a questionnaire to chapters whose advisor(s) did not attend the professional improvement meeting in which the survey was conducted. Four or 40 percent of the 10 non-respondents participated in the mailed follow-up survey. As a result of the mailed survey the respondents revealed little difference regarding tenure in present position, experience in the Central District, and total years of teaching when compared to the initial respondents who completed the survey at the regularly scheduled P.I. group meetings.

The Instrument

To gather information concerning levels of chapter participation in the BOAC program in the Central District a closed form questionnaire was developed (see Appendix A). A number of selected variables used in recent studies by Shell (14), Morgan (8), and Campbell (2) provided an extensive list of possible variables that respondents participating in previous studies perceived as important.

TABLE I
 DISTRIBUTION OF FFA CHAPTERS PARTICIPATING IN
 THE STUDY BY PROFESSIONAL IMPROVEMENT GROUP

P.I. Group	Population N	Chapter Representatives Completing Questionnaire N	Percent %
Stillwater	18	17	94.0
Shawnee	15	15	100.0
Norman	10	9	90.0
Davis	17	16	94.0
Waurika	11	8	72.0
Total	71	65	91.5*

*The percentages are reflected as a portion of the survey instruments returned for specific professional improvement (P.I.) groups and are not intended to sum to 100.0 percent.

The questions were designed and grouped to accomplish the intent of the study. Types of responses solicited included "yes" or "no" and short subjective fill-in the blank answers. The questionnaire consisted of 25 items.

The questionnaire was administered by Vocational Agriculture District Supervisors during the professional improvement meetings and the data collected. A questionnaire was mailed to all teachers who did not attend the P.I. meeting in which their peers were administered the instrument.

Collection of Data

The data were compiled from questionnaires returned from Professional Improvement group meetings attended by Central District Vo-Ag teachers. Data from four of the 10 non-respondents not attending the P.I. group meetings were collected by mail questionnaire.

Analysis of Data

Information obtained from the teachers' questionnaires provided the means to identify sources of monetary support and the duration, length of time involved in implementing and completing the project and media utilized in promoting the local BOAC program. A closed form survey instrument was utilized to collect data. Major topics included background of teacher respondents, level of chapter recognition, sources of BOAC funds, duration of BOAC programs and means of furthering publicity for the program. Information collected was key punched on OSU Computer Center cards and a SAS (Statistical Analysis System)

program utilized to initiate statistical computations by an IBM system 3081, Model D computer.

To determine levels of high, medium, or low participation among chapters, responses were calculated and descriptive statistics utilized to describe the findings and results. More specifically the criteria used to determine levels of chapter participation included: (1) financial assistance, (2) participation in the BOAC program, (3) level of representation for BOAC recognition, (4) FFA membership involvement, (5) publicity, (6) involvement of other government agencies, (7) recognition provided to local constituents involved in the BOAC program, and (8) nominations of individuals for recognition of volunteerism. To be considered a high level BOAC participant a chapter must have participated in at least six of the previously mentioned criteria, likewise, a medium level chapter BOAC participant was required to participate in three of the BOAC criteria while low level BOAC participants were chapters which participated in two or less of the specified criteria.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to determine levels of Building Our American Community (BOAC) participation among FFA chapters in the Central District. In addition, however a secondary goal was to determine selected characteristics of programs and teacher tenure among Professional Improvement groups in the Central District.

In order to accomplish the purpose of the study, the following specific objectives were set forth.

1. To determine selected characteristics of FFA chapters with BOAC programs.

2. To determine levels of chapter participation in BOAC activities with regard to the amount participation in local, area, state, and national programs.

3. To determine the percentage of chapters receiving financial support through the Oklahoma Rural Rehabilitation Corporation (ORRC) for BOAC projects.

4. To determine public relations methods utilized to bring notoriety to BOAC activities among Central District FFA chapters.

Findings of the Study

The findings of the study were obtained from the questionnaire developed and administered in the spring of 1984.

Information compiled from this statement was divided into the following sections, in order to provide an organized approach to the analysis of the data.

1. BOAC program participation by Central District chapters.
2. A comparison of BOAC participation among single and multiple teacher departments, number of chapter members involved, and chapter public relations programs.
3. A comparison of BOAC funding and participation in local, state, and national activities.
4. A comparison of public relations activities designed to bring recognition to FFA chapter BOAC programs.

Figure 1 represents a graphic picture of the Central District Vocational Agriculture program within the state of Oklahoma. The district is made up of 13 counties. These 13 counties are divided into five groups, each referred to as Professional Improvement (P.I.) groups (see Figure 2). Table II identifies each P.I. group and those chapters which make up the P.I. groups.

Central District Vocational Agriculture program consists of 52 single teacher departments and 19 multiple teacher departments for a total of 71 Vo-Ag departments with 92 teachers.

Population

Distribution of the 65 chapters participating in the study revealed

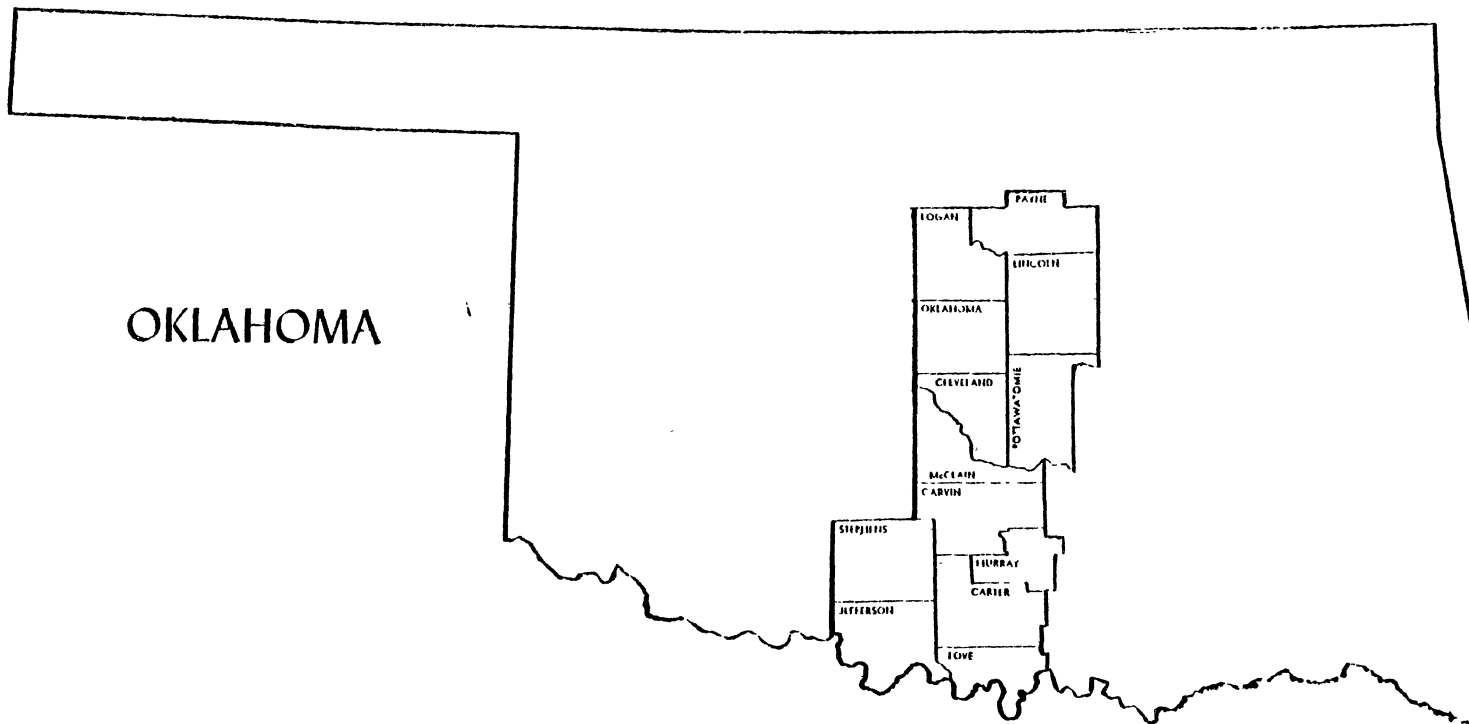


Figure 1. Illustration Depicting the Central District of Vocational Agriculture in Oklahoma

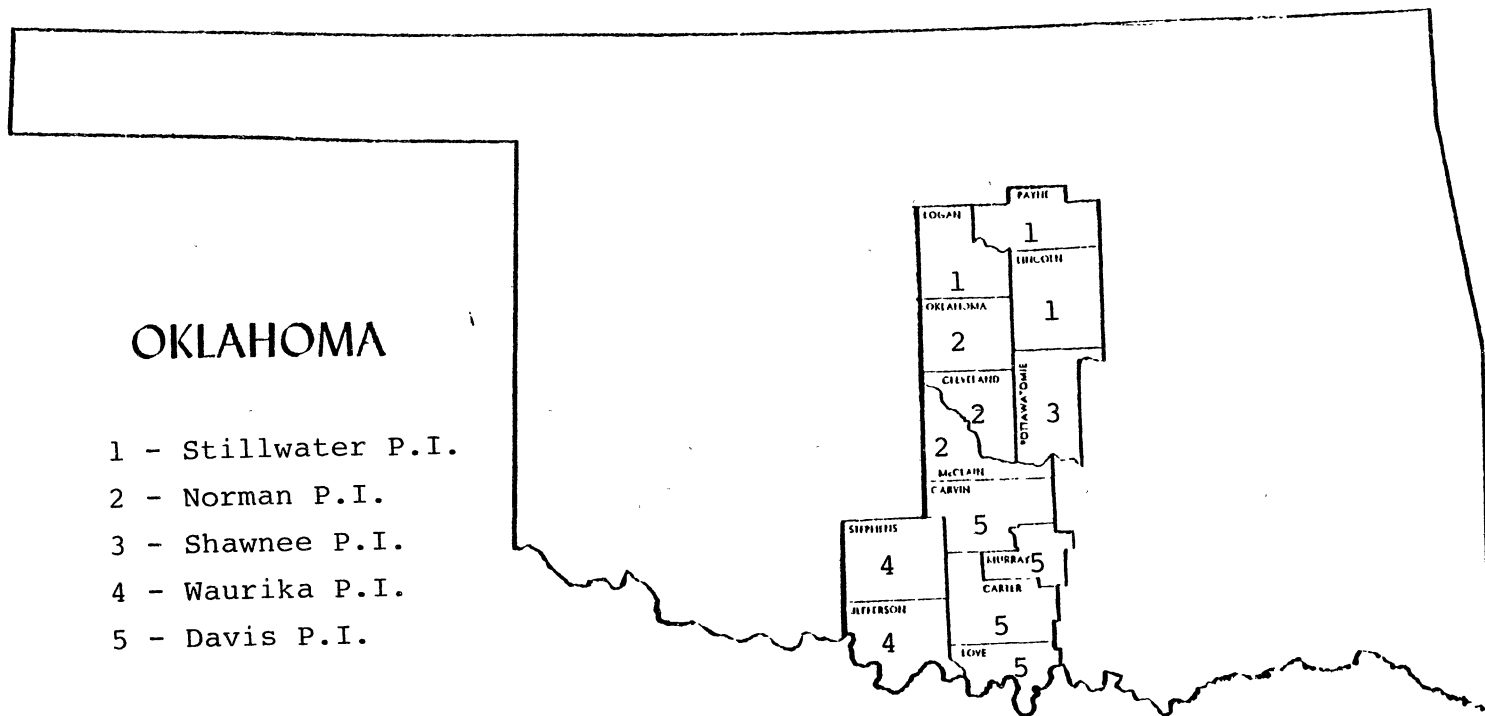


Figure 2. Location of the Professional Improvement Groups In the Central District of Oklahoma

TABLE II

SUMMARY OF CHAPTERS WITHIN THE CENTRAL DISTRICT BY PROFESSIONAL IMPROVEMENT GROUP

Stillwater P.I.	Shawnee P.I.	Norman P.I.	Davis P.I.	Waurika P.I.
Agra	Asher	Blanchard	Bavis	Bray
Carney	Bethel	Dibble	Dickson	Central High
Chandler	Carl Albert	Lexington	Elmore City	Comanche
Coyle	Choctaw	Moore	Fox	Duncan
Crescent	Dale	Newcastle	Lindsay	Empire
Cushing	Edmond	Noble	Lone Grove	Marlow
Davenport	Harrah	Norman	Marietta	Ringling
Glencoe	John Marshall	Purcell	Maysville	Ryan
Guthrie	Jones	Washington	Paoli	Terral
Meeker	Luther	Wayne	Pauls Valley	Velma-Alma
Mulhall-Orlando	Macomb		Springer	Waurika
Perkins-Tryon	McCloud		Stratford	
Prague	Shawnee		Sulphur	
Ripley	Tecumseh		Thackerville	
Stillwater	Wanette		Turner	
Stroud			Wilson	
Wellston			Wynnewood	
Yale				

a range of 72 percent participation from the Waurika P.I. group to 100 percent of the Shawnee P.I. group chapters participating. The Stillwater P.I. group had the most participants with 18 while the Waurika P.I. group had eight BOAC participants.

Table III revealed that there were 44 (66.67 percent) single teacher departments who took part in this study, while 21 (32.33 percent) multiple teacher departments completed the questionnaire. In addition the Davis P.I. group had the most single teacher department BOAC participants, while the Stillwater P.I. group had the most multiple teacher department participating.

Selected Characteristics of the Teachers

Participating in the Study

Table IV contains a breakdown of the population participating from the five P.I. groups by tenure in present department, experience in Central District, and total years experience.

Sixty percent of the teachers in the five P.I. groups have one to five years tenure in their departments with the Shawnee groups having the largest number of teachers with one to five years experience for a total of 73.3 percent.

Furthermore it was noteworthy that almost half (47.6 percent) experience of the Central District teachers had one to five years of experience in the district. The Waurika P.I. Group had the largest percentage of teachers in the range form one to five years with 62.5 percent.

Approximately one-third (32.3 percent) of the respondents in this study were teachers in the one to five years experience group while

TABLE III

SUMMARY OF BOAC PARTICIPATION BY MULTIPLE AND SINGLE TEACHER
DEPARTMENTS BY P.I. GROUPS

Type of Department	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
Single Teacher	11	64.7	10	66.6	4	44.4	12	75	7	87.5	44	67.7
Multiple Teacher	6	35.2	5	33.3	5	55.5	4	25	1	12.5	21	32.22

TABLE IV

SUMMARY OF TEACHING EXPERIENCE AND TENURE OF
RESPONDENTS BY P.I. GROUP

Years of Experience	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
Tenure in Present Department:												
1-5	10	58	11	73.3	5	55.5	8	50	5	62.5	39	60.0
6-10	2	12	2	13.3	2	22.2	2	12.5	2	25	10	15.4
11-15	3	18	0		1	11.1	4	25	1	12.5	9	13.8
16-20	12	12	0		1	11.1	0		0		3	4.6
21 and over	0		2	13.3	0		2	12.5	0		4	6.2
Experience in Central District:												
1-5	9	53	9	60	3	33.3	5	31.2	5	62.5	31	47.7
6-10	3	18	3	20	4	44.4	4	25	2	25	16	24.6
11-15	3	18	1	6	1	11.1	4	25	1	12.5	10	15.4
16-20	1	5	0		1	11.1	0		0		2	3.1
21 and over	1	5	2	13.3	0		3	18.7	0		6	9.2
Total Years Experience:												
1-5	8	47	9	60	1	11.1	2	12.5	1	12.5	21	32.3
6-10	3	18	2	13.3	3	33.3	6	37.5	4	50	18	27.7
11-15	3	18	2	13.3	3	33.3	3	18.7	2	25	13	20.0
16-20	1	5	0		1	11.1	2	12.5	1	12.5	5	7.7
21 and over	2	12	2	13.3	1	11.1	3	18.7	0		8	12.3

the Shawnee group had the largest number with 11 of 15 teachers. In addition the Shawnee group had a 100 percent completion of the questionnaire also had the largest percentage of teachers in the one to five year range of tenure, experience, and total years experience in the Central District.

Member Involvement and Chapter Ratings

Table V revealed the population as to the number of students that each of the 65 completing chapters had and their participation with regard to state and national ratings.

Twenty-six percent of the aggregate had a total of 60 or more members in their chapters while 25 percent of the chapters were in the range of 40 to 49 members. Furthermore it was found that 89 percent of the 65 respondents had a chapter rating of superior. While 17 percent of the superior chapters also earned a gold, silver, or bronze rating at the national level.

Involvement in ORRC Programs

Table VI showed that 29 percent of the chapters in the five P.I. groups have received annual grants from the ORRC to supplement their BOAC program. The Waurika P.I. group had the largest percentage participating in the programs with half (50 percent) of the chapters indicating that they had developed an agreement with ORRC.

Table VII showed that 52 percent of the total respondents did not take part in the ORRC grant program in the 1983-84 school year. But of the 40 percent that did, 29 percent received assistance of \$500 for chapter BOAC programs.

TABLE V
NUMBER OF MEMBERS AND CHAPTER RATINGS BY P.I. GROUPS

Number of Chapter Members	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
19 or less	0		0		0		0		0		0	
20-29	2	12	0		0		3	19	0		1	6
30-39	0		2	13	2	22	3	19	5	62	2	23
40-49	8	47	3	20	2	22	4	25	1	12	3	25
50-59	1	5	4	27	2	22	4	25	1	12	2	18
60 or greater	6	35	6	40	3	33	2	12	1	12	3	26
Chapter Ratings:												
(State)												
Standard	2	12	2	13	0		1	6	0		5	6
Superior	14	82	13	87	9	100	14	87	7	87	11	89
(National)												
Gold	3	18	1	6	0		1	6	0		1	6
Silver	2	12	1	6	1	11	0		0		0.8	6
Bronze	0		0		1	11	0		1	12	0.4	5

*The total column does not run to 100 percent due to invalid responses with regard to number of members and chapter ratings.

TABLE VI
SUMMARY OF CHAPTERS RECEIVING ORRC GRANTS BY P.I. GROUP

Number of Years	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
None	0		0		0		0		0		0	
1-3	5	8	5	8	1	2	4	6	4	6	19	29
4-6	1	2	1	2	0	-	1	2	1	2	4	6
7-10	0		0		0		0		0		0	
Total Receiving Grants	6	9	6	9	1	2	5	8	5	8	23	35

TABLE VII

SUMMARY OF ORRC GRANTS CONVEYED TO RECIPIENT CHAPTERS BY P.I. GROUP

Current Year	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	8	47	6	40	1	11	6	37.5	5	62.5	26	40
No	8	47	9	60	7	77.7	8	50	2	25	34	52
Assistance Provided: \$500	5	29	6	40	1	11	2	12.5	5	62.5	19	29

Table VIII revealed the amount of annual ORRC assistance that was provided participants over a 10 year period and the year with the largest number of participants. Approximately 16.9 percent of the chapters in the Central district received ORRC assistance.

Source and Percentage of Funding

Funding was broken down into three major areas for this study. Table IX illustrates that 10.7 percent of the chapters utilized chapter monetary resources to fund 75 percent of the BOAC programs. However, 15 percent of the funding support came from community groups while 10 percent was the result of ORRC grants.

Central District Participation for Awards in the BOAC Program

Twenty percent of the survey population participated in the area BOAC awards program in the Central District as revealed in Table X during 1983. While Table XI showed during the last four years Central District chapters have had one or more representatives taking part in the national awards program.

Single and Multiple Year BOAC Programs

Table XII illustrates that 30.7 percent of the BOAC programs were initiated as annual projects while only 20 percent were multi-year project activities. The Shawnee and Stillwater P.I. groups had the largest number of chapters participating in annual BOAC activities with five respectively. In addition the Stillwater P.I. group had four chapters conducting multi-year BOAC programs while the Davis and Waurika

TABLE VIII

SUMMARY OF ORRC ASSISTANCE PROVIDED TO BOAC
PARTICIPANTS BY YEAR BY P.I. GROUP

Year	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
1974	0		0		0		0		0		0	
1975	0		0		0		0		0		0	
1976	0		0		0		0		0		0	
1977	1	5.9	0		0		0		0		1	1.5
1978	1	5.9	0		0		2	12.5	0		3	4.6
1979	3	17.6	2	13.3	0		2	12.5	1	12.5	8	12.3
1980	4	23.5	2	13.3	0		0		1	12.5	7	10.8
1981	3	17.6	1	6.7	0		3	18.7	1	12.5	8	12.3
1982	4	23.5	2	13.3	1	11.1	2	12.5	4	50	11	16.9
1983	5	29.4	1	6.7	0		1	6.3	2	25	9	13.8

TABLE IX

SUMMARY OF SOURCES AND PERCENTAGES OF BOAC FUNDING BY P.I. GROUP

Source and Percent	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
Chapter Funds:												
10%	2	11.8	2	13.3	0		0	12.5	1	12.5	5	7.7
20%	2	11.8	1	6.7	0		2	6.3	1	12.5	6	9.2
30%	0		0		0		1	6.3	0		1	1.5
40%	0		0		0		1		1	12.5	2	3.1
50%	2	11.8	0		2	22.2	0		0		4	6.2
75%	1	5.8	4	26.7	0		2	12.5	0		7	10.8
Community Groups:												
10%	1	5.9	0		0		0		0		1	1.5
20%	0		1	6.7	0		1	6.3	1	12.5	3	4.6
30%	1	5.9	0		0		0		0		1	1.5
40%	0		1	6.7	0		2	12.5	0		3	4.6
50%	4	23.5	1	6.7	2	22.2	1	6.3	2	25	10	15.4
75%	2	11.8	0		1	11.1	0		2	25	5	7.7
ORRC:												
10%	0		0		0		0		0		0	
20%	1	5.9	0		0		1	6.3	1	12.5	3	4.6
30%	1	5.9	0		0		0		0		1	1.5
40%	1	5.9	2	13.3	0		1	6.3	1	12.5	5	7.7
50%	3	17.6	0		1	11.1	1	6.3	2	25	7	10.7
75%	0		0		0		1	6.3	0		1	1.5

TABLE X

SUMMARY OF 1983 CENTRAL DISTRICT BOAC AREA AWARDS APPLICANTS BY P.I. GROUPS

Area Applicants	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	5	29.4	3	20.0	1	11.1	2	12.5	2	25.0	13	20.0
No	5	29.4	2	13.3	2	22.2	6	37.5	5	62.5	20	30.8

TABLE XI

SUMMARY OF CENTRAL DISTRICT CHAPTER BOAC REPRESENTATIVES AT
THE NATIONAL LEVEL BY P.I. GROUP

National Level Participant	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
Year:												
1980	0		0		0		1	6.3	0		1	1.5
1981	0		1	6.7	0	11.1	0		0		1	1.5
1982	0		1	6.7	1	11.1	0		0		2	3
1983	0		0		1		0		0		1	1.5

TABLE XII

SUMMARY OF SINGLE YEAR VS. MULTIPLE YEAR BOAC
PROJECTS BY P.I. GROUP

Type of Project	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
Single Year	5	29.4	5	33.3	3	33.3	4	25.0	3	37.5	20	30.8
Multiple Year	4	23.5	2	13.3	1	11.1	3	18.8	3	37.5	13	20.0

P.I. groups each had three chapters with long term activities.

Table XIII revealed that over 50 percent of the chapters reported that their members took an active part in the BOAC program. While Table XIV showed that chapters completing current year projects were distributed by P.I. groups as follows: Stillwater P.I. completed eight or 47 percent, Shawnee finished seven or 46 percent, Norman had four completions for 44 percent, Davis-seven or 43 percent, Waurika-six or 75 percent or a total of 32 of the 65 chapters for a 49 percent completion rate.

Class Time Used in BOAC Projects

When observing tabulations reproduced in Table XV, it was found that 43 percent of the chapters utilized class time to complete BOAC projects while 10.7 percent of the chapters used no class time at all. Of those that used class time almost 17 percent used less than 10 percent while 10.7 percent used as much as 10 to 19 percent of their class time to complete or work on BOAC projects in their community.

BOAC Project Publicity

Methods of promoting BOAC projects in a community were divided into five areas to determine the most often used public relations tool. Table XVI revealed that over 47 percent of the chapters used some type of newspaper publicity while one of the least used media efforts has less than five percent of the chapters reported using this method.

Related Agencies Involved

It was determined from Table XVII that 46 percent of the chapters

TABLE XIII

SUMMARY OF CHAPTERS WHOSE MEMBERS PARTICIPATED
IN LOCAL BOAC PROJECTS BY P.I. GROUPS

Number of Completers	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
	8	47.1	7	46.7	4	44.4	7	43.8	6	75.0	32	49.2

TABLE XIV

SUMMARY OF CHAPTERS COMPLETING BOAC PROJECTS DURING
THE CURRENT YEAR BY P.I. GROUP

Members Involved	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
	9	52.9	7	46.7	4	44.4	7.4	43	6	75.0	33	50.8

TABLE XV

SUMMARY OF CENTRAL DISTRICT CHAPTERS USING CLASS TIME TO
COMPLETE BOAC PROJECTS BY P.I. GROUP

Class Time Used	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	8	47.1	5	33.3	3	33.3	6	37.5	4	50.0	28	43.1
No	1	5.9	2	13.3	1	11.1	1	6.3	2	25.0	7	10.8
Percent of Class Time:												
10% or less	3	17.6	4	26.7	1	11.1	2	12.5	1	12.5	11	16.9
10-19%	4	23.5	0		0		1	6.3	2	25.0	7	10.8
20-29%	1	5.9	1	6.7	1	11.1	2	12.5	0		5	7.7
30-39%	0		0		1	11.1	1	6.3	0		2	3.1
40-49%	0		0		0		0		0		0	
50% or greater	0		0		0		0		1	12.5	1	1.5

TABLE XVI
PUBLICIZING BOAC PROJECTS BY P.I. GROUP

Media	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
Newspaper	8	47.1	7	46.7	4	44.4	7	43.8	5	62.5	31	47.7
Radio	1	5.9	1	6.7	1	11.1	3	18.8	1	12.5	7	10.8
T.V.	0		0		0		3	18.8	0		3	4.6
FFA Outlook	1	5.9	0		0		2	12.5	2	25.0	5	7.7
Other	0		1	6.7	1	11.1	0		0		2	3.1

TABLE XVII

SUMMARY OF GOVERNMENTAL AGENCIES INVOLVED IN LOCAL
BOAC PROJECT BY P.I. GROUP

Governmental Agencies Involved	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	1	5.9	0		0		1	6.3	1	12.5	3	4.6
No	8	47.1	7	46.7	4	44.4	6	37.5	5	62.5	30	46.2

that completed a BOAC project had no involvement with other agencies. Only three P.I. groups in the Central District reported BOAC cooperation and involvement with government agencies.

Recognition for Groups and Individuals

Information concerning these groups and individuals are observed in Table XVIII which showed that 18 of the 65 chapters completing questionnaires conducted some type of recognition program for group or individual efforts. Over 27 percent utilized some type of formal recognition program. The Waurika P.I. group had the highest percentage of chapters (62.4 percent) utilizing a recognition program. However it was revealed in Table XVIII that the Norman P.I. group had more participation with regard to achievement in Volunteerism national levels. Furthermore, Table XIX further revealed that only 12 percent of the chapters participating in the BOAC program recognized local citizens for their efforts in behalf of the local BOAC program.

Participation in BOAC and ORRC Programs

Table XX revealed that 50 percent of the 65 responding chapters plan to participate in the BOAC program during the next year while 15 percent said they would not and 27.6 percent were unsure about their participation in the program. Participation with ORRC revealed in Table XXI that of the 65 chapters indicated an interest in conducting a BOAC program only 35 percent indicated which were going to carry out their commitment.

TABLE XVIII

SUMMARY OF CHAPTERS PROVIDING RECOGNITION FOR INDIVIDUAL
OR COMMUNITY GROUPS BY P.I. GROUP

Individual or Group Recogni- tion Provided	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	4	23.5	3	20.0	2	22.2	4	25.0	5	62.5	18	27.7
No	5	29.4	4	26.7	2	22.2	3	18.8	1	12.5	15	23.1

TABLE XIX

SUMMARY OF VOLUNTEERISM AWARDS PROVIDED BY P.I. GROUPS

Award	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
Local	1	5.9	3	20.0	2	22.2	0		2	25.0	8	12.3
State	0		0		1	11.1	0		1	12.5	2	3.1
National	0		0		1	11.1	0		0		1	1.5

TABLE XX

SUMMARY OF CHAPTER PLANS TO PARTICIPATE IN FUTURE
BOAC PROGRAMS BY P.I. GROUP

Chapter Plans	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	10	58.9	7	46.7	4	44.4	7	43.8	5	62.5	33	50.8
No	2	11.8	0		0		3	18.7	1	12.5	10	15.4
Unsure	4	23.9	4	26.7	3	33.3	5	31.3	2	25.0	18	27.7

TABLE XXI

SUMMARY OF CHAPTERS PLANNING TO APPLY FOR
ORRC MONEY BY P.I. GROUP

Chapter Plans	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
Yes	6	35.3	4	26.7	1	11.1	6	37.5	6	75.0	23	35.4
No	2	11.8	4	26.7	4	44.4	4	25.0	1	12.5	15	23.1
Unsure	7	41.2	4	26.7	3	33.3	5	31.3	1	12.5	20	30.8

Criteria Relative to the Level of
BOAC Participation

Table XXIII reveals the eight criteria utilized in the survey to determine the high, medium, and low participation from the questionnaire are found in Appendix A. The criteria which were evaluated by the P.I. groups resulted in 50.7 percent of the chapters indicating the number of FFA members participating in their local BOAC programs while three percent indicated that they were Oklahoma's BOAC representative at the National FFA Convention.

Table XXIII further showed a relationship to participation in the other major areas of the study which revealed that 47.6 percent of the chapters did not participate in any BOAC projects.

In addition Table XIV further illustrated that 50.7 percent of the participating chapters completed two or less of the eight essential criteria and were designated as "low level" BOAC participators in this area. A medium level of participation was attained by 38 percent of the participating chapters which completed three to five of the essential criteria as indicated by Table XIV. Furthermore only 10.7 percent of the participants achieved a high level of participation. To be ranked as a "high level" participant the seven chapters that earned the "high level" of consideration completed six or more of the eight criteria.

BOAC activities and participation, single and multiple teacher departments was illustrated in Figure 3 which revealed the number of activities participated in by Central District Chapters.

The information displayed in Figure 3 portrays the decision to

TABLE XXII

SUMMARY OF CRITERIA USED TO EVALUATE P.I. PARTICIPATION
IN THE BOAC PROGRAM

Criteria Questions	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
7	6	35.3	3	20.0	0		2	12.5	4	50.0	15	23.1
11	8	47.1	7	46.7	4	44.4	7	43.8	6	75.0	32	49.2
14	0		0		1	11.1	1	6.3	0		2	3.1
17	9	52.9	7	46.7	4	44.4	7	43.8	6	75.0	33	50.8
19	8	47.1	7	46.7	5	55.5	7	43.8	5	62.5	32	49.2
20	1	5.9	0		0		1	6.3	1	12.5	3	4.6
21	3	17.6	3	20.0	2	22.0	4	25.0	5	62.5	17	26.2
22	1	5.9	4	26.7	4	44.4	0		4	50.0	13	20.0

TABLE XXIII

SUMMARY OF PARTICIPANTS RELATIVE TO P.I.
GROUPS IN EIGHT MAJOR AREAS

Eight Major Criteria and Level of Participation	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
0 Non Participant	8	47.1	7	46.7	5	55.5	9	56.3	2	25.0	31	47.7
1 ORRC Funds	0		1	6.7	0		0		0		1	1.5
2 Part. in BOAC	1	5.9	0		0		0		0		1	1.5
3 Rep. at State or Natl Level	1	5.9	3	20.0	2	22.2	3	18.8	1	12.5	10	15.4
4 % Mem. Invol.	4	23.5	1	6.7	0		1	6.3	0		6	9.2
5 Publicity	2	11.8	1	6.7	1	11.1	2	12.5	3	37.5	9	13.8
6 Govn. Agency	1	5.9	2	13.3	1	11.1	1	6.3	2	25.0	7	10.8
7 Volunteerism	0		0		0		0		0		0	
8 Ind. Achieve.	0		0		0		0		0		0	

TABLE XIV

SUMMARY OF HIGH - MEDIUM - LOW CHAPTER PARTICIPATION
IN BOAC PROGRAM BY P.I. GROUP

Level of Participants (# Of Activity)	Stillwater (N = 17)		Shawnee (N = 15)		Norman (N = 9)		Davis (N = 16)		Waurika (N = 8)		Total* (N = 65)	
	n	%	n	%	n	%	n	%	n	%	n	%
Low (0-2)	9	52.9	8	53.3	5	55.6	9	56.3	2	25.0	33	50.8
Medium (3-5)	7	41.2	5	33.3	3	33.3	5	31.3	4	62.5	25	38.5
High (6-8)	1	5.9	2	13.3	1	11.1	1	6.3	2	12.5	7	9.5

*One chapter did not respond to criteria, one equals 1.5 percent of the respondents.

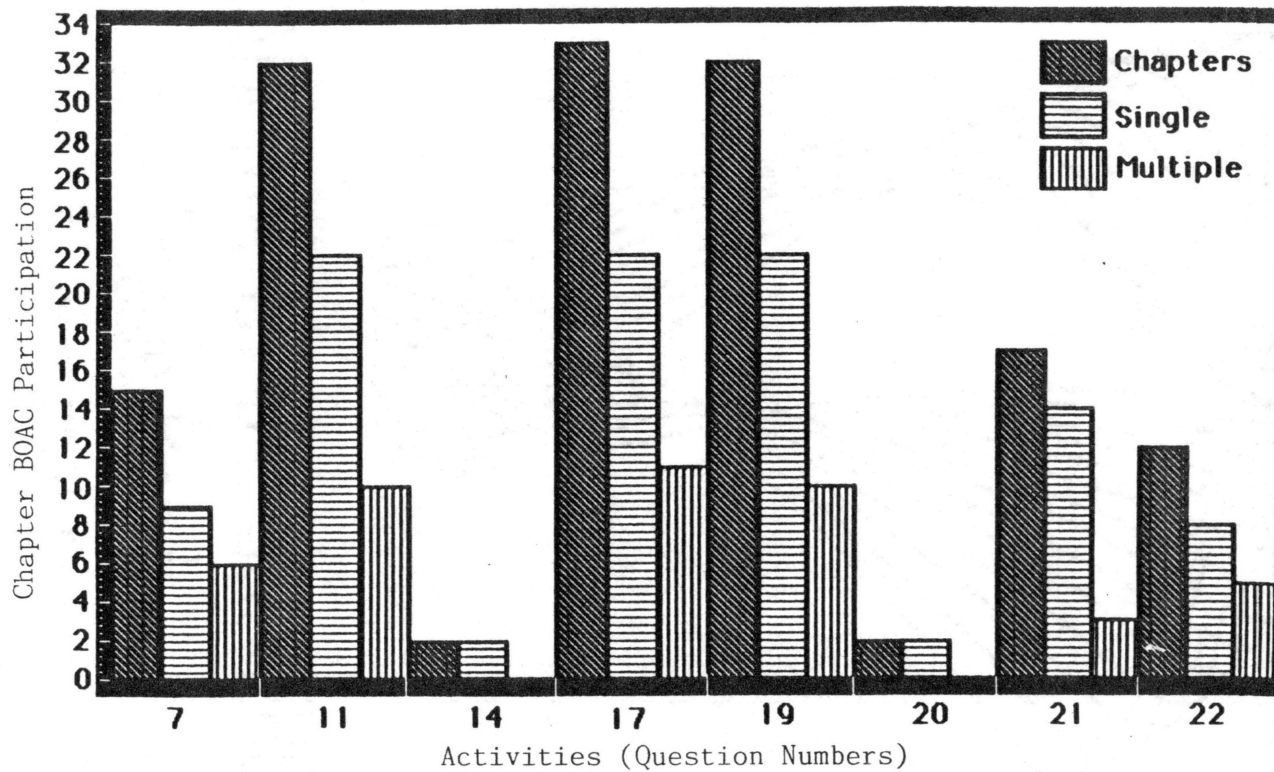


Figure 3. Number of BOAC Activities Participated in by Chapters, Single, and Multiple Teacher Departments in the Central District of Oklahoma

divide the chapters into three levels of participation with regard to eight essential criteria (high, medium, or low) which demonstrates the number of BOAC activities that the single teacher departments participated in compared to multiple teacher departments.

Inspection of the histogram illustrates an interesting revelation that single teacher departments were more involved in the BOAC program activities than were multiple teacher departments.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to summarize the data presented in Chapter IV. Findings, conclusions, and recommendations in this chapter are based upon the analysis of this data.

Purpose of the Study

The purpose of this study was to determine levels of Building Our American Communities (BOAC) participation among FFA chapters in the Central District. In addition a secondary aim was to determine selected characteristics of program, experience and teacher tenure among Vo-Ag Departments in the Central District.

Objectives of the Study

The following specific objectives were identified in order to accomplish the purpose of the study.

1. To determine selected characteristics of FFA chapters with BOAC programs.
2. To determine levels of chapter participation in BOAC activities with regard to the amount of participation in local, area, state, and national programs.
3. To determine the percentage of chapters receiving financial support through the Oklahoma Rural Rehabilitation Corporation (ORRC) for BOAC projects.

4. To determine public relations methods utilized to bring notoriety to BOAC activities among Central District FFA chapters.

Population of the Study

The population relating to this study consisted of all the FFA chapters in the Central District. A total of 71 chapters make up the Central District. Data was compiled from 65 (91.5 percent) of the 71 chapters in the District.

The distribution of participating BOAC chapters among the five Central District Professional Improvement Groups was as follows: Stillwater - 17, Shawnee - 15, Norman - 9, Davis -16 and Waurika - 8.

Presentation of Data

The following sections of this chapter were an attempt to summarize the findings in Chapter IV and to draw conclusions and formulate recommendations based upon those findings. The response of the population was based upon BOAC participation of chapters and teachers.

Figures 1 and 2 in Chapter IV were an attempt to present demographic data concerning the area of the State of Oklahoma the study involved.

Tables II, III, and IV illustrated the type of department, teaching experience, and teacher tenure in the Central District. Table V contained information regarding chapter members and chapter ratings.

Tables VI, VII, and VIII contain information about chapter involvement in ORRC grants and their involvement in BOAC projects.

Tables IX through XX in Chapter IV revealed information pertinent to the level of BOAC participation relative to the criteria utilized to determine high, medium, and low levels of participation among chapters.

Table XXVIII illustrated chapter activity among established P.I. groups with regard to the criteria established to a certain level of BOAC participation in each area for the Central District.

A copy of the instrument used to secure these data were included in the appendix. Frequencies and percentages of responses were ascertained to determine levels of BOAC participation (high-medium-low).

Major Findings of the Study

Selected Characteristics of the Teachers

Which Participated in the Study

The study population included 65 or 71 Central District chapters. A majority of the chapters in the Central District were single teacher with 44 departments while 21 were multiple teacher departments.

Almost 60 percent (59.9) of the Central District teachers had 10 years or less teaching experience. Furthermore 60 percent of the teachers had less than six (6) years experience in their present departments. Also, almost 50 percent (47.6 percent) had less than six years of teaching experience in the Central District.

Chapter Members and Ratings

Almost twenty-eight percent of the chapters had from 40 to 49 chapter members that participated in their local BOAC programs. Over 87 percent of the chapters received a superior rating while 7.7 percent were designated as gold emblem rankings.

ORRC Grants and Participation

Twenty-nine percent of the 65 chapters received ORRC grants for one to three years. Forty percent received grants during the current school year. Twenty-nine percent of the group who received grants indicated they received \$500. The largest group of chapters receiving ORRC assistance occurred in 1983, when almost 17 percent received assistance. This was the largest percentage for the 10 year period.

BOAC Funding

Local chapter funds supplied 75 percent of the funding for 10.7 percent of the BOAC programs initiated during this past year. Fifteen chapters indicated 50-75 percent of their funds of the BOAC funds came from 50 percent designated for BOAC projects came from community groups while chapters revealed that 40-75 percent of their finances came from ORRC grants.

BOAC Area and National Award Programs

Approximately 31 percent of the Central District chapters did not receive area BOAC recognition. However three percent were recognized at the National level for their contributions to community development.

Single vs. Multiple Year BOAC Programs

Member Participation

Over thirty percent of the programs were single year type programs while 20 percent were in greater scope and duration.

Completed BOAC Projects

Forty-nine percent of the chapters in the Central District completed BOAC projects during the current year.

Class Time Used for BOAC Projects

Forty-three percent of the Central District chapters utilized class time for completing BOAC projects while 16.9 percent of the group used less than 10 percent of class time for BOAC programs.

Publicizing BOAC Projects

Almost half (47.6 percent) of the participating chapters utilized their primary publicity vehicle. While 4.6 percent utilized TV to promote their BOAC programs.

Government Agencies Involved

Forty-six percent of the chapter BOAC projects had no government agency involvement in their program.

Community and Individual Award Programs

Eighteen (27.6 percent) of the 65 chapter participants provided recognition for community groups which assisted with their local BOAC programs.

In addition 12 percent of the chapters provided recognition awards for individuals who assisted with chapter BOAC projects.

High-Medium-Low Participation

Over 50 percent of the chapters in the Central District were in the low range of participation while 9.2 percent of the 65 chapters were in the high range of participation.

Designated Criteria for High, Medium or Low

Levels of BOAC Participation

Some of the major findings of this study are illustrated in Table XXV. The data in the table reflects a High, Medium or Low profile among Chapters of the Central District Professional Improvement Groups that participated in BOAC activities associated with the criteria presented.

Inspection of the data reveals that five of the six chapters designated as high level participants and only eight of the 25 programs in the medium level group received funds from Oklahoma Rural Rehabilitation Corporation while two in the low category utilized ORRC resources.

The amount of participation among chapters in Central District Professional Improvement Groups highlights an important finding. Almost 50 percent of the chapters surveyed in this study did not participate in the BOAC program.

Two chapters have represented Oklahoma at the National level over the past four years, one each from both the high and medium level groups.

Less than half of the study participants indicated that they involved more than 30-39 percent of their FFA members in local BOAC activities. The most frequent percentage of members reported involved among all three levels of participation ranged from 70-100 percent.

Almost half the study respondents disclosed that they utilized

TABLE XXV
 PROFILE OF HIGH, MEDIUM, AND LOW LEVELS
 OF BOAC CHAPTER PARTICIPATION*

Profile Criteria	High	Medium	Low
Chapter Received ORCC Grant	5	8	2
Chapter Participation in BOAC Program	6	24	2
Oklahoma BOAC Representative at National Level Last Four Years	1	1	0
Involved Chapter Members in BOAC	6	23	1
Publicity of BOAC Program	5	25	2
Involvement of Government Agencies	2	1	0
Individual and Community BOAC Recognition	6	12	0
Nomination for Volunteerism Award	5	4	-

*Some chapters did not complete designated criteria areas.

some type of publicity to create awareness with regard to their BOAC programs. The printed media seem to offer the most popular alternative for attracting the interest of local citizens concerning BOAC activities.

Few chapters seem to have an interest in soliciting the assistance of other government agencies to support local BOAC programs. One-third of the chapters designated as high level participants utilized outside resources while only one chapter from the medium level group asked for governmental assistance.

All chapters designated as "high" level participants and almost half of the "medium" level groups provided individual or community recognition to either individual or groups in a formal setting.

Nine of 65 chapters surveyed nominated individuals for achievement in volunteerism with regard to their efforts on behalf of community development and chapter BOAC activities.

Only seven of the participants that were categorized as "low" level indicated that they completed any of the criteria itemized in Table XXV. This indicates that approximately 50 percent of the participating chapters completed less than three of the designated criteria with regard to their chapters level of BOAC participation.

Conclusions

The interpretation and inspection of the findings prompted the formulation of the following conclusions:

1. Central District teachers for the most part were 61 young teachers and relatively new in their respective communities.
2. A majority of the teachers in the Central District has 10 years or less teaching experience.

3. The Superior Chapter Award seems to be attainable by most chapters in the Central District.
4. It appears incentives to utilize ORRC Grants have not been recognized.
5. Most chapters allocate local chapter resources to conduct their BOAC programs.
6. BOAC programs in the Central District are short duration programs that are completed during the school year.
7. Few chapters in the Central District make application for State and Area BOAC recognition.
8. Most chapters utilized some class time to complete BOAC projects.
9. Newspaper promotion seems to be the most widely utilized source of publicity for local BOAC programs.
10. Multiple teacher departments in the Central District have a low level of participation with regard to BOAC programs.

Recommendations

The following recommendations were judgments based on the findings and conclusions resulting from this study.

BOAC and ORRC Participation

It is recommended that chapter members take a more active role in the local BOAC program which has the potential of involving more students and developing student leadership abilities. School and community partnership efforts provide the opportunity to develop unity and community pride, Vo-Ag/FFA programs should emphasize and provide a favorable climate to foster a strong school-community relationship.

Multiple Programs

Multiple teacher departments should take advantage of the opportunity to become involved with community development programs that provide practical experience for students in long-range planning, developing budgets, assessing community needs, etc.

General Recommendations

1. The State Vo-Ag staff should stress the benefits of BOAC and community development with regard to potential community support for the total Vo-Ag/FFA program.
2. Agricultural Education Departments should include and emphasize the opportunities available through BOAC and community development via their curriculum.
3. The National FFA Organization should place additional emphasis on the BOAC portion of Community Service of Division III of the National Chapter Awards Program.
4. Additional and/or specific emphasis should be placed on the BOAC and Community service portion of the Superior Chapter Application.

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APPENDIX A
QUESTIONNAIRE

Central District

BOAC Programs

1. IS THIS A MULTIPLE TEACHER DEPT.?
 (1) 1. YES _____
 2. NO _____
2. HOW MANY YEARS HAVE YOU TAUGHT VOCATIONAL AGRICULTURE?
 (2) 1. _____ 1-5 years
 2. _____ 6-10 years
 3. _____ 11-15 years
 4. _____ 16-20 years
 5. _____ 21+ years
3. HOW MANY YEARS HAVE YOU TAUGHT IN THIS DEPARTMENT?
 (3) 1. _____ 1-5 years
 2. _____ 6-10 years
 3. _____ 11-15 years
 4. _____ 16-20 years
 5. _____ 21+ years
4. NUMBER OF YEARS YOU TAUGHT IN THE CENTRAL DISTRICT?
 (4) 1. _____ 1-5 years
 2. _____ 6-10 years
 3. _____ 11-15 years
 4. _____ 16-20 years
 5. _____ 21+ years
5. HOW MANY MEMBERS DO YOU HAVE IN YOUR CHAPTER?
 (5) 1. _____ 19 or less
 2. _____ 20-29
 3. _____ 30-39
 4. _____ 40-49
 5. _____ 50-59
 6. _____ 60 or greater
6. WHAT IS THE HIGHEST RATING YOUR CHAPTER HAS RECEIVED IN THE PAST FOUR YEARS?
 (6) 1. _____ Standard (STATE)
 2. _____ Superior
- (7) 1. _____ Gold (National)
 2. _____ Silver
 3. _____ Bronze
7. DID YOUR CHAPTER RECEIVE AN ORRC (OKLAHOMA RURAL REHABILITATION CORPORATION MONEY GRANT FOR YOUR BOAC PROJECT THIS PAST YEAR?
 (If no skip to question #10)
 (8) 1. _____ Yes
 2. _____ No

8. HOW MANY YEARS HAS YOUR CHAPTER RECEIVED AN ORRC MONEY GRANT?
 (9) 1. _____ 0 years
 2. _____ 1-3 years
 3. _____ 4-6 years
 4. _____ 7-10 years
9. IF YOU RECEIVED AN ORRC GRANT FOR THIS YEARS'S PROJECT, HOW \$ MUCH \$ WAS IF FOR?
 (10) 1. _____ \$0-\$99
 2. _____ 100-199
 3. _____ 200-299
 4. _____ 300-399
 5. _____ 400-499
 6. _____ 500
10. HAVE YOU RECEIVED FUNDING FROM THE ORRC GRANTS FOR BOAC PROJECTS IN THE PAST?
 (11) 1. _____ Yes 2. _____ No
 (If yes, please specify year(s) and amount.
 (13-14)
- | | |
|----------------|----------------|
| 01. _____ 1974 | 06. _____ 1979 |
| 02. _____ 1975 | 07. _____ 1980 |
| 03. _____ 1976 | 08. _____ 1981 |
| 04. _____ 1977 | 09. _____ 1982 |
| 05. _____ 1978 | 10. _____ 1983 |
| | 11. _____ 1984 |
11. DO YOU PARTICIPATE IN THE BOAC PROGRAM?
 (12) 1. _____ Yes 2. _____ No
 (If yes continue, if no stop. If no go to question number 23)
12. HOW WAS YOUR BOAC PROJECT FUNDED? INDICATE SOURCES AND APPROXIMATE PERCENTAGE OF FUNDING FROM EACH GROUP(S). CIRCLE THE MOST CORRECT RESPONSE.
 (15-16)
- | | | | | | | |
|-----------------|--------|--------|--------|--------|--------|--------|
| CHAPTER | 01 10% | 02 20% | 03 30% | 04 40% | 05 50% | 06 75% |
| COMMUNITY GROUP | 07 10% | 08 20% | 09 30% | 10 40% | 11 50% | 12 75% |
| ORRC | 13 10% | 14 20% | 15 30% | 16 40% | 17 50% | 18 75% |
13. DID YOUR CHAPTER ENTER AN APPLICATION IN THE BOAC DIVISION ON THE AREA LEVEL LAST YEAR?
 (17) 1. _____ Yes 2. _____ No
14. DID YOUR CHAPTER REPRESENT OKLAHOMA ON THE NATIONAL LEVEL IN THE BOAC DIVISION IN THE LAST FOUR YEARS?
 (18) 1. _____ Yes 2. _____ No
 (If yes, when? _____)
15. DOES YOUR BOAC PROJECT INVOLVE ONE YEAR OR MULTIPLE YEAR PROJECTS?
 (19) 1. _____ 1 year 3. _____ 3 year
 2. _____ 2 year 4. _____ more than 3 years
16. DID YOUR CHAPTER COMPLETE THEIR BOAC PROJECT THIS YEAR?
 (20) 1. _____ Yes 2. _____ No
17. WHAT PERCENT OF YOUR CHAPTER MEMBERS ARE INVOLVED IN THE BOAC PROJECT?
 (21-22) 01 _____ less than 30%
 02 _____ 30-39%

<input type="checkbox"/> 03 _____ 40-49%	<input type="checkbox"/> 06 _____ 70-79%	<input type="checkbox"/> 09 _____ 100%
<input type="checkbox"/> 04 _____ 50-59%	<input type="checkbox"/> 07 _____ 80-89%	
<input type="checkbox"/> 05 _____ 60-69%	<input type="checkbox"/> 08 _____ 90-99%	

18. DO YOU USE CLASS TIME TO COMPLETE YOUR BOAC PROJECT?

(23) 1. _____ Yes 2. _____ No

(If yes, what % of class time?)

(24) 1. _____ less than 10% 4. _____ 30-39%
 2. _____ 10-19% 5. _____ 40-49%
 3. _____ 20-29% 6. _____ 50% or greater

19. HOW DID YOU PUBLICIZE YOUR BOAC PROJECT?

(25) 1. _____ newspaper 4. _____ FFA Outlook
 2. _____ radio 5. _____ Other (Please Specify) _____
 3. _____ television

20. ARE OTHER GOVERNMENTAL AGENCIES INVOLVED IN YOUR PROJECT?

(26) 1. _____ Yes 2. _____ No

IF SO, WHO ARE THEY? _____

21. DID YOUR CHAPTER PROVIDE RECOGNITION FOR INDIVIDUALS OR COMMUNITY GROUPS WITH A BOAC CERTIFICATE FOR THEIR CONTRIBUTIONS TO THE BOAC PROJECT?

(27) 1. _____ Yes 2. _____ No

22. DID YOUR CHAPTER HAVE AN INDIVIDUAL NOMINATION FOR THE VOLUNTEERISM AWARD?

(28) 1. _____ Local
 2. _____ State
 3. _____ National

23. DO YOU PLAN TO APPLY FOR THE ORRC GRANT MONEY PROGRAM NEXT YEAR?

(29) 1. _____ Yes 2. _____ No 3. _____ Unsure

24. DO YOU PLAN TO TAKE PART IN THE STATE BOAC PROGRAM NEXT YEAR?

(30) 1. _____ Yes 2. _____ No 3. _____ Unsure

P.I. GROUP: 1. _____ Stillwater
 2. _____ Shawnee
(31) 3. _____ Norman
 4. _____ Davis
 5. _____ Waurika

(32-33) _____ I.D.

APPENDIX B

OKLAHOMA RURAL REHABILITATION

GRANT APPLICATION

OKLAHOMA RURAL REHABILITATION CORPORATION
 2401 N.W. 39th Expressway, Suite 100
 Oklahoma City, Oklahoma 73112

OFFICERS & MEMBERS

Vernon E. Burnett, OKC
 Manager

Jesse Stratton, Sr., Clinton
 President

Verne Briggs, Atoka
 Vice President

Wilson Dupy, Tonkawa
 2nd Vice President

Clark T. McWhorter, Altus
 Secretary-Treasurer

Phone 524-1511
 Area Code 405

OFFICERS & MEMBERS

Ray Winters, Chouteau
 Rancher and Member

Dr. Lawrence Boger,
 Stillwater, President
 OSU and Member

Leo Winters, OKC
 State Treasurer and Member

Larry Stephenson
 Stillwater, State
 Director FmHA and Member

APPLICATIONS MUST BE MAILED TO THE ABOVE ADDRESS BY OCTOBER 1, 1983

BOAC PROJECT ASSISTANCE APPLICATION

Chapter _____ High School _____

Address of School _____ Enrollment in High School _____

Number in Vocational Agriculture _____ Total FFA Membership _____

FFA Adviser _____ School Phone _____ Home Phone _____
 (AC) (AC)

This project application is for the school year (date) beginning _____ ending _____

This FFA chapter hereby applies to the ORRC for participating financial assistance to carry out the following BOAC community project: Name of Project: _____

Grant Funds Requested: \$ _____

1. Briefly describe activities planned to complete this project:

2. Estimated total cash cost for the project \$ _____.
3. Briefly describe or itemize major cash cost items:

4. What community organizations or individuals are also participating?

5. Estimated beginning project date _____ Estimated completion date _____

We understand these funds will be placed in the local chapter account with the school. Funds received will be used for the project specified in the application. If for any reason our BOAC project does not develop, we agree to return this grant by June 1 of this current school year. We also agree to participate in the Oklahoma BOAC program and will submit an application by the due dates or if not completed submit a progress report.

 (Signature of FFA Adviser) (Signature of Chapter Pres.) (Signature of School Off...)

ORRC COMMITTEE:

We herewith (approve _____) (Disapprove _____) this application in the amount of \$ _____

 (member) (member) (member)

(OVER)

ORRC GRANTS TO FFA CHAPTERS

1. The Oklahoma Rural Rehabilitation Corporation is pleased to offer a grant up to \$500.00 per FFA chapter for worthy BOAC projects as determined by the ORRC Reviewing Committee.
2. The Oklahoma Rural Rehabilitation Corporation provided \$25,000.00 in grants to 52 FFA chapters in 1981-82 and will again offer grants to FFA chapters for BOAC projects for the coming year.
3. It is not the intent of the ORRC to totally fund a BOAC program, but it is to supplement on-going community projects as determined by the local FFA chapter and community.
4. The Oklahoma Rural Rehabilitation Corporation reviewing committee has developed the following guidelines for their use in approving community projects where grant funds will be used. These are not necessarily listed in the order of importance.
5. The project must or should:
 1. Benefit, or be available for a large percentage of the people in the community..
 2. Have wide community support and involvement with many groups or organizations participating.
 3. Meet an unmet need in the community.
 4. Be innovative in nature.
 5. Be a new project.
 6. Have visibility in the community.
 7. Not be limited to a school project only.

It is planned for a member of our board to visit approved projects sometime during the year to evaluate its effectiveness and/or make general improvements in the program.

The Oklahoma Rural Rehabilitation Corporation is a non-profit rural oriented organization vitally interested in helping build or rebuild our rural communities. In addition to BOAC activity, they are helping rural youth with:

College Scholarships
 Guaranteed Student Loans (College)
 Farm Loans in cooperation with the Farmers Home Administration

BONUS AWARDS

In addition to the above grants, the ORRC will provide \$200.00 cash awards to the top three BOAC state winners for the purpose of their chapter officers attending the National FFA Convention for the National Awards Program.

APPENDIX C

BOAC INCENTIVE GRANT APPLICATION



Future Farmers of America

October 25, 1983

National FFA Center
5632 Mt. Vernon Memorial Highway
P O Box 15160
Alexandria Va 22309

A National Student
Chartered by Congress
Integral Part of
Vocational Education

To: State Supervisors

Telephone 703/360 3600
Telex 89 9121

From: Ted E. Amick, Program Specialist

Topic: BOAC Incentive Grants

We are pleased to announce that up to four BOAC Incentive grants will be provided in 1984 to State FFA Associations for state inservice efforts in community development. The new grants are provided as a function of the Building Our American Communities program and are sponsored by R. J. Reynolds Industries, Inc. of Winston-Salem, N. C.

These new incentive grants are designed to acquaint states with the Building Our American Communities program and especially the newly revised reference "Community Development-FFA Style", revised edition. Newly developed curriculum materials will be provided for each of the chapters in the state. The grant provides for a team of specialists in community development to be brought to the state to conduct inservice efforts in community development. All arrangements for the resource specialists are made by the National FFA Organization.

The inservice efforts provided by the resource team could be for all vocational agriculture teachers depending on the size of the state or could be for training a state resource team in community development. State, District and key chapter officers could also be invited. The type of training desired and number of workshops requested must be described on the application by the state for this grant. In addition to grant requests by individual states, grant requests may also be made for a group of states for a joint meeting on inservice efforts on community development.

Specifically these special BOAC Incentive funding grants provide a resource team to provide instruction on community development and the BOAC program, resource materials to the participants and necessary conference expenses. The states must agree to provide and arrange for the conference site, provide expenses, if any, for participants to come to the conference and arrange for meals if needed. The resource team must have a minimum of 6 hours time available for the conference. The conference is conducted by the State Department of Education and respective State FFA Association in cooperation with the National FFA Association.

Up to four BOAC Incentive grants will be provided to the states in 1984. This grant program will be initiated in 1984 and is expected to continue for several years. All applications for these grants must be made by December 31, 1983 to the BOAC Program, National FFA Center, P. O. Box 15160, Alexandria, Virginia 22309. Questions and inquiries may be made to Ted E. Amick, Program Specialist at the National FFA Center - phone (703) -360-3600.

cc: Executive Secretaries
Head Teacher Educators
National FFA Conference on Community Development participants-Advisors only

1984 State BOAC Incentive Funding Application
Building Our American Communities

Please complete the project proposal and return to the National FFA Center by December 31, 1983.

Submitted by: _____

Name of Agency _____

Address _____

State & Zip _____ Telephone _____

Other Cooperating Agencies or States _____

- _____
- _____
- A. Intended Audience and number of expected participants.
- B. Need for this project.
- C. Plan for administrating this grant.
- D. Intended location for the state inservice conference.
- E. Specific efforts provided by the state in conducting this conference.
- F. Specific requests to the Resource Team for this conference.
- G. Efforts by the state to promote and inform expected participants about the conference.
- H. Anticipated follow-up efforts by the state after the completion of the conference.

Return to Ted E. Amick, Program Specialist, National FFA Center, P.O. Box 15160, Alexandria, Virginia 22309 by December 31, 1983

APPENDIX D

BOAC CHAPTER APPLICATION

FOR RECOGNITION

1983-84-85



FUTURE FARMERS OF AMERICA

NATIONAL CHAPTER COMMUNITY DEVELOPMENT PROGRAM
BUILDING OUR AMERICAN COMMUNITIES

A SPECIAL PROJECT OF
 THE NATIONAL FFA FOUNDATION

Sponsored By

R. J. REYNOLDS INDUSTRIES, INC.
WINSTON-SALEM, NORTH CAROLINA

IN COOPERATION WITH THE
UNITED STATES DEPARTMENT OF EDUCATION
UNITED STATES DEPARTMENT OF AGRICULTURE

objectives

The BOAC awards program is designed under the following objectives: (1) all students understand the principles and fundamentals of community development; (2) all students involved in planning and implementing a chapter BOAC project; (3) to have youth develop knowledge and skills in community leadership for use now and in the years ahead; and (4) become knowledgeable of and acquainted with the programs of local, state, and federal agencies, with programs and resources that could be of assistance in helping communities solve problems.

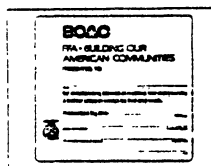
eligibility and procedures for entering

1. All chartered local chapters of State Associations of the FFA are eligible and encouraged to apply.
2. To enter the FFA . . . Building Our American Communities recognition program, follow the 10 point chapter action guide suggested in the Chapter Action Booklet and complete the Report Form. Study the handbook—"Community Development—FFA Style" in developing your program.
3. Submit this form to the appropriate FFA officer, advisor or supervisor responsible for FFA competition above the chapter level.
4. The due date for submitting this report for area and state competition will be specified in each state.
5. Activities reported on this form must have been started and/or completed within a 12 month period as specified in the state.
6. Chapter reports from states for national consideration are due July 15.
7. No supportive materials may be added to this application. All information must be listed on this application.

*** Any information or activity of the National FFA Organization whereby the name of a sponsoring organization, their products or services is referred to, does not, in any way, constitute endorsement of such by the FFA. ***

chapter recognition and awards

FFA . . . Building Our American Communities Program (BOAC)



community*

The community certificate included in the Chapter Guide is for presentation by the FFA Chapter to a group or individual in the community who is actively involved and who has done an outstanding job in making the surrounding area a better place in which to live and work.

area*

"All FA Chapters" can participate and be recognized in the FFA . . . Building Our American Communities program. To enter, complete the report form included in this booklet and submit by specified due date in your state. *All chapters answering yes to 11 of the 16 questions and otherwise completing Part I of the Report Form will be recognized as BOAC participants.* These chapters will be awarded Area Plaques at an appropriate FFA function in the state. (Area is defined as the first FFA competitive level above the chapter on another level below the state designated by the State FFA Advisor.)



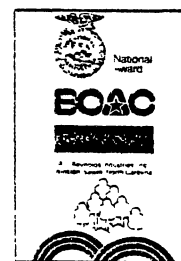
state*

Fifty percent (50%) of those chapters recognized as BOAC participants (area plaque recipients) will be recognized in state competition and receive the state plaque. Selection will be based on *Chapter Project Description* (Part II Report Form). Chapters will be ranked gold, silver or bronze, as determined in the state, and will receive appropriate spurs to be attached to the state plaque. Spurs will be presented each ensuing year. Awards will be made at the state convention. (One of the state Gold Emblem Chapters will be named as the state winner and receive the Governor's Citation.)

national*

Each state association may submit for National consideration at least two chapters or ten percent of all chapters receiving area awards. Chapters applying for National consideration need to submit Forms I and II. National award winners will be recognized at the National Convention as Gold, Silver or Bronze Emblem BOAC Chapters. These chapters will receive the National plaque and appropriate spur. Spurs will be awarded each ensuing year. One Governor's Citation Recipient (state winner) from each region will be selected as a regional winner.

The programs of each of the four regional winners will be presented as part of the BOAC pageant at the National FFA Convention. The National winner will be selected from among the four regional winners and receive a special national citation. Each of the four regional winners will be awarded a \$200 cash award presented to the chapter.



* Direct letters of appreciation to: Mr. John L. Bacon, Assistant Secretary and Director of Corporate Contributions, R. J. Reynolds Industries, Inc., Winston-Salem, North Carolina 27102

1993-84-85

Individual Eligibility, Recognitions and Awards

eligibility

1. Vocational agriculture FFA members participating in the BOAC program are eligible to participate.
2. The chapter must submit and earn an area BOAC award.
3. The chapter must submit the name of the winning member to the State FFA Association on Form III - Individual Nomination Report for BOAC Achievement in Volunteerism Awards.
4. The State FFA Advisor must certify the state winner participant for national awards and may certify an alternate participant and/or vocational agriculture teacher FFA Advisor or other official in the event the state winner and/or their vocational agriculture teacher FFA Advisor cannot attend the National Conference on Community Development.
5. Advisors and members may not repeat attendance in the National Conference on Community Development.
6. All applications for National BOAC Individuals Awards are due postmarked July 15th by State FFA Associations

recognitions

Chapter Level - One individual may be recognized at the chapter level for the "Achievement in Volunteerism" Individual BOAC Award. Recognition is based on knowledge of community development, skills, attitudes and involvement in the Building Our American Communities program. To enter, complete Form III included in this booklet and submit with Forms I and II to your State FFA Association.

Award - Certificate

State Level - One state winner may be recognized at the state level. State winners are the top individual attached with the state winning BOAC chapter application.

Award - Plaque presented at State FFA Convention
- \$200 presented at the National Conference on Community Development

National Level - Ten national winners will be selected from the participating state winners. Each state may enter one individual for national awards. National competition applicants are assessed by use of a detailed application (Form IV) available from the State FFA Advisor, supporting statements or letters, as identified in the national application; and an oral and/or written examination on community development to determine the ten award finalists. Personal interviews will be used in ranking the ten national finalists. All awards will be presented at the National Conference on Community Development.

Awards - Top Ten Winners

- Plaques
- \$1000 - 1st place \$500 - 3rd place
- \$750 - 2nd place \$400 - 4th through 10th place each
- National Conference on Community Development - Winner and one Advisor

All state and national cash awards will be presented to the chapter of the winner. Chapters must agree these monies will be utilized for future chapter BOAC activities.

NATIONAL CONFERENCE ON COMMUNITY DEVELOPMENT

Each state individual winner (one per state) and their respective vocational agriculture teacher/ FFA Advisor (one per state) are eligible to attend the National Conference on Community Development to be held each September in Washington, D.C. All expenses for coach class air fare (arranged only by National FFA) or car mileage (whichever is less), hotel rooms, meals, tours, and the conference program for the state winner and their respective vocational agriculture teacher/ FFA Advisor, will be paid by the National FFA Foundation's BOAC sponsor - R. J. Reynolds Industries, Inc. of Winston-Salem, North Carolina.

The purpose of the conference is to provide an education program on leadership aspects on community development. Conference participants will be encouraged to participate in various state and local conferences as resource persons on community development. Materials presented may be utilized in stimulating instruction on community development and chapter BOAC programs within the state and local levels.

The conference will include a national winners recognition luncheon, discussions and visits with winners congressional representatives, educational programs on community development by specialists and officials from the U.S. Department of Education and U.S. Department of Agriculture.

1983-84-85

FORM I



Building Our American Communities

**Chapter application for . . .
Area BOAC recognition**

State _____ Area in State _____

Chapter _____ High School _____

Address of School _____

School Phone _____ Enrollment in High School _____

No. in Vocational Agriculture _____ Total FFA Membership _____

This report for the year (date) beginning _____ ending _____

chapter participation

Answering "yes" (meaning the chapter completed these items within the reporting year) to at least 11 of the following 16 questions will make your chapter a BOAC participant for the year (refer to Chapter Recognition and Awards).

Answer Yes or No	Standards or Goals for BOAC Chapter Participation (Area Award Recognition)
_____	1. Did the chapter select a BOAC chairman and committee for its community development activity?
_____	2. Were the needs and resources of the community identified and discussed in the Vo-Ag class and/or at chapter meetings?
_____	3. Did the chapter discuss community development activities with the Farmers Home Administration County Supervisor?
_____	4. Did the chapter study and learn about resources for community development that are available from state, Federal and private enterprise sources?
_____	5. Did the chapter contact other community groups to explore community development cooperative efforts?
_____	6. Did the chapter contact former FFA members in the community (FFA Alumni) to obtain their assistance and support in a BOAC effort?
_____	7. Did the chapter plan and become involved in a high priority community development project?

_____	8. Has the chapter developed a long range (multi-year) community development plan?
_____	9. Did the chapter assist the Vocational Agriculture Instructor in surveying the community for student employment opportunities?
_____	10. Did the chapter identify agricultural and other job opportunities and was some action taken to increase the number of good jobs available in the community?
_____	11. Was the need for improved community recreational facilities explored?
_____	12. Has the chapter completed or does it have in operation a long-range project to improve the community and its environment? (Physical, social or cultural environment.)
_____	13. Did the chapter present a community development certificate to another community improvement(s) group or individual recognizing them or him for outstanding service in the community?
_____	14. Were speeches, panel discussions, civic or other community group programs presented by the chapter relative to the community development program (BOAC)?
_____	15. Did the chapter appear on one or more radio and/or TV programs relating information about the FFA community development program (BOAC)?
_____	16. Did the chapter use magazines and newspapers for publicizing the involvement of FFA members in BOAC?

Briefly describe below the nature of one major BOAC activity(ies).

CERTIFICATION: We hereby certify that the claims and information reported in behalf of the chapter are true and accurate.

Chapter President

Chairman of Chapter Community
Development Activities

Chapter Advisor

State FFA Advisor
(if submitted for national award)

1983-84-85

Chapter application for . . . State and National BOAC Recognition

FORM II

CHAPTER _____ SCHOOL _____ STATE _____

ADDRESS _____ ZIP _____

(Form I must accompany Form II for State and National BOAC Award Judging)

*Points
for Scoring*

Project Name _____

(100)

1. How did your chapter determine the community need(s) which led chapter to select activity?

(100)

2. How does this activity fit into your long-range community development plan?

(100)

3 Objectives

(100) 4. Description of the total BOAC program. (multi-year)

(250) 5. Involvement in major chapter projects
 Describe _____ Number of chapter members involved _____

(b) Number of other community citizens or groups who participated.
 _____ Number of citizens _____ Number of Groups
 List below those involved and explain briefly how they were involved.

NAME OF COMMUNITY GROUP	EXPLAIN WHAT EACH GROUP DID
(Example) Chamber of Commerce	Obtained materials for park area

- (150) 6. List types of information provided to the community on the project (radio, TV, posters, civic club meetings, school assemblies, newspaper articles and others).

TYPE	AMOUNT OR NUMBER	TYPE	AMOUNT OR NUMBER
(Example) Radio	2 10-Minute Interviews		

- (200) 7. Describe the BOAC accomplishments which your chapter has made this year.

- (0) 8. The application may include six but not more than 12 photographs on your chapter's one major community development project, either color or black and white. Captions describing each photograph are limited to 50 words. The National FFA Organization reserves the right to retain and use accompanying photographs for publicity purposes.

CERTIFICATION: We hereby certify that the claims and information reported in behalf of the chapter are true and accurate.

_____ Chapter President

_____ Chairman of Chapter Community Development Activities

_____ Chapter Advisor

_____ State FFA Advisor
(if submitted for national award)

This chapter is ranked _____ out of the _____ applications being forwarded for National Rating.

Did this chapter qualify for a Governor's Citation _____ yes; _____ no; if yes, what was the date it was presented

_____ (Date)

suggested score card

Chapter _____

FORM I—Chapter Participation (11 of 16 questions)

Qualify as BOAC Participant (area plaque): Yes _____ No _____

FORM II—State National BOAC application.

	ITEM	SCORE
1.	Determining Needs	100
2.	Coordination	100
3.	Objectives	100
4.	Description	100
5.	Involvement	250
6.	Information	150
7.	Results or Progress	200
8.	Attachment	0

Total 1000

(It is recommended that FFA members, community leaders, businessmen and educators, including agriculture educators, serve on selection committees.)

APPENDIX E

BOAC REPORT FOR VOLUNTEERISM AWARD

1983-84-85

FORM III

Individual Nomination Report for . . . BOAC "Achievement in Volunteerism Awards"

Name of Nominee _____

Home Address _____ State _____ Zip _____

FFA Chapter _____ School _____

School Address _____ Zip _____

School Phone Number _____

To be submitted by the chapter for local and state individual recognitions along with BOAC Forms I and II. No additional material should be attached to this nomination.

local and state winners

The BOAC Individual Leadership award nomination is based upon the nominee's community development knowledge, skills and attitudes and his/her involvement in the BOAC program.

national competition applicants

National competition applicants are assessed by use of a detailed application (Form IV) available from the State FFA Advisor, supporting statements or letters or an oral or written examination on community development to determine the ten award finalists. Personal interviews will be used in ranking the national finalists.

_____ is selected as the chapter winner and is nominated for the State Community Development
(Member Name)

Individual Member Award.

The above FFA member is nominated for the following reasons: (List in the space provided - No attachments.)

Certification:

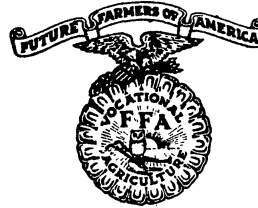
Chapter Advisor

Principal

APPENDIX F

FFA ANNUAL REPORT

Revised 1977



CHAPTER _____

ADVISOR _____

Number Enrolled in Vocational Agriculture _____
 Number FFA Members paying State Dues _____
 Percent FFA Membership _____

Ralph Dreessen, State Advisor
 Paul W. Newlin, Executive Secretary

**OKLAHOMA ASSOCIATION
 FUTURE FARMERS OF AMERICA
 ANNUAL REPORT**

Each FFA chapter must submit this annual report to the state office by June 1. Failure to do so will affect the good standing of the chapter with the State FFA Association.

-
1. Does your chapter operate:
 - a. School Farm _____
 - b. Greenhouse _____
 - c. Nursery _____
 - d. Forestry Lab or Farm _____

 2. Does your chapter participate in the "Building Our American Communities" program at the following areas of competition:
 - a. Area _____
 - b. State _____
 - c. National _____

 3. Did your chapter hold a public speaking contest? _____

 4. Did your chapter hold an extemporaneous speaking contest? _____

 5. Did your chapter attend a sub-district or P.I. leadership training conference for chapter officers? _____
 If so, please indicate level of conference:

Total number of members participating	Sub-District	P.I.
_____	_____	_____

 6. Does your chapter have an alumni affiliate organization? _____
 If so, number of members _____

 7. Did your chapter attend a State Leadership Center or State FFA Alumni Camp operated by the State Association? _____
 - a. Number of members attending _____

 8. Did your chapter participate in the FFA Leadership program in Washington, D.C.? _____
 - a. Number of members attending _____

 9. What is the amount of your Chapter budget? \$_____

FFA ANNUAL REPORT / Page 2

- 10. Did a state FFA officer participate in at least one of your local chapter meetings? _____
- 11. Did your chapter conduct a recognition and awards function to which members' parents were invited?

- 12. Did your chapter nominate a candidate for:
 - a. State Farmer Degree ____ Number ____ Number Approved ____
 - b. American Farmer Degree ____ Number ____ Number Approved ____
 - c. For State FFA Officer ____ Number ____ Number Elected ____
- 13. Did your chapter participate in the Food For America Program? _____
- 14. Did your chapter utilize the Achievement Award Program? _____
- 15. Number of chapter members competing for recognition and the number of Foundation Award Medals presented for outstanding accomplishment in the agricultural proficiency award programs:

	Number of Medals Presented by chapter	Number of Chapter Members Competing	Number of Members Submitting Application for State Awards
a. Pl. in Ag. Production	_____	_____	_____
b. Crops Production	_____	_____	_____
c. Dairy Production	_____	_____	_____
d. Diversified Livestock	_____	_____	_____
e. Beef Production	_____	_____	_____
f. Swine Production	_____	_____	_____
g. Sheep Production	_____	_____	_____
h. Horse Proficiency	_____	_____	_____
i. Poultry Production	_____	_____	_____
j. Pl. in Sales and/or Services	_____	_____	_____
k. Ag Mechanics	_____	_____	_____
l. Ag Electrification	_____	_____	_____
m. Ag Processing	_____	_____	_____
n. Ornamental Horticulture	_____	_____	_____
o. Outdoor Recreation	_____	_____	_____
p. Soil & Water Management	_____	_____	_____
q. Fish & Wildlife Management	_____	_____	_____
r. Forest Management	_____	_____	_____
s. Home & Farmstead Improvement	_____	_____	_____

Total number of proficiency award areas in which your chapter gave recognition: _____

- 16. Did your chapter select the following and give a chapter medal:
 - Star Greenhand _____
 - Chapter Star Farmer _____
 - Chapter Star Agribusiness _____
 - Chapter Public Speaking winner _____

FFA Annual Report - Page 3

- 17. Did your chapter rate SUPERIOR in the Chapter Award Program?
- 18. Did your chapter rate SUPERIOR in the Safety Award Program?

19. Contests participated in at the First FFA Competitive level above the Chapter

National Sponsored Judging Contests		Other Contests	
	Number of Members Who Participated		Number of Members Who Participated
Agricultural Mechanics		Creed	
Dairy Cattle		Greenhand Quiz	
Farm Business Mgt		Entomology	
Horticulture		Forestry	
Livestock		Pasture & Range	
Meats		Soil & Land Judging	
Milk Quality & Dairy Foods		Chapter Meeting	
Poultry		Horse Judging	
Public Speaking		Crops Judging	

20. List other judging contests in which chapter members participated.

International Activities	Number of Members Who Participated
Work Experience Abroad	_____
Hosted a Foreign Exchangee	_____
Supplied Educational Materials to an agricultural group in another country	_____
Other (Specify)	_____

21. Did your chapter attend the State FFA Convention? _____
 Number of members attending. _____

VITA \

Franklin Dean Stehno

Candidate for the Degree of

Master of Science

Thesis: A COMPARISON OF SELECTED CHARACTERISTICS OF VOCATIONAL AGRICULTURE PROFESSIONAL IMPROVEMENT GROUPS IN THE CENTRAL DISTRICT OF OKLAHOMA BASED ON HIGH, MEDIUM, OR LOW LEVELS OF FFA CHAPTER PARTICIPATION IN THE BOAC PROGRAM

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Enid, Oklahoma, July 3, 1934, the son of Frank and Lillie Stehno.

Education: Graduated from Billings High School, Billings, Oklahoma, in May, 1953; received the Bachelor of Science in Agricultural Education degree from Oklahoma A&M, Stillwater, Oklahoma in May, 1957; completed the requirements for the Master of Science degree at Oklahoma State University in May, 1985.

Professional Experience: Teacher of Vocational Agriculture at Logan County High School, Iliff, Colorado from August, 1958 to July, 1962; teacher of Vocational Agriculture at Oney High School, Albert, Oklahoma from July, 1962 to July, 1965; teacher of Vocational Agriculture at Freedom High School, Freedom, Oklahoma from July, 1965 to July, 1973; teacher of Vocational Agriculture at Jones High School, Jones, Oklahoma from August, 1977 to August, 1983.