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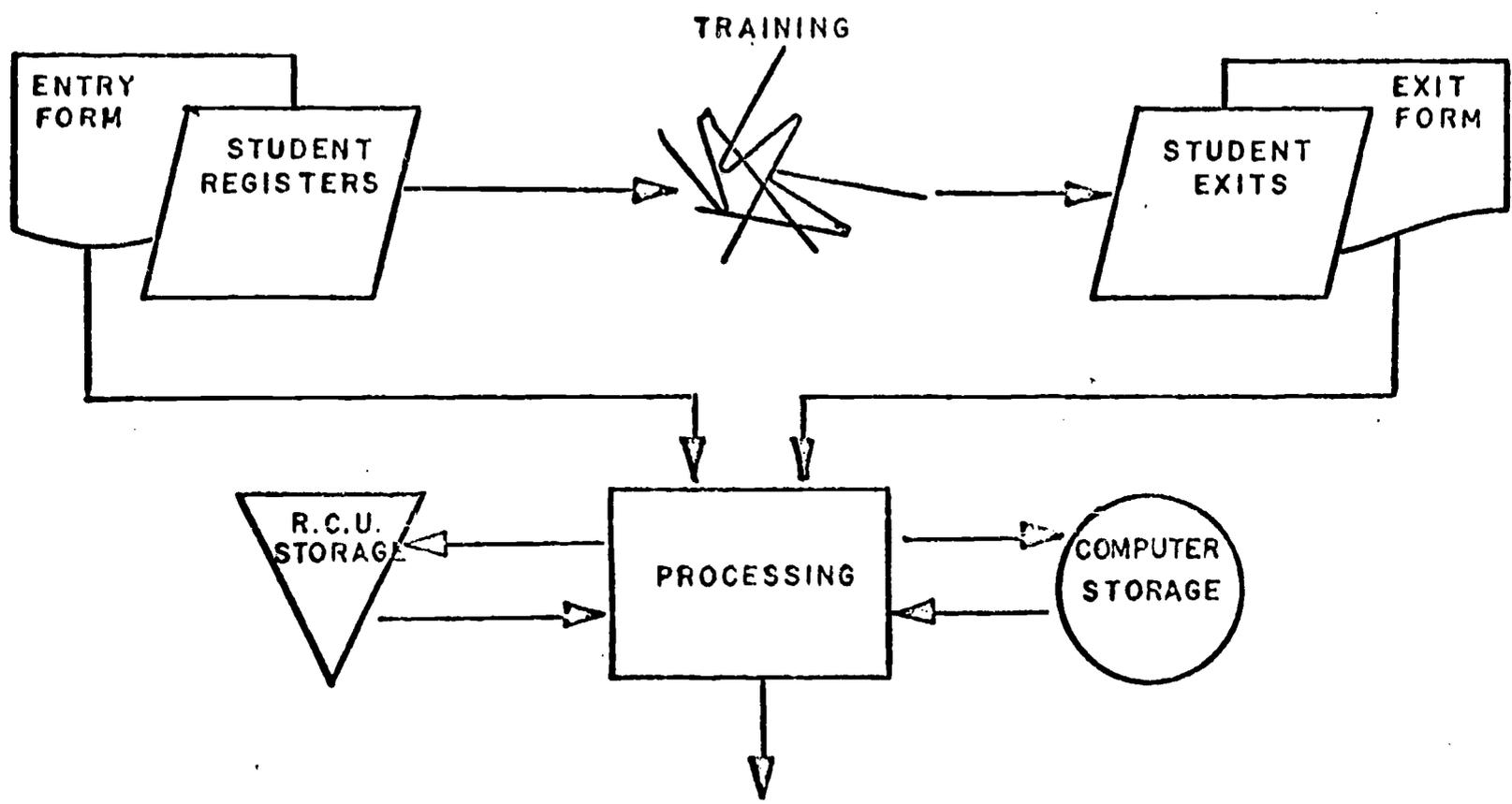
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ABSTRACT

This instructional manual for the use of vocational educators in Montana describes a continuing enrollment/exit/follow-up computerized survey of vocational education and provides instructions for its implementation. The survey is intended to make available information which will provide insights for evaluating and improving vocational education programs. The system has been devised to operate as follows. Upon a student's enrollment in a vocationally oriented course of instruction, the school records information on an "entry card" which is transmitted to the Research Coordinating Unit (RCU) where the data is encoded and transferred to magnetic tape storage for subsequent computer use. Any change in information is submitted to the RCU by completion of a "change card." Upon exit of a student, pertinent information is recorded as an "exit card" and transmitted to the RCU. "Follow-up cards" are transmitted to ex-students 6 months, 2 years, and 4 years after their dates of exit and, on return, are transmitted to the RCU. Each 6 months a computer output report is sent to each participating school. An annual report summarizing all general information is compiled and published after the conclusion of each school year. (JK)

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MONTANA  
VOCATIONAL EDUCATION  
ENROLLMENT/EXIT/FOLLOW-UP  
SURVEY



RESEARCH COORDINATING UNIT  
OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION  
DOLORES COLBURG, SUPERINTENDENT  
HELENA, MONTANA 59601  
NOVEMBER 1969  
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
OFFICE OF EDUCATION

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STATE OF MONTANA

SUPERINTENDENT OF PUBLIC INSTRUCTION

HELENA 59601



DOLORES COLBURG

November 7, 1969

Montana Vocational Educators:

Concurrent with increased federal and state emphasis and funding for more effective, meaningful vocational education, reporting requirements have also been expanded far beyond previous demands. Through the use of electronic data processing as envisioned in this continuing data collection system, we have every reason to believe that computer generated reports will not only be more accurate and efficient but will also relieve state and local education agencies from many onerous tasks in the manual assembly of recurring reports.

Further, preliminary tests of the system reveal that much of the information to be compiled is of value and has long been desired by local school administrators. I trust, therefore, that this instructional manual will be readily accepted and implemented.

While these instructions appear sufficiently detailed, some questions will inevitably arise. Any inquiries about the system may be addressed to Mr. A. J. Schultz, Research and Development, in my office. Mr. Schultz may also be reached by telephone at 449-2023 or 449-2024.

Sincerely,

*Dolores Colburg*  
DOLORES COLBURG  
State Superintendent

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## I. INTRODUCTION

With the passage of the Smith-Hughes Act of 1917 and its provisions for education in home economics and training for agricultural and industrial occupations, public education accepted a formal role in vocational preparation, especially at the secondary school level. Subsequent federal acts, augmented by state efforts, expanded this role in the public sector by providing for construction of facilities, equipment, expansions of vocational curricula, extending opportunities for post-secondary training, adult education, and personnel with special needs; even ancillary services such as counseling, experimentation, research, and teacher training were added as functions of public education.

Public Law 90-576 (Vocational Education Amendments of 1968) provides a great deal more in appropriated funds for the support of vocational education. However, the Act also delineates, with much greater specificity, the purpose and ends toward which such funds may be expended; e.g. the percentages to be applied for the disadvantaged, handicapped, post-secondary, and the like.

Thus, not only must more stringent accountability be applied, but greatly expanded research efforts must be made to properly assess and evaluate actual student needs and curricular revisions to adapt vocational education to the world-of-work.

## II. PURPOSE

"The Congress finds that it is necessary to reduce the continuing seriously high level of youth unemployment by developing means for giving the same kind of attention as is now given to the college preparation needs of those young persons who go on to college, to the job preparation needs of the two out of three young persons who end their education at or before completion of the secondary level, too many of whom face long and bitter months of job hunting or marginal work after leaving school."

The quotation above is cited directly from the 1968 Vocational Education Act and epitomizes the major purpose of the continuing survey described in the succeeding pages.

Few would dispute altruistic efforts to make Montana's Vocational Education programs both progressive and comprehensive; to broaden the concept of a total education for personnel of all ages; to serve individuals, the state, and the nation, by offering the expanded programs and diversified courses essential to equip personnel trained for gainful employment. But, with limited resources and job opportunities, it is important that the thrust of such efforts be based on sound, logical analysis and judgement.

In the face of rapidly changing technology, occupations, and mobility of the work-force, it is evident that training courses and facilities to match vocational needs cannot remain static. Rather, vocational training must not only be constantly revised to meet current needs but, in fact, must often anticipate projected changes in the labor market by planning and formulating programs to match future needs.

In the interest of assuring occupational education programs of the highest possible quality, it is essential that data and information be

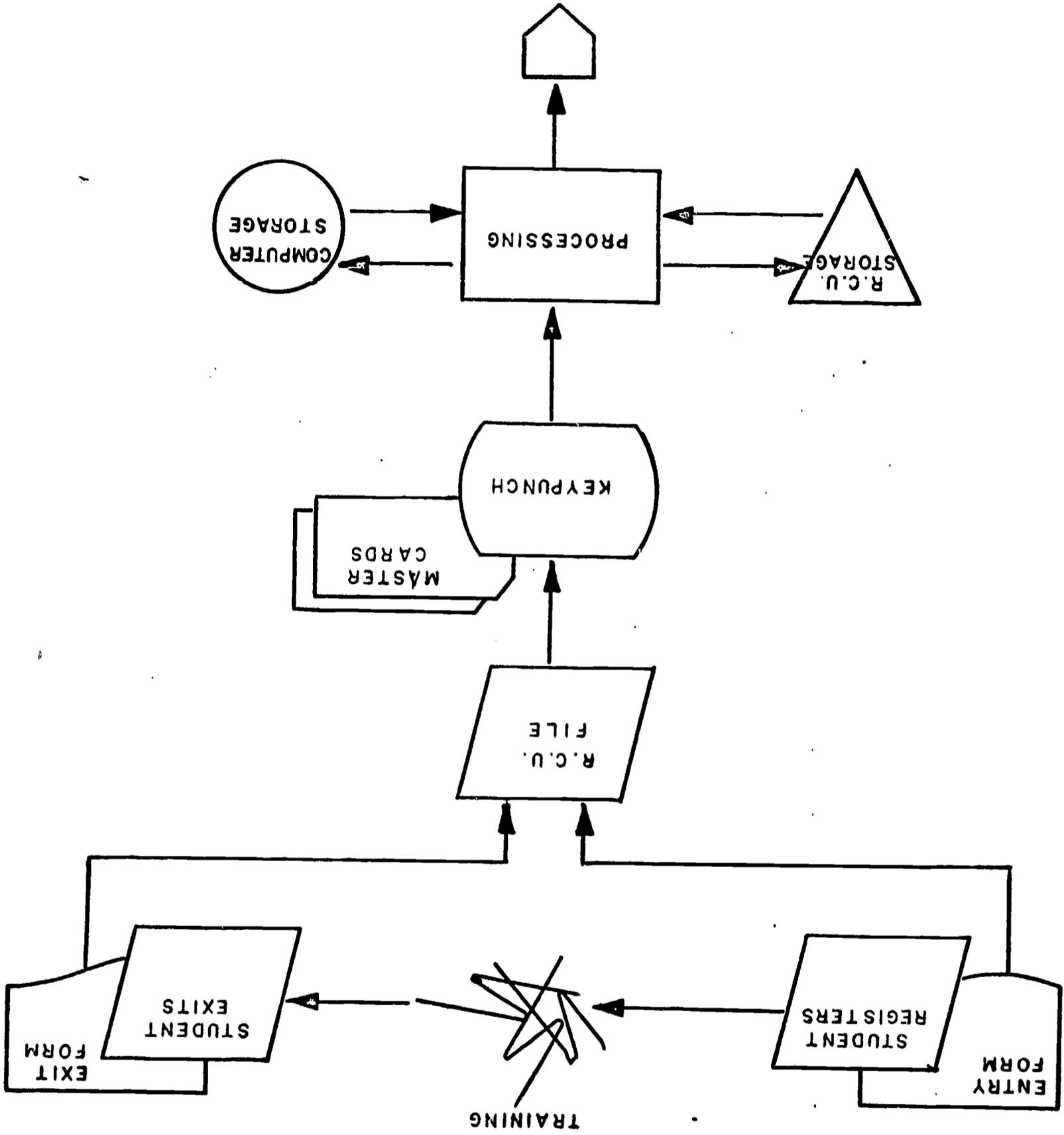
gathered from state-wide sources to determine the employment opportunities available and the types, locations, and extent of training courses necessary to achieve maximum benefits to the individual student as well as employers and industry-at-large. The enrollment/exit/follow-up, computerized survey envisioned (figures 1 & 2, pages 4 & 5), provides immediate access to basic data and a means of utilizing information from former students for assessment and evaluation of current programs. Through this feedback, schools, counselors, and instructors are afforded insights upon which of their courses may be upgraded or otherwise improved.

In addition to the utilization described above, the data developed may also be used collaterally, as follows:

1. To justify and enhance vocational education as "training for gainful employment:" to prospective students, parents, and the public-at-large.
2. To provide data on drop-outs, employment trends, placement activities, area needs, employer information, and the like.
3. To provide assessments to local and state boards and committees as evidence of services provided by schools, effectiveness of programs, needs for revision, reorganization, and establishment or elimination of certain programs or courses in specific areas.
4. To provide facts and figures for public information.
5. To alleviate follow-up and multiple reporting requirements at the local level as well as facilitating state accountability.
6. To provide ready, factual data to members of legislatures as a basis for obtaining necessary legislative action and support.
7. To provide adequate planning data for concerned educational agencies.

Enrollment/Exit/Follow-Up System

Figure 1



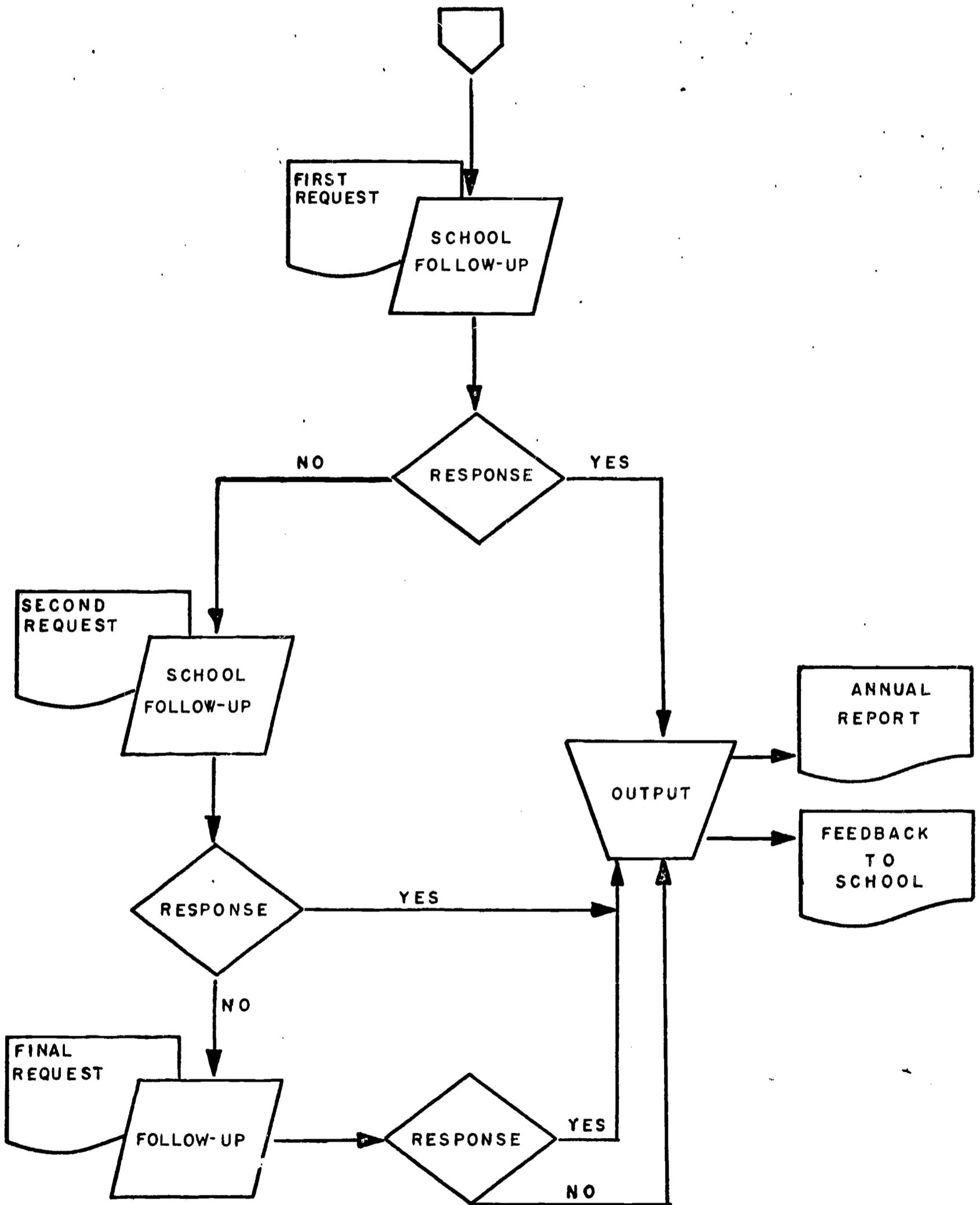


Figure 2

Enrollment/Exit/Follow-Up System

### III. GENERAL PROCEDURE

The enrollment/exit/follow-up survey described herein is intended to cover only those students enrolled in vocational programs funded by state and/or federal vocational education funds. Data cards shall be completed on every student enrolled in such programs. Personnel enrolled in college preparatory, academic, general, or vocational courses which are not funded through vocational education funds will not be represented on data cards.

The collection of accurate information is essential to the validity of any survey. In this effort, the instruments utilized are standardized data cards. Ease in mailing, filing, encoding, and general handling dictated this choice. Further, to the maximum extent possible, the required information may be indicated with a check-mark ("✓" or "X"), thereby reducing typing or printing to a minimum.

Specific instructions for the completion and submission of the data cards follow in succeeding pages of this publication. In a broad overview, the system is intended to operate in the following manner:

Upon a student's enrollment in a vocationally oriented course of training, the school records information on an "Entry card", RCU Form 1 (see figure 4, page 23 ). This form is transmitted to the Research Coordinating Unit, Office of the State Superintendent of Public Instruction, where the data is encoded and transferred to magnetic tape storage for subsequent computer use. Other than a change in the course of training, should any of the information on the student be changed, such information shall be submitted to the RCU by completion and transmission of a "Change card", RCU form 1a (figure 5, page 25).

Upon the exit of a student from a course of training for any reason, whether the course of training was completed or not, pertinent information shall be recorded and transmitted to the RCU on an "Exit card" RCU Form 2 (figure 6, page 30).

Six months after the date of exit of a student from a course of training, the School shall transmit "Follow-Up cards" RCU Forms 3a and 3b (figures 7 & 8, pages 33 & 34) to the ex-students concerned. Normally, the forms will be transmitted to the exited students through mailings utilizing a letter of request under the school's letterhead enclosing a stamped, self-addressed envelope for return of the forms. If completed follow-up forms are not returned to the school within two weeks, the mailings will be repeated twice at two week intervals. Schools are encouraged to extract information from completed follow-up cards for their own analysis and use; however, the cards shall not be unduly delayed in retransmission to the RCU. Within one month after a non-responsive third mailing, the school shall provide the RCU with a list of non-respondents.

Ex-students will be followed-up in a similar manner two and a half years and four and a half years from the date of exit from a course of training. However, the forms for these subsequent years have not yet been fully developed since it is anticipated that experience with the system over the next year will affect both formats and reporting procedures.

Each six months a computer output report will be transmitted to each participating school. This "feed-back" report will represent information in the data bank on the school's current enrollments, exited

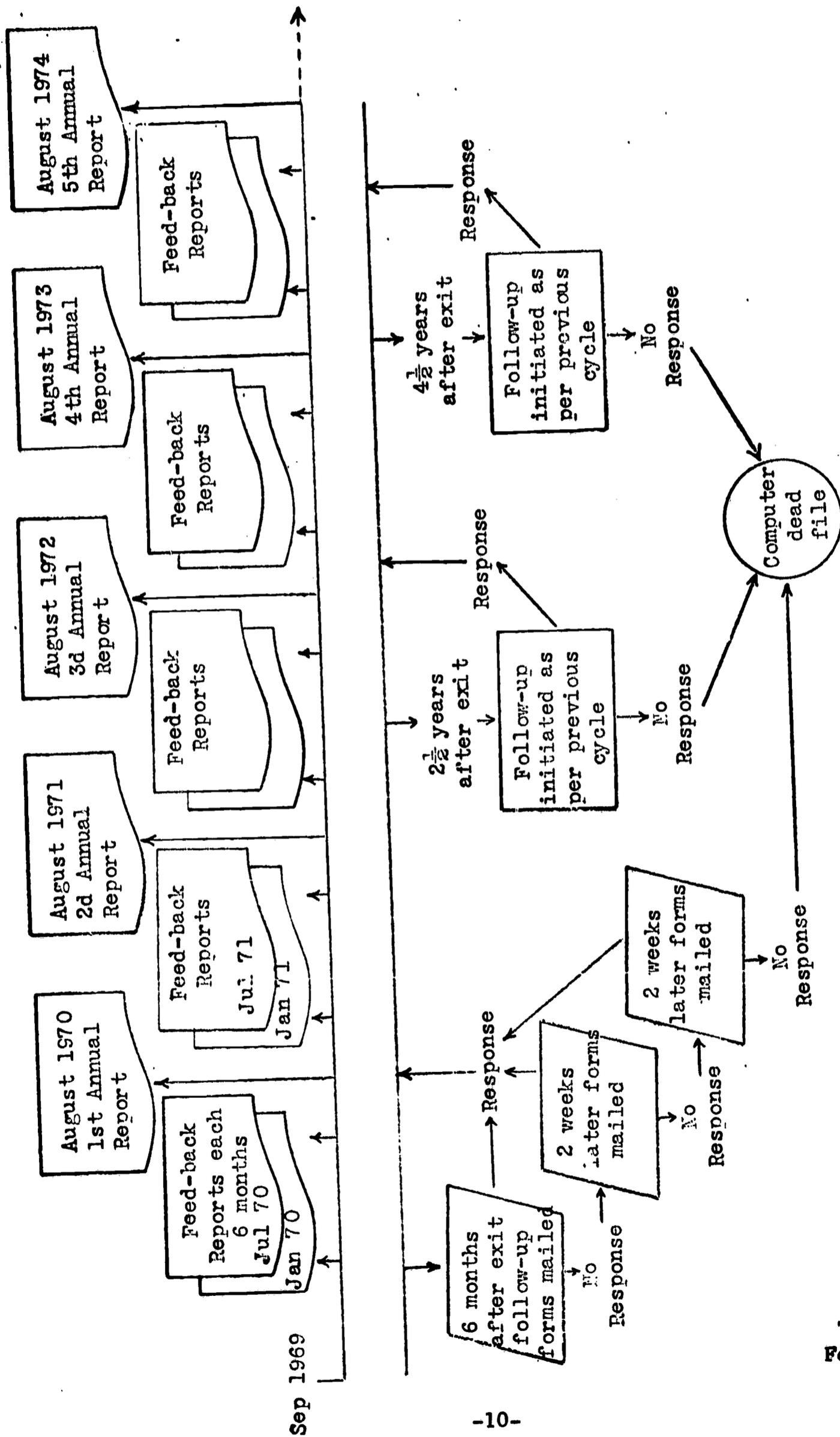
students, etc., for the preceding six months. (For the proposed format of this report see figure 9, page 36.) An annual report summarizing all general information on Montana's Vocational Education will also be compiled and published after the conclusion of each school year. (Follow-Up and report cycles are represented graphically in figure 3, page 10.)

A high rate of returns from respondents is essential to render statistical significance and validity to the findings of this enrollment/exit/follow-up system. It is necessary, therefore, that all vocational students be made fully aware of the mechanics of the system as well as the prime need for their eventual follow-up response. In like manner, they must be positively assured that the information submitted is completely confidential and rendered anonymous through computerization. For these reasons, an indoctrination session on the system is recommended for all vocational students shortly after their enrollment.

While no formal procedure for completion of the data cards is prescribed and the method employed is left to the discretion of the local school authorities, the following suggestions are offered. Other than completion of the "Follow-up cards" (RCU Forms 3a & 3b), a student should not directly make entries on the cards--all entries on the "Entry", "Change", and "Exit" cards (RCU Forms 1, 1a, & 2) should be the responsibility of school authorities. Some form of administrative control in the school's office will be required; therefore, the following sequence appears to be a logical pattern:

Since some of the information required on the Form 1 is readily

available in the school's files, a control log and the initial entries can be completed by the administrative section; name, address, school code, etc. The entry cards may then be turned over to the students' instructors and counselors for completion and confirmation of the more individualized entries; marital status, employment, salary, etc. After completion by instructors and counselors, the cards are returned to the administrative office where they are rechecked for adequacy and accuracy, logged out, batch assembled, and transmitted to the RCU. Similar procedures should be initiated for completion of "Change" and "Exit" cards. Logs should also be established in the administrative office to assure the timely mailing, receipt, and transmission of the "Follow-Up" cards.



TIME PHASING FOR FOLLOW-UP FORMS AND REPORTS

Figure 3  
Time Phasing-  
Forms & Reports

#### IV. ENROLLMENT

Vocational programs supported by state and federal funds must be continually reviewed, evaluated, justified, and sustained through a number of various reporting demands. This overall system is designed to fully meet such requirements through computerized recapitulations of individual one-time reports, thus relieving schools of much of the multiple, recurring reporting procedures which are presently required.

In the interest of adequacy and accuracy, it is imperative that information on all students engaged in vocational training be complete and maintained in current status. Therefore, school authorities shall assure that the required data cards on vocational students (except MDTA students) are completed and transmitted to the RCU not later than two weeks following the date of enrollment, change of status, or exit from a vocational curriculum. Data cards may be batch assembled but the package transmitted will contain only data cards or correspondence pertaining to the enrollment/exit/follow-up system. Outer covers will be addressed as follows:

Research Coordinating Unit  
Office of the Superintendent  
of Public Instruction  
State Capitol Building  
Helena, Montana 59601

VO-ED DATA CARDS

Enrollments into vocational training are recorded on an "Entry card", RCU Form 1, (Figure 4, page 23). The Form 1 is printed front and back on yellow paper stock. The front face of the card is used to record information peculiar to the individual student. The reverse side of the card is utilized for recording information on the school,

course, type of training, etc. Other than information which can be indicated by a check-mark, all entries should be typewritten or printed. Explanatory notes on all items are listed below. Instructions for each item are numbered to facilitate references.

The following instructions pertain to information requested on the front face of the RCU Form 1:

1. SOCIAL SECURITY NUMBER. Type or print the student's complete Social Security Number. Example: 505-09-1112. Since the very nature and purpose of vocational training is preparation for gainful employment, application for and receipt of a Social Security Number is a first prerequisite to any form of occupational training. Further, magnetic tape data storage and processing of the information developed in this survey requires numerical coding. Use of a Social Security Number enables such coding along with assuring anonymity and protection of confidential material.
2. STUDENT'S NAME. Type or print in blanks indicated. In the event student has no middle initial, enter: NMI. While names will not be associated nor directly correlated with data, they are initially necessary for cross-checks against erroneously entered social security numbers and may be utilized to facilitate or clarify correspondence with schools concerned.
3. HOME ADDRESS. Enter completely as indicated. Addresses must be maintained in current status to enable follow-up.
4. HOME PHONE. Enter complete number. In the event of no phone, indicate: NONE.

5. YEAR OF BIRTH. Enter in four digits. Example: 1946.
6. SEX. Enter "M" or "F", as applicable.
7. MARITAL STATUS. Check "✓" or "X" applicable status.
8. NUMBER OF DEPENDENTS. Enter only the number dependent upon the student for support. Examples: A student with no dependents: NONE.  
A student with a dependent wife and one child: TWO.
9. CURRENTLY EMPLOYED. If "NO" is checked, no further entry is necessary. If "YES" is checked, either "Full-time" or "Part-time" must also be indicated.
10. MONTHLY SALARY. If student is unemployed, enter: NONE. If student is employed, enter total monthly salary before deductions.
11. CIRCLE HIGHEST GRADE COMPLETED. Circle only the highest grade of formal schooling completed as evidenced by school records or transcripts. "PG" = Post baccalaureate graduate work.
12. HANDICAPPED. In the past, school authorities have recognized characteristics and attributes displayed by students as handicaps to the learning process, but have been loath to designate such handicaps or individuals. Fear of stigmatizing the student by placing him in an undesirable category, apprehensions of parental disfavor, and even fear of civil suit have been offered as reasons for such reluctance. Nevertheless, through the very nature of the teaching/learning process, there is a specific duty incumbent in the professional role of the teacher and/or counselor to properly assess and identify such handicaps in individuals in order that reasonable corrective efforts might be afforded.

This duty is further emphasized by the fact that Congress has specified that certain percentages of funds allocated to vocational education must be utilized specifically for the education of the "handicapped" and the "disadvantaged" and must be so accounted for in federal reports. Since the information reported on this data card is accorded confidential status between the local school system and the Office of the Superintendent of Public Instruction, rendered anonymous through computer storage, and can only accrue benefits for the students affected, there should be no hesitancy in properly marking the data card to reflect impediments to effective learning.

It is further recognized that, in the final analysis, factors which are detrimental to a student's progress are best assessed by the professional teachers, counselors, and school authorities who are in daily contact with the student--and their judgement will be respected. The following are general conditions which impede learning. Since there can be no absolute measure of these conditions, the final determination is left to the discretion of the school authorities.

- a. SIGHT. Any optical aberration or impairment of visual acuity which impedes the student's learning abilities. Examples: Cross or wall eyes, astigmatism, near or farsightedness, etc. Note that, in some cases, even though the student wears corrective glasses, visual problems may still detract from the student's ability to learn at a normal rate or will be a continual problem in seeking employment.
- b. HEARING. As above, record for any aural problem discerned.
- c. SPEECH. Record for any faulty speech patterns whether

manifested physically (cleft palate, hare-lip, etc.), by abnormality (stuttering, stammering, etc.), or by subnormality (inadequate vocabulary, inability to adequately express ideas, etc.).

d. SLOW LEARNER. Record for any student who demonstrates an abnormally slow learning rate whether from known or unknown causes. This includes minor retardation, students with learning disabilities, and the so-called "dull-normal".

e. CHRONIC ILLNESS. Record for any student who is subject to chronic illnesses which result in frequent absences or otherwise impedes learning and progress toward ultimate employment.

f. EMOTIONALLY DISTURBED. Record for any emotional disturbance discerned (causes known or unknown) which is detrimental to the student's progress. Note that emotional disturbances are frequently related to other conditions listed under "HANDICAPPED" and "DISADVANTAGED": illness, physical impairments, academic deficiencies, home environment, and the like.

g. PHYSICALLY IMPAIRED. Record for the more subtle impediments such as faulty coordination, deficiencies in manipulative control, dexterity, debilitation, etc., as well as the more obvious crippling defects; withered limbs, pronounced limp, amputations, and the like.

h. MENTALLY RETARDED. Record only those clinically diagnosed as retarded.

i. OTHER. Students may be handicapped for reasons other than those listed above. However, if "OTHER" is checked, briefly

specify the condition which presents the handicap.

13. DISADVANTAGED. Refer to explanatory notes in paragraph 12 above.

a. ACADEMIC DEFICIENCY. Record for those students who are deficient in a certain subject or subjects and require remedial work in order to progress through a course of training; reading, mathematics, etc. Also record for students who are chronic "underachievers".

b. GEOGRAPHIC ISOLATION. Isolation may be determined as applicable to the school, community, or individual student. Examples: School--very small school population, inability to recruit and retain well qualified teachers, inability to initiate and maintain diverse vocational programs, etc. Community--low population and/or tax base, little to no employment opportunities to absorb vocational graduates, etc. Student--must travel appreciable distances from home to school, cannot participate in extra-curricular or social activities, has needs and/or capabilities which cannot be met within the school's curricula, etc.

c. ETHNIC MINORITY. On and off-reservation Indian, Negro, Mexican-American, migrants, etc.

d. INSTITUTIONALIZED. Students in correctional and rehabilitative institutions, orphanages, etc. Also includes students transported from institutions to nearby schools.

e. SOCIO-ECONOMIC. Record for students from sub-cultural and/or very low income environments.

f. HOME ENVIRONMENT. Record for students whose home environment appears to be detrimental to their progress; broken homes, foster parents, generally unsatisfactory home conditions, neglected children, unmet cultural, social, dental, medical, nutritional needs, etc.

g. PERSONALITY OR CHARACTER TRAITS. Record for students who display and are impeded by deficiencies in personality or character; chronic cheating or stealing, lack of cooperation, inability to get along with teachers and/or fellow-students, a history of delinquencies and/or disciplinary problems, etc.

h. OTHER. Students may suffer a disadvantage for reasons other than those listed. However, if "OTHER" is checked, briefly specify the condition which presents the difficulty.

The following instructions pertain to information requested on the reverse side of the RCU Form 1.

14. OCCUPATIONAL COURSE ENTERED. Enter the six digit course code which corresponds to the primary occupational training in which the student is enrolled. Tables listing the course codes are contained in Appendix A, pages 37 through 55.

A unique feature of this reporting system lies in the fact that a student is reported only in the course of training which corresponds to his primary vocational choice. For example, a high school student enrolls in a two year program of training in "Auto Mechanics, General". During the same two year period the student also enrolls in some elective courses in Business and Agriculture. Since, in the

case cited, the principal aim of the student's vocational program is to develop employable skills as an automotive mechanic, only one "Entry card" shall be submitted on this student reflecting his enrollment in "Auto Mechanics, General". Therefore, the course code entered will be "170301", the code listed on page 51, Appendix A. Neither additional entries in this space nor additional cards which reflect the elective courses in the 010000 and 040000 series, Agriculture and Business, will be submitted. Thus, duplications in vocational education counts are eliminated and more effective correlations and follow-ups in ex-students' subsequent employment patterns are enabled.

N.B. The course codes listed in Appendix A were based upon USOE codes published in 1966. However, the codes were developed and expanded to make the system compatible with Montana's needs in vocational education. Therefore, it is essential that only the coding system listed in Appendix A be utilized in the administration of this enrollment/exit/follow-up survey.

15. COURSE TITLE. Enter the descriptive title of the primary vocational training course in which the student is enrolled. It is not essential that this title agree exactly with the titles listed in Appendix A, but the title and the end occupation anticipated must agree with the course code assigned in the previous item.

16. DATE OF ENTRY. Enter the date of current enrollment numerically in the applicable spaces. Example: "9 15 69" for September 15, 1969.

17. TOTAL COURSE REQUIREMENT IN WEEKS. The purpose of this entry is to enable computation of an anticipated date for receipt of an exit

card rather than a measure of class time. However, because training programs which extend over one year and include vacation breaks in the interim present peculiar problems in accounting, two distinct methods of computation are necessary:

a. FOR COMPLETE TRAINING PROGRAMS WITHOUT A VACATION BREAK BETWEEN ENROLMENT AND TERMINATION. Enter the total course requirement in calendar weeks. Example: A student enrolls in a course on January 3, 1970 and the complete course will terminate on December 22, 1970 without an intervening summer vacation.

Enter: 51.

b. FOR TRAINING PROGRAMS WITH AN EXTENSIVE VACATION BREAK BETWEEN ENROLLMENT AND TERMINATION. Enter the total number of calendar weeks of training included within the current school year. Example: A student enters a two year training program on September 15, 1969. The course is interrupted for a twelve week summer vacation on June 30, 1970. Enter: 39. (Note that short holiday breaks and reregistration between quarters or semesters are not considered major interruptions of training.)

18. SCHOOL LEGAL ENTITY CODE. A complete list of school code numbers for all Montana Schools offering reimbursable vocational courses is contained in Appendix B, pages 56 through 62. Enter appropriate four digit code number in the space provided.

19. LEVEL OF COURSE. The following definitions apply to entries to be made in this section:

a. HIGH SCHOOL. Applies to students enrolled in a High School

on a full-time basis. Also check applicable grade level. It is recognized that some high school students are provided vocational training at a nearby Vo-Tech Center. Nevertheless, these personnel are "High School" students and reporting requirements for these students remain the responsibility of the High School in which they are enrolled.

b. POST SECONDARY. Applies only to students enrolled in a Post Secondary School on a full-time basis. Such schools include Post Secondary Vo-Tech Centers and similar Post Secondary Schools operated by High School Districts, Junior and Community Colleges, and the less than baccalaureate vocational training courses offered at Northern Montana College. Also check appropriate year level of training.

c. ADULT. Many students attend vocational courses offered by High School Districts and Post Secondary Schools on a less than full-time basis. For the purpose of this survey, such less than full-time enrollment will be designated as Adult Education. Also indicate whether the training is "Preparatory"--preparing the student for initial entry job skills, or "Supplementary"--either upgrading skills already possessed or further enhancing employability through additional training.

20. FUNDED BY. "VO-ED" will be checked for all students whose training is supported through state or federal vocational education funds. MDTA students are frequently "slotted-in" to vocational courses operated within school systems. However, the accounting responsibility for MDTA students remains solely with the MDTA Supervisors within the

Office of the Superintendent of Public Instruction. In effect, school authorities shall assume no direct responsibility for accounting for MDTA students, but will cooperate with MDTA Supervisors when information is solicited.

21. TYPE OF TRAINING. Check appropriate information in accordance with the following definitions:

a. **APPRENTICE.** Apprentice training is designed for persons 16 years of age or older and who are covered by a written agreement with an employer, which apprenticeship agreement is approved and under the jurisdiction of the Montana State Apprenticeship Council and provides for not less than 4,000 hours of reasonably continuous employment. Training shall include a minimum of 144 hours of related and supplemental instruction under state and local boards responsible for vocational education and according to the Montana Apprenticeship Law.

b. **EXEMPLARY.** Exemplary programs shall enable educational agencies to explore, develop and demonstrate innovative concepts without inhibiting restrictions imposed by traditional programs for vocational education and shall thereby encourage, stimulate, promote and implement creative and sensitive novel models for occupational systems of high quality designed to prepare individuals for their next role in life. Exemplary programs are conducted according to Part D of the Vocational Education Amendments of 1968 and Section 6 of Part I of the Montana State Plan for Vocational Education.

c. **RESIDENTIAL.** A residential school is an educational institution in which students of vocational education are boarded and lodged as well as educated. Residential schools are designed to provide vocational education (including room, board and other necessities) for youths, at least fifteen years of age at the time of enrollment, who need full-time study on a residential basis in order to benefit fully from such education. Residential vocational education will be conducted according to Part E of the Vocational Education Amendments of 1968 and Section 7, Part I of the Montana State Plan for Vocational Education.

d. **UNDER CONTRACT.** A vocational educational program is under contract when there is an indication that instruction or an instructional service is provided through a contractual relationship between the State Board, a school or school system and another school, school system or other agency.

e. **COOPERATIVE (DE).** Cooperative education (DE) is designed to provide formal classroom training which is integrated with business experiences in a business laboratory station to achieve

career objectives for students enrolled in the field of distributive education. The experience of the student-trainee is coordinated between the institutional training and the on-the-job work by a qualified distributive education teacher-coordinator and the business laboratory station employer. Cooperative education (DE) is funded under Part B of the Vocational Education Act of 1968.

f. WORK/STUDY. Work-study programs are designed to provide work opportunities for full-time vocational education students who need financial help to commence or continue their vocational education pursuits. Employment under the work-study program will be furnished only to a student who: (1) has been accepted for enrollment or, if he is already enrolled, is in good standing and in full-time attendance as a full-time student in a program which meets the standards prescribed by the State Board and the local educational agency for vocational education programs under the Vocational Education Amendments of 1968; (2) is in need of the earnings from such employment to commence or continue his vocational education program; and (3) is at least fifteen years of age and less than twenty-one years of age on the date of the commencement of employment and is capable, in the opinion of the appropriate school authorities, of maintaining a good standing in his school program while employed under the work-study program. Work-study programs will be conducted according to Part H of the Vocational Education Amendments of 1968 and Section 10, Part I of the Montana State Plan for Vocational Education.

g. COOPERATIVE WORK/STUDY. Cooperative work/study is a program of vocational education for persons who, through a cooperative arrangement between the school and employers, receive instruction. This includes the required academic courses and related vocational instruction by the alternation of study in school with a job in a related occupational field. These two experiences must be planned and supervised by qualified cooperative education school coordinators and employers so that each contributes to the student's education and to his employability. Work periods and school attendance may be on alternate half days, full days, weeks or other periods of time in fulfilling the cooperative vocational education work/study program.

22. NAME AND ADDRESS OF SCHOOL. Self explanatory.

SOCIAL SECURITY NUMBER: _____		STUDENT'S NAME: _____ Last First MI		
HOME ADDRESS: _____ Number Street City State Zip Code				HOME PHONE: _____
YEAR OF BIRTH _____	SEX: _____ M or F	MARITAL STATUS <input type="radio"/> Single <input type="radio"/> Married <input type="radio"/> Widowed	<input type="radio"/> Divorced <input type="radio"/> Separated	NUMBER OF DEPENDENTS: If applicable _____
CURRENTLY EMPLOYED: <input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Full-time <input type="radio"/> Part-time	MONTHLY SALARY: \$ _____	Circle highest grade completed 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 PG	
<input type="radio"/> HANDICAPPED. (If checked, indicate one or more reasons below) <input type="radio"/> Sight <input type="radio"/> Hearing <input type="radio"/> Speech <input type="radio"/> Slow Learner <input type="radio"/> Other (Specify): _____		<input type="radio"/> DISADVANTAGED. (If checked, indicate one or more reasons below) <input type="radio"/> Academic Deficiency <input type="radio"/> Geographic Isolation <input type="radio"/> Ethnic Minority <input type="radio"/> Institutionalized <input type="radio"/> Other (Specify): _____		
R.C.U. FORM 1 Jan 69		ENTRY-- STUDENT IDENTIFIER		DD-S 10672-0

OCCUPATIONAL COURSE ENTERED: _____ 6 Digit Course Code		COURSE TITLE: _____		
DATE OF ENTRY INTO COURSE: _____ Month Day Year		TOTAL COURSE REQUIREMENT IN WEEKS: _____	SCHOOL LEGAL ENTITY CODE: _____	
LEVEL OF COURSE: <input type="radio"/> HIGH SCHOOL <input type="radio"/> 9th <input type="radio"/> 11th <input type="radio"/> 10th <input type="radio"/> 12th Check as applicable		<input type="radio"/> POST SECONDARY <input type="radio"/> 1st year <input type="radio"/> 2nd year		<input type="radio"/> ADULT <input type="radio"/> Preparatory <input type="radio"/> Supplementary
FUNDED BY: <input type="radio"/> VO-ED <input type="radio"/> MDTA	TYPE OF TRAINING: If applicable <input type="radio"/> Apprenticeship <input type="radio"/> Exemplary <input type="radio"/> Residential	<input type="radio"/> Under contract <input type="radio"/> Cooperative (DE) <input type="radio"/> Work/Study	<input type="radio"/> Cooperative Work/Study	
NAME AND ADDRESS OF SCHOOL: _____				
DD-S 10673-0		ENTRY-- COURSE IDENTIFIER		

Figure 4

Entry Card, RCU Form 1

## V. CHANGES

Between enrollment and ultimate exit from a course of training, provisions for changes, new information, and correction of errors, must be enabled. Examples: Conditions which qualify the student as "handicapped" or "disadvantaged" are frequently ascertained only after a student has spent considerable time in a course of training. Changes also occur in addresses, marital and dependent status, etc. In this system, such information will be transmitted by a "Change card", RCU Form 1a, (Figure 5, page 25). The Form 1a is identical to the Form 1 except for the over-printed word "CHANGE" across the front face and the color of the card stock--pink.

School authorities will effect changes and corrections to previously submitted information by transmittal of a "Change card" to the RCU. All items on the front and reverse sides of the form shall be completed in accordance with instructions contained in the preceding Section IV, ENROLLMENT. This will enable complete erasure of the information previously submitted on the individual student which is stored on magnetic tape and replacement by the revised, more current and accurate data.

Note that should a student drop a primary course of training and enroll in another primary occupational course, such an action may not be recorded by submission of a "Change card". Such an action constitutes an "EXIT" rather than a change and will be effected by submission of an "Exit card", RCU Form 2, on the training dropped and an "Entry card", RCU Form 1, on the new program of training entered.

SOCIAL SECURITY NUMBER: _____		STUDENT'S NAME: _____ Last _____ First _____ MI _____		
HOME ADDRESS: _____ Number _____ Street _____ City _____ State _____ Zip Code _____				HOME PHONE: _____
YEAR OF BIRTH: _____	SEX: _____ Mor F _____	MARITAL STATUS: <input type="radio"/> Single <input type="radio"/> Married <input type="radio"/> Widowed	<input type="radio"/> Divorced <input type="radio"/> Separated	NUMBER OF DEPENDENTS: _____ If applicable
CURRENTLY EMPLOYED: <input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Full-time <input type="radio"/> Part-time	MONTHLY SALARY: \$ _____	Circle highest grade completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 PG	
<input type="radio"/> HANDICAPPED. (If checked, indicate one or more reasons below)		<input type="radio"/> DISADVANTAGED. (If checked, indicate one or more reasons below)		
<input type="radio"/> Sight <input type="radio"/> Hearing <input type="radio"/> Speech <input type="radio"/> Slow Learner <input type="radio"/> Other (Specify): _____		<input type="radio"/> Chronic Illness <input type="radio"/> Emotionally Disturbed <input type="radio"/> Physically Impaired <input type="radio"/> Mentally Retarded		
		<input type="radio"/> Academic Deficiency <input type="radio"/> Geographic Isolation <input type="radio"/> Ethnic Minority <input type="radio"/> Institutionalized <input type="radio"/> Other (Specify): _____		
R.C.U. FORM 1a Jan 69		ENTRY-- STUDENT IDENTIFIER		DD-S 10669-0

OCCUPATIONAL COURSE ENTERED: _____ 6 Digit Course Code _____		COURSE TITLE: _____		
DATE OF ENTRY INTO COURSE: _____ Month _____ Day _____ Year _____		TOTAL COURSE REQUIREMENT IN WEEKS: _____	SCHOOL LEGAL ENTITY CODE: _____	
LEVEL OF COURSE: <input type="radio"/> HIGH SCHOOL <input type="radio"/> 9th <input type="radio"/> 10th <input type="radio"/> 11th <input type="radio"/> 12th		<input type="radio"/> POST SECONDARY <input type="radio"/> 1st year <input type="radio"/> 2nd year	<input type="radio"/> ADULT <input type="radio"/> Preparatory <input type="radio"/> Supplementary	
FUNDED BY: <input type="radio"/> VO-ED <input type="radio"/> MDTA	TYPE OF TRAINING: If applicable	<input type="radio"/> Apprentice <input type="radio"/> Exemplary <input type="radio"/> Residential	<input type="radio"/> Under contract <input type="radio"/> Cooperative (DE) <input type="radio"/> Work/Study	<input type="radio"/> Cooperative Work/Study
NAME AND ADDRESS OF SCHOOL: _____				
DD-S 10673-0		ENTRY-- COURSE IDENTIFIER		

Figure 5

Change Card, RCU Form 1a

## VI. EXITS

Terminations of primary courses of training will be recorded through submission of an "Exit card", RCU Form 2, (Figure 6, page 30). The Form 2 is single-faced and printed on orange paper stock. The following explanatory notes apply to entries to be made on Exit Cards.

1. SOCIAL SECURITY NUMBER. Type or print the student's complete Social Security Number. Example: 505-09-1112.
2. LAST NAME. Type or print student's last name.
3. DATE OF EXIT. Enter numerically the last date student attended class in the primary course of training. Example: "12 3 69" for December 3, 1969.
4. COURSE CODE. Enter the same six digit code number assigned to the course of training as recorded on the student's "Entry card", RCU Form 1 (reference Sec. IV, para. 14, and Appendix A). This code comprises the occupation for which the student was being trained and against which follow-up correlations will be made.
  - a. EXCEPTION. It is possible that a student may not be considered as qualified for job entry into the occupation for which he trained but is considered capable of entry into a job requiring lesser skill in the same occupational field. Example: A student had been enrolled in a course designed to train him for job entry as a "Computer Programmer--Code 140203". Upon exit from training, the instructor considers the ex-student incapable of performing as a "Programmer" but sufficiently qualified for employment as a "Computer Operator--Code 140204". In

such event, "140204" may be entered as the Course Code. N.B.

Such substituted code entries are permissible only if the first four numbers of the job cluster are matched. In the case described, substitution of a code within the 140300 series would not be acceptable.

5. COURSE TITLE. Enter the descriptive title for the course in which the student was enrolled.

6. SCHOOL LEGAL ENTITY CODE. Enter the four digit code assigned to the School (Appendix B).

7. COURSE TIME COMPLETED IN WEEKS. Enter the total number of calendar weeks of actual training attended. Example: Enrolled September 15, 1969 in a course of training scheduled to terminate on December 19, 1969. Student dropped from training on October 9, 1969. Enter: 4.

8. WAS COURSE SUCCESSFULLY COMPLETED? Check "YES" only if the complete course was successfully completed. For any failures or terminations of training prior to the scheduled termination date, check "NO".

9. UPON EXIT, IS STUDENT SUITABLE FOR JOB ENTRY? Self-explanatory. However, note that more than skills are implied in the word "suitable".

10. IF NOT SUITABLE FOR JOB ENTRY STATE REASON. If "YES" was checked on the previous item, no entry is necessary. If "NO" was checked, enter a concisely stated reason for the negative response.

The essence of vocational training is preparation for employment and anything that detracts from an ex-student's capability or suitability for employment requires identification before corrective measures can be effected. Therefore, completely candid but succinctly stated reasons for the unsuitability for employment displayed by some individuals are solicited. Although not all-inclusive, the following examples are intended as guides to the types of entries desired.

"Insufficiently trained", "Poor work habits", "Emotional instability", "Chronic illness", "Physical impairment", "Misconduct". Excessive shyness, lack of consideration for others, inability to get along with peers or superiors, blame-shifting, and the like, may be recorded as "Defective Personality". Chronic lying, cheating, stealing, a history of delinquency, drug or alcoholic addiction, may be categorized as "Defective Traits of Character".

11. IF COURSE WAS NOT COMPLETED, STATE REASON FOR STUDENT'S EXIT.

No entry is necessary if the course was completed. If not, state the reason or reasons concisely.

a. By action of school: "Misconduct", "Poor attendance", "Failing grades", "Disciplinary problems", etc.

b. By action of the student: "Marriage", "Pregnancy", "Moved from area", "Lost interest", "Reasons unknown", etc. (Avoid use of the term "Drop-out" unless the student withdrew from school entirely.)

12. STUDENT'S HOME OR FORWARDING ADDRESS AND PHONE NUMBER. Current

information is necessary for follow-up.

"VACATION EXIT". As previously stated, interruptions of training such as those resulting from summer vacations cause peculiar accounting problems and induce errors. To eliminate as many difficulties as possible, whenever training is to be interrupted for one or more months, a "Vacation Exit" will be submitted to the RCU. The Form 2 will be employed for this purpose, however, only the first six items of the form will be completed (paragraphs 1 through 6 above). In addition, the word "Vacation" will be printed across the front face of the form.

When training is resumed after the interruption, a new "Entry card", RCU Form 1, will be completed and transmitted to the RCU. (Two year high school vocational courses typify this procedure. Training is interrupted in June at which time a "Vacation Exit" is submitted. When the student reenrolls in the course of training in September, a new "Entry card" is submitted.)

If after a "Vacation Exit" the student fails to reenroll in the same course of training, a fully executed "Exit card", Form 2, must be submitted to the RCU.

SOCIAL SECURITY NUMBER: _____		Last Name: _____		DATE OF EXIT: _____ Month Day Year	
COURSE CODE: _____ 6 Digit Code		COURSE TITLE: _____		SCHOOL LEGAL ENTITY CODE: _____	
COURSE TIME COMPLETED IN WEEKS: _____		WAS COURSE SUCCESSFULLY COMPLETED? <input type="radio"/> Yes <input type="radio"/> No		UPON EXIT, IS STUDENT SUITABLE FOR JOB ENTRY? <input type="radio"/> Yes <input type="radio"/> No	
IF NOT SUITABLE FOR JOB ENTRY STATE REASON: _____					
IF COURSE WAS NOT COMPLETED, STATE REASON FOR STUDENT'S EXIT: _____					
STUDENT'S HOME OR FORWARDING ADDRESS AND PHONE NUMBER: _____					
R.C.U. FORM 2		Jan 69		EXIT FROM COURSE	
DD-U 11207					

Figure 6

Exit Card, RCU Form 2

## VII. FOLLOW-UP

The statistical validity of a follow-up survey may be directly correlated to the number of responses received. Foreknowledge, along with the reasons for the survey and the applications to be made from the results all have been proven efficacious in increasing response ratios. Therefore, it is essential that all vocational students be fully apprised of the importance of their individual and collective responses in effecting improvements in vocational training. Beyond an initial indoctrination into the enrollment/exit/follow-up system shortly after enrollment, reiteration immediately prior to the exit of a student is most important.

Six months after the date of exit from a primary occupational training course, the "Follow-Up Cards", RCU Forms 3a and 3b (Figures 7 & 8, pages 33 & 34), will be transmitted to the ex-student. In the majority of cases, the cards will be mailed as enclosures to a letter of request on school stationery. A pre-stamped, self-addressed envelope shall also be enclosed. The letter should emphasize the need for the information solicited, the necessity for completion of all items on both forms, the anonymity and confidential treatment which will be accorded, and the importance placed upon the ex-students' responses toward progressive curricular improvements. In the event of non-response, the school shall repeat the mailing twice at two week intervals and provide the RCU with a list of non-respondents after the third mailing.

As previously stated, most follow-ups will be conducted by mail, however, Montana's many small school communities afford unique oppor-

tunities for continued personal contacts between school authorities and ex-students which are rarely found in large school systems. In such case, better response ratios may be achieved through individualized contacts between the school and former students. Telephone contacts may also be utilized to persuasively induce participation.

The "Follow-Up Cards", RCU Forms 3a and 3b are printed front and back on natural manila stock. Both forms are transmitted to the ex-student on the follow-up six months after exit. While the cards are designed for a simple check-off by the respondent, schools are encouraged to personalize the cards by typing the former student's social security number and last name in the applicable spaces on both cards before mailing.

The Form 3a elicits information on the individual's activities since exit from training; employment, salary, employer information, job-search pattern, etc. The front face of the Form 3b enables the ex-student's opinions on the training program as related to his capabilities in the world-of-work; the reverse side of the Form 3b enables student evaluations of the training curriculum, facilities, and adequacy of instruction.

While schools are encouraged to extract information from the follow-up cards for their own use, the cards should not be marked, defaced, or unduly delayed in retransmission to the RCU.

The system also envisions follow-ups to be made two and half years and four and a half years after exit. Appropriate forms are under development for these subsequent follow-ups and will be provided in sufficient time for such action.

SOCIAL SECURITY NUMBER: _____		LAST NAME: _____		ARE YOU ON ACTIVE DUTY IN THE ARMED FORCES? <input type="radio"/> Yes <input type="radio"/> No	
ARE YOU ENROLLED IN? <input type="radio"/> 4 yr College <input type="radio"/> 2 yr College <input type="radio"/> Vo-Tech Sch		<input type="radio"/> Adult Educ. <input type="radio"/> Other Training <input type="radio"/> None		ARE YOU NOW EMPLOYED? <input type="radio"/> Full-time <input type="radio"/> Part-time <input type="radio"/> Self-employed <input type="radio"/> Unemployed	
ARE YOU EMPLOYED IN THE OCCUPATION FOR WHICH YOU TRAINED? <input type="radio"/> Yes <input type="radio"/> No		IF NOT EMPLOYED IN THE OCCUPATION FOR WHICH YOU TRAINED, ARE YOU EMPLOYED IN A RELATED OCCUPATION? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Does not apply			
DO YOU BELIEVE YOU WERE HIRED BECAUSE OF YOUR TRAINING? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Does not apply		IF UNEMPLOYED & NOT SEEKING WORK, CHECK APPROPRIATE REASON: <input type="radio"/> Marriage <input type="radio"/> Retired <input type="radio"/> Disability		<input type="radio"/> Does not apply <input type="radio"/> Other (Specify) _____	
WHAT IS YOUR CURRENT MONTHLY SALARY? <input type="radio"/> None <input type="radio"/> Below \$299 <input type="radio"/> \$300-399		<input type="radio"/> \$400-499 <input type="radio"/> \$500-599 <input type="radio"/> Above \$600		STATE TITLE OF YOUR CURRENT JOB: _____	
DATE YOU WERE HIRED FOR YOUR CURRENT JOB: _____		NAME AND COMPLETE ADDRESS OF YOUR CURRENT EMPLOYER: _____			

R.C.U. FORM 3a

Jan 69

STUDENT FOLLOW-UP

(Also complete reverse side)

HOW MANY EMPLOYERS HAVE YOU HAD SINCE YOUR TRAINING? _____		HOW LONG AFTER TRAINING DID YOU OBTAIN YOUR FIRST FULL-TIME JOB? <input type="radio"/> No waiting period <input type="radio"/> Less than 4 weeks <input type="radio"/> 4 to 7 weeks <input type="radio"/> 8 to 24 weeks <input type="radio"/> Over 24 weeks <input type="radio"/> Never found job	
HOW DID YOU ACQUIRE YOUR FIRST FULL-TIME JOB AFTER TRAINING? <input type="radio"/> School Cooperative Program <input type="radio"/> State Employment Sv <input type="radio"/> Relative or Friend		<input type="radio"/> Search of Want Ads <input type="radio"/> Teacher or Counselor <input type="radio"/> Previous Employer <input type="radio"/> Union Hiring <input type="radio"/> Other: (Specify) _____	
IF YOUR PRESENT JOB DIFFERS FROM YOUR OCCUPATIONAL TRAINING WHY DID YOU CHANGE? <input type="radio"/> Couldn't find job <input type="radio"/> Marriage <input type="radio"/> Wanted better pay <input type="radio"/> Disliked occupation		<input type="radio"/> Never intended to follow occupation <input type="radio"/> Developed new interests <input type="radio"/> Does not apply <input type="radio"/> Other (Specify) _____	
IF YOU DID NOT COMPLETE YOUR TRAINING COURSE STATE REASON: <input type="radio"/> Lost interest in the course <input type="radio"/> Training was too difficult <input type="radio"/> Obtained enough training for the job I wanted		<input type="radio"/> Economic reasons <input type="radio"/> Marriage <input type="radio"/> Does not apply <input type="radio"/> Other (Specify) _____	

This space for your correct address and any explanations or comments you wish to make:

Before mailing, be certain you have answered all items on both sides of the forms.

DD-S 10671-0

Figure 7

Follow-Up Card, RCU Form 3a

SOCIAL SECURITY NUMBER:	LAST NAME:			
HOW MUCH DID THE TRAINING PROGRAM HELP YOU TO: (INDICATE ONE OPINION FOR EACH OF THE FOLLOWING)	GREAT DEAL	SOME	LITTLE OR NONE	NOT CERTAIN
Prepare job application forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare for job interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Find a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technically qualify for a job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand employment problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjust to work responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Know your abilities and interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand technical information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepare for further training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R.C.U. FORM 3b	Jan 69	STUDENT FOLLOW UP	00-8 10674-0	(Also complete reverse side)

INDICATE ONE RATING FOR EACH OF THE FOLLOWING IN YOUR VOCATIONAL TRAINING PROGRAM:				
	EXCELLENT	ADEQUATE	POOR	VERY POOR
Ability of instructors to teach the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advice and help from Counselors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequacy of classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequacy of Lab or Shop facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbooks and instructional material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Background theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical application of training to job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall training program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
WHAT ONE SUGGESTION WOULD YOU MAKE TO BETTER THE PROGRAM FOR FUTURE STUDENTS?				
Before mailing, be certain you have answered all questions on both sides of the forms				

Figure 8

Follow-Up Card, RCU Form 3b

## VIII. REPORTS

In addition to providing schools with first-hand follow-up information on their former vocational students, this system will enable the RCU to generate and distribute two basic types of reports.

**FEED-BACK REPORT.** Twice each year, in January and July, a feed-back report will be compiled and transmitted to each of the participating schools. This report will be accomplished through means of a computer print-out and contain data compiled on vocational students and courses for the previous six month period. Such reports will contain information pertaining only to specific school systems for their own use and will not be subject to general distribution. The proposed format for this report is depicted in figure 9, page 36. Due to problems anticipated in initiating the system, refining data, and "de-bugging" the computer program, the initial feed-back report may be delayed beyond the scheduled date of January 1970.

**ANNUAL REPORT.** In August of each year an annual report will be compiled and published for general distribution. Such report will contain the major correlations and analyses of the vocational education information contained in the data bank.

**FEED-BACK REPORT TO SCHOOLS  
(each 6 months)**

SCHOOL CODE AND NAME OF SCHOOL

Primary Training Code -- Title of Course -- Level of Course  
(Following information on each training code)

	CURRENT ENROLLMENT	TOTAL EXITS PAST 6 MOS.	COMPLETED EXITS PAST 6 MOS	RESPONSES REC'D PAST 6 MOS	MALE RESPONSES	FEMALE RESPONSES	ACTIVE DUTY IN ARMED FORCES	ENROLLED IN FURTHER TRNG	EMPLOYED IN TRNG OCCUP.	EMPLOYED IN RELATED OCCUP.	EMPLOYED IN OTHER OCCUP.	SELF-EMPLOYED	UNEMPLOYED
<b>TRAINING PROGRAM HELPED TO:</b>									Great Deal	Some	Little or None	Not Certain	
Prepare job applications													
Prepare for job interviews													
Find a job													
Technically qualify for job													
Understand employment problems													
Work with other people													
Adjust to work responsibilities													
Know abilities and interests													
Understand technical information													
Prepare for further training.													
												Total responses in each category	
<b>STUDENT RATINGS:</b>									Excellent	Adequate	Poor	Very Poor	
Ability of instructors													
Advice and help from counselors													
Adequacy of classrooms													
Adequacy of lab or shop facilities													
Textbooks and instructional material													
Background theory													
Practical application of training to job													
Overall training program													
												Total responses in each category	

Figure 9

Formt - Feedback Report

APPENDIX A

VOCATIONAL COURSE CODES

010000 Series  
AGRICULTURE

01----- AGRICULTURE

0101-- AGRICULTURAL PRODUCTION

- 010101 Farm or Ranch Management, General
- 010102 Hatchery Production
- 010103 Dairy Production
- 010104 Animal Production
- 010105 Plant Production
- 010106 Farm or Ranch Mechanics
- 010199 Other (Specify)

0102-- AGRICULTURAL SUPPLIES

- 010201 Agricultural Supplies, General
- 010202 Agricultural Retail Sales
- 010203 Agricultural Wholesale Sales
- 010204 Hay/Feed/Grain - Storage, Sales and Distribution
- 010205 Agricultural Chemicals
- 010299 Other (Specify)

0103-- AGRICULTURAL MECHANICS

- 010301 Agricultural Mechanics, General
- 010302 Agricultural Power Operations and Mechanics
- 010303 Agricultural Machinery and Equipment Mechanic
- 010304 Agricultural Structures and Utilities
- 010305 Soil and Water Management
- 010399 Other (Specify)

0104-- AGRICULTURAL PRODUCTS PROCESSING

- 010401 Agricultural Products Processing, General
- 010402 Meat, Fish, Poultry, and Egg Processing
- 010403 Dairy Products Processing
- 010404 Fruits and Vegetables Processing
- 010405 Cereal Grain Processing
- 010499 Other (Specify)

0105-- ORNAMENTAL HORTICULTURE

- 010501 Ornamental Horticulture, General
- 010502 Arboriculture
- 010503 Floriculture
- 010504 Nursery Operation
- 010505 Greenhouse Management
- 010506 Landscaping
- 010507 Gardening
- 010599 Other (Specify)

0106-- AGRICULTURAL RESOURCES

- 010601 Agricultural Resources, General
- 010602 Air Pollution Control
- 010603 Forest Management
- 010604 Soil Management

- 010605 Water Management  
010606 Fish and Wildlife Management  
010607 Recreational Management  
010699 Other (Specify)
- 0107-- FORESTRY  
010701 Forestry Technician, General  
010702 Timber Cruiser  
010703 Fire Control  
010704 Slash Control  
010705 Reforestation  
010706 Timber Scaling  
010707 Timber Falling  
010708 Timber Heavy Equipment Operator  
010709 Timber Truck Driver  
010710 Timber Heavy Duty Mechanic  
010799 Other (Specify)
- 019900 OTHER AGRICULTURE (Specify)

040000 Series  
DISTRIBUTIVE EDUCATION

04---- DISTRIBUTIVE EDUCATION

0401-- ADVERTISING SERVICES

- 040101 Advertising Services, General
- 040102 Layouts and Promotion
- 040199 Other (Specify)

0402-- APPAREL AND ACCESSORIES

- 040201 Apparel and Accessory Sales, General
- 040202 Fashion Merchandising
- 040299 Other (Specify)

0403-- AUTOMOTIVE AND PETROLEUM

- 040301 Automotive Sales and Distribution
- 040302 Petroleum Products Sales and Distribution
- 040303 Automotive Parts Counterman
- 040399 Other (Specify)

0404-- FINANCE AND CREDIT

- 040401 Finance and Credit, General
- 040402 Banking Services
- 040403 Loan Management
- 040404 Stocks and Bonds Management
- 040405 Credit Management
- 040406 Bank Teller
- 040407 Loan Clerk
- 040408 Credit Clerk
- 040499 Other (Specify)

0405-- FOOD DISTRIBUTION

- 040501 Food Retail Sales
- 040502 Food Wholesale Sales
- 040503 Food Sales Clerk
- 040504 Food Cashier/Checker
- 040505 Food Route Salesmen
- 040599 Other (Specify)

0406-- FOOD SERVICES

- 040601 Food Services, General
- 040602 Restaurant Management
- 040603 Food Preparation
- 040604 Bartender
- 040699 Other (Specify)

0407-- FOREIGN TRADE

- 040701 Export/Import Trade, General
- 040799 Other (Specify)

0408-- GENERAL MERCHANDISE

- 040801 Merchandising, General
- 040802 Department Store Sales

040803 General Merchandise Sales  
 040804 Tourist Sales  
 040899 Other (Specify)

0409-- HARDWARE, BUILDING MATERIALS, FARM AND GARDEN SUPPLIES,  
 AND EQUIPMENT

040901 Hardware Sales  
 040902 Building Material Sales  
 040903 Farm and Garden Sales  
 040904 Wholesale and Contractor Sales  
 040999 Other (Specify)

0410-- HOME FURNISHINGS

041001 Furniture Sales  
 041002 Appliance Sales  
 041003 Fabric Sales  
 041099 Other (Specify)

0411-- HOTEL AND LODGING

041101 Tourist Services, General  
 041102 Hotel Management  
 041103 Motel Management  
 041199 Other (Specify)

0412-- INSURANCE

041201 Insurance, General  
 041202 Insurance Sales  
 041203 Insurance Clerk  
 041299 Other (Specify)

0413-- SMALL BUSINESS MANAGEMENT

041301 Small Business Management, General  
 041302 Small Business (Tourist)  
 041399 Other (Specify)

0414-- MARKETING

041401 Marketing, General  
 041499 Other (Specify)

0415-- MID-MANAGEMENT

041501 Mid-Management, General  
 041502 Personnel Services  
 041503 Production Control and Supervision  
 041504 Personnel Supervision  
 041599 Other (Specify)

0416-- REAL ESTATE

041601 Real Estate, General  
 041602 Real Estate Agent  
 041603 Real Estate Appraisal  
 041604 Real Estate Clerk  
 041699 Other (Specify)

0417-- RETAILING  
041701 Retailing, General  
041799 Other (Specify)

0418-- TRANSPORTATION  
041801 Transportation, General  
041802 Passenger Transportation  
041803 Freight Transportation  
041804 Warehousing and Storage  
041805 Tourist Traffic  
041899 Other (Specify)

0419-- WHOLESALING  
041901 Wholesaling, General  
041999 Other (Specify)

049900 OTHER DISTRIBUTIVE EDUCATION (Specify)

070000 Series  
HEALTH OCCUPATIONS

07----- HEALTH OCCUPATIONS

0701-- DENTAL SERVICES

- 070101 Dental Assistant
- 070102 Dental Hygienist (Associate Degree)
- 070103 Dental Laboratory Technician
- 070199 Other (Specify)

0702-- MEDICAL SERVICES

- 070201 Cytology Technician
- 070202 Histology Technician
- 070203 Medical Laboratory Technician
- 070204 Medical Laboratory Aide
- 070205 Nurse (Registered)
- 070206 Nurse (Associate Degree)
- 070207 Practical Nurse
- 070208 Nurse's Aide
- 070209 Inhalation Therapy Technician
- 070210 Medical X-Ray Technician
- 070211 Operating Room Technician
- 070212 Occupational Therapy Aide
- 070213 Physical Therapy Aide
- 070214 Electroencephalograph Technician
- 070215 Electrocardiograph Technician
- 070216 Home Health Aide
- 070217 Medical Orderly
- 070218 Pharmacy Aide
- 070219 Psychiatric Aide
- 070220 Geriatric Aide
- 070221 Ward Clerk
- 070299 Other (Specify)

0703-- ALLIED DENTAL, MEDICAL, AND NURSING HOME ADMINISTRATIVE  
SERVICES

- 070301 Hospital Cashier
- 070302 Hospital Computer Operator
- 070303 Hospital Credit Manager/Clerk
- 070304 Medical Insurance Clerk
- 070305 Medical Office Clerk
- 070306 Medical Receptionist
- 070307 Medical Records Clerk
- 070308 Medical Records Librarian
- 070309 Medical Secretary
- 070310 Medical Stenographer
- 070311 Medical Statistical Clerk
- 070399 Other (Specify)

0704-- ALLIED HOSPITAL AND NURSING HOME FACILITY SERVICES

- 070401 Central Supply Aide
- 070402 Hospital Cook
- 070403 Dietary Aide

070404 Dietary Clerk  
070405 Dietician  
070406 Food Service Supervisor  
070407 Hospital Engineer  
070408 Housekeeper  
070409 Laundry Manager  
070410 Linen Room Attendant  
070411 Maid  
070412 Stationary Engineer  
070499 Other (Specify)

079900 OTHER HEALTH OCCUPATIONS (Specify)

Note: Job descriptions, educational requirements, and salary information on all of the above named occupations may be found in "Paramedical and Allied Health Service Occupations in Montana" published and distributed by the Research Coordinating Unit, Department of Public Instruction, in September 1968.

090000 Series  
HOME ECONOMICS

09----- HOME ECONOMICS

0901-- CONSUMER & HOMEMAKING

090101 Consumer & Homemaking Education, General

All items below are Occupational Preparation Courses directed toward training students for gainful employment.

0902-- CARE & GUIDANCE OF CHILDREN

090201 Child Guidance & Care, General

090202 Day Care or Nursery Aide

090203 Playground Aide

090204 Recreational Center Aide

090299 Other (Specify)

0903-- CLOTHING & TEXTILE MANAGEMENT, PRODUCTION, AND SERVICES

090301 Clothing & Textiles, General

090302 Tailoring

090303 Dressmaking

090304 Seamstress

090305 Alterationist

090306 Commercial Sewing Machine Operator

090307 Drapery Maker

090308 Clothing Maintenance Specialist

090309 Laundry/Dry Cleaning

090399 Other (Specify)

0904-- FOOD MANAGEMENT, PRODUCTION, AND SERVICES

090401 Food Services, General

090402 Food Service Supervisor

090403 Restaurant Chef/Cook

090404 Short Order Cook

090405 Cook's Helper

090406 Waitress - Waiter

090407 Family Dinner Specialist

090408 Caterer's Assistant

090499 Other (Specify)

0905-- HOME FURNISHINGS, EQUIPMENT, AND SERVICES

090501 Home Furnishings Sales, General

090502 Furniture Sales

090503 Appliance Sales

090504 Drapery Sales

090505 Rug Sales

090506 Upholstering

090507 Interior Decorating Aide

090599 Other (Specify)

0906-- INSTITUTIONAL HOME MANAGEMENT AND SERVICES  
090601 Institutional Home Management, General  
090602 Hotel/Motel Operation  
090603 Housekeeper  
090604 Maid Service - Home, Motel, Hotel  
090605 Institutional Maintenance  
090606 Homemaker's Assistant  
090699 Other (Specify)

099900 OTHER HOME ECONOMICS (Specify)

140000 Series  
OFFICE OCCUPATIONS

14----- OFFICE OCCUPATIONS

1401-- ACCOUNTING AND COMPUTING

- 140101 Accounting/Bookkeeping, General
- 140102 Junior Accountant
- 140103 Bookkeeping Assistant
- 140104 Cashier
- 140105 Bookkeeping Machine Operator
- 140106 Teller
- 140107 Credit Clerk
- 140199 Other (Specify)

1402-- BUSINESS DATA PROCESSING SYSTEMS

- 140201 Business Data Processing, General
- 140202 Systems Analyst
- 140203 Computer Programmer
- 140204 Computer Operator
- 140205 Peripheral Equipment Operator
- 140206 Key Punch Operator
- 140207 Coding Equipment Operator
- 140299 Other (Specify)

1403-- FILING, OFFICE MACHINES, AND GENERAL OFFICE CLERICAL

- 140301 General Office Clerk
- 140302 File Clerk
- 140303 Records Clerk
- 140304 Office Machine Operator
- 140305 Reproduction Machine Operator
- 140306 Unit Records Equipment Operator
- 140399 Other (Specify)

1404-- INFORMATION COMMUNICATION

- 140401 Teletype Operator
- 140402 Telephone Switchboard Operator
- 140403 Correspondence Clerk
- 140404 Mail Clerk
- 140405 Distribution Clerk
- 140406 Information Clerk
- 140407 Order Clerk
- 140408 Billing Clerk
- 140409 Receptionist
- 140410 Librarian
- 140411 Library Aide
- 140499 Other (Specify)

1405-- MATERIALS SUPPORT OCCUPATIONS

- 140501 Planning and Production Clerk
- 140502 Shipping and Receiving Clerk
- 140503 Stock and Inventory Clerk
- 140504 Traffic Clerk
- 140505 Rate and Transportation Clerk

140599 Other (Specify)

1406-- PERSONNEL AND TRAINING

140601 Personnel Assistant

140602 Personnel Clerk

140603 Payroll Clerk

140604 Training Clerk

140605 Interview & Test Technician

140699 Other (Specify)

1407-- STENOGRAPHIC, SECRETARIAL, AND TYPING

140701 Secretary

140702 Stenographer

140703 Legal Secretary

140704 Clerk Typist

140799 Other (Specify)

1408-- SUPERVISORY AND ADMINISTRATIVE MANAGEMENT

140801 Mid-Management, General

140802 Production Control and Supervision

140803 Personnel Supervision

140899 Other (Specify)

149900 OTHER OFFICE OCCUPATIONS (Specify)

160000 Series  
TECHNICAL

Curriculum planners and school officials are cautioned to avoid the trend toward elevating the prestige of a course by adding the word "Technology" to its title without assuring that the course content is sufficient to fully equip the student to meet the technological demands of the labor market.

The U.S. Office of Education definition of "Technology" specifically cites a thorough background in mathematics, science, and an extensive knowledge of a field of specialization, as basic requirements. Further, in describing specific technologies, the U.S.O.E. emphasizes the ability to utilize engineering data in the design of prototypes, pilot models or plants, the demands for systems analysis, testing, and development of maintenance techniques--these attributes are clearly beyond the scope of some courses currently entitled "Technology".

In order to effect a true follow-up correlation between the training and the job obtained by the ex-student, it will be necessary that the level and extent of technological training be accurately ascertained. Therefore, the school concerned will be notified of the specific sub-numbers and titles which will be assigned to the general guidance listing below after the information submitted by the school has been evaluated.

- 1601-- ENGINEERING RELATED TECHNOLOGY (Specify)
- 1602-- AERONAUTICAL TECHNOLOGY (Specify)
- 1603-- AGRICULTURAL TECHNOLOGY (Specify)
- 1604-- ARCHITECTURAL TECHNOLOGY (Specify)
- 1605-- AUTOMOTIVE TECHNOLOGY (Specify)
- 1606-- CHEMICAL TECHNOLOGY (Specify)
- 1607-- CIVIL TECHNOLOGY (Specify)
- 1608-- ELECTRICAL TECHNOLOGY (Specify)
- 1609-- ELECTRONICS TECHNOLOGY (Specify)
- 1610-- ELECTRO-MECHANICAL TECHNOLOGY (Specify)
- 1611-- ENVIRONMENTAL CONTROL TECHNOLOGY (Specify)
- 1612-- INDUSTRIAL TECHNOLOGY (Specify)
- 1613-- INSTRUMENTATION TECHNOLOGY (Specify)
- 1614-- MECHANICAL TECHNOLOGY (Specify)

- 1615-- METALLURGICAL TECHNOLOGY (Specify)
- 1616-- NUCLEAR TECHNOLOGY (Specify)
- 1617-- PETROLEUM TECHNOLOGY (Specify)
- 1618-- SCIENTIFIC DATA PROCESSING TECHNOLOGY (Specify)
- 1619-- FORESTRY TECHNOLOGY (Specify)
- 169900 OTHER TECHNOLOGY (Specify)

170000 Series  
TRADES & INDUSTRY

17----- TRADES AND INDUSTRY

1701-- AIR CONDITIONING

- 170101 Air Conditioning Mechanics, General (Cooling, Heating, Ventilating)
- 170102 Cooling Mechanics
- 170103 Heating Mechanics
- 170104 Ventilating Mechanics
- 170105 Refrigeration Mechanics
- 170106 Small Motor Repair Mechanics
- 170107 Duct & Pipework Mechanics (Sheet Metal, Soldering, Welding)
- 170199 Other Air Conditioning (Specify)

1702-- APPLIANCE REPAIR

- 170201 Appliance Mechanics, General
- 170202 Large Appliance Service & Repair (Refrigerators, Washers, Stoves)
- 170203 Small Appliance Service & Repair (Toasters, Fans, Motors)
- 170299 Other Appliance Repair (Specify)

1703-- AUTOMOTIVE INDUSTRIES

- 170301 Auto Mechanics, General
- 170302 Engine Overhaul Mechanics
- 170303 Ignition and Electrical Systems Mechanics
- 170304 Carburetor Mechanics
- 170305 Brakes & Hydraulics Mechanics
- 170306 Transmissions Mechanics
- 170307 Alignment Mechanics
- 170308 Cooling Systems Mechanics
- 170309 Accessory Installation Mechanics (Radios, Heaters, Wipers)
- 170310 Body, Fender, & Glass Repair
- 170311 Service Station Attendants
- 170399 Other Automotive (Specify)

1704-- AVIATION OCCUPATIONS

- 170401 Aircraft Maintenance, General
- 170402 Aircraft Powerplant Mechanics
- 170403 Ignition and Electrical Mechanics
- 170404 Propeller Mechanics

170410 Airframe Mechanics, General

- 170411 Skin & Fabric Repair
- 170412 Controls Mechanics
- 170413 Hydraulics Mechanics
- 170414 Fuel Systems Mechanics
- 170415 Instrument Repair
- 170416 Automatic Flight Control Mechanic
- 170417 Electrical Systems Mechanics

- 170420 Pilot, Private
- 170421 Pilot, Commercial
- 170422 Navigator

170423 Engineer  
 170424 In Flight Services

170430 Aviation - Administration  
 170431 Ground Operation  
 170432 Ground Power and Heating Units  
 170499 Other Aviation Occupations (Specify)

1705-- BLUEPRINT READING (Specify)

1706-- BUSINESS MACHINE MAINTENANCE  
 170601 Office Machine Service and Repair (Typewriter, Adding,  
 Duplicating, Calculating)  
 170602 Computer & Data Processing Equipment Service & Repair  
 170699 Other Business Machines (Specify)

1707-- COMMERCIAL ART OCCUPATIONS  
 170701 Commercial Illustrator, General  
 170702 Fashion Illustrator  
 170703 Technical Illustrator  
 170704 Advertising Illustrator  
 170799 Other Commercial Art (Specify)

1708-- COMMERCIAL FISHERY OCCUPATIONS (Specify)

1709-- COMMERCIAL PHOTOGRAPHY OCCUPATIONS  
 170901 Photography, General  
 170902 Photo Laboratory Technician  
 170903 News Photography  
 170904 Commercial Photography  
 170905 Studio Photography  
 170906 Motion Picture Photography  
 170907 Telecasting  
 170999 Other Photography Occupations (Specify)

1710-- CONSTRUCTION & MAINTENANCE TRADES  
 171001 Building Trades, General  
 171002 Carpentry  
 171003 Electricity  
 171004 Masonry  
 171005 Painting & Decorating  
 171006 Plastering  
 171007 Plumbing & Pipefitting  
 171008 Sheet Metal  
 171009 Glazing  
 171010 Landscaping  
 171011 Ironwork  
 171012 Heavy Equipment, General  
 171013 Heavy Equipment, Operation  
 171014 Heavy Equipment, Repair

171020 Highway Construction, General  
 171021 Civil Engineering Aide  
 171022 Surveying  
 171023 Stakesetting

171024 Rodman  
 171025 Machine Driller  
 171026 Engineering Aide  
 171099 Other Construction (Specify)

1711-- CUSTODIAL SERVICES  
 171101 Maid Services  
 171102 Janitorial Services  
 171103 General Building Services  
 171199 Other Custodial Services (Specify)

1712-- DIESEL MECHANIC  
 171201 Diesel Mechanics, General  
 171202 Pumps & Injection Systems Repair  
 171203 Heavy Equipment Maintenance & Repair  
 171299 Other Diesel (Specify)

1713-- DRAFTING OCCUPATIONS  
 171301 Drafting, General  
 171302 Mechanical Drafting  
 171303 Architectural Drafting  
 171304 Detailing  
 171399 Other Drafting (Specify)

1714-- ELECTRICAL OCCUPATIONS  
 171401 Electrical, General  
 171402 Industrial  
 171403 Lineman  
 171404 Motor Repair  
 171499 Other Electrical (Specify)

1715-- ELECTRONIC OCCUPATIONS  
 171501 Electronics, General  
 171502 Communications Electronics Service & Repair  
 171503 Industrial Electronics Service & Repair  
 171504 Radio/Television Service & Repair  
 171599 Other Electronic Occupations (Specify)

1716-- FABRIC MAINTENANCE SERVICES  
 171601 Fabric Maintenance, General  
 171602 Dry Cleaning  
 171603 Laundering  
 171699 Other Fabric Maintenance (Specify)

1717-- FOREMANSHIP, SUPERVISION, AND MANAGEMENT DEVELOPMENT  
 171701 Administrative Management  
 171702 Leadership  
 171703 Production Control & Supervision  
 171799 Other Management (Specify)

1718-- GENERAL CONTINUATION (Specify)

1719-- GRAPHIC ARTS OCCUPATIONS  
 171901 Graphic Arts, General  
 171999 Other Graphic Arts (Specify)

- 1720-- INDUSTRIAL ATOMIC ENERGY OCCUPATIONS (Specify)
  
- 1721-- INSTRUMENT MAINTENANCE & REPAIR OCCUPATIONS
  - 172101 Clock and Watch Repair
  - 172102 Commercial Instrument and Meter Repair
  - 172103 Weights & Measures
  - 172104 Instrumentation
  - 172105 Calibration
  - 172199 Other Instrument Maintenance (Specify)
  
- 1722-- MARITIME OCCUPATIONS (Specify)
  
- 1723-- METALWORKING OCCUPATIONS
  - 172301 Metalworking, General
  - 172302 Foundry
  - 172303 Machine Shop
  - 172304 Machine Tool Operation
  - 172305 Metal Trades (Combined)
  - 172306 Sheet Metal
  - 172307 Welding, Arc
  - 172308 Welding, Gas
  - 172309 Welding, Combination
  - 172310 Pipewelding
  - 172399 Other Metalworking Occupations (Specify)
  
- 1724-- METALLURGY OCCUPATIONS (Specify)
  
- 1725-- NUCLEONIC OCCUPATIONS (Specify)
  
- 1726-- PERSONAL SERVICES
  - 172601 Barbering
  - 172602 Cosmetology
  - 172699 Other Personal Services (Specify)
  
- 1727-- PLASTIC OCCUPATIONS (Specify)
  
- 1728-- PUBLIC SERVICE
  - 172801 Fire Fighting
  - 172802 Law Enforcement
  - 172899 Other Public Service (Specify)
  
- 1729-- QUANTITY FOOD OCCUPATIONS
  - 172901 Food Production, General
  - 172902 Baker
  - 172903 Cook/Chef
  - 172904 Meat Cutter
  - 172905 Waitress
  - 172906 Institutional Cooking
  - 172999 Other Quantity Food Occupations (Specify)
  
- 1730-- REFRIGERATION (Specify)

1731-- SMALL ENGINE REPAIR, GENERAL  
 173101 Small Engine Mechanic (Lawnmowers, Rototillers, Chain  
           Saws, etc.)  
 173102 Outboard Engines  
 173199 Other Small Engine Occupations (Specify)

1732-- STATIONARY ENERGY SOURCE OCCUPATIONS  
 173201 Electric Power and Generating Plants, General  
 173202 Pumping Plants  
 173203 Stationary Engineer  
 173299 Other Stationary Energy (Specify)

1733-- TEXTILE PRODUCTION AND FABRICATION  
 173301 Dressmaking  
 173302 Tailoring  
 173399 Other (Specify)

1734-- SHOE MANUFACTURING/REPAIR  
 173401 Leather Work, General  
 173402 Shoe Repair  
 173403 Luggage  
 173404 Belts, Handbags, Wallets  
 173499 Other (Specify)

1735-- UPHOLSTERING  
 173501 Upholstering, General  
 173502 Furniture  
 173503 Automotive  
 173599 Other (Specify)

1736-- WOODWORKING OCCUPATIONS  
 173601 Millwork & Cabinet Making  
 173699 Other Woodworking (Specify)

179900 OTHER TRADES & INDUSTRY OCCUPATIONS (Specify)

2

**APPENDIX B**

**SCHOOL CODE NUMBERS**

CODE #SCHOOL NAME, LOCATION, & ZIP CODE

-A-

7501 Absarokee High School, Absarokee 59001

6501 Anaconda High School, Anaconda 59711

-B-

4501 Bainville High School, Bainville 59212

8501 Baker High School, Baker 59313

6502 Beaverhead County High School, Dillon 59725

7502 Belfry High School, Belfry 59008

6503 Belgrade High School, Belgrade 59714

2501 Belt High School, Belt 59412

3501 Big Sandy High School, Big Sandy 59520

7503 Billings Senior High School, Billings 59102

7601 Billings Vo-Tech Center, Billings 59102

7504 Billings West High School, Billings 59102

3502 Box Elder High School, Box Elder 59521

6504 Bozeman Public School District #7 (High School), Bozeman  
59715

6601 Bozeman Vo-Tech School, Bozeman 59715

7505 Bridger High School, Bridger 59014

7506 Broadview High School, Broadview 59015

6505 Broadwater County High School, Townsend 59664

2502 Browning High School, Browning 59417

6506 Butte High School, Butte 59701

6602 Butte Vo-Tech Center, Butte 59701

-C-

2503 C. M. Russell High School, Great Falls 59401

CODE #SCHOOL NAME, LOCATION, & ZIP CODE

-C-

2504 Cascade High School, Cascade 59421  
1501 Charlo High School, Charlo 59824  
3503 Chinook High School, Chinook 59423  
2505 Choteau High School, Choteau 59422  
4502 Circle High School, Circle 59215  
6507 Clyde Park High School, Clyde Park 59018  
7507 Columbus High School, Columbus 59019  
2506 Conrad High School, Conrad 59423  
5501 Corvallis High School, Corvallis 59828  
4503 Culbertson High School, Culbertson 59218  
7508 Custer High School, Custer 59024  
2507 Cut Bank High School, Cut Bank 59427  
8502 Custer County High School, Miles City 59301

-D-

4701 Dawson College, Glendive 59330  
4504 Dawson County High School, Glendive 59330  
3504 Denton High School, Denton 59430  
6508 Drummond High School, Drummond 59832

-F-

2508 Fairfield High School, Fairfield 59436  
4505 Fairview High School, Fairview 59221  
7509 Fergus County High School, Lewistown 59457  
1502 Flathead High School, Kalispell 59901  
1701 Flathead Valley Community College, Kalispell 59901

CODE #                      SCHOOL NAME, LOCATION, & ZIP CODE

-F-

8503    Forsyth High School, Forsyth    59327  
2509    Fort Benton High School, Fort Benton    59442  
7510    Fromberg High School, Fromberg    59029

-G-

4506    Glasgow High School, Glasgow    59230  
2510    Great Falls High School, Great Falls    59401  
2601    Great Falls Vo-Tech Center, Great Falls    59401

-H-

5502    Hamilton High School, Hamilton    59840  
7511    Hardin High School, Hardin    59034  
7512    Harlowton High School, Harlowton    59036  
3505    Havre High School, Havre    59501  
6509    Helena High School, Helena    59601  
6603    Helena Vo-Tech Center, Helena    59601  
5503    Hellgate High School, Missoula    59801  
4507    Hinsdale High School, Hinsdale    59241  
7513    Hobson High School, Hobson    59452  
1503    Hot Springs High School, Hot Springs    59845  
7514    Huntley Project High School, Worden    59088  
8504    Hysham High School, Hysham    59038

-J-

7515    Joliet High School, Joliet    59041

CODE #

SCHOOL NAME, LOCATION, & ZIP CODE

-L-

7516 Laurel High School, Laurel 59044  
1504 Libby High School, Libby 59923  
1505 Lincoln County High School, Eureka 59917

-M-

3506 Malta High School, Malta 59538  
6510 Manhattan High School, Manhattan 59741  
8701 Miles Community College, Miles City 59301  
5601 Missoula Vo-Tech Center, Missoula 59801  
7517 Moore High School, Moore 59464  
6901 Mountain View School, Helena 59601

-N-

4508 Nashua High School, Nashua 59248  
3801 Northern Montana College, Havre 59501

-O-

4509 Opheim High School, Opheim 59250

-P-

6511 Park County High School, Livingston 59047  
8901 Pine Hills School, Miles City 59301  
4510 Plentywood High School, Plentywood 59254  
8505 Plevna High School, Plevna 59344  
1506 Polson High School, Polson 59860  
8506 Powder River District County High School, Broadus 59317  
6512 Powell County High School, Deer Lodge 59722

-60-

CODE #                      SCHOOL NAME, LOCATION, & ZIP CODE

-R-

7518    Rapelje High School, Rapelje    59067  
7519    Red Lodge High School, Red Lodge    59068  
7520    Roberts High School, Roberts    59070  
1507    Ronan High School, Ronan    59864  
7521    Roundup High School, Roundup    59072

-S-

3507    Saco High School, Saco    59261  
1508    St. Ignatius High School, St. Ignatius    59865  
4511    Scobey High School, Scobey    59263  
5504    Sentinel High School, Missoula    59801  
2511    Shelby High School, Shelby    59474  
6513    Sheridan High School, Sheridan    59749  
4512    Sidney High School, Sidney    59270  
2512    Simms High School, Simms    59477  
5505    Stevensville High School, Stevensville    59870  
2513    Sunburst High School, Sunburst    59482  
7522    Sweet Grass County High School, Big Timber    59011

-T-

8507    Terry High School, Terry    59349  
6514    Three Forks High School, Three Forks    59752  
6515    Twin Bridges High School, Twin Bridges    59754

-V-

2514    Valier High School, Valier    59486  
5506    Victor High School, Victor    59875

-61-

CODE #

SCHOOL NAME, LOCATION, & ZIP CODE

-W-

6902	Warm Springs State Hospital, Warm Springs	59756
6516	White Sulphur Springs High School, White Sulphur Springs	59645
4513	Wibaux County High School, Wibaux	59353
4514	Wolf Point High School, Wolf Point	59201