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ABSTRACT

The survey was conducted for the following purposes: (1) to provide a sampling of successful vocational special needs programs throughout the country that were developed as the direct result of the motivation and support provided by PL-90-576 and (2) to make available to educators and other interested parties examples of vocational programs that meet the needs of disadvantaged students in school and the educationally disadvantaged not in school, and examples of successful vocational programs serving the handicapped. The handicaps identified include the crippled, deaf, emotionally disturbed, educable mentally retarded, hard of hearing, learning disabled, multiple handicapped, mentally retarded, other health impaired, speech impaired, trainable mentally retarded, and visually handicapped. Information for each program is presented in the following areas: administrative personnel, location of the school, program title, school characteristics (urban or rural, number of students, for disadvantaged or handicapped, grade level, type of handicap), cost, nature of disadvantage, and brief descriptions of program activities and outcomes. (Author/EC)

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National Association Of Vocational Education
Special Needs Personnel

FEB 09 1976

100 Successful Vocational Special Needs Programs

ED117442

ALASKA
TO
PUERTO RICO

NEW JERSEY
TO
SAMOA



CE006092

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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100 SPECIAL NEEDS PROGRAMS

NATIONAL ASSOCIATION OF VOCATIONAL
EDUCATION SPECIAL NEEDS PERSONNEL

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ACKNOWLEDGEMENTS

In January 1975 work was begun, following an Executive Committee decision, on a project seeking information throughout the United States and its territories on Vocational Programs serving Special Needs people. On August 1, 1975, the Project Report was completed.

The chairman of the "Success Stories" Task Force acknowledges his indebtedness to the many individuals who contributed in gathering the information sought for this project.

A special thanks must go to my fellow NAVESNP Chairpersons, Members of the Task Force: Raymond Faucette, Richard Macer, Donnalie Stratton, and Roger Sathre, who made the contacts in the various states, and solicited Special Needs Program information.

A special thanks is also due Arnold Sackmary, Director of the Department of Special Services, and Michael S. Mugno, Coordinator of Career Development in Paterson, New Jersey, for their cooperation and support in making this report possible.

I am indebted to Paula Kehoe Boyler, a doctoral student, and Phyllis Cohen, Paterson, New Jersey Employment Orientation Coordinator, who spent many hours reviewing the individual reports.

A special note of appreciation is due Evelyn Scott, Career Development Secretary, Paterson, who finish-typed the entire report.

Also, many thanks are offered to: Margaret Firth, Patricia Brannin, Cynthia Tucker, and Roberta Nickaus, for their secretarial contributions.

An appreciative thank you to Butler E. Brewton for designing the cover for this report.

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PURPOSE OF SURVEY

1. Provide a sampling of Successful Vocational Special Needs Programs throughout the nation that were developed as the direct result of the motivation and support provided by PL-90-576.
2. Make available to educators and other interested parties:
 - (a) examples of Vocational Programs that are meeting the unmet needs of school enrolled disadvantaged students, and of the educationally disadvantaged people not in school.
 - (b) examples of Successful Vocational Programs serving the handicapped.

FOREWORD

The National Association of Special Vocational Education Needs Personnel (NAVESNP) was organized at the annual national convention of the American Vocational Association in New Orleans in December, 1974.

At that time, the organizing convention adopted a proposed program of work for the NAVESNP 1975-76 YEAR covering a number of goal areas.

The work that is included in this "Success Stories" material is in response to one of five major goals in the NAVESNP program of work. That goal, relating to data and information development, states: "To develop data and information on vocational education special needs programs on a national basis for local, state, and national program users, legislators, related agencies, and the general public." This goal, which is supported by two primary objectives and a number of activities, called for the establishment of a "Success Stories" project. Each state and territory was invited to submit at least one disadvantaged and/or one handicapped project, program, or practice for review and inclusion in an information vehicle which would provide for the exchange of ideas, data and innovative thinking among and between the many people involved in the provision of vocational education services to students who are disadvantaged or handicapped.

The "Success Stories" are the result of a major effort by Paul Mozenter, Director of Vocational Services for the Disadvantaged in the Division of Vocational Education of the New Jersey State Department of Education. Paul and the other area Vice-Presidents

~~have coordinated the development and securing of the items which are included herein. Our appreciation is extended to all of those~~
who have taken the time to review the reports, program accomplishments and achievements, evaluation studies and have nominated exemplary programs for the disadvantaged and handicapped for inclusion in this document.

It is the hope of the Executive Board of the NAVESNP that this first effort to provide recent and current information on special needs programs on a national basis will be helpful to the local practitioner, the State Supervisor, Advisory Council members, and the general public in better understanding the activities and accomplishments resulting from the use of the federal dollar in providing for services for youth who are in need of special assistance in order to succeed in vocational education programs.

Your comments, criticisms and reactions to this work are solicited. It is our intention to continue to provide the service of information collection, review, and dissemination on a national basis in order that all persons who work with disadvantaged and handicapped children in vocational education programs can benefit from the accomplishments of these programs.

Dan Dunham, President
NAVESNP
1974-75

INTRODUCTION

Willie H., of Paterson, one of the original WECEP students, started working in the police garage and then the Employment Orientation Program of the Paterson Board of Education. Although ~~Willie was reluctant to accept change, due to his limited academic ability,~~ he has just received a contract with the Paterson Board of Education as a Teacher's Aide. He has demonstrated remarkable leadership ability and is invaluable in the Graphic Arts Section of the Department of Special Services.

Robert T. entered the building trades course at Overbrook Regional High School, thinking that he could not work with his hands because he was unable to grasp subject matter. Three years later, he became an accomplished carpenter-cabinet maker and made the Honor Roll in his Senior year.

Emma and Rosalie P., two handicapped sisters, developed skills in the use of home and commercial sewing machines. They now work for the United States Government in the Quarter Master Department.

Success stories similar to those described of Willie, Robert, Emma and Rosalie, have been repeated thousands of times throughout these United States and Territories.

The Program Reports that we received are but a sampling of Vocational Programs for Special Needs offered throughout the Nation; New Jersey, for example, has 250 Employment Orientation Programs, 300 Co-op Programs, and approximately 200 modified regular Vocational Programs serving the Educationally Disadvantaged and Handicapped.

The variety of occupational training skills offered Special Needs students and the close relationships these skills are to the local area manpower needs is significant. Craft Skills Training, as well as other Vocational Skill Training, are offered in Alaska, Samoa, and Guam. These skills are utilized in several ways. Industries serving the tourist trade offer many job opportunities. In addition, the training offers opportunities to develop programs in cultural history and heritage. In highly industrialized areas, the training is closely related to technological needs.

Clearly, the vocational training offered Special Needs people is providing economic independence, a feeling of self-satisfaction, and self-worth, as well as fulfilling a community occupational need. We may also observe that practically all of the programs reported have come into being after 1970. There is no doubt that the support provided by the 68 Amendments to the 1963 Vocational Education Act which focused on the vocational needs of large communities of people was the motivation. Lowell A. Burkett, AVA Executive Director, writing in the April 1969 issue of the American Vocational Journal on Implications of PL 90-576, declared: "Certain target groups in the population have a critical need for vocational-education...the socially and economically disadvantaged, the handicapped, and those

who have completed or dropped out of the secondary schools. Hence, Congress earmarked funds to develop programs that would focus on the needs of those groups",¹ Clearly, the interest of Congress is being realized as more and more vocational programs serving Special Needs Students are being implemented.

A common theme in vocational programs for Special Needs people is "ORIENTATION FOR WORK".

Much has been learned and will be learned in vocational programs for Special Needs that have broad implications for education.

Barbara Kemp in 1967 observed, "Orientation to work and education for work are needed by every young person and by every adult who has been unemployed or under-employed because of poor educational background and unpreparedness. All students can benefit from the knowledge gained, shifts made, techniques used and programs developed for special needs students. After all, each student, whoever he is and wherever he comes from, is an individual and has special needs".

The following reports offer a reliable sampling of what is happening in Vocational Education for Special Needs Students throughout the land. Further information regarding any of the programs may be obtained by communicating with the Contact Person mentioned in the report, or the NAVESNP Chairperson for that State, as indicated above the report.

¹ "Where Vocational Education Is a Special Need",
American Vocational Journal, November 1967.

DEFINITION OF TERMS

Disadvantaged Persons:

Persons who have academic, socio-economic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who, for what reason, require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph.

Handicapped Persons:

Mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who, by reason of their handicaps, and who, for that reason, require special educational assistance or a modified vocational or consumer and homemaking education program. Handicapped pupils are formally identified by child study teams in the local educational agencies.

VIT

KEY TO TYPES OF HANDICAPPING CONDITIONS:

C	-	CRIPPLED	MH	-	MULTIPLE HANDICAPPED
D	-	DEAF	MR	-	MENTALLY RETARDED
ED	-	EMOTIONALLY DISTURBED	OHI	-	OTHER HEALTH IMPAIRED
EMR	-	EDUCABLE MENTALLY RETARDED	SI	-	SPEECH IMPAIRED
HH	-	HARD OF HEARING	TMR	-	TRAINABLE MENTALLY RETARDED
LD	-	LEARNING DISABLED	VH	-	VISUALLY HANDICAPPED

PROGRAM INDEX

<u>States and Territories</u>	<u>DISADVANTAGED</u>		<u>MR EMR, TMR</u>	<u>EMOT. DIST.</u>	<u>HANDICAPPED</u>	<u>SI-OTHER</u>
	<u>Adult</u>	<u>Secondary</u>			<u>PHYSICAL VTS.-HEAR. CR.</u>	
Alabama		2				
Alaska	3,4		5,6		5,6	6
Arizona		8	9		8,9	9
Arkansas		12,13	10,11,14,	10,11	10	10,11
California			15			
Colorado		18			17	17
Hawaii		19	20			
Idaho	22	1	21	21		
Iowa			23			
Kansas	25		24			
Kentucky	26		28	28	28	28
Maine		31	30			
Maryland		33				
Michigan		35	35	35	35	
Minnesota		38,39,40,41	37,38,39, 40	40	37,38,39, 40	37,38, 39,40
Montana		42	44			
Nevada			45	45		45
New Jersey		47-51, 54,55	46,47,49, 51,53	46,51, 56	51	46,51
New Mexico			56	56		56
New York	60	62,65,69	57,60,67, 68,70	57,60, 67,68, 70	57,60, 67,70	57,60, 67,68, 70
N. Dakota	73				70	
Ohio		75,77	79	79	79	79
Oklahoma		81				
Oregon	82	82,83	82	82	82	82
Pennsylvania		85	84		84	84
Rhode Island			86			
South Carolina		88	87	87		
South Dakota	89					
Texas		91	92	92		92
Utah			93	93	93	93
Vermont			94		96	94
West Virginia		97	98			
Wisconsin		104	99		100,102	99
Wyoming		107	106			106
American Samoa		108	109		109	109
Guam		110	110	110	110	110
Puerto Rico		111				

ADDENDUM - PROGRAM INDEX

DISADVANTAGED

HANDICAPPED

STATE

Adult

Secondary

MR.
EMR., TMR

EMOT.
DIST.

PHYSICAL
VIS-HEAR.
CR.

SI-
OTHER

Massachusetts

34-A

34-A

34-A

34-A

34-B

34-C

34-C

34-C

34-C

34-D

34-D

34-E

34-E

ALABAMA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

James Robert Hollis

STATE DIRECTOR OF
VOCATIONAL EDUCATION

T.L. Faulkner

NAVESNP AREA CHAIRPERSON

Donnalie Stratton

NAME

SCHOOL DISTRICT Henry County SCHOOL Headland High
ADDRESS Headland, Alabama 36345 URBAN RURAL X
PROGRAM TITLE Skill Training NO. OF STUDENTS: DIS. HANDI 26
GRADE LEVEL(S): Grade-Senior High
CONTACT PERSON Mrs. Laura C. Clenney TYPE OF HANDICAP MR

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u> </u>	<u> </u>	<u>\$2817</u>	<u> </u>
2nd year	<u> </u>	<u> </u>	<u>\$2990</u>	<u> </u>

ACTIVITIES:

The program offers Skill Training in clothing management, food management, institutional and home management. Units of instruction are also provided in occupational Home Economics, Art and Clothing, Child Growth, Foods, Human Development, Management, Consumer Ed. and Commercial Sewing. Cooperation between school and industry provides the link for job placement of the students.

OUTCOMES:

Students have grown in personal and social growth as a direct result of this program. They have an awareness of a variety of vocations. Absenteeism is down, reflecting their interest in the program.

ALABAMA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

JAMES ROBERT HOLLIS

STATE DIRECTOR OF
VOCATIONAL EDUCATION

T.L. FAULKNER

NAVESNP AREA CHAIRPERSON

Donnalie Stratton

NAME

SCHOOL DISTRICT Marshall County SCHOOL Boaz High

ADDRESS Boaz, Alabama URBAN RURAL

PROGRAM TITLE Career Education NO. OF STUDENTS: DIS. 12 HANDI

for Disadvantaged Students GRADE LEVEL(S): 8

CONTACT PERSON Marion Jackson TYPE OF HANDICAP _____

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	_____	_____	<u>\$ 2008.00</u>	<u>un-motivated - absenteeism</u>
2nd year	_____	_____	_____	_____

ACTIVITIES:

Agri-business, Business and Office Education and Distributive Education offers a course in Career Education during the summer months for disadvantaged students. Resource people are used from business and industry, Chamber of Commerce and Guidance personnel. Follow-up field trips are made to industry in the surrounding area.

OUTCOMES:

Students gained knowledge and skills that will help them in selecting a career of their choice and develop an awareness of occupations as they relate to his interest, abilities and aptitude.

ALASKA

STATE

STATE SUPERVISOR OF DISADVANTAGED AND HANDICAPPED PROGRAMS

STATE DIRECTOR OF VOCATIONAL EDUCATION

CLARKE DAMON

GERALD HILEY

NAVESNP. AREA CHAIRPERSON

Roger Sathre

NAME

SCHOOL DISTRICT N/A SCHOOL University of Alaska, Div. of Continuing Education

ADDRESS Fairbanks, Alaska 99701 URBAN RURAL XX

PROGRAM TITLE Adult Voc. Programs (Village Art Upgrade Program, Tourism & Adult Business) NO. OF STUDENTS: DIS. 96 4 HANDI

GRADE LEVEL(S): Adult

CONTACT PERSON Daphne Gustafson TYPE OF HANDICAP HH, VI, ED, other

COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT

1st year \$ 34,400 \$ 25,000 socio-economic academic, cultural

ACTIVITIES:

The Village Upgrade Program is an adult vocational program consisting of a variety of classes offered in rural Alaska. Travelling instructors provide assistance to the instructor in the village. These short courses have been held in communities throughout the state, for example: Unalaska (basket weaving), Metlakatla (wood carving, skin and bead sewing, cedar basket making), Allakaket (skin sewing and bead work, sled making), Hydaburg (basket weaving, silver work, bead and button work), Point Lay (soap stone, carving), Shishmaref (block printing), Tanana (antler carving and knife making), Koyukuk (snow shoe making, bead and skin sewing), and many more. Typewriting classes are being taught in villages. Workshops are used to provide in-service training for the village instructors. Workshops cover identification and methods of teaching and working with the disadvantaged and handicapped. An active Advisory Committee, consisting of native persons, have helped to develop these programs.

OUTCOMES:

A report was submitted covering the in-service workshop, 71% of the enrollees successfully completed the instructional program and received certificates. The primary goal of the Village Art Upgrade Program is to increase the income and improve the economic status of individuals who earn all or part of their income from production and sale of Native Arts or Crafts items.

ALASKA
STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

CLARKE DAMON

STATE DIRECTOR OF
VOCATIONAL EDUCATION

GERALD HILEY

NAVESNP AREA CHAIRPERSON

Roger Sathre

NAME

SCHOOL DISTRICT Greater Sitka Borough SCHOOL Sitka High School
ADDRESS P.O. Box 179, Sitka, Alaska, 99835 URBAN _____ RURAL X
PROGRAM TITLE Skill Center for the NO. OF STUDENTS: DIS. 45 HANDI _____
Disadvantaged GRADE LEVEL(S): 9-12
CONTACT PERSON Mr. R. Livingston TYPE OF HANDICAP _____
Mr. D. Freidrich
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
1st year \$2206 \$8994 \$10,695 academic: below reading level
2nd year _____

ACTIVITIES:

The program consists of remedial reading activity in a reading laboratory and skill training in mechanics.

OUTCOMES:

The program has been in operation for five months. The instructors are recording changes in reading levels and students are evaluated each quarter. Evaluations are used to change the curriculum to fit the students needs. More changes will be noted as the program continues.

ALASKA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

CLARKE DAMON

STATE DIRECTOR OF
VOCATIONAL EDUCATION

GERALD HILEY

NAVESNP AREA CHAIRPERSON

Roger Sathre

NAME

SCHOOL DISTRICT Haines Borough

SCHOOL Learning Center

ADDRESS Box 251, Haines, Alaska

99827 URBAN RURAL

PROGRAM TITLE _____

NO. OF STUDENTS: DIS. _____ HANDI 20

GRADE LEVEL(S): 8-12

CONTACT PERSON Olen S. Welch

TYPE OF HANDICAP MR, CR

COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT

1st year _____ no information provided

2nd year _____

ACTIVITIES:

Through instructional media, resource people, vocational courses and on-the-job training, handicapped students have experiences upon which to base some life goals. Students are able to explore career and vocational opportunities.

OUTCOMES:

The local employers become acquainted with capabilities of the handicapped students through on-the-job training and a high percentage of students find permanent job placement with their employers.

ALASKA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

CLARKE DAMON

STATE DIRECTOR OF
VOCATIONAL EDUCATION

GERALD HILEY

NAVESNP AREA CHAIRPERSON

Roger Sathre

NAME

SCHOOL DISTRICT Kenai Borough SCHOOL Kenai Jr. High & Kenai Central

ADDRESS Box 1508, Kenai, Alaska 99611 URBAN _____ RURAL X

PROGRAM TITLE B.E.S.T. - Becoming NO. OF STUDENTS: DIS. _____ HANDI X

Employably Skilled & Trained GRADE LEVEL(S): 8-12

CONTACT PERSON Edwin Obie TYPE OF HANDICAP TMR, MR, HH, LD

COSTS; LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT

1st year \$14,000 _____ \$22,350 _____
2nd year _____ _____ _____

ACTIVITIES: B.E.S.T. is a pre-vocational/work study program. The students may enter the program at the eighth grade (14 yrs.); he then begins the pre-vocational classes. B.E.S.T. is not a self contained program; students are integrated into regular classes according to their ability and then are tutored if need be. It is during the ninth grade that students are placed within either the junior high or high school for one hour per day; at the tenth, eleventh and twelfth grades they are offered a job placement for 2-3 hours per day. The B.E.S.T. program pays half the wage; the employer also half.

B.E.S.T. attempts to offer classes in each of the required disciplines. Presently, traditional grading system is used, but next year plans call for the development of competencies for each subject unit and a scope and sequence plan for each student. Plans are to increase the number of the students in the program to 35 for the following year.

OUTCOMES:

This being the first year B.E.S.T. has been in existence, we haven't yet results of formal post-testing. However, the following observations are worthy of mention:

1. Fifteen of the twenty-five students are working quite successfully.
2. Several students have commitments of summer employment from their present employers.

3. We've had many comments from principals, teachers and parents about the positive change in behavior of many of the students.
4. B.E.S.T. has been well accepted by the school. Much of the previous stigma toward the "special education kid" is gone; we've had two students who were not in need of help try to enter the program.
5. Driver's Ed. (first semester class); ten of the twelve students passed their written Driver's Exam (given orally by the authorities).

ARIZONA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

STEWART MILLER

STATE DIRECTOR OF
VOCATIONAL EDUCATION

EUGENE L. DORR

NAVESNP AREA CHAIRPERSON

Raymond F. Faucette

NAME

SCHOOL DISTRICT Arizona State School for the Deaf & Blind SCHOOL _____

ADDRESS P.O. Box 5545, Tucson, Arizona, 85703 URBAN RURAL

PROGRAM TITLE Advanced Woodworking NO. OF STUDENTS: DIS. _____ HANDI 7

(Visually Handicapped) GRADE LEVEL(S): 11-12

CONTACT PERSON _____ TYPE OF HANDICAP Visually Handicapped

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	_____	Not reported	_____	<u>By nature of their visual impairment every student in this particular class are considered disadvantaged.</u>
2nd year	_____	_____	_____	

ACTIVITIES:

This program meets the needs of visually impaired boys by providing experience in the use of tools and materials. In addition, industry is studied with emphasis on mass production, carpentry, and requirements of obtaining and retaining jobs.

OUTCOMES:

Upon completion of this course, Visually Handicapped students have a much better understanding of business, industry and the world of work. Some of the activities, such as mass production of a two-drawer file cabinet, building storage sheds and ramadas, and pouring finishing concrete help provide experiences for these students which otherwise might never occur. Exposure to as many experiences as possible for the visually impaired is of utmost importance in their preparation for the future.



ARIZONA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

STEWART MILLER

STATE DIRECTOR OF
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EUGENE L. DOOR

NAVESNP AREA CHAIRPERSON

Raymond F. Faucette

NAME

SCHOOL DISTRICT N/A SCHOOL Arizona State School for the
Deaf & Blind

ADDRESS P.O. Box 5545, Tuscon, Arizona 85703 URBAN X RURAL X

PROGRAM TITLE Cooperative Education NO. OF STUDENTS: DIS. HANDI 34

GRADE LEVEL(S); 11-12

CONTACT PERSON Kenneth Schiltz TYPE OF HANDICAP MR, HH, D, SI, VH

COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT

1st year \$ 12,000.

2nd year \$ 12,000.

ACTIVITIES:

This is a new program that is designed to meet the needs of the disadvantaged and handicapped by providing a thorough orientation to the world of work plus vocational evaluations, work adjustment, work exposure, and on the job training prior to termination from high school.

OUTCOMES:

Upon completion of the program students are capable of filling out job applications, taking interviews and writing resumes. In addition, they have had actual on-the-job training. Students graduating from this program are better prepared to cope with the problems of finding and keeping a job. Future follow-ups will verify this fact.

ARKANSAS

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

MRS. MARGARET BRATTON
RAYMOND FAUCETTE

STATE DIRECTOR OF
VOCATIONAL EDUCATION

LUTHER HARDIN

NAVESNP AREA CHAIRPERSON

Raymond F. Faucette

NAME

SCHOOL DISTRICT Conway SCHOOL Arkansas Children's Colony

ADDRESS Siebenmorgan Rd., Conway, Arkansas URBAN RURAL
72032

PROGRAM TITLE Special Voc. Training NO. OF STUDENTS: DIS. HANDI 80
Programs in the Arkansas Children's
Colony - Conway Unit GRADE LEVEL(S): L - 7

CONTACT PERSON Robert J. Gwatney TYPE OF HANDICAP MR, HH, D, SI, CR, VH
ED

<u>COSTS:</u>	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
<u>1st year</u>	<u>_____</u>	<u>\$ 838.69</u>	<u>\$47,974.15</u>	<u>_____</u>
<u>2nd year</u>	<u>_____</u>	<u>3310.66</u>	<u>48,233.37</u>	<u>_____</u>

ACTIVITIES:

Students who are placed in this program have reached their academic plateau. They are given oral instructions and on-the-job training.

OUTCOMES:

As a direct result of this program, the students are taught a saleable skill and then referred to the Rehabilitation Facility on the Colony campus, sent to another Colony Unit here in the state, or sent home as a family member.

ARKANSAS

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

STATE DIRECTOR OF
VOCATIONAL EDUCATION

RAYMOND FAUCETTE
MRS. MARGARET BRATTON

LUTHER HARDIN

NAVESNP AREA CHAIRPERSON

Raymond F. Faucette

NAME

SCHOOL DISTRICT Juvenile Service SCHOOL Childress-Blanks H.S.
(Pul. Co.)
ADDRESS Wrightsville, Arkansas URBAN _____ RURAL X
PROGRAM TITLE Automobile Mechanics, NO. OF STUDENTS: DIS. _____ HANDI 60
Brick Masonry, Carpentry GRADE LEVEL(S): 7-12
CONTACT PERSON James H. Carter, TYPE OF HANDICAP MR,SI,ED
Principal
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
1st year _____ 100% _____
2nd year 50% _____ 50% _____

ACTIVITIES:

This program works with the students on their own level to attain some type of employability in their chosen vocational area. The student is assigned to a counselor to help them with behavioral or academic problems. Students participate in various vocational programs to stimulate interest and morale. There is also a variety of field trips sponsored to other vocational shops.

OUTCOMES:

Follow-up summaries of each student are made once a month, particularly those students placed out on jobs. Students' seminars are held to discuss what each employer is looking for in each chosen field.

ARKANSAS

STATE

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AND HANDICAPPED PROGRAMS

STATE DIRECTOR OF
VOCATIONAL EDUCATION

RAYMOND FAUCETTE
MRS. MARGARET BRATTON

LUTHER HARDIN

NAVESNP AREA CHAIRPERSON

Raymond F. Faucette

NAME

SCHOOL DISTRICT Little Rock Public Schools SCHOOL Metropolitan Voc. Tech. Ed. Center
ADDRESS 7701 Scott Hamilton Dr., Little Rock, Arkansas URBAN RURAL
PROGRAM TITLE Introduction to Business & Office Education NO. OF STUDENTS: DIS. 40 HANDI
GRADE LEVEL(S): 9 - 10
CONTACT PERSON Mrs. Fran Wells TYPE OF HANDICAP

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u> </u>	<u> </u>	<u>100%</u>	<u>Educationally deprived, economic-</u>
2nd year	<u> </u>	<u> </u>	<u>100%</u>	<u>ally deprived, socially maladjust-</u>
				<u>ed, ethnically disadvantaged</u>

ACTIVITIES:

The students will learn basic skills of typewriting, to operate some basic business machines, and an introduction to the card punch machine. These skills are fundamental to other business education courses in which they might later enroll. Special vocational textbooks and workbooks, and materials, such as tapes, transparencies and other audio and visual aids are used to help them to master these basic skills.

The students will explore various areas of the business world to determine an occupational choice and will be given individual and group guidance by the teacher, the school, counselor and the supervisor of business education.

OUTCOMES:

Attitudes and behavior have been evaluated by direct observation in the classroom. Negative behavior has been changed through student and parent conferences, counseling sessions, outside speakers, field trips and club activities. Attendance charts are kept and students rewarded for good and improved attendance.

ARKANSAS

STATE

STATE SUPERVISOR OF DISADVANTAGED AND HANDICAPPED PROGRAMS

STATE DIRECTOR OF VOCATIONAL EDUCATION

RAYMOND FAUCETTE
MRS. MARGARET BRATTON

LUTHER HARDIN

NAVESNP AREA CHAIRPERSON

Raymond Faucette

NAME

SCHOOL DISTRICT Pulaski County Special SCHOOL Oak Grove High School

ADDRESS 100 Oakland Dr., North Little Rock, URBAN RURAL X
Arkansas, 72118

PROGRAM TITLE Pre-Employment Training NO. OF STUDENTS: DIS. 20 HANDI

GRADE LEVEL(S): 9-10

CONTACT PERSON Mr. Sanford Tollette TYPE OF HANDICAP

COSTS:	LOCAL	STATE	FEDERAL CONT.	NATURE OF DISADVANTAGEMENT
1st year			100%	Educationally deprived, economic-ally deprived, socially mal-adjusted and ethnically dis-advantaged.
2nd year.	50%		50%	

ACTIVITIES: Students placed in this course look forward to co-operative training or part-time employment. The program is flexible in that it is developed as need and interest arises. Extensive use is made of audio-visual materials. Resource people from business and industry share information concerning job requirements in class sessions. Field trips are used in order that students can see specific jobs being performed. Assistance is given each student as needed, such as: transportation, help in securing part-time work, tutoring, and scheduling. Guidance is given to personal problems through group, individual, and peer counseling.

OUTCOMES:

It is intended as the student develops positive attitudes, he will be able to function more effectively in the traditional school setting or as a part-time employee. As a direct result of this program, the students become oriented to the World of Work and are provided with experiences that will help them make a realistic vocational choice.



ARKANSAS

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

RAYMOND FAUCETTE
MRS. MARGARET BRATTON

STATE DIRECTOR OF
VOCATIONAL EDUCATION

LUTHER HARDIN

NAVESNP AREA CHAIRPERSON

Raymond F. Faucette

NAME

SCHOOL DISTRICT Pulaski County Special SCHOOL Mills High School

ADDRESS 1300 Dixon Rd., Little Rock, Arkansas URBAN RURAL

PROGRAM TITLE Coordinated ⁷²²⁰⁶ NO. OF STUDENTS: DIS. HANDI 30

Career Education GRADE LEVEL(S): 11-12

MRS. MARY BROWN &

CONTACT PERSON MR. JOHN SWINT TYPE OF HANDICAP M R

COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT

1st year 50% 50%

2nd year 50% 50%

ACTIVITIES:

The Coordinated Career Education Program is a cooperative vocational program involving the Pulaski County Special District, the Vocational Division of the Department of Education, the Rehabilitative Services, and the business and industry segments of the community.

Counseling, and testing services are utilized to identify and select the students for the program. The Rehabilitation Service furnishes a counselor to assist with vocational training. The businesses who hire students on a part time basis provide the lab setting for the students. Students are "mainstreamed" into selected regular programs, such as: physical education, art, business course, and R.O.T.C.

OUTCOMES:

The Pulaski County Sepcial School District is in the process of establishing "hands on" learning centers in the C.C.E. Classrooms. The program, which began with 15 students, has increased to 30 students. It has helped develop the students potential so that he/she may achieve the greatest possible economic, social and emotional independence.

CALIFORNIA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

RICHARD S. NELSON

STATE DIRECTOR OF
VOCATIONAL EDUCATION

SAMUEL L. BARRETT

NAVESNP AREA CHAIRPERSON

Raymond F. Faucette

NAME

SCHOOL DISTRICT Ventura SCHOOL Ventura Unified

ADDRESS 120 E. Santa Clara St., Ventura, URBAN X RURAL _____
California 93001

PROGRAM TITLE Special Ed - Work NO. OF STUDENTS: DIS. _____ HANDI 80

Study Program GRADE LEVEL(S): Upgraded

CONTACT PERSON Gene Thanos TYPE OF HANDICAP MR

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u>100%</u>	<u>_____</u>	<u>\$ 4,000</u>	<u>_____</u>
2nd year	<u>100%</u>	<u>_____</u>	<u>4,000</u>	<u>_____</u>

ACTIVITIES: The on-campus phase involves work training stations in which regular students also participate. These include the gym, library, health office, attendance office, classrooms, maintenance department, cafeteria and district warehouse. Students are placed in some of these areas each year depending on the interest and ability of the student and a mutual agreement with the certified or classified employee who will service as his direct supervisor.

The off-campus employment is classified as general work experience. Students are paid at least the minimum wage and receive school credit in accordance with state law.

Positions in which students are placed meet certain requirements of a definite routine, an established program of supervision and a level of duty and performance commensurate with the student's interest and ability.

OUTCOMES:

- Improved attendance
- Improved participation
- Improved attitudes toward school and society
- Improved cooperation with others
- Improved interest in the World of Work
- Improved appearance and grooming habits:

Improved use of time
Improved willingness to ask for assistance,
directions, and information
Improved desire to improve quality of work
Improved responsibility and dependability
Improved ability to see things needed to be done
Improved skill in performing work within their capabilities
Sincere interest in career awareness, career preparation,
and career development.

We have no formal follow-up, but do an informal follow-up each year. We have found that the majority (as high as 90%) have become employable in our community or elsewhere. If a student is not yet employed permanently upon graduation from high school, we continue to work with them in a cooperative effort with the Department of Vocational Rehabilitation. Some continue their formal education at Ventura Community College; a few have successfully enlisted in the Armed Forces.

COLORADO

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

PAUL MAY

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. WILLIAM D. WOOLF

NAVESNP AREA CHAIRPERSON

Roger Sathre

NAME

SCHOOL DISTRICT Weld RE-9 SCHOOL Highland H.S.
ADDRESS Ault, Colorado URBAN X RURAL _____
PROGRAM TITLE Project Stay NO. OF STUDENTS: DIS. 34HANDI
GRADE LEVEL(S): Secondary
CONTACT PERSON Jerry Lewis TYPE OF HANDICAP _____
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
1st year _____ 100% Economic, social-academic,
2nd year \$ 3993 _____ \$15,974. (80%) potential drop-out

ACTIVITIES:

The program consists of half day academic activity with periods for work related instruction, and one-half day co-operative work experiences.

OUTCOMES:

Constantly maintains 60-80% employment, drop outs are minimal. Attitudes are changed from the very negative to positive.

HAWAII

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

NELSON H. MURAOKA

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. SAMSON S. SHIGETOMI

NAVESNP AREA CHAIRPERSON

Raymond F. Faucette

NAME

SCHOOL DISTRICT _____ SCHOOL Department of Education

ADDRESS 1270 Queen Emma St., Honolulu, URBAN X RURAL X
Hawaii 96813

PROGRAM TITLE Pre-Industrial NO. OF STUDENTS: DIS. X HANDI
Preparation 1762

GRADE LEVEL(S): Secondary 10-12

CONTACT PERSON Mrs. Emiko Kudo, Admin TYPE OF HANDICAP _____

COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT

1st year _____ \$356,717. \$459,468. Academically deprived

2nd year _____

ACTIVITIES:

Instruct academically-deprived students through a special occupational experience-academic learning program, the Pre-Industrial Preparation Program. Within the next three years, all 37 high schools will offer this program.

Plans call for the expansion of cooperative vocational Education as a component of the program.

70 teachers will be involved in a summer in-service workshop. On going monitoring, evaluation, and activities offered in the program.

OUTCOMES:

73% of all the disadvantaged students will be served by this program in 1976. In 1974, 439 students entered a selected post-secondary course of study. 1004 students gained on the C.T.B.S. in language, mathematics, and science.

HAWAII

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

NELSON H. MURAOKA

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. SAMSON S. SHIGETOMI

NAVESNP AREA CHAIRPERSON

Raymond F. Faucette

NAME

SCHOOL DISTRICT _____ SCHOOL Department of Education
ADDRESS 1270 Queen Emma St., Honolulu, URBAN RURAL
Hawaii
PROGRAM TITLE Occupational Skills NO. OF STUDENTS: DIS. HANDI791
GRADE LEVEL(S): 10-12 Secondary
CONTACT PERSON Mrs. Emiko Kudo -- Administrator
Voc. Tech. Ed. TYPE OF HANDICAP Not Listed

<u>COSTS:</u>	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	\$ 48,002		\$ 128,546.	
2nd year	230,560.			

ACTIVITIES:

This program equips handicapped students with abilities, skills, and attitudes necessary to assume and perform occupational tasks satisfactorily. The level of program activity is now in 16 schools out of 37 high schools in Olomana.

OUTCOMES:

This program is being expanded to include 13 new high schools. Courses of study have been increased. The work-study program is working in liaison with Vocational Rehabilitation. Inservice workshops are being provided for school personnel, including the planning and implementation of programs with Special Ed. Personnel. The administration is providing activities, monitoring, evaluation, and technical services.

177 graduates were successfully employed as of six months after graduation. It is hoped that 345 graduates (1976) will be successfully employed. By 1976, 70% (1449) of identifiable handicapped students will be served by this program.

IDAHO

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

ROGER SATHRE

STATE DIRECTOR OF
VOCATIONAL EDUCATION

RON D. IRONS

NAVESNP AREA CHAIRPERSON

Roger Sathre

NAME

SCHOOL DISTRICT Snake River #52 SCHOOL _____

ADDRESS Rte. 2, Box 249-A, Blackfoot, Idaho URBAN _____ RURAL X

PROGRAM TITLE Skill Training Resource NO. OF STUDENTS: DIS. _____ HANDI 50

in Vocational Education GRADE LEVEL(S): 8-12

CONTACT PERSON Dr. Wenden Waite TYPE OF HANDICAP MR, ED

COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT

1st year \$16,000 _____ \$36,250 _____

2nd year 21,600 _____ 41,900 _____

ACTIVITIES:

Hands-on pre-vocational and work orientation activities provide success experiences, related living skills and world of work courses emphasizes need for work and job skills. An occupational program follows for high school students with work experience as a capstone.

OUTCOMES:

A multi-district project with two districts in the initial involvement. More districts are seeking participation.

Some of the students have been placed in jobs. A positive attitude change has been noted by everyone associated with the project. These changes are reflected in better relations with peers and adults, demonstrated lesser frustration, and a more of a relaxed feeling has been reported in their other classes.

IDAHO

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

ROGER SATHRE

STATE DIRECTOR OF
VOCATIONAL EDUCATION

RON D. IRONS

NAVESNP AREA CHAIRPERSON

Roger Sathre

NAME

SCHOOL DISTRICT Idaho State Uni- SCHOOL Voc-Tech. Div.
iversity
ADDRESS Pocatello, Idaho 83201 URBAN X RURAL
PROGRAM TITLE Electronics NO. OF STUDENTS: DIS 20 HANDI
GRADE LEVEL(S): Post-Secondary
CONTACT PERSON Ernie Dahlquist-Dept, Head
Jim Black - Teacher TYPE OF HANDICAP

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u>0</u>	<u>\$ 8012.48</u>	<u>\$ 9342.60</u>	<u>drop-out potential ;</u>
2nd year	<u>8768.00</u>	<u>8768.00</u>	<u>9522.00</u>	<u>not able to succeed in</u> <u>regular program</u>

ACTIVITIES:

The program, in effect, is a stretched-out course of study. Students are identified the 1st semester. The next semester extends 24 weeks (Spring & Summer) while the regular students attend 16 weeks. Then they return to the regular program for the second and third year.

OUTCOMES:

Students who have received the stretched out curriculum have a 90% completion record. Without this treatment, few would have completed the course program.

IOWA
STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS
DAN KROLOFF

STATE DIRECTOR OF
VOCATIONAL EDUCATION
W.O. SCHUERMANN

NAVESNP AREA CHAIRPERSON

Richard Macer
NAME

SCHOOL DISTRICT Sioux Falls Independent Sch. District #1 SCHOOL Sioux Falls
ADDRESS Sioux Falls, Iowa URBAN RURAL
PROGRAM TITLE Project OASES- Occupational Awareness for Special Ed. Students NO. OF STUDENTS: DIS. HANDI
GRADE LEVEL(S) K - 12
CONTACT PERSON Dr. Ken Gifford TYPE OF HANDICAP MR
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
1st year _____ \$36,948 _____
2nd year _____ _____ _____

ACTIVITIES:

Project OASES is a new project that received approval in the latter part of April, 1974. The purpose of the project is to outline the scope, goals and objectives of career education in the field of special education and to assist in the development of a broader understanding of the implications of career education concepts in the field of special education on our educational system. A career education curriculum and a career education resource guide will be completed and made available in 1975. Approved curriculum material will have been pilot tested.

An important phase of the project is the in-service training for the entire special education staff.

OUTCOMES:

It has been found that very little has been done in the area of developing career education materials for the special education student. Notification of materials developed from this project will be sent to all school districts in Iowa. The curriculum resource guide will be placed on file in the Eric Clearinghouse. Notification will also be made through various professional associations and journals. A selected staff from Emerson will be made available to Iowa State School Districts to conduct workshops and in-service sessions.

KANSAS

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

DONNALIE STRATTON

NAVESNP AREA CHAIRPERSON

STATE DIRECTOR OF
VOCATIONAL EDUCATION

JOHN E. SNYDER

Richard Macer

NAME

SCHOOL DISTRICT Salina Avts USD #3051 SCHOOL Salina Avts
Bld. 658 Salina Airport Ind. Center
ADDRESS Salina, Kansas 67401 URBAN RURAL

PROGRAM TITLE _____ NO. OF STUDENTS: DIS. _____ HANDI 40

GRADE LEVEL(S): _____

CONTACT PERSON Don Jernberg TYPE OF HANDICAP MR

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u>\$11,000</u>	<u>\$5,000</u>	<u>\$42,000</u>	_____
2nd year	<u>14,000</u>	<u>10,000</u>	<u>46,000</u>	_____

ACTIVITIES:

An evaluation and assessment program is coupled with special vocational training. The program develops positive work attitudes and habits. A counselling service is provided. A follow-up program operates in conjunction with vocational rehabilitation, social rehabilitation services and special education.

OUTCOMES:

Communication between the Vocational Rehabilitation service and the Special Education Department help provide appropriate job placement. The evaluation and assessments also give information for job placement.

KANSAS

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

DONNALIE STRATTON

STATE DIRECTOR OF
VOCATIONAL EDUCATION

JOHN E. SNYDER

NAVESNP AREA CHAIRPERSON

Richard Macer

NAME

SCHOOL DISTRICT USD # 493 SCHOOL Columbus AVTS

ADDRESS 500 W. Maple, Columbus, Kansas URBAN RURAL X
66725

PROGRAM TITLE Basic Learning Skills Lab NO. OF STUDENTS: DIS. 130 HANDI

GRADE LEVEL(S): 10 - Adult

CONTACT PERSON Mrs. Briley TYPE OF HANDICAP

<u>COSTS:</u>	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u>\$4,000</u>		<u>\$ 26,000</u>	<u>educationally disadvantaged</u>
2nd year	<u>7,000</u>	<u>4,000</u>	<u>25,000</u>	

ACTIVITIES:

The program provides the educationally disadvantaged with the opportunity to obtain skill training in communications and math, while enrolled in regular vocational programs. The students are integrated into the vocational academic educational courses.

OUTCOMES:

Reading and Math skills were raised at least two grade levels for 75% of the students attending 15 hours or more of instruction here.

KENTUCKY

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

DONNALIE STRATTON

STATE DIRECTOR OF
VOCATIONAL EDUCATION
DR. CARL F. LAMAR

NAVESNP AREA CHAIRPERSON

Donnalie Stratton

NAME

SCHOOL DISTRICT Jefferson County SCHOOL LaGrange Area Voc. Ed. Center

ADDRESS P.O. Box 188 Huey 146
La Grange, Kentucky 40031

URBAN X RURAL

PROGRAM TITLE Operation Restore

NO. OF STUDENTS: DIS. X HANDI
1500

GRADE LEVEL(S): N/A

CONTACT PERSON John Effinger

TYPE OF HANDICAP

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u> </u>	<u> </u>	<u>\$ 10,679.</u>	<u>Academic-Confined in State</u>
2nd year	<u> </u>	<u>\$ 40,983.</u>	<u>40,983.</u>	<u>Correctional Facility</u>

ACTIVITIES:

Operation Restore is a cooperative effort of the Bureaus Rehabilitation Services, Corrections and Vocational Education to effectively rehabilitate the public offender in order that he may re-enter society with entry level skills in his chosen occupation. The facility houses the necessary equipment and instructional supplies utilized in meeting the objectives of vocational training in Auto Body, Auto Mechanics, Building Trades, Drafting, Masonry, Printing, Radio & TV Repair, Industrial Electricity, Small Engine Repair, Upholstery and Welding. Men committed to the institution go through a four to six week Admission and Orientation Unit which gives them a general introduction to the institution, diagnostic evaluation in medical, dental psychological and educational areas, work assignments and any indicated treatment. A wide variety of instructional methods are used to enhance the learners understanding and attainment of skill development. Classroom, laboratory, and live work activities provides the learner with educational requirements, cost of training, job description, working conditions, employment opportunities and expected salary range. Additional techniques utilized are language terminology, job counseling, grooming and procedures applicable to securing employment.

OUTCOMES:

Job placement and follow-up is a cooperative responsibility of personnel in the institution representing the three Bureaus. Each parolee must have employment upon release commensurate with his vocational training.

As a direct result of this program, a large number of parolees are now gainfully employed in the community.

KENTUCKY

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

DONNALIE STRATTON

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. CARL F. LAMAR

NAVESNP AREA CHAIRPERSON

Donnalie Stratton

NAME

SCHOOL DISTRICT Jefferson County SCHOOL Mill Creek-Vocational
Schools Rehab. Center
ADDRESS 4205 Dixie Highway, Louisville, URBAN X RURAL
Kentucky
PROGRAM TITLE Modified Regular Pro- NO. OF STUDENTS: DIS. HANDI 258
gram with Work Experience Component GRADE LEVEL(S): 9 - 12
CONTACT PERSON William Aiken - TYPE OF HANDICAP EMR, HH, D, SI,
Dir. Voc. Ed. CR, VH, SED
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
1st year. \$ 45,396.
2nd year \$ 20,096. \$ 114,051. \$ 32,177.

ACTIVITIES:

The vocational education program at Mill Creek Vocational Rehabilitation Center serves physically and mentally handicapped students from ten local high schools in Jefferson County. Programs suitable to the needs, abilities and desires of handicapped learners are offered through ten modified regular vocational education courses, each having a work experience component.

To meet the needs of students, instruction is individualized permitting progress at varying rates. Building and grounds are especially adapted to serve handicapped learners as elevators, ramps, special physical training aids, and outdoor training areas are utilized in the program.

OUTCOMES:

During the 1973-74 school year, Mill Creek Vocational Rehabilitation Center expanded offering vocational instruction in Appliance Repair, Building Maintenance, Cashier-Checker, Commercial Foods, Health Occupations, Home-Community Services, Mail Room Services, Office Machines and Waiter-Waitress Training to 234 mentally and physically handicapped learners. This year, a Horticultural program

has been added to the nine existing vocational education programs. A rehabilitation counselor renders referral, placement and other services unique to the needs of the handicapped in conjunction with the vocational education program.

MAINE

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

CARL W. BUTLER

STATE DIRECTOR OF
VOCATIONAL EDUCATION

ELWOOD A. PADHAM

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

SCHOOL DISTRICT Scarborough SCHOOL Scarborough H.S.
ADDRESS Scarborough, Maine URBAN RURAL X
PROGRAM TITLE Community Living NO. OF STUDENTS: DIS. HANDI 20
Program GRADE LEVEL(S): 8-12
CONTACT PERSON Donald Dutch TYPE OF HANDICAP
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
1st year \$ 19,129
2nd year \$ 17,000

ACTIVITIES:

The program works in coordination with the cooperative work study programs in the high school. Students are placed in jobs, starting at minimum wage in the community. Students are placed in jobs at the Maine Mall, banks, restaurants and various stores. The program is fully integrated with the High School program.

OUTCOMES:

Future plans of the program include: (1) to expand the social relations aspect of the program and to insure the students have a higher self-respect and respect for their peers, and (2) to expand the work station programs. One of the successes of the program is the tremendous assistance from the school administration. The attitude of the students toward themselves and the program is excellent. The program maintains constant evaluation and follow-up of each student.

MAINE

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

CARL W. BUTLER

STATE DIRECTOR OF
VOCATIONAL EDUCATION

ELWOOD A. PADHAM

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

SCHOOL DISTRICT Westbrook SCHOOL Westbrook High

ADDRESS 125 Stroudwater St., Westbrook, Maine URBAN RURAL

PROGRAM TITLE Alternate Learning NO. OF STUDENTS: DIS. X HANDI

Program GRADE LEVEL(S): 9-12

CONTACT PERSON Lionel Berube TYPE OF HANDICAP _____

COSTS:	LOCAL	STATE	FEDERAL CONT.	NATURE OF DISADVANTAGEMENT
1st year	_____	_____	<u>\$25,000</u>	<u>drop-outs</u>
2nd year	_____	_____	_____	_____

ACTIVITIES:

This program is new and is designed to accommodate each student with a program of studies that fits his individual needs. A great amount of flexibility is necessary for the discouraged or disenchanted low achiever. For these students, all aspects of scheduling, choice of subjects, teaching techniques, and other activities must be goal-oriented and 'structured' in such a way that the learner progresses toward his/her objectives. Each potential enrollee will be interviewed by the program coordinator who shall have the authority to prescribe an individual program of studies. This program, although not limited to, shall consist of a number of elements such as: isolated courses in the regular school program on a unit, quarter, semester, or yearly basis; correspondence school; tutorial assistance; independent study; and work experience. In general, the program will be set up on a contractual basis. Each contract will be goal-oriented with specific objectives stated in advance in measurable terms. Although objectives may be modified, it is the intent of the program to provide a high degree of structure. Students will be provided tutors and other teachers employed on a contractual basis. Our experience in the use of tutors with students who have left school is good. A bond exists between the teacher and student on a one-to-one basis that is often not possible in the conventional classroom. We prefer to have the teacher committed to the student and necessarily to a program or organization. The student will receive high school credit upon completion of each contract. The amount of credit to

be awarded when submitted to Westbrook High School shall conform to establish policies for awarding such credit.

OUTCOMES:

The program provides an alternate way for disadvantaged students to receive their high school education.

Initial negative experience in job placement demonstrates the need for more early pre-programming for the world of work.

More time will be spent with each student in preparation for the work world. More early pre-programming for the world of work. More time will be spent with each student in preparation for the work world.

MARYLAND

STATE

STATE SUPERVISOR OF DISADVANTAGED AND HANDICAPPED PROGRAMS

CHARLOTTE CONAWAY

STATE DIRECTOR OF VOCATIONAL EDUCATION

JAMES L. REID

NAVESNP AREA CHAIRPERSON

Donnalie Stratton

NAME

SCHOOL DISTRICT Carroll County SCHOOL North Carroll H.S., South Carroll H.S., Francis Scott Key H.S. Westminister H.S. ADDRESS Carroll County Board of Ed. URBAN RURAL X County Office Bldg., Court St., Westminister, Md. PROGRAM TITLE Communicative Arts NO. OF STUDENTS: DIS. 702 HANDI (Remedial Course) GRADE LEVEL(S): 9 & 10

CONTACT PERSON Lillian Rodgers, TYPE OF HANDICAP

Table with columns: COSTS (LOCAL, STATE, FEDERAL CONT.), NATURE OF DISADVANTAGEMENT. Includes data for 1st and 2nd year costs and nature of disadvantage (Students scoring below 25th percentile on the Reading Comprehension Section of the Iowa Test of Basic Skills).

ACTIVITIES: The High Intensity Learning System employed in the High School Reading Laboratories is a highly individualized program consisting of two main components: 1) Management system including an initial screening device, a catalogue of 475 performance objectives, a check-in and check-out test for each objective and record forms and achievement awards; 2) a variety of trade books, kits, audio-visual materials and workbooks from about thirty different publishers. The system recognizes several concepts inherent in a good instructional program. Diagnosis and prescription, motivation, individualization, intensified instruction, performance objectives, and criterion-referenced assessment techniques.

OUTCOMES: A first year evaluation was made of the program at South Carroll High School. Using grade equivalent figures from Form 6, Level 10 of the I.T.B.S., the target population made a mean growth of one year, two months, during the year they spent in the laboratory. This same population had made an average four months growth for each of the 8.16 average years they had spent in school prior to September '73.

(cont'd)



There was a positive correlation between reading achievement and progress in their vocational area.

Student comments regarding the program:

Several young men, at an age when they could have left school, said "The only reason I'm staying is because of reading class." Another student after passing a driver's test with a score of 98 said, "Thanks for doing what you did for me. I could never have passed without your help." One boy who swore, "I hate to read! I've never read a whole book in my whole life and I never will!" read not one but five paperbacks. Five students spent an additional period in the laboratory each day during their scheduled study hall.

STATE

**STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS**

Ms. Amanda Houston

**STATE DIRECTOR OF
VOCATIONAL EDUCATION**

Patrick J. Weagroff

NAVESNP AREA CHAIRPERSON

Paul Mozenter

SCHOOL DISTRICT South Middlesex Regional **SCHOOL** Keefe Technical High School
ADDRESS Vocational Technical School
750 Winter St., Framingham, Mass. 01701 **URBAN** **RURAL**
PROGRAM TITLE Job Entry Training **NO. OF STUDENTS: DIS.** **HANDI** 64
for the Moderately Retarded (JET) **GRADE LEVEL(S):** 9-12
CONTACT PERSON Walter A. White, Ed.D. **TYPE OF HANDICAP** MR,ED,C,R

COSTS:	LOCAL	STATE	FEDERAL CONT.	NATURE OF DISADVANTAGEMENT
1st year	<u>50%</u>	<u>50%</u>	<u> </u>	<u> </u>
2nd year	<u>75%</u>	<u>75%</u>	<u> </u>	<u> </u>

ACTIVITIES:

Ninth grade students are evaluated in four work training units: Food Services, Distributive Service, Housekeeping and Basic Shop. Functional academics in Communications Skills, functional Math, practical Science and community orientation are part of the integrated program.

Tenth year students are assigned to one vocational training area half time, and functional academics half time.

Eleventh year students attending Work Study II are full time paid employees with limited supervision.

OUTCOMES:

Students have completed two years of in-school training. Supervision continued through the first and second year of Work Study as necessary. Approximately 90% of students successfully completed performance in paid employment.

STATE

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AND HANDICAPPED PROGRAMS**

Ms. Amanda Houston

**STATE DIRECTOR OF
VOCATIONAL EDUCATION**

Patrick J. Weagroff

NAVESNP AREA CHAIRPERSON

Paul Mozenter

SCHOOL DISTRICT Blue Hills Reg. Tech. **SCHOOL** Blue Hills
ADDRESS 100 Randolph St., Canton, Mass. 02021 **URBAN** _____ **RURAL** X
PROGRAM TITLE Program for Hearing **NO. OF STUDENTS: DIS.** _____ **HANDI** 15
Impaired Students (4 yr. High School) **GRADE LEVEL(S):** 9-12
CONTACT PERSON Ronald F. Linari **TYPE OF HANDICAP** D

COSTS:	LOCAL	STATE	FEDERAL CONT.	NATURE OF DISADVANTAGEMENT
1st year	50%	50%	0	_____
2nd year	50%	50%	0	_____

ACTIVITIES:

The program, currently in its seventh year, is one of several programs in the school serving approximately 108 Special Needs Students. In addition to the program for Hearing Impaired Students, Blue Hills Regional Technical School has opportunities for other Special Needs Students on an integrated basis through a Resource Instructional Program. Support in areas of need is given to those students requiring such provisions or separate instruction in particular subject areas.

The school also has provided the Exploratory Vocational Training Program since 1970, based on an afternoon format from 3:15 to 5:15 P.M. Special Needs Students attend their Public School Classes during the morning and/or early afternoon hours prior to the Training Program. Eight courses are presently available, which offer variety of vocational experiences in preparing students for employment. After six years, graduates of the afternoon program are gainfully employed in a variety of areas as a result of vocational training received.

OUTCOMES:

For the past three years, those students who graduated from Blue Hills Vocational High School have gone to work or to College, Post Secondary Programs, such as the National Technical Institute for the Deaf on the Campus of the Rochester Institute of Technology, Rochester, New York.

MASSACHUSETTS

STATE

**STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS**

Ms. Amanda Houston

**STATE DIRECTOR OF
VOCATIONAL EDUCATION**

Patrick J. Weagroff

NAVESNP AREA CHAIRPERSON

Paul Mozenter

SCHOOL DISTRICT South Middlesex **SCHOOL** J.P. Keefe
ADDRESS Regional Vocational School
750 Winter St., Framingham, Mass. **URBAN** **RURAL**
PROGRAM TITLE Pre-Vocational **NO. OF STUDENTS: DIS.** 20 **HANDI** 5
Experience Summer Program **GRADE LEVEL(S):** 6-9
CONTACT PERSON Mr. George Luoto **TYPE OF HANDICAP** MR, D

COSTS:	LOCAL	STATE	FEDERAL CONT.	NATURE OF DISADVANTAGEMENT
1st year	<u>\$1500</u>	<u>\$6500</u>		<u>Spanish speaking students with</u>
2nd year	<u>\$2500</u>	<u>\$5500</u>		<u>English Language Deficiency</u>

ACTIVITIES:

Students are offered courses in Industrial Arts, Mechanical Arts, Science or Math. Bilingual students, aged 12-15, who are interested in a Vocational High School Education, will spend six weeks:

1. Exploring career choices and gaining actual shop experience in three shop areas.
2. Studying vocational oriented English, basic language skills and learning about the three shop programs available at Keefe.
3. Taking part in supervised recreational activities and field trips.

OUTCOMES:

Through this program, students receive an awareness of the vocational choices available at Keefe and of the advantages of vocational education in general. The bilingual disadvantaged student will develop vocational awareness and a saleable skill.

MASSACHUSETTS

STATE

STATE SUPERVISOR OF DISADVANTAGED AND HANDICAPPED PROGRAMS

Ms. Amanda Houston

STATE DIRECTOR OF VOCATIONAL EDUCATION

Patrick J. Weagroff

NAVESNP AREA CHAIRPERSON

Paul Mozenter

SCHOOL DISTRICT Massachusetts Center for Occupational Ed. SCHOOL Model Incorporated
 ADDRESS Sun Life Bldg. 2, 100 Worcester St. URBAN X RURAL X
 PROGRAM TITLE Mobile Occupational Development Ed. Laboratory, Inc. (MODEL) NO. OF STUDENTS: DIS. 674 HANDI 260
 CONTACT PERSON Dr. E. R. Warzecha TYPE OF HANDICAP MR, OHI

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year			<u>\$166,384</u>	<u>Incarcerated</u>
2nd year			<u>\$231,301</u>	<u>Socio-economic</u>

ACTIVITIES:

The primary goal of Project MODEL was the demonstration of unique vocational evaluation and skill training programs to receiving agencies serving Handicapped and Disadvantaged populations with the hope that they would institute similar in-house, on-going programs of their own; thus multiplying the numbers of students reached many times over. This was done through the use of self-contained, fully equipped mobile trailers, each with its own professional staff and multi-media instructional tools in the areas of Vocational Evaluation, Business Education, Distributive Education and Small Engine Repair/Automotive tune-up.

OUTCOMES:

During the last two fully operational years of its existence, MODEL reached 41 different receiving agencies and served 934 persons. A survey of these agencies indicates that, of those responding, 4.2% are planning their proposals; thus, indicating that the demonstrational process of MODEL was successful in reaching its mandated goal. In addition to this positive aspect of success, a total of 122 handicapped and disadvantaged individuals were placed in employment as a direct result of their training in a MODEL unit.

MICHIGAN

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

ROBERT S. KENNON

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. ADDISON S. HOBBS

NAVESNP AREA CHAIRPERSON

Richard Macer

NAME

SCHOOL DISTRICT Walled Lake Consoli- SCHOOL S.W. Oakland Voc. Ed. Center
dated

ADDRESS S.W. Oakland Voc Center URBAN _____ RURAL X
1000 Beck Rd., Walled Lake, Mich. 48088

PROGRAM TITLE Preparatory Occupational NO. OF STUDENTS: DIS 50 HANDI 74

Training for Special Needs in S.W. GRADE LEVEL(S): 11-12

CONTACT PERSON Irving Boynton, TYPE OF HANDICAP MR, HH, VI, ED
Coordinator

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u>\$78,750</u>	<u>\$12,522</u>	<u>\$40,480</u>	<u>socio-economic, academic,</u>
2nd year				<u>drop-outs</u>

ACTIVITIES: Special Needs Students are integrated into the Vocational Programs at the Southwest Center. Vocational instruction is on an individualized basis, with the student receiving special attention in skill development from the supportive instructor. There are six main areas for entry; auto mechanics, machine trades, food service, retail plant and floral greenhouse/landscaping welding. A limited number of Special Needs students are also eligible for these trade areas: production arts, industrial electronics, engineering drafting, diesel mechanics, advanced display, total office procedures, data processing, dental office assisting. Students are evaluated through performance checklists. Career, Vocational and personal guidance and counseling services are available. The Vocational Reading/Math support instructor works with individuals and groups of students. A Special Needs Job Placement Counselor helps students on job try-outs, on-the-job training, permanent job placement. Follow-up procedures are an essential part of the process.

OUTCOMES: The 1973-74 Graduate Survey was a phone survey conducted in February 1975. The survey recorded that 45% of the graduating students were still working in a related vocational area. 21% of the students had been employed in an unrelated area. Therefore, 66% of the 1973-74 graduates were employed. 17% of the students were not employed and information could not be gained from the other 17% of the students.

(cont'd)

Semester Evaluations ask parents to react to the following: (Which of the following changes have taken place in your child due to his experience):

Semester Evaluation Jan. 24, 1975:

- 88% An improved understanding of jobs.
- 88% An improved attitude toward schooling.
- 69% Improved self-confidence about future employment.
- 77% More thought about work and career plans for future.
- 92% A high interest in going to the Vocational Center.
- 69% Improved work habits at home or part-time job.
- 92% Talks about some of the things that have been learned at the Vocational Center.

Has the contact between the Vocational Center and you been adequate?

- 77% YES
- 15% NO
- 8% DID NOT INDICATE

Have you visited the Center?

- 54% YES
- 46% NO

MINNESOTA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS
HALVOR BIRKLAND

STATE DIRECTOR OF
VOCATIONAL EDUCATION
R.P. VAN TRIES

NAVESNP AREA CHAIRPERSON

Richard Macer
NAME

SCHOOL DISTRICT Independent School SCHOOL High School
District #181
ADDRESS Brainerd, Minnesota, 56401 URBAN RURAL X
PROGRAM TITLE Service Station NO. OF STUDENTS: DIS 20 HANDI 8
Attendant Training (S.T.P.) GRADE LEVEL(S): 10-12
CONTACT PERSON A.V. Renschler TYPE OF HANDICAP MR, HH, SI

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year \$	<u>8,000</u>	<u> </u>	<u>\$ 16,000</u>	<u>socio-economic, drop-out</u>
2nd year	<u>10,000</u>	<u> </u>	<u>10,000</u>	<u>potential - academic</u>

ACTIVITIES:

The practical "hands-on" laboratory experience provides realistic world of work exposure and training.

OUTCOMES:

This program has given this school a component which can add to options for special needs students. This and similar programs have been very successful in this respect.

MINNESOTA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

HALVOR BIRKLAND

STATE DIRECTOR OF
VOCATIONAL EDUCATION

R.P. VAN TRIES

NAVESNP AREA CHAIRPERSON

Richard Macer

NAME

SCHOOL DISTRICT Independent School SCHOOL High School
District #181
ADDRESS Brainerd, Minn. 56401 URBAN RURAL X
PROGRAM TITLE Greenhouse & Nursery NO. OF STUDENTS: DIS. 16 HANDI 11
Horticulture Occupations GRADE LEVEL(S): 10-12
CONTACT PERSON A.V. Renschler TYPE OF HANDICAP MR, SI, VI, other
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
1st year. \$7000 _____ \$ 35,000 socio-economic, potential
2nd year 8000 _____ 8,000 drop-out, academic

ACTIVITIES:

This program provides simulated experience related to horticulture occupations plus a "hands-on" laboratory opportunity in greenhouse/nursery activities.

OUTCOMES:

Students not only develop an awareness of occupational opportunities in horticulture, but also develop employable skills for entry into the industry.

MINNESOTA
STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

HALVOR BIRKLAND

STATE DIRECTOR OF
VOCATIONAL EDUCATION

R.P. VAN TRIES

NAVESNP AREA CHAIRPERSON

Richard Macer

NAME

SCHOOL DISTRICT Independent School SCHOOL High School
District #181
ADDRESS Brainerd, Minnesota 56401 URBAN RURAL X
PROGRAM TITLE Resort & Recreational NO. OF STUDENTS: DIS.14 HANDI
Occupations GRADE LEVEL(S): 10-12
CONTACT PERSON A.V. Renschler TYPE OF HANDICAP MR,HH,SI,C
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
1st year \$8,000 \$40,000 socio-economic, potential
2nd year 10,000 10,000 drop-outs academic.

ACTIVITIES:

The activities provide "hands-on" relevant experience and training in occupations related to the resort and recreation tourist industry. Activities cover a comprehensive format and provides exploration and career development with training in entry level skills for each student.

OUTCOMES:

The program has been successful in keeping students in school and has provided entry level training for jobs that are available in the area.

MINNESOTA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

HALVOR BIRKLAND

STATE DIRECTOR OF
VOCATIONAL EDUCATION

R.P. VAN TRIES

NAVESNP AREA CHAIRPERSON

Richard Macer

NAME

SCHOOL DISTRICT Independent School District #181 SCHOOL High School
 ADDRESS Brainerd, Minnesota 56401 URBAN RURAL X
 PROGRAM TITLE Food Service & Dinning NO. OF STUDENTS: DIS 30 HANDI 10
Room Skills GRADE LEVEL(S): 10-12
 CONTACT PERSON A.V. Renschler TYPE OF HANDICAP MR, HH, SI, C, ED

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u>\$12,000</u>	<u> </u>	<u>\$52,000</u>	<u>academic potential drop-out</u>
2nd year	<u>14,000</u>	<u> </u>	<u>24,000</u>	<u>socio-economic</u>

ACTIVITIES:

Training is given to students in food-service occupations including preparation, serving, organization, consumer education and personal development with practical laboratory experience.

OUTCOMES:

The students have developed employable skills and training, plus exposure to food service careers.

MINNESOTA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

HALVOR BIRKLAND

STATE DIRECTOR OF
VOCATIONAL EDUCATION

R.P. VAN TRIES

NAVESNP AREA CHAIRPERSON

Richard Macer

NAME

SCHOOL DISTRICT Independent School SCHOOL Junior High
District #181
ADDRESS Brainerd, Minnesota 56401 URBAN RURAL
PROGRAM TITLE W.E.C.E.P. NO. OF STUDENTS: DIS. 20 HANDI
GRADE LEVEL(S): 8 & 9
CONTACT PERSON A.V. Renschler TYPE OF HANDICAP
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
1st year \$ 4,000 \$12,000 potential drop-out, delinquent
2nd year academic

ACTIVITIES:

This program provides actual work-experience for the 14 and 15 year old special needs student in a work study program. Related instruction in school provides a realistic approach for the "turned-off" student.

OUTCOMES:

This program has accomplished significant results, with improved attendance and more interest in learning subject matter related to work. Plans to expand the program have been submitted for next year.

MONTANA
STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS
ALLEN J. ANDERSON

STATE DIRECTOR OF
VOCATIONAL EDUCATION
BENJAMIN A. ULMER

NAVESNP AREA CHAIRPERSON

Roger Sathre
NAME

SCHOOL DISTRICT Billings No. 2 SCHOOL Alternative Jr. High School
ADDRESS 101 Tenth St., West Billings, Montana URBAN X RURAL _____
PROGRAM TITLE Remedial & Pre- NO. OF STUDENTS: DIS 80 HANDI _____
Vocational Program Instruction GRADE LEVEL(S): 7-9
CONTACT PERSON Mr. Ed Heiser TYPE OF HANDICAP _____

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	_____	_____	<u>\$38,000</u>	<u>Actual & potential drop-outs</u>
2nd year	_____	_____	<u>90,724.</u>	_____

ACTIVITIES:

Program provides an alternative high success educational experience, which aims to bring the student to the needed academic level to progress. In addition, the student is offered occupational exploration and basic skill training. The program attempts to prepare the students for the next educational level.

Through individualized instruction and opportunities to explore vocational skills, an attempt is made to improve student's self image.

The program is open ended, with no entry or exit time definition.

Students will move from the Alternative School to high school, or to the Career Education Center upon completion of required work. The following skills will be taught:

small engine repair
blueprint reading
aircraft, motorcycle & bike repair
photography
chainsaw technician

supermarket checker
welding automotive repair
garment construction
office occupations

(cont'd)

The program is new and there has not been a sufficient number of students who have completed the program, at this point, to make a judgement of the program's value. However, the ultimate goal is to expose the student to a wide variety of occupational opportunities, to allow him to discover his interests. Evaluation will be through reports from parents, teacher log of self-concept changes, and the Piers-Harris Children's Self Concept Scale.

MONTANA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

ALLEN J. ANDERSON

STATE DIRECTOR OF
VOCATIONAL EDUCATION

BENJAMIN A. ULMER

NAVESNP AREA CHAIRPERSON

Roger Sathre

NAME

SCHOOL DISTRICT Kalispell No. 5 SCHOOL Flathead H.S.

ADDRESS P.O. Box 788 Kalispell, Montana, 59901 URBAN RURAL X

PROGRAM TITLE Secondary Service NO. OF STUDENTS: DIS. HANDI 20

Station Attendant Program GRADE LEVEL(S): Secondary

CONTACT PERSON Harold Stevens TYPE OF HANDICAP MR

COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT

	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
<u>1st year</u>	<u>\$27,345</u>		<u>\$ 27,346</u>	
<u>2nd year</u>				

ACTIVITIES:

The objectives of the program are:

1. Develop saleable skills, develop mechanical knowledge and skill performance.
2. To train an understanding of merchandising.
3. To develop social competency, to develop habits of punctuality, honesty, neatness and importance of the job.
4. To train each student to work cooperatively.

The program activities are:

1. customer "gas-pump" service
2. auto service and maintenance
3. selling of merchandise
4. advertising and display merchandise
5. use of cash register and making change
6. cleaning of premises
7. one-to-one instruction

OUTCOMES:

This is a new project. Students should gain saleable skills according to their potential as near as it can be measured by abilities and performance.

NEVADA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS
HAROLD SAYLER

STATE DIRECTOR OF
VOCATIONAL EDUCATION
R. COURTNEY RILEY

NAVESNP AREA CHAIRPERSON

Raymond F. Faucette

NAME

SCHOOL DISTRICT Las Vegas City SCHOOL Robertson H.S. Activity Center

ADDRESS Fourth & Friedman, Las Vegas, URBAN RURAL

Nevada

PROGRAM TITLE Activity Center NO. OF STUDENTS: DIS. HANDI 15

GRADE LEVEL(S): 9-12

CONTACT PERSON Arthur Gonzales TYPE OF HANDICAP MR,SI,ED, other

COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT

1st year Supported by City of Las Vegas
2nd year through a Special Ed. Budget

ACTIVITIES:

Students are taught on an individual basis and are trained in occupational areas they can be successful. Training, in many instances, consists of developing necessary skills to operate machinery and equipment used in local industry.

Consumer Education is included in the training.

OUTCOMES:

Students are prepared to enter the work world and, upon training completion, are placed in jobs.

DIRECTOR OF SPECIAL PROGRAMS

Thomas F. McNulty

NEW JERSEY

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

PAUL MOZENTER
DEAN GARWOOD

STATE DIRECTOR OF
VOCATIONAL EDUCATION

STEPHEN POLIACIK

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

SCHOOL DISTRICT Bergen Cty. Voc. Sch. SCHOOL Paramus

ADDRESS Pascack Rd., Paramus, N.J. 07652 URBAN RURAL

PROGRAM TITLE Voc. Special Needs NO. OF STUDENTS: DIS. HANDI 177

GRADE LEVEL(S): Ungraded

CONTACT PERSON Michael Del Conte TYPE OF HANDICAP EMR. NI. EMOT.

COSTS:	DIST.			NATURE OF DISADVANTAGEMENT
	LOCAL	STATE	FEDERAL CONT.	
1st year	<u>50%</u>	<u> </u>	<u>50%</u>	<u> </u>
2nd year	<u>95%</u>	<u> </u>	<u>5%</u>	<u> </u>

ACTIVITIES:

The Bergen Cty. Voc. School, in Paramus, is a modern specially designed facility and is devoted entirely to serve handicapped students in a shared time facility offering vocational training, work experience in a co-op program, and job placement. Wherever possible, students are mainstreamed into regular vocational programs at nearby centers. The Graphic Arts, Health Occupations, Landscaping Services, Office Occupations, Production Skills, Upholstery, and Horticulture. Forty-nine students, at present, are in a paid co-op program, receiving at least minimum wage. All forty-nine students are working in private commercial establishments.

OUTCOMES: A two-year follow-up study of graduates shows an 87% success with respect to holding down a job with continual social and emotional development.

NEW JERSEY

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

PAUL MOZENTER
DEAN GARWOOD

STATE DIRECTOR OF
VOCATIONAL EDUCATION

STEPHEN POLIACIK

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

DIRECTOR OF SPECIAL PROGRAMS

THOMAS F. MC NULTY

SCHOOL DISTRICT Camden County Voc-Tech SCHOOL Gloucester Township Campus

ADDRESS Box 266 Berlin Cross Keys Rd., URBAN RURAL X
Sicklerville, N.J. 08081

PROGRAM TITLE Employment Orientation NO. OF STUDENTS: DIS. 60HANDI221

GRADE LEVEL(S): 9-12

CONTACT PERSON Louis Sarandoulis TYPE OF HANDICAP MR
Dir. Special Needs

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
'71-'72				<u>academic, unable to succeed in</u>
1st year	<u>\$61,799</u>	<u>\$61,799</u>	<u>\$62,468</u>	<u>regular programs</u>
2nd year	<u>76,538</u>	<u>72,539</u>	<u>57,692</u>	

ACTIVITIES:

The school program provides the following methods for determining individualized vocational education: diagnostic testing, exploratory experiences, simulated work training, basic skill training, specific skill training, and co-op work programs.

A child study team consisting of a psychologist, guidance counselor, speech therapist, learning disability consultant, social worker, and school nurse, provide support for the program. A simulated work program help to develop positive work habits, develops the ability to work with others, provides opportunities for success, and prepares the student for the next step, basic skill training.

The following cluster areas are offered for basic skill training: Small Engine Repair, Automotive Tune-Up, Drafting, and Print Reading, Silk Screening, Simple Business Machines, Distributive Education, Health Occupations, Laundry, Food Preparation, Baked Goods, Electricity, Sewing, Tool Technology, Metal Woodworking, Plastics, Typing and Sheet Metal.

Students may move from the Employment Orientation Program into regular vocational programs for specific skill training placement in the Vocational Work Study Program, Co-op Program, referral to the N.J. Rehabilitation Commission for further evaluation and services upon termination of student's school career.

OUTCOMES:

The program, which came about as a result of Federal seed money, has shown such success that the Board of Education has approved a six million dollar expansion program for Special Needs Students, on the school campus, that will serve 600 - 800 Special Needs Youth and 3000 Special Needs Adults.

NEW JERSEY
STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

PAUL MOZENTER
DEAN GARWOOD

STATE DIRECTOR OF
VOCATIONAL EDUCATION

STEPHEN POLIACIK

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

DIRECTOR OF SPECIAL PROGRAMS
THOMAS F. MC NULTY

SCHOOL DISTRICT Newark SCHOOL JOHN F. KENNEDY
ADDRESS 311 S. 10th St., Newark, N.J. URBAN RURAL
PROGRAM TITLE EMPLOYMENT ORIENTATION NO. OF STUDENTS: DIS. HANDI 277
GRADE LEVEL(S): Ungraded Ages
5-20
CONTACT PERSON Dominic DeCicco TYPE OF HANDICAP TMR

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u>\$20,000</u>	<u> </u>	<u>\$35,291.</u>	<u> </u>
2nd year	<u>25,000</u>	<u> </u>	<u>27,362.</u>	<u> </u>

ACTIVITIES:

The John F. Kennedy School is a special education school for young people who have been classified as trainable mentally retarded. Generally, these students would not have been considered capable of employment in the competitive labor market, but rather be dependent upon society and/or family for the rest of their lives. The Employment Orientation Program is directed towards the premise that many young adults classified as trainable mentally retarded, have the potential for employment in a sheltered workshop, or in competitive employment when they leave school. The program focuses on development of positive work habits and attitudes and simulates a work environment and atmosphere. Students enter into work activity beginning with sorting operations (by size, color, and differences in materials), assembly, disassembly, collating and packaging. Following success in these activities, students are introduced to product manufacturing operations that include packaging and paper work associated with manufacturing. Simulated production makes possible the introduction of deadlines and excellence of work. An addition to the program is a co-op work experience program.

OUTCOMES:

Students leaving school are sent to the Essex County Occupational Center. The center sends a report to the school on each person once every three months during the first year. In addition, an end of year report covering the results of the training and evaluation

OUTCOMES: (cont'd)

period, which runs to 48 weeks, is sent to the school. At the end of this period, each individual is assigned to the Long-Term Shop into a regular job. When an individual develops to the point where he/she can function in a competitive work environment, the Center finds an appropriate job placement.

NEW JERSEY

STATE

STATE SUPERVISOR OF DISADVANTAGED
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PAUL MOZENTER
DEAN GARWOOD

STATE DIRECTOR OF
VOCATIONAL EDUCATION

STEPHEN POLIACIK

NAVESNP AREA CHAIRPERSON

Paul Mozenter

DIRECTOR OF SPECIAL PROGRAMS

THOMAS F. MC NULTY

NAME

SCHOOL DISTRICT Ocean County Voc. Tech. Schools SCHOOL Centers at: Brick, Ocean, Jackson, Toms River

ADDRESS West Water St., Toms River, N.J. URBAN _____ RURAL X

PROGRAM TITLE Special Needs Pre-⁰⁸⁷⁵³ NO. OF STUDENTS: DIS. 86 HANDI 96

Vocational & Skill Training GRADE LEVEL(S): 7-12

CONTACT PERSON Joseph Scelfo TYPE OF HANDICAP MR, ED, NI, PI, SM, TR, VH

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u>\$ 6000</u>	<u>\$ 1650</u>	<u>\$ 64,523.</u>	<u>academic, socio-economic, cultural</u>
2nd year	<u>13200</u>	<u>2500</u>	<u>56,732.</u>	<u>handicaps that prevent them from</u>
'74-'75	<u>21600</u>		<u>34,402.</u>	<u>succeeding in regular programs</u>

ACTIVITIES:

The Ocean County Voc.-Tech. School is composed of four area secondary vocational centers commonly called shared time centers. The centers provide a comprehensive vocational education program for regular and special needs students.

A sequence of programs for the Special Needs student begins with a comprehensive evaluation of the student and is followed by: Pre-vocational Special Needs Training, Pre-Vocational Special Needs and Regular Vocational Training, Pre-Vocational Special Needs and Cooperative On-The-Job Training, Regular Vocational Training, and On-The-Job Placement.

The following Exploratory Occupational Areas are offered to the Special Needs student:

- | | |
|------------------------|--------------------------|
| Beauty Culture | Health Occupations |
| Dry Cleaning Laundry | Needle Trades |
| Hotel-Motel Service | Auto Mechanics |
| Super Market Clerk | Building Maintenance |
| Food Service | Carpentry Trades |
| Printing & Photography | Horticulture Landscaping |
| Silk Screening | Small Engine Repair |
| Plumbing | Building Trades |
| Drafting | Masonry |
| Electric Wiring | |

OUTCOMES:

Of the 182 Special Needs Students in the program in the past year, 26 were mainstreamed into Regular Vocational Programs on a permanent basis; 16 were mainstreamed into Regular Programs on a trial basis.

NEW JERSEY

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DEAN GARWOOD

STATE DIRECTOR OF
VOCATIONAL EDUCATION

STEPHEN POLIACIK

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

DIRECTOR OF SPECIAL PROGRAMS

THOMAS F. MC NULTY

SCHOOL DISTRICT Paterson SCHOOL Special School
 ADDRESS YMCA, 128 Ward St., Paterson, N.J. URBAN X RURAL _____
 PROGRAM TITLE _____ EMPLOYMENT _____ NO. OF STUDENTS: DIS. HANDI350
 ORIENTATION _____ GRADE LEVEL(S): Secondary-Ungraded
 CONTACT PERSON Mrs. P. Cohen TYPE OF HANDICAP MR
Mrs. H. Hillman
 COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
 1st year \$ 62,375 _____ \$ 4,725 _____
 2nd year 22,000 _____ 15,200 _____

ACTIVITIES:

The program seeks to develop a student's abilities, rather than emphasizing his disabilities. The program goals are: (1) to provide the student with basic skills for entry into the work world; (2) to develop attitudes and interests for successful competitive employment; (3) to prepare the student for further in-school training and completion of a high school program; (4) to prepare students for work experience co-op training in industry.

The program is supported by the Department of Special Services and is closely supported by Child Study Teams and other supportive services.

OUTCOMES:

The E.O. Program is an element in a sequential career ladder designed for Special Needs students. Students completing an E.O. program will move into an extensive Work Experience Career Exploration Program.

NEW JERSEY

STATE

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PAUL MOZENTER
DEAN GARWOOD

STATE DIRECTOR OF
VOCATIONAL EDUCATION

STEPHEN POLIACIK

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

DIRECTOR OF SPECIAL PROGRAMS

THOMAS F. MC NULTY

SCHOOL DISTRICT Paterson SCHOOL Martin Luther King, , No. 8,
Kennedy H.S., Eastside H.S.
ADDRESS 33 Church St., Paterson, N.J. URBAN X RURAL _____
PROGRAM TITLE W.E.C.E.P. NO. OF STUDENTS: DIS. 150 HANDI _____
GRADE LEVEL(S): 8-10
CONTACT PERSON Michael Mugno TYPE OF HANDICAP _____
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
1st year \$ 45,000 _____ \$ 20,325 Negative attitudes to school;
2nd year 14,000 _____ 32,650 socially & economically deprived;
failure to achieve in traditional
programs; potential dropouts.

ACTIVITIES:

W.E.C.E.P. is a special work experience program for 14 & 15 year old dropout-prone youth. Students are placed in non-hazardous commercial and publicly owned establishments for a maximum of three hours during school days and eight hours on weekends for a maximum of twenty three hours. Students receive, at least, minimum wage. The program is supervised by a school coordinator who is responsible for placement, meeting with the students as a group daily, and makes weekly visitations to job sites. A student may choose to enroll in a co-op program, in-school vocational program, or return to an academic program, or return to an academic program following his experience in W.E.C.E.P.

OUTCOMES:

Out of the first W.E.C.E.P. class of twenty students, fifteen have graduated High School and have satisfactorily adjusted socially and to discipline demands of a job.

The end of the school year is marked by a Dinner attended by the W.E.C.E.P. students, their parents, their employers and school administrators. More than 250 people attended the June '75 Dinner.

NEW JERSEY

STATE

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Paul Mozenter
Dean Garwood

STATE DIRECTOR OF
VOCATIONAL EDUCATION

Stephen Poliacik

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

DIRECTOR OF SPECIAL PROGRAMS

THOMAS F. MC NULTY

SCHOOL DISTRICT Scotch Plains, Fanwood SCHOOL Park Jr. H.S. Scotch Plains
Fanwood H.S.
ADDRESS Westfield Rd., Scotch Plains, N.J. 07076 URBAN RURAL
PROGRAM TITLE Career Sequence NO. OF STUDENTS: DIS. 150 HANDI
(Employment Orientation, W.E.C.E.P. & GRADE LEVEL(S): 9-12
C.I.E.)
CONTACT PERSON Michael Lauten TYPE OF HANDICAP

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u>50%</u>	<u>25%</u>	<u>25%</u>	<u>Academic, Socio-economic.</u>
2nd year	<u>50%</u>	<u>25%</u>	<u>25%</u>	<u>anti-social</u>

ACTIVITIES:

The Employment Orientation Program is a pre-vocational Career awareness program providing exposure and basic skill training in a variety of occupational cluster areas. From the E.O. Program students may enroll in the Work Experience Career Program for 14 & 15 year old youth. Upon reaching 16, the student is then eligible to enroll in a Co-op Program or attend the County Vocational School.

OUTCOMES:

Outcomes for all the programs in the sequence vary from noticeable behavioral changes, increased motivation in other school areas, acquisition of employable skills. It has been found that students in the program develop goals for themselves and acquire an appreciation of the school's contribution to the realization of the goals.

NEW MEXICO
STATE

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AND HANDICAPPED PROGRAMS
WILMA LUDWIG

STATE DIRECTOR OF
VOCATIONAL EDUCATION
JAMES B. WEST

NAVESNP AREA CHAIRPERSON

Raymond F. Faucette
NAME

SCHOOL DISTRICT Las Vegas City SCHOOL Robertson H.S. Activity Center
ADDRESS 4th & Friedman, Las Vegas, New Mexico URBAN RURAL
PROGRAM TITLE Activity Center 87701 NO. OF STUDENTS: DIS. 15 HANDI 15
GRADE LEVEL(S): 9-12
CONTACT PERSON Arthur Gonzales TYPE OF HANDICAP MR, SI, ED, OTHER
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
1st year Supported by City of Las Vegas
2nd year through a Special Ed. Budget

ACTIVITIES:

Students are taught on an individual basis and are trained in occupational areas they can be successful. Training, in many instances consist of developing necessary skills to operate machinery and equipment used in local industry.

Consumer education is included in the training.

OUTCOMES:

Students are prepared to enter the work world and upon training completion are placed in jobs.

NEW YORK

STATE

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DALE M. POST

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. ROBERT S. SECKENDORF

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

Board of Cooperative Educational
 SCHOOL DISTRICT Services of Nassau SCHOOL Salisbury Center
 ADDRESS Salisbury Center, Valentines Rd. & The Plain Rd., Westbury, New York 11590 URBAN _____ RURAL X
 PROGRAM TITLE Summer Programs of Occupational Exploration for Special Ed Students NO. OF STUDENTS: DIS. HANDI253
 GRADE LEVEL(S): 9 - 12

CONTACT PERSON Clarence Becker TYPE OF HANDICAP MR, HH, D, SI, NI, LD, ED, CP

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	_____	_____	<u>\$ 115,000</u>	_____
2nd year	_____	_____	<u>127,000</u>	_____

ACTIVITIES: & OUTCOMES:

As a result of renewed VEA funding through the State Education Department, five programs of occupational education experiences for special education students were again conducted during the past summer for 253 students selected from Special Education Programs of BOCES facilities and programs of local districts throughout the country. Some of the highlights of these programs, all of which were six week in duration, included:

SHELTERED PRE-EMPLOYMENT WORK EVALUATION PRACTICUM FOR SPECIAL EDUCATION STUDENTS 14 - 17 Designed to encourage special education students who exhibited the potential of being able to ultimately achieve a level of independence required for employment in industry, the program, utilizing work experience concepts; provided a sheltered opportunity for each student to work as a salaried employee while under the supervision of professional BOCES staff. Eight-nine students, selected from the CCA, CP, HI, VI, AND RKC Units, each received salaries of \$1.75 an hour performing assigned tasks in the areas of Office Services, Building Maintenance, Food Services and Ground Maintenance. Activities were performed at the Salisbury Center, Old Westbury, County Center, C.P. Center and for the Nassau County Department of Recreation at Eisenhower and



Cantiague Parks. Notable among the achievements of this program was a letter of commendation received from the Glen Cove Library complimenting the landscaping project performed by a group of these students during the summer.

WORK EXPERIENCE PROJECT IN INDUSTRY FOR SPECIAL EDUCATION

STUDENTS AGES 18 - 21.....In an effort to place Rosemary Kennedy Center Students in full time jobs, this project resulted in the placement of 12 to 20 enrolled special education students in industry. All of the students were initially placed in a school based supervised work experience program where they worked 25 hours a week under supervision of Professional BOCES staff at a salary of \$1.75 as either grounds maintenance or building maintenance personnel. In gratitude for the outstanding ground maintenance, landscaping, and painting of the interior walls of the lower level of the Rosemary Kennedy Center, a letter of commendation was received by the Project from BOCES Facilities Supervision. Industrial placements from this project included:

Operation of Injection molding machine	Jamison Plastics
Porters	Great Eastern
Stock/Receiving	Flair Fold (Mfrs. of Shutters; Wood Workers)
Operator for milling machine	Narco Tool
Photographic developer/processor	KCG Associates
Mechanical Assemblers	Grumman

PROGRAM IN OUTDOOR OCCUPATIONAL EDUCATION FOR SPECIAL EDUCATION

STUDENTS, AGES 13-16.....This program served 63 students from the Baldwin Harbor, Transitional, Hearing Impaired, Vision Impaired and Cerebral Palsy Units of BOCES in providing exploratory experiences with outdoor agricultural, horticultural and conservation occupations. Each student received a 2-week exposure in each of the areas of oceanographic environments, outdoor grounds and nursery plant care and large and laboratory animal care. Utilization of the facilities at SUNY at Farmingdale, the Wantagh Marina and various sanctuaries, stables, preserves, arboretums and parks throughout the surrounding area, as well as the BOCES facilities at Old Westbury, provided for the broadest experiences possible.

EXPLORATORY PROGRAM IN BROAD BASED OUTDOOR OCCUPATIONS FOR EMR

STUDENTS OF LOCAL SCHOOL DISTRICTS, AGES 14-16.....Identical to the abovementioned program, this project was developed and funded to exclusively serve, for the first time, the educable mentally retarded population of the local school districts of Nassau County. Thirty students were referred to the program from approximately ten school districts.

OCCUPATIONAL EDUCATION PROGRAM FOR SPECIAL EDUCATION STUDENTS
INTEGRATED WITH NON-HANDICAPPED OCCUPATION EDUCATION ENROLLEES,
AGES 14-18.....This program was conducted as an outgrowth of
previous efforts to facilitate integration of as many health
handicapped students within regular secondary level occupational
programs as possible. A total of 51 students from the CCA, CDC,
and HI, VI, CP and Transitional Units of BOCES received two
week exposures to the Auto Mechanics, Food Services, Office Practices,
Horticulture, and Building Trades Occupations, as a preparatory
experience for their entry into half-day programs at area centers
in the fall. Included as part of this exposure, each student was
involved in nine hours of work-experience in assignments related
to their occupational laboratory activities for which they re-
ceived \$1.75 an hour.

75

NEW YORK

STATE

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DALE M. POST

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. ROBERT S. SECKENDORF

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

SCHOOL DISTRICT Board of Cooperative Educational Services of Nassau Cty. SCHOOL Industry-Based

ADDRESS Salisbury Center, Valentines & The Plains Rds., Westbury, N.Y. 11590 URBAN X RURAL

PROGRAM TITLE Training for Adults NO. OF STUDENTS: DIS. X HANDI 160
with Special Needs GRADE LEVEL(S): Young Adults

CONTACT PERSON Clarence Becker TYPE OF HANDICAP CP, EMR, HH, LD, SI, BI, Epileptic, VH, ED, MH

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	_____	_____	\$ 215,000	<u>Many come from broken homes, or homes where they are unwanted, unloved or unappreciated. Many are on public subsistence when they come to the program.</u>
2nd year	_____	_____	215,000	

ACTIVITIES:

Group Placement & Training...this project is designed to provide supervised on-the-job training for clusters of 8-10 handicapped adults in cooperating industries leading to non-supervised regular, independent employment.

A BOCES Supervisor-Instructor is directly responsible for training, counseling, supervising each employee in the performance of assigned job tasks, workhabits, tasks understandings, job importance and attainment of self confidence.

OUTCOMES:

Individualized Placement & Training.....This project is designed to facilitate and support the placement of handicapped adults in regular independent employment in industry, on an individual basis. Many of the placements made in this program are "graduates" of the supervised group placement and training program. After the project job development and placement personnel have developed and secured a placement for a handicapped adult and after a period of satisfactory integration into the world of work on a sustained basis, the program placement counselor attempts to solicit a commitment from the employer



to advance the student in job level. When the employer gives his concurrence, the enrollee enters an individually tailored after hours program of occupational training by BOCES resource personnel designed to upgrade the enrollee's skills and to secure for him a position at the semi-skilled or even the skilled level.

The results of this program to date have been:

INDIVIDUAL SUPPORTIVE PLACEMENT

- 74 Placed
- 9 Terminations (primarily due to business shutdown/slowdown)
- 63 Still employed
- 21 Upgradings
- 24 Graduated to unsupervised employment

After Hours Supportive Programs.....Forty of the employees from both specialized industry based programs of occupational education for handicapped adults are attending classes two evenings a week to receive specialized supportive services, such as remedial instruction in reading, mathematics, communication; adult basic education, high school equivalency preparation, driver education, Civil Service promotional test preparation, personal counseling and psychological services and miscellaneous life adjustment skills.

Referrals to These Programs..... Referrals of handicapped adults to these programs have come from BOCES Special Education facilities, Special Education programs of local school districts, the BOCES Adult Center, AHRC Workshop, TRI Workshop, the Luther Woodward School, ACLD, OVR, and Nassau County Employment Services.

NEW YORK

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STATE DIRECTOR OF
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DALE M. POST

DR. ROBERT S. SECKENDORF

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

SCHOOL DISTRICT Board of Cooperative Educational Services of Nassau Cty Area Occupational Centers
Salisbury Center, Valentines & The Plains & Public & Private Employers
ADDRESS Rd., Westbury, N.Y. 11590 URBAN _____ RURAL X

PROGRAM TITLE Work Experience & NO. OF STUDENTS: DIS 176 HANDI-
Work Study for Disadvantaged GRADE LEVEL(S): Secondary

Students. CONTACT PERSON F. Russo TYPE OF HANDICAP _____

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	_____	_____	_____	<u>Educationally & Socio-</u>
2nd year	_____	_____	_____	<u>economically</u>

VEA FUNDED

ACTIVITIES: Summer Work Experience for 150 Nassau BOCES Occupational Ed. Underachieving Students:

This VEA funded project, in its second year of operation, is designed to help underachieving students between the ages of 15 to 18 years. A total of 176 students who were identified by Occupational Education teachers and guidance counselors as possessing behavior traits and attitudes typifying the potential high school drop-out, enrolled in the program. Of the 176 enrollees, it was possible to develop 126 summer job placements and provide the related vocational rehabilitation counseling. Student-enrollees received wages ranging from \$1.85 to \$2.50 per hour. Five vocational counseling specialists were employed for six summer weeks for the specific purpose of serving as "big brothers"; and to focus upon the individual needs of each student-client. Counseling was the primary commitment and responsibility of the "big brother" counselor.

Summer Work-Experience for 98 Nassau BOCES Occupational Education Dis-
advantaged Students:

This pilot project is designed to help first year students, 15 to 18 years of age, identified as being either socio-economically disadvantaged, educationally disadvantaged, or from the minority population. The project provided 98 student-enrollees with a maximum of 15 hours per week of work experience. The students performed duties related to their occupational training under the joint supervision of a job leader and a vocational counselor. This part time employment was provided by BOCES

and other tax supported agencies in Nassau County, at wages of \$1.85 to \$2.00 per hour. The maximum earnings allowable in accordance with the terms of the Vocational Education Act is \$350.00, or for student-enrollees who live far from their assigned work-station and provide their own transportation, \$500.00. At least 40 work-study enrollees served as student aides and tool-crib attendants in Summer Occupational Orientation Program (SOOP) classes. Many others worked as maintenance helpers, groundskeepers, custodian aides, kitchen aides, cafeteria aides, children care aides, office workers, and library aides. The vocational interests and abilities of the student-employees were used to the greatest extent possible.

Summer Retail Business Management Program for 30 Disadvantaged Students:

The Student Placement Center provided job placement services, vocational counseling, and evaluation services for the 30 student-enrollees of this summer project. This program was conducted cooperatively by the school districts of Nassau County, Nassau BOCES, and the Marketing and Retailing Department of Nassau Community College. The BOCES job placement counselors cooperated with college personnel in: developing work-experience stations at retail establishments, arranging employers interviews, transporting students to interviews, and processing work-experience contracts and reports.

Work-Study Program for Nassau BOCES Occupational Education Students Who Are Considered Disadvantaged:

This program ran for twelve months and was originally designed to benefit 300 students considered to be disadvantaged. However, because of the large number of qualifying students applying for work-study enrollment, it was necessary to enroll a total of 533 students who could benefit by the program.

Students were employed part time at wages of \$1.85 per hour for the most part. Maximum possible earnings for the school year were pre-determined at \$350.00. Student-enrollees were supervised by job leaders and placement counselors, and were evaluated for employability characteristics while in the program. In practically all cases, the work study job was directly related to the individual enrollee's occupational education.

Student-enrollees served as aides in more than 80 evening Occupational Education programs, performing such varied services as: attending tool-cribs, operating visual aide equipment, assisting teachers and students, and generally, being useful. They also served at other work-stations as school maintenance aides, groundskeeper helpers, T.V. studio aides, dental clinic aides, office aides, keypunch operators, NERC aides, Commercial Art Aides, Special Education Student Aides, Student Placement Center Aides, etc. Students also worked at: The Town of Oyster Bay Department of Public Works, the Plainview Medical Center, and with the Nassau County Air Force.

OUTCOMES:

A follow-up study of the 126 students who received

job placement in the program points to the following statistics:

Total working population identified as underachieving students....
126 = 100%

Male :..... 97 = 76%

Female 29 = 24%

Students who returned to BOCES OE Center 73 = 57.5%
(in same occupation)

Male 59 = 46.5%

Female 14 = 11.0%

Students who returned to BOCES OE Center..... 21 = 17%
(in different occupation)

Male 16 = 13%

Female 5 = 4%

Students who returned to Home School only 9 = 7.0%

Male 7 = 5.5%

Female 2 = 1.5%

Students who decided to drop out of school 3 = 2.5%

Male 1 = 1%

Female 2 = 1.5%

Students who decided to continue working part time and
continue education part time 13 = 10.5%

Male 7 = 5.5%

Femal 6 = 5.0%

Students not responding to follow up survey 7 = 5.5%

Male 7 = 5.5%

Femal 0 = 0%

NEW YORK

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DALE M. POST

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. ROBERT S. SECKENDORF

NAVESNP AREA CHAIRPERSON

Paul Mezenter

NAME

BOARD OF COOPERATIVE ED. SCHOOL DISTRICT SERVICES OF NASSAU CTY. SCHOOL ADULT CENTER

ADDRESS Salisbury Center-Valentines & The Plains Rd., Westbury, N.Y. 11590 URBAN RURAL X

PROGRAM TITLE Parenthood Education NO. OF STUDENTS: DIS. 59 HANDI

GRADE LEVEL(S): 9-12

CONTACT PERSON A.S. Modderho TYPE OF HANDICAP

COSTS:	LOCAL	STATE	FEDERAL CONT.	NATURE OF DISADVANTAGEMENT
1st year	25%		75%	Unwed pregnant girls
2nd year	25%		75%	& mothers

ACTIVITIES: The Nassau B.O.C.E.S. Parenthood Education Program is an educational service geared to the needs of the high school girl who becomes pregnant and mothers a child. Every girl spends 1/2 a day in the parenthood education portion of the program which provides the student with the following three services: specialized counseling, maternal and child care instruction, academic and remedial tutoring. The other 1/2 day is spent in an occupational educational education course. Programs are also provided for the college bound students.

OUTCOMES: The Parenthood Education Program made advances in a number of special areas during the school year September 1973 to June 1974. The homebound tutoring and counseling visitations of students during their post-partum recuperation period was a major development effected during the course of the year. Approximately twenty-five students received this type of special service on a periodic, but regular basis during their 6 weeks of recuperation.

(cont'd)



A special "day care mother" service also was effected during the school year for those girls who had no satisfactory person to care for their babies during school hours. This particular service was transacted in conjunction with the Nassau County Department of Child Care Services. This enabled all girls in need of someone to care for their babies during school hours to resume and continue their educational pursuits after delivery to the avoidance of abandoning their high school education.

A major work effort that was initiated during the school year concerned itself with the future possibility of incorporating an infant day care nursery into the overall services of the Parenthood Education Program. Complete research of New York State and Nassau County Infant Day Care laws, the formation of an Ad Hoc Advisory Committee, visitation of infant day care centers, writing and forwarding proposals, special meetings, were all aspects of this area of labor.

Another area of special work occupied itself with the improvement of the health, child care, and parenthood and home-making instructions for the coming school year September 1974 to June 1975. An entire curriculum covering thirty special topics for these three areas was planned and drawn up. These thirty topics shall be taught by the program coordinator and guidance counselor of the Parenthood Education Program, by a public health and Red Cross nurse and by a rather large complement of visiting lecturers.

Preparation also was made during the year for a summer program. This summer phase of the Parenthood Education Program shall include special vocational guidance and orientation, remedial and basic academic tutoring, health and parenthood instructions, and practical instructions in homemaking responsibilities. The summer session shall run from July 8th to August 9th and shall function on a daily basis from 9 AM to 12:30 PM. This summer phase was recommended by the program's Advisory Committee as an opportunity of continued development for those students already enrolled in the Parenthood Education Program and as a general orientation period for those students who shall enter the Parenthood Education Program in September.

The program also received local recognition as a result of a special thirty minute telecast on the Channel 21 Program, "Speaking of Schools". The program coordinator discussed with the Nassau BOCES Superintendent the various services that the Parenthood Education Program provides for pregnant girls and mothers still in high school throughout the country.

NEW YORK

STATE

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DALE M. POST

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. ROBERT S. SECKENDORF

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

SCHOOL DISTRICT Board of Cooperative Ed. Services of SCHOOL _____
Nassau County
ADDRESS Salisbury Center, Valentines Rd. URBAN _____ RURAL _____
& Plain Rd., Westbury, N.Y. 11590
PROGRAM TITLE _____ NO. OF STUDENTS: DIS. _____ HANDI 135
GRADE LEVEL(S): Secondary

CONTACT PERSON Clarence Becker TYPE OF HANDICAP CP, EMR, D, BI, VI, ED, MH

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	_____	_____	<u>\$20,000</u>	_____
2nd year	_____	_____	<u>50,000</u>	_____

ACTIVITIES:

The program provides supportive services, a special needs occupational Guidance Counselor and Special Education remediation instructors. Students are mainstreamed.

OUTCOMES:

Handicapped students are given the opportunity to be integrated with the normally functioning population in regular programs of occupational education. Now in its third year of operation, this program permits selected education students to select any one of 60 program options and participate in any selected program mixed with regular or so-called "normal" students attending from school districts at large. Supporting this operation, are a number of resource people, including a special needs guidance counselor, a special needs work experience and placement counselor, and a full time educator of the deaf.

NEW YORK

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AND HANDICAPPED PROGRAMS

DALE M. POST

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. ROBERT S. SECKENDORF

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

SCHOOL DISTRICT Cooperative Bd. of Educational Services of Nassau COUNTY SCHOOL Area Occupational Centers

ADDRESS Salisbury Center, Valentines Rd. & The Plain Rd., Westbury, N.Y. 11590 URBAN RURAL X

PROGRAM TITLE MIDDAY PROGRAMS OF NO. OF STUDENTS: DIS. HANDI 162

OCCUPATIONAL EXPLORATION FOR SPEC. ED GRADE LEVEL(S): Intermediate
STUDENTS

CONTACT PERSON Clarence Becker TYPE OF HANDICAP TMR, EMR, BI, ED

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u> </u>	<u>NOT REPORTED</u>	<u> </u>	<u> </u>
2nd year	<u> </u>	<u> </u>	<u> </u>	<u> </u>

ACTIVITIES:

This program gives special education students an opportunity to have an initial occupational exposure in 9 of 42 occupational areas. For the third year now, the occupational area centers have been utilized to provide a series of occupational explorations programs between the standard A.M. & P.M. sessions. These programs are generally conducted three days a week with sessions of one hour in length. During school year 1973-74, some 300 special education students were involved in midday explorations, selecting any group of 9 occupational areas from an overall choice of 42. Generally, these groups of 6 - 8 students each spent a half year in an explorations format cycling through the nine selected laboratories.

OUTCOMES:

This program has been expanded to include not only special education students of BOCES, but is currently being offered to any school district in Nassau County. Due to the exposure in so many occupational areas, interest is inspired and confidence is gained to go on into regular programs of occupational education. Along with ability to mainstream, a sharp increase in attendance is also noted.



NEW YORK

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

DALE M. POST

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. ROBERT S. SECKENDORF

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

SCHOOL DISTRICT Syracuse City Schools SCHOOL Alternate

ADDRESS 409 W. Genesee St., Syracuse, N.Y. 13202 URBAN RURAL

PROGRAM TITLE Occupational Learning NO. OF STUDENTS: DIS. 190 HANDI

Center-Alternate School Program GRADE LEVEL(S): 9-12

CONTACT PERSON Vincent Brennan TYPE OF HANDICAP

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u>\$140,000</u>	<u>\$121,170</u>	<u>\$100,000</u>	<u>economic, social, educational</u>
2nd year	<u></u>	<u></u>	<u></u>	<u>drop-out potential</u>

ACTIVITIES:

Most of the students enrolled at the center are school drop-outs and delinquents. This alternate program attempts to raise student's Mathematics and English competencies to at least the 8th Grade Level.

Completion of a high school program, for every student is a goal of the program. The center offers in-school skill training as well as on-the-job training. Job placement or further training on a postsecondary level is sought for every student enrolled in the program.

OUTCOMES:

There is a 75% placement rate of the students. Forty students are in skill development; one hundred and twenty are on-the-job training programs; thirty in pre-vocational training programs. At present, there is a waiting list of students desiring admission to this off-site program.

83

NEW YORK

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

DALE M. POST

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. ROBERT S. SECKENDORF

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

SCHOOL DISTRICT Syracuse City School SCHOOL

ADDRESS 409 W. Genesee St., Syracuse, N.Y. 13202 URBAN -X RURAL

PROGRAM TITLE Occupational Education NO. OF STUDENTS: DIS. HANDI X

for the Handicapped GRADE LEVEL(S): 9-12

CONTACT PERSON Frank Barker

TYPE OF HANDICAP MR, HH, SI, C, VI,
ED, other

COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT

1st year \$113,883 162,197 203,000

2nd year

ACTIVITIES:

Vocational training is offered to educable mentally retarded in auto mechanics, building maintenance, child care services, light truck driving and health. The program also includes on-the-job training.

OUTCOMES:

When a student completes the program he is placed in a job for which he was trained.

NEW YORK

STATE

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DALE M. POST

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. ROBERT S. SECKENDORF

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

SCHOOL DISTRICT New York City SCHOOL All Vocational H.S.

ADDRESS 110 Livingston St., Brooklyn, N.Y. 11210 URBAN RURAL

PROGRAM TITLE Some 60 trades are taught plus exploratory 9th year NO. OF STUDENTS: DIS. HANDI

GRADE LEVEL(S): 9-12

CONTACT PERSON _____ TYPE OF HANDICAP HH, CR, ED

<u>COSTS:</u>	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
<u>1st year</u>	_____	_____	_____	<u>Reading retardation & socially disadvantaged stemming from poverty.</u>
<u>2nd year</u>	_____	_____	_____	

ACTIVITIES:

Handicapped meet for two periods with instructors trained in dealing with such pupils and then mingle in regular classes the rest of the day.

OUTCOMES:

Disadvantaged receive academic and remedial work plus 15 periods of trade instruction per week leading to preparation for entry into a trade. Handicapped are mainstreamed in same classes as normal pupils for 15 periods of trade instruction plus academic instruction.

NORTH DAKOTA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

REN BEN GUENTHNER

STATE DIRECTOR OF
VOCATIONAL EDUCATION

CARROLL E. BURCHINAL

NAVESNP AREA CHAIRPERSON

Roger Sathre

NAME

SCHOOL DISTRICT Grand Forks Public SCHOOL _____
ADDRESS Grand Forks, North Dakota URBAN X RURAL _____
PROGRAM TITLE Supportive to NO. OF STUDENTS: DIS. HANDI 10
Vocational Education Regular GRADE LEVEL(S): Secondary
Program
CONTACT PERSON Jack Gamble TYPE OF HANDICAP VH
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
1st year 0 0 \$ 18,420 _____
2nd year 25% _____ 75% _____

ACTIVITIES:

This is a new program that includes a learning resource center providing an individualized or tutoring environment. Consultative services are provided by the Special Education Department, University of North Dakota.

The following are examples of activities that are in the process of being implemented:

1. Volunteer program (students are the volunteers).
2. Expansion of Industrial Arts & Home Economics.
3. Expansion of recreation activities.
4. Parent participation program.
5. Programs to assist blind children solve problems of oral communication with sighted person.
6. Provide outside experiences that relate to careers for blind and visually impaired persons.

OUTCOMES:

The program is new and has not been completely implemented. However, it is that the activity planned and in the process of implementation will better prepare the blind student and the visually impaired student to gain self-satisfaction and independence.

NORTH DAKOTA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

RENBEN GUENTHNER

STATE DIRECTOR OF
VOCATIONAL EDUCATION

CARROLL E. BURCHINAL

NAVESNP. AREA CHAIRPERSON

Roger Sathre

NAME

SCHOOL DISTRICT State School of Science SCHOOL State School of Science
ADDRESS Wahpeton, North Dakota URBAN _____ RURAL _____ X _____
PROGRAM TITLE Learning Skills NO. OF STUDENTS: DIS. 475 HANDI'
Project GRADE LEVEL(S): Post-Secondary
CONTACT PERSON _____ TYPE OF HANDICAP _____
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
1st year _____ 25% _____ 75% _____
2nd year \$ 31,864 _____ \$ 37,417 _____
deficiencies in reading

ACTIVITIES: The purpose of the Developmental Reading Program is to increase each student's reading rate, improve comprehension efficiency, enlarge student's vocabulary and thus improve each student's total reading level. The students attend non-credit reading classes four times a week, for one quarter of a total of 48 class meetings. The students are given a vocabulary appraised test to determine their working vocabulary. The program is arranged to fit individualized needs. Tests are administered at various times to evaluate the growth in reading rate and comprehension. These tests are designed so each student could recognize his own shortcomings. This is an incentive for each student.

OUTCOMES: Although the program is new, the following observation has been made. The design of the tests has been provided and incentive and motivation for each student to give forth greater effort. A limited number who are not progressing satisfactorily will be provided supplemental instruction after regular class hours.

As future needs are examined, the need for increased hours at the Open House becomes apparent, which would allow students to use the facilities on a non-scheduled basis during the day. Additional

para-professional staff and room would be necessary. It is anticipated that the enrollment will increase in the future. A large increase, with the present size staff, would jeopardize the effectiveness.

Most students are achieving success in related classes as a result of the supplemental help at the center.

OHIO

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

RICHARD MACER

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. BYRL R. SHOEMAKER

NAVESNP AREA CHAIRPERSON

Richard Macer

NAME

SCHOOL DISTRICT Akron City SCHOOL Camp Y - NOAH
ADDRESS 70 N. Broadway, Akron, Ohio URBAN X RURAL _____
PROGRAM TITLE Pre-Vocational NO. OF STUDENTS: DIS 152 HANDI _____
Preparation School for Disruptive GRADE LEVEL(S): 8-10
Boys
CONTACT PERSON Emil Lisak-Coordinator TYPE OF HANDICAP _____
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
academic - socio-economic
1st year 39,687 _____ \$224,898 _____
2nd year 41,570 _____ 235,566 _____

ACTIVITIES:

The intent of the program is to provide remedial instruction and training for boys who lack occupational objectives and have adjustment problems in target disadvantaged and urban environment. Twenty percent of student's school time is devoted to remedial education, twenty percent in hands-on skill training and the rest of time is spent in related instruction.

The following areas of training are offered: Wood Construction, Metals, Horticulture, Small Machine Repair, Basic Carpentry & Business and Office Education. A job employment service completes the program.

A professional staff of twelve and a supportive staff of four work with 96 boys, ages 13-16, on a five day a week basis from 8 A.M. to 3 P.M. Students have nine class periods of thirty minutes in length.

The program is new and there has not been a sufficient number of students who have completed the program, at this point, to make a judgement of the program's value. However, the ultimate goal is to expose the student to a wide variety of occupational opportunities, to allow him to discover his interests. Evaluation will be through reports from parents, teacher log of self-concept changes, and the Piers-Harris Children's Self Concept Scale.

OHIO

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

RICHARD A. MACER

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. BYRL R. SHOEMAKER

NAVESNP AREA CHAIRPERSON

Richard Macer

NAME

SCHOOL DISTRICT Akron City SCHOOL Camp Rex
ADDRESS 70 N. Broadway, Akron, Ohio URBAN X RURAL _____
PROGRAM TITLE A Pre-Vocational NO. OF STUDENTS: DIS. 74 HANDI _____
Skill Developmental Program for Girls GRADE LEVEL(S): 8-10
with Individual Needs
CONTACT PERSON Emil Lisak - Coordinator TYPE OF HANDICAP _____
of Special Needs
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
socio-economic, academic
1st year \$ 25,757 \$ 149,958
2nd year 28,239 160,024

ACTIVITIES:

A total vocational-oriented school program is offered to the students in the project as follows:

1. Mathematics (vocational)
2. Communications
3. Social Studies (World of Work)
4. Physical Development
5. Pre-Vocational Business
6. Pre-Vocational Home Economics
7. O.W.A.

A student is assigned so that she can begin at the achievement level she is at the time and can progress at a rate commensurate to her ability. Vocational counseling, exploration and career awareness activities help students become aware of their aptitudes as well as develop interests. Furthermore, the program shows the student how her interests and aptitudes may be pursued and developed in the world of work.

In-service training of teachers in the project include programs on Behavior Modification, Values Clarification and Juvenile Law.

(cont'd)

OUTCOMES:

Student attendance has improved over previous years; peer fighting has been entirely eliminated. Individual success has motivated students to achieve more and rediscover pleasure of learning. Concern for teachers and peer rights have increased tremendously. The drop-out survey indicated a change in attitude concerning education, teachers, administration and staff.

OHIO

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

RICHARD A. MACER

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. BYRL R. SHOEMAKER

NAVESNP AREA CHAIRPERSON

Richard Macer

NAME

SCHOOL DISTRICT Dayton City SCHOOL Grace A. Greene
 ADDRESS 503 Edison St., Dayton, Ohio 45407 URBAN X RURAL _____
 PROGRAM TITLE Vocational Education NO. OF STUDENTS: DIS. 205 HANDI 205
for Physically Handicapped GRADE LEVEL(S): 9-12
 CONTACT PERSON Layton Brinkmeier, TYPE OF HANDICAP MR, HH, C, D,
Coordinator SI, VH, ED
 COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
 1st year _____ \$176,815 _____
 2nd year _____ \$142,888 _____

ACTIVITIES: The program provides vocational education for secondary students and adults. Vocational student education is an essential element in the program. Students have been integrated in vocational programs where possible, such as Graphic Arts, Business and Office Education, Machine Tool, and work experience. Contracted services provide training in micro-encoding, small engine repair, bicycle repair, surface grinding and optical lens grinding. Local agencies that provide supportive services are: Bureau of Vocational Rehabilitation, Bureau of Services for the Blind, B.V.R., Deaf Unit, United Cerebral Palsy, Mega City Instructional Resource Center and the Regional Program for the Physically Handicapped.

Services include medical reports, placement advice, counseling services, psychological evaluations, referral services, medical aides, material dissemination, consultant services and training plans for physically handicapped individuals.

Because of the wide difference in students, both physical and mental, students are scheduled in several different ways:

The deaf students are housed primarily at Colonel White High School and are scheduled with special teachers. Wherever possible, students are scheduled into regular vocational classes within the school.

Sometimes an interpreter is used to help the vocational instructor.

All students in all schools served by Vocational Education for the Handicapped are integrated into regular vocational classes, where possible.

Some students are scheduled for on-the-job training in the private sector. Transportation is furnished when needed.

Several disabled students are scheduled either part time or full time in an evaluation/training workshop. In all cases, student's schedules are set up to provide the program necessary to meet the needs of the individual student.

Driver education for deaf and crippled has been provided. Specialized equipment furnished free by Gresham Driving Aids is used to provide training for orthopedically handicapped students.

Continued effort is being made by V.E.P.H. staff to develop acceptance of physically handicapped students by vocational teachers, counselors, principals, and local businesses. Close contact with local agencies which serve handicapped is encouraged so that all available doors can be kept open to provide help for V.E.P.H. students. As school districts become more aware of our program and its service, more students are being referred from the outlying districts.

OUTCOMES;

This is a relatively new program and provides evaluation, training, job placement and follow-up. For the first time, large numbers of handicapped students are and will be receiving education and training that will make productive, independent, citizens.

New and larger facilities have been provided by the Dayton Board of Education and a cooperative work arrangement has been established with other agencies in the city that offer services to the handicapped.

OKLAHOMA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS
JACK HERRON

STATE DIRECTOR OF
VOCATIONAL EDUCATION
DR. FRANCIS T. TUTTLE

NAVESNP AREA CHAIRPERSON

Raymond F. Faucette
NAME

SCHOOL DISTRICT Byng Public Schools SCHOOL Byng
ADDRESS Rte. 3 Ada, Oklahoma 74820 URBAN _____ RURAL X
PROGRAM TITLE _____ NO. OF STUDENTS: DIS 90 HANDI _____
GRADE LEVEL(S): 9-10
CONTACT PERSON Arrel Bryant TYPE OF HANDICAP _____
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
1st year _____ \$ 17,500 Academic, Socio-Economic
2nd year _____ 24,500 _____

ACTIVITIES:

This program offers basic training in the construction trades and in home community services.

OUTCOMES:

Students, not completing a high school program, gain entry level skills for employment. Those choosing to stay in school are eligible for more specialized skill training.

OREGON

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

DAVE BACKMAN

STATE DIRECTOR OF
VOCATIONAL EDUCATION

LEONARD E. KUNZMAN

NAVESNP AREA CHAIRPERSON

Roger Sathre

NAME

SCHOOL DISTRICT Portland Public Sch. #1 SCHOOL Vocational Village

ADDRESS 5040 SE Milwaukee Ave., Portland, Oregon URBAN RURAL

PROGRAM TITLE Vocational Village NO. OF STUDENTS: DIS. 294 HANDI 103

GRADE LEVEL(S): 14-22

Ronald L. Thurston, Dir.

CONTACT PERSON Lester Weber, Adm. Asst. TYPE OF HANDICAP MR, SI, C, ED, CI

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u>215,752</u>	<u> </u>	<u>\$ 80,000</u>	<u>academic, cultural, economic</u>
2nd year	<u>150,813</u>	<u> </u>	<u>140,000</u>	<u>unable to benefit from tra-</u> <u>ditional school program</u>

ACTIVITIES:

An individualized vocational program with a basic educational supportive program, prepares students with job entry level skills, job placement, part-time work, and a regular high school diploma. Training is provided in Industrial Mechanics, Food Occupations, Heating, Electricity, Refrigeration, Air Conditioning, Health Occupations, Office Occupations, Cosmetology, Marketing, and Metals.

In order to service educationally disadvantaged youth who, for the most part must work in the morning or afternoon, or evening or any combination of these times, Vocational Village offers an extended program that operates from 7:00 A.M. through 9:00 P.M.

OUTCOMES:

Since September 1970, students certified for entry level careers competency completion and based on performance criteria are as follows: Marketing 47, Office Occupations 137, Metals 34, Refrigeration 15, Industrial Mechanics 73, Food Occupations 15, Health Occupations 9, Air Conditioning 20, Heating 9, Cosmetology 7, Electricity 5. In mid-August 1972, Vocational Village moved to a larger building which offers three times the amount of space. Although enrollment has gone from 50 in 1969 to over 400 in 1972, Vocational Village still maintains a waiting list. It is our conclusion that, if a satellite program were to duplicate our efforts at another site within Portland, they likewise would fill their quota and have another waiting list.

OREGON

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

DAVE BACKMAN

STATE DIRECTOR OF
VOCATIONAL EDUCATION

LEONARD E. KUNZMAN

NAVESNP AREA CHAIRPERSON

Roger Sathre

NAME

SCHOOL DISTRICT N. Clackamas Sch. Dist. 12 SCHOOL Owen Sabin Occupational Skill Center

ADDRESS 14211 S.E. Johnson Rd., Milwaukie, Oregon URBAN RURAL

PROGRAM TITLE Disadvantaged & Handi- capped Vocational Ed. Project NO. OF STUDENTS: DIS. HANDI 21

GRADE LEVEL(S): High School

CONTACT PERSON Jack Mudd & Dick Michaelis TYPE OF HANDICAP MR

COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT

COSTS:	LOCAL	STATE	FEDERAL CONT.	NATURE OF DISADVANTAGEMENT
1st year	\$50,061		\$23,018	
2nd year	52,505		25,535	

ACTIVITIES:

Special Education Students attend regular vocational classes taught by vocational instructors in an integrated program. Special Education teachers provide counseling and individualized supplemental instruction. Skill training is provided in graphic arts, industrial mechanics, metal fabrication, child services and agriculture.

A program of follow-up information, with respect to work experience and job placement, has been instituted and maintained on file at the center.

OUTCOMES:

A willingness, on the part of regular students, to work with Special Education Students has been a positive force in encouraging the Special Student to develop the skills needed to succeed in the work world.

The Special Education Student, with their reinforcement, has performed with more confidence, completed more tasks, showed improved attendance and punctuality and displayed a growth in independence.



PENNSYLVANIA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS
DR. DEAN WITMER

STATE DIRECTOR OF
VOCATIONAL EDUCATION
DR. JOHN W. STRUCK

NAVESNP AREA CHAIRPERSON

Donnalie Stratton

NAME

Bucks County

SCHOOL DISTRICT Intermediate Unit #22 SCHOOL Bucks County Schools

Ansley Bldg. Old Easton Rd., RD #4

ADDRESS Doylestown, Pa. 18901

URBAN X RURAL X

PROGRAM TITLE Methods in Voc.Ed. for NO. OF STUDENTS: DIS. HANDI 40
trainable Mentally Retarded & Physically
Handicapped Spec. Cooperative Program GRADE LEVEL(S): 16-21

CONTACT PERSON Roy Breffitt

TYPE OF HANDICAP MR,SI,C,MH

COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT

1st year \$ 9880

0

\$ 69,985.

2nd year 12010

0

70,460.80

ACTIVITIES:

This program of individualized on-the-job training is predicated on the assumption the described clients are capable of achieving a greater degree of personal, social and financial independence than afforded through traditional programs. By utilizing Occupational Training Specialists to survey employment opportunities and determine the feasibility of client training and placement through analysis after actually working the jobs under consideration, the clients selected from Intermediate Unit operated special classes and former students are trained individually on-the-job for full-time employment.

OUTCOMES:

This program has been able to place these physically handicapped and/or trainable mentally retarded into competitive type employment. Prior to this program, these individuals would go into a sheltered workshop, stay at home and not work, or be institutionalized. Approximately 15 students will be hired as full-time employees each year. This program, in addition to making these individuals contributors to society, has also improved their personal and social adaptability.

PENNSYLVANIA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

DR. DEAN WITMER

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. JOHN W. STRUCK

NAVESNP AREA CHAIRPERSON

Donnalie Stratton

NAME

SCHOOL DISTRICT Pittsburgh City SCHOOL Pittsburgh Public Schools

ADDRESS 341 South Bellefield Ave.
Pittsburgh, Pa. 15213

URBAN RURAL

PROGRAM TITLE Select Employment

NO. OF STUDENTS: DIS. 350 HANDI

Trainee

GRADE LEVEL(S): 10-12

CONTACT PERSON

TYPE OF HANDICAP

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u>\$27,030</u>	<u>0</u>	<u>\$200,000</u>	<u>Potential drop-outs,</u>
2nd year	<u>0</u>	<u>0</u>	<u>200,000</u>	<u>academic</u>

ACTIVITIES:

The educational experience demonstrates to these students the relationship of productive work to their future life patterns and convinces them that the work force has a place for them. The program provides each identified student with an individually planned work experience in an actual work situation for which he will receive credit toward graduation for successful, supervised, graded work experience.

OUTCOMES:

Through this program operated in the Pittsburgh Schools, a number of employers have been recruited and have had the experience of employing alienated youth. Models have also been designed for the initiation of new employers to the program, the selection of students, counseling of students, and the comprehensive evaluation of the students work experience. Also, many of the work stations in which students were placed while in this program, became fulltime positions for these students.

RHODE ISLAND
STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

JACQUELINE HARRINGTON

STATE DIRECTOR OF
VOCATIONAL EDUCATION

PETER F. BOWEN

NAVESNP AREA CHAIRPERSON

Paul Mozenter
NAME

SCHOOL DISTRICT Rhode Island SCHOOL Office of Retardation
ADDRESS Reservoir Ave., Cranston, R.I. URBAN X RURAL X
PROGRAM TITLE Training thru NO. OF STUDENTS: DIS. HANDI 250
Placement GRADE LEVEL(S): Adults
CONTACT PERSON John Capobianco TYPE OF HANDICAP MR
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
1st year \$ 7,535 \$118,605
2nd year 103,042 95,865

ACTIVITIES:

This is a state-wide program which trains and places mentally retarded adults in work experiences.

Pre-vocational training and evaluation is an integral part of the program. Post-placement services include personal counselling, transportation, instruction, job supervision, and case following.

OUTCOMES:

The mentally retarded adult will become more independent. He will be placed on jobs, and have hands-on work experience. A continued socialization program is operated in evenings for working clients. The program not only helps clients to explore social and educational opportunities, but also provides an opportunity to bring job and personal problems to the attention of staff.

As of June 13, 1975, 90 clients have been placed by "Training Thru Placement". By June 30, 1975, it is projected that 95 will be placed for the year. The year runs from July 1, 1974 through June 30, 1975.

SOUTH CAROLINA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

STATE DIRECTOR OF
VOCATIONAL EDUCATION

ALBERT LESTER

L.L. LEWIS

NAVESNP AREA CHAIRPERSON

Donnalie Stratton

NAME

SCHOOL DISTRICT Anderson School SCHOOL West Franklin
District
ADDRESS P.O. Box 439, Anderson, S.C. URBAN X RURAL
29621
PROGRAM TITLE Pre-Voc. Education NO. OF STUDENTS: DIS. HANDI 400
GRADE LEVEL(S): 9th
CONTACT PERSON Mr. Walter E. Walker TYPE OF HANDICAP EMR-ED

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u> </u>	<u> </u>	<u>22,899.</u>	<u> </u>
2nd year	<u> </u>	<u> </u>	<u>23,718.</u>	<u> </u>

ACTIVITIES:

This instructional program is designed to provide individualized and small group instruction in vocational and academic scales for each student at his present achievement level.

OUTCOMES:

The past fiscal year, this overall program served some 400 pupil-clients. Eighty were closed as successful, productive, citizens. This year, 61 pupil-clients have been successfully closed.

SOUTH CAROLINA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

ALBERT LESTER

STATE DIRECTOR OF
VOCATIONAL EDUCATION

L.L. LEWIS

NAVESNP AREA CHAIRPERSON

Donnalie Stratton

NAME

SCHOOL DISTRICT Spartanburg Sch. Dist SCHOOL Woodruff Jr. High School

ADDRESS P.O. Box 273, Woodruff, S.C. 29388 URBAN X RURAL

PROGRAM TITLE Pre-Voc. Education NO. OF STUDENTS: DIS. 245 HANDI

GRADE LEVEL(S): 7-9

CONTACT PERSON Russell McDonald TYPE OF HANDICAP

<u>COSTS:</u>	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
<u>1st year</u>	<u> </u>	<u> </u>	<u>\$ 18,250</u>	<u>potential drop-outs and</u>
<u>2nd year</u>	<u> </u>	<u> </u>	<u>20,519</u>	<u>below average, academically.</u>

ACTIVITIES:

The program acquaints junior high students with vocational opportunities and provides opportunities for self-evaluation. The program has developed a closer relationship between the school, business, trades and industries.

OUTCOMES:

As a result of this program, the drop-out rate is down from last year. Students enrolled in Reading this year showed a gain of reading level scores as follows: 7th grade - .7 of one school year, 8th grade - .7, of one school year. At the 9th grade level, there was a gain of one year. The interest generated by the program has prevented many dropouts.

South Dakota

STATE

**STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS**

DAVE BONDE

**STATE DIRECTOR OF
VOCATIONAL EDUCATION**

E.B. OLESON

NAVESNP AREA CHAIRPERSON

Roger Sathre

NAME

SCHOOL DISTRICT South Dakota Youth **SCHOOL** Same
Forestry Camp
ADDRESS Custer State Park, Custer, South Dakota **URBAN** _____ **RURAL** X
PROGRAM TITLE Pre-Vocational Occupation **NO. OF STUDENTS:** DIS. 50 HANDI
Youth Forestry Camp Project **GRADE LEVEL(S):** Secondary
CONTACT PERSON Herman Venump, Director **TYPE OF HANDICAP** _____

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	_____	_____	100%	Academic Drop-outs
2nd year	_____	_____	100%	

ACTIVITIES:

The facility is designed for approximately 26 youth. The young men are sent to the Camp by District Courts within the state of South Dakota and their ages vary from 16-21. A few youth are accepted directly from the South Dakota Training School for Juveniles. For the most part the Campers are young men who have either dropped out of school, or have completed the eight grade, and no longer desire to continue their education.

Located in Cluster State Park, the program is based on a work therapy idea where all youth are committed to the Camp taught how to work. Along with a working agreement with the Department of Game, Fish and Parks, Campers are offered an opportunity to "explore" various occupations by participating in a "hands on" experience program provided by funds from the Division of Vocational-Technical Education. Campers and the vocational instructor work together in the evening attempting to cooperatively reach occupational decision. Campers will have the opportunity for personal counseling, industrial visits, testing and eventual placement.

The program is unique in that the Camper is not pressed into a regimental class routine or structure. The time is his to spend as he and his instructors see fit. Failure in a given area is given as much attention as success. He is encouraged to try something on his own and an attempt is made to provide situations similar to what he would be doing on a regular eight-hour per day

work schedule. Visits are made to industry and personnel representing industry are encouraged to visit the camp and discuss their profession with the Campers.

OUTCOMES :

After a stay from 5-11 months placement back into society is attempted. Campers return to parental supervision or placed with responsible relatives. They are placed on jobs for which they are trained, enlist in the Job Corp, Armed Forces, or enroll in post secondary institutions for further training.

TEXAS

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

RAY BARBER
THOMAS R. JONES

STATE DIRECTOR OF
VOCATIONAL EDUCATION

JOHN R. GUEMPLE

NAVESNP AREA CHAIRPERSON

Raymond F. Faucette

NAME

SCHOOL DISTRICT Austin SCHOOL Reagan High School
ADDRESS 7400 Berkman, Austin, Texas URBAN X RURAL _____
PROGRAM TITLE General Motor Repair NO. OF STUDENTS: DIS. 22 HANDI _____
GRADE LEVEL(S): 9 - 12
CONTACT PERSON Dale Wheat TYPE OF HANDICAP _____
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
1st year _____ Socio-economic under-
2nd year _____ achievers

ACTIVITIES:

Skills such as welding, small engine repair, small appliance repair, and leadership, are taught and practiced on the ability level of the student.

Modified academic courses, remedial when necessary, are taught by relation to skills by certified academicians.

TEXAS

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

RAY BARBER
THOMAS R. JONES

NAVESNP AREA CHAIRPERSON

Raymond F. Faucette

NAME

STATE DIRECTOR OF
VOCATIONAL EDUCATION

JOHN R. GUEMPLE

SCHOOL DISTRICT Harlandale SCHOOL Stinson Vocational Center
ADDRESS 115 - 96th St., San Antonio, Texas URBAN X RURAL _____
PROGRAM TITLE Bricklaying NO. OF STUDENTS: DIS. HANDI 20
GRADE LEVEL(S): Ungraded 14-20 yrs. of
age
CONTACT PERSON Ward Hoffman TYPE OF HANDICAP MR, SI, ED
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT
1st year _____
2nd year _____
ACTIVITIES:

Single or semi-skilled are practiced on campus and off campus projects, developing interest by doing. Special academic programs are taught by certified academicians.

UTAH
STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

DR. CHARLES S. WINN

STATE DIRECTOR OF
VOCATIONAL EDUCATION

WALTER E. ULRICH

NAVESNP AREA CHAIRPERSON

Roger Sathre
NAME

SCHOOL DISTRICT Cache County SCHOOL Cache Work Activity Center
ADDRESS Benson, Utah URBAN _____ RURAL X
PROGRAM TITLE Cache Instructional NO. OF STUDENTS: DIS. HANDI 70
Workshop GRADE LEVEL(S): 16yrs. & up
CONTACT PERSON Lynne Nelson TYPE OF HANDICAP MR, HH, SI, C, VH, ED.

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	_____	_____	<u>\$40,000</u>	_____
2nd year	_____	_____	<u>20,000</u>	_____

ACTIVITIES:

Various work contracts are procured by the workshops for completion by the handicapped employees. The major goal of the workshop is not the contracts but rather training in good work habits and eventual placement in community jobs.

OUTCOMES:

The workshop has been successful in developing acceptable social behavior and work habits. Follow-up records show a 60% success rate in job placement in the community.

VERMONT

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

GEORGE M. DUNSMORE

STATE DIRECTOR OF
VOCATIONAL EDUCATION

ARTHUR E. ERICSON

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

SCHOOL DISTRICT Chittenden Central SCHOOL Essex Educational Center
ADDRESS Essex Junction, Vermont URBAN X RURAL X
PROGRAM TITLE Diversified NO. OF STUDENTS: DIS. HANDI 50
Occupations Program GRADE LEVEL(S): 9-12
CONTACT PERSON Mrs. Christine Morgan TYPE OF HANDICAP MR-other

<u>COSTS:</u>	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
<u>1st year</u>	<u>(40,000)</u>	<u>_____</u>	<u>\$ 7500.</u>	<u>_____</u>
<u>2nd year</u>	<u>(40,000)</u>	<u>_____</u>	<u>7500.</u>	<u>_____</u>

ACTIVITIES: This program is designed to aid students in becoming well-adjusted, self-supporting members of their communities, through a multi-sensory approach to learning. The program is divided into three phases:

PHASE I is an evaluation or exploratory activity in which a thorough assessment of the student's abilities and interests is made. Special laboratory facilities are available in which hands-on experiences are used to assess student interest and evaluate skills. Laboratory areas include electricity, plumbing, wood-working, power mechanics, graphic arts, metalworking, building and ground maintenance, home kitchen, commercial cooking, personal grooming, commercial sewing, domestic sewing, nursing, office occupations, and child care. This phase lasts for at least 1 year.

PHASE II is a pre-vocational activity. Students are given intensive preparation in areas for which they have the greatest chance of success. They are prepared for entry into the regular ongoing vocational programs offered in the schools.

PHASE III provides work-experience. The students who are able to be integrated into the regular vocational programs are placed in work-experience situations through the existing vocational education procedures.

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However, students who have little chance of succeeding in the regular program are placed and supervised by the special education instructor. In the latter case, the instructor matches a student with an appropriate job in the community, provides intensive training in the laboratory (based upon a task analysis of the job) to prepare the student for the job, and places and supervises the student in the work experience situation. Follow-up activities are to be provided after the student has been place on a job.

Close coordination between special education and vocational education personnel is built into the three phases of this program. At present 27 students, 15-20 years of age, are participating. The program, which utilizes Federal and State funds, is in its first year of operation.

OUTCOMES:

First year of operation. Follow-up activity is built into program.

VERMONT

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

STATE DIRECTOR OF
VOCATIONAL EDUCATION

GEORGE M. DUNSMORE

ARTHUR W. ERICSON

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

SCHOOL DISTRICT Windham Suteast SCHOOL Brattleboro Union H.S.
Supervisory Union

ADDRESS Brattleboro, Vermont URBAN RURAL X

PROGRAM TITLE Austine Deaf Program NO. OF STUDENTS: DIS. HANDI 12

GRADE LEVEL(S): 11-12

CONTACT PERSON Edward Perkins TYPE OF HANDICAP HH, D

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u> </u>	<u>\$10,000</u>	<u>\$12,700</u>	<u> </u>
2nd year	<u> </u>	<u>10,000</u>	<u>13,500</u>	<u> </u>

ACTIVITIES:

The Austine School for the Deaf in Brattleboro and the Brattleboro Voc. Center are cooperating to provide vocational education for hearing impaired students. The students take part in pre-vocational education programs at the Austine School for the Deaf where they are evaluated in different vocational areas to determine their interests and abilities. Those found to be interested in a vocational program and to have a good chance of success, are worked into the program at the Area Vocational Center. The Area Vocational Center has a staff member who is a counselor and consultant to the school staff in the area of deaf education. He is responsible for seeing that the students are not missing any part of the program because of their handicap. He translates, along with two other staff members, important lectures and directions to the deaf student in sign language and helps teachers work with the students.

OUTCOMES:

As a direct result of this program, students are able to receive training in a vocational area with the supplemental help that is necessary due to their handicap. Several have been employed and are becoming productive members of their community.

WEST VIRGINIA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

LEWIS H. LOUDERMILK

STATE DIRECTOR OF
VOCATIONAL EDUCATION

ARTHUR A. BINNIE

NAVESNP AREA CHAIRPERSON

Donnalie Stratton

NAME

SCHOOL DISTRICT Monongalia County SCHOOL Voc. Tech. Center
ADDRESS 1301 University Ave., Morgantown, W. Va. 26505 URBAN X RURAL _____
PROGRAM TITLE Service & Industrial NO. OF STUDENTS: DIS. 90 HANDI _____
Occupational Training GRADE LEVEL(S): 10-12
CONTACT PERSON George Darling TYPE OF HANDICAP _____

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	\$ <u>1100</u>	<u>0</u>	\$ <u>20,910</u>	<u>educational, drop-out potential,</u>
2nd year	<u>1100</u>	<u>12,400</u>	<u>13,182</u>	<u>cultural</u>

ACTIVITIES:

This program provides cooperative training opportunities in sales and distribution, service occupations, and industrial occupations.

OUTCOMES:

The attitudes of the students change; they develop a job readiness and employability is a key component.

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WEST VIRGINIA

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

LEWIS H. LOUDERMILK

NAVESNP AREA CHAIRPERSON

Donnalie Stratton

NAME

STATE DIRECTOR OF
VOCATIONAL EDUCATION

ARTHUR A. BINNIE

SCHOOL DISTRICT Ohio County SCHOOL McKinley Voc. Tech. Center
ADDRESS 17th & Jacob Sts., Wheeling W. Va. 26003 URBAN X RURAL _____
PROGRAM TITLE Clerical Occupational NO. OF STUDENTS: DIS. HANDI 30
Training GRADE LEVEL(S): Ungraded 14 & above
CONTACT PERSON Mrs. Eloise Rock TYPE OF HANDICAP MR

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u>0</u>	<u>\$ 6500</u>	<u>\$ 7739</u>	_____
2nd year	<u>0</u>	<u>6900</u>	<u>12066</u>	_____

ACTIVITIES:

One half of the school day is devoted to skill training. Students are mainstreamed into regular clerical programs. The use of individualized typing systems and the services of teacher aides provide the additional support for success in the regular program.

OUTCOMES:

The mainstreaming improves the socialization process, as well as providing the motivation to achieve.

WISCONSIN
STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

CHARLAN L. KLINTWORK
IRESTON SMELTZER

STATE DIRECTOR OF
VOCATIONAL EDUCATION

EUGENE LEHRMANN

NAVESNP AREA CHAIRPERSON

Richard Macer
NAME

SCHOOL DISTRICT Madison Public SCHOOL East High School
ADDRESS 2222 E. Washington Ave., Madison, WI. 53704 URBAN RURAL
PROGRAM TITLE Special Pre-Mainstream NO. OF STUDENTS: DIS. 70 HANDI 70
Vocational Emphasis GRADE LEVEL(S): 9 & 10
CONTACT PERSON John Martin TYPE OF HANDICAP MR and other

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	_____	_____	<u>\$6,838</u>	_____
2nd year	_____	_____	_____	_____

ACTIVITIES:

This is a program to provide handicapped students a realistic career exploration sequence of activities within selected areas of trade and industry, art, home economics, and business education. This serves as a transition from special classroom to the vocational classroom.

OUTCOMES

The attitudes and enthusiasm improvement on part of enrollees has been most encouraging. The program has pointed out additional program modifications needed both in special education and vocational education (e.g. need for more semesterization of courses). Students are already beginning to display ability to make more appropriate course selection decisions.

WISCONSIN

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

HARLAN L. KLINTWORK
PRESTON SMELTZER

STATE DIRECTOR OF
VOCATIONAL EDUCATION

EUGENE LEHRMANN

NAVESNP AREA CHAIRPERSON

Richard Macer

NAME

SCHOOL DISTRICT North Central Voc. Tech. Adult Ed. SCHOOL North Central Tech. Institute
 ADDRESS 1000 Schofield Ave. Wausau, Wisconsin 54401 URBAN X RURAL X
 PROGRAM TITLE Pre-Voc. & Voc. Ed. NO. OF STUDENTS: DIS. HANDI17
Services for the Visually Impaired GRADE LEVEL(S): _____
 CONTACT PERSON Alvin Klug TYPE OF HANDICAP VH

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	_____	_____	100%	_____
2nd year	55%	_____	45%	_____

ACTIVITIES:

This project represents the joint local efforts of the North Central Technical Institute, the Marathon County Workshop, and the Wisconsin Board of Vocational, Technical & Adult Education, and the Wisconsin Division of Vocational Rehabilitation, providing pre-vocational education (evaluation, mobility and orientation instruction, work adjustment services) and vocational education through existing community facilities, leading to suitable employment for the visually impaired. Students for this program are referred by the Wisconsin Division of Vocational Rehabilitation. After acceptance into the program, students are evaluated by joint efforts of NCTI staff, Marathon County Workshop staff, and DVR counselors. An individual education program is determined for each student. Evaluation and work adjustment services, occur during the pre-vocational education phase, in cooperation with the Marathon County Workshop and, for the most part, run concurrently with the orientation and mobility instruction and rehabilitation instruction. Presently, two instructors, an orientation and mobility instructor and a vocational rehabilitation instructor, teach in the pre-vocational education phase of this project. Orientation and mobility instruction are taught to visually impaired persons to enable them to become independently mobile. Survival techniques are also taught visually impaired persons so that they can live and work independently.

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OUTCOMES:

Upon completion of the pre-vocational education phase of this project, students are able to enter into an on-going program of vocational education. This project provides pre-vocational instruction for 16-24 visually impaired students. Students remain in the pre-vocational program an average of 4-6 months.

WISCONSIN
STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

HARLAN L. KLINTWORK
PRESTON SMELTZER

STATE DIRECTOR OF
VOCATIONAL EDUCATION

EUGENE LEHRMANN

NAVESNP AREA CHAIRPERSON

Richard Macer

NAME

SCHOOL DISTRICT North Central Voc. Tech. & Adult School SCHOOL North Central Tech. Institute

ADDRESS 1000 Schofield Ave., Wausau, Wisconsin URBAN X RURAL X

PROGRAM TITLE Pre-Voc. & Voc. Service NO. OF STUDENTS: DIS. HANDI 14

For the Hearing Impaired Adult GRADE LEVEL(S): Post Secondary

CONTACT PERSON Alvin Klug TYPE OF HANDICAP D, VH

COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT

COSTS:	LOCAL	STATE	FEDERAL CONT.	NATURE OF DISADVANTAGEMENT
1st year			100%	
2nd year		55%	45%	

ACTIVITIES:

Relatively new programs that combine the efforts of North Central Technical Institute Wisconsin Division of Vocational Rehabilitation, Wisconsin State University, Stevens Point, Marathon County Workshop and Wisconsin State Employment Services.

Wisconsin State University furnishes the initial diagnostic evaluation that includes: audiological, psychological, aptitude and interest, achievement, and vocational testing.

The student then enters the pre-vocational program at North Central Technical Institute. An individualized program is established for each student in the pre-vocational program in preparation for entry into an on-going program of vocational education at North Central Technical Institute or Work-Study programs. Marathon County Workshop provides evaluation and work experiences which run concurrently with the rehabilitation instruction at North Central to aid the student in determining vocational objectives. Supportive services which includes counseling, interpreters, tutors, and notetakers, are provided for the hearing impaired adult.

OUTCOMES:

Wisconsin State Employment Service, along with the Division of Vocational Rehabilitation and North Central Technical Institute, assist the student in locating employment.

Wisconsin

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

HARLAN L. KLINTWORTH
PRESTON SMELTZER

STATE DIRECTOR OF
VOCATIONAL EDUCATION

EUGENE LEHRMANN

NAVESNP AREA CHAIRPERSON

Richard Macer

NAME

SCHOOL DISTRICT Oshkosh , SCHOOL North and West Senior High

ADDRESS No. 1100 W. Smith Ave., Oshkosh, WI. URBAN RURAL X
West 375 N. Eagle St., Oshkosh, WI. 54901

PROGRAM TITLE _____ NO. OF STUDENTS: DIS. 100HANDI

Personalized Relevant Individualized- GRADE LEVEL(S): 9-12
Developmental Education (PRIDE)

CONTACT PERSON Everett Marg -Coord. TYPE OF HANDICAP _____

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	_____	_____	\$ <u>56,910</u>	<u>Underachievers-Potential</u>
2nd year	_____	_____	<u>94,722</u>	<u>drop-outs 70% Economic</u>

ACTIVITIES:

Activities develop a positive attitude and academic and vocational skills for the world of work. The program also prepares students to perform specific occupational skills, mainstreaming them into coop training and other work experience.

OUTCOMES:

It is much too early to make any depth study of program effectiveness, the following observations can be made:

1. Overall reading performance has improved dramatically. Students with the greatest handicap have made the most significant gains.
2. With a few notable exceptions, overall attendance patterns have measurably improved.
3. An excess of 60% of the students have been successfully mainstreamed in at least one class.

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4. Fifteen students are employed and gaining Work Experience credit toward graduation.
5. A substantial number of students are on Pre-employment status in the Work Experience program.
6. Three students have been transferred to the Skill Center at the Fox Valley Technical Institute, Oshkosh.
7. Approximately 1,000 hours of instruction, not available in the high school, has been contracted for with the Fox Valley Technical Institute, Oshkosh.
8. The Singer Evaluation System and other testing has been made available to PRIDE Students at the Fox Valley Institute, Appleton.
9. Traditional Industrial Arts classes have proved highly unsuccessful for providing instruction and maintaining the interest of PRIDE students. This points out the necessity of providing an alternative program to develop salable skills for these students.

Wyoming

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

ABEL S. BENAVIDAS

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. FRED T. BLACK

NAVESNP AREA CHAIRPERSON

Roger Sathre

NAME

SCHOOL DISTRICT Albany County Sch. #1 SCHOOL _____

ADDRESS 1948 Grand Ave., Laramie, Wyoming URBAN RURAL _____
82070

PROGRAM TITLE Career Ed. for the NO. OF STUDENTS: DIS. _____ HANDI 51

Handicapped Students in Secondary Ed. GRADE LEVEL(S): 10-12 Grade

CONTACT PERSON Jim Deaves, Director TYPE OF HANDICAP MR, LD's (Learning

Disabilities)
COSTS: LOCAL STATE FEDERAL CONT. NATURE OF DISADVANTAGEMENT

COSTS:	LOCAL	STATE	FEDERAL CONT.	NATURE OF DISADVANTAGEMENT
1st year	_____	\$28,525	\$ 28,716	_____
2nd year	_____	14,501	13,883	_____

ACTIVITIES:

This program incorporates Learning Experience units in the areas of: Food Service, Government Services, Transportation, Construction, and Personal Services and/or Marketing. Learning by doing techniques are used. There are exploratory non-paid work experiences. Preparing handicapped students for future employment in the cooperative education program. A multi-media approach is used in presentation to supplement career explorations and preparations of instructions.

OUTCOMES:

The attitudes and work habits of students change and a feeling of usefulness is created. Most students develop a definite concept as to what they would like to do after high school.

A certain amount of students are placed on the job with the intent of continuing their education, as well as building skills.

Wyoming

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

ABEL S. BENAVIDAS

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DR. FRED T. BLACK

NAVESNP AREA CHAIRPERSON

Roger Sathre

NAME

SCHOOL DISTRICT Lander Valley High School SCHOOL Lander Valley High School

ADDRESS 1000 Main Street, Lander, Wyoming URBAN X RURAL

PROGRAM TITLE Facilities, Instructional Materials and Resources to Provide NO. OF STUDENTS: DIS. 10 HANDI

Indian Students Equal Opportunities in GRADE LEVEL(S):

Voc. Agr. Education

CONTACT PERSON Arland Carlson TYPE OF HANDICAP

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	<u>\$ 14,266.</u>	<u> </u>	<u>\$9,700.</u>	<u>Economic, Academic, Socio-</u>
2nd year	<u>\$ 18,416.</u>	<u> </u>	<u>\$10,000.</u>	<u>economic, American Indian.</u>

ACTIVITIES:

1. Exploration and Orientation in the cluster areas of agriculture.
2. Pre-vocational counseling is provided as a supportive service.
3. A four year skill training program in agriculture, mechanic and ranch management.
4. Program provides student participation in meaningful mechanic and livestock projects.

OUTCOMES :

1. Students completing program are trained in ranch management practices such as irrigation, fertilization, nutrition, etc. Students in the 4 year program are provided materials and equipment.
2. Students develop a positive self-image, and gain a sense of satisfaction, and an appreciation and pride in ownerships.

GUAM

STATE

STATE SUPERVISOR OF DISADVANTAGED
AND HANDICAPPED PROGRAMS

DUANE PIERCE

STATE DIRECTOR OF
VOCATIONAL EDUCATION

DUANE PIERCE

NAVESNP AREA CHAIRPERSON

Raymond Faucette

NAME

SCHOOL DISTRICT Territory of Guam SCHOOL Vocational Tech. H.S.

ADDRESS Dept. of Education, Box DE, Agana, Guam 96910 URBAN RURAL

PROGRAM TITLE Work Experience Program NO. OF STUDENTS: DIS. 30 HANDI X

Vocational Education GRADE LEVEL(S): 9 - 12

CONTACT PERSON Victor T. Harper TYPE OF HANDICAP MR,HH,SI,ED

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year		<u>\$10,000</u>	<u>\$21,000</u>	<u>socio-economic and cultural as</u>
2nd year		<u>20,000</u>	<u>30,000</u>	<u>related to general population;</u>
				<u>youth from correctional</u>
				<u>facilities.</u>

ACTIVITIES:

This project is self contained with students being mainstreamed into regular shop areas, dependent upon their individual abilities. Most students are also enrolled in Driver Training Education, several are in Jr. ROTC.

OUTCOMES:

Four students will graduate from the program this year and have full time employment promised upon graduation.

PUERTO RICO

STATE

STATE SUPERVISOR OF DISADVANTAGED AND HANDICAPPED PROGRAMS

NOELIA VARGAS BARRIOS

STATE DIRECTOR OF VOCATIONAL EDUCATION

JOSE' LEMA-MOYA'

NAVESNP AREA CHAIRPERSON

Paul Mozenter

NAME

SCHOOL DISTRICT Isabela SCHOOL Francisco Mendoza High School
 ADDRESS Isabela, Puerto Rico 00662 URBAN X RURAL _____
 PROGRAM TITLE A plan for an academic & Voc. Enrichment Program for NO. OF STUDENTS: DIS.433HANDI
students with academic, socio-economic and/or cultural handicaps at the GRADE LEVEL(S): secondary
school
 CONTACT PERSON Alaida Irizarry deLluch TYPE OF HANDICAP _____

COSTS:	<u>LOCAL</u>	<u>STATE</u>	<u>FEDERAL CONT.</u>	<u>NATURE OF DISADVANTAGEMENT</u>
1st year	_____	_____	<u>\$56,190</u>	<u>academic - socio-economic</u>
2nd year	_____	_____	<u>56,323</u>	<u>and/or culturally dis-</u> <u>advantaged</u>

ACTIVITIES:

The project consists of a specially designed program of academic and vocational enrichment so as to prepare the students to succeed in their regular occupational training. In addition, the services of a social worker, guidance counselor and an industrial coordinator are provided.

OUTCOMES:

During the second semester, a cooperative work experience program is coordinated with the local industry. Upon completion of the training program, the students are prepared to enter the labor force.

APPENDIX-REPORTING FORMS

State of New Jersey
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
P.O. BOX 2018
TRENTON, NEW JERSEY 08626

Dear

We have a report describing a Vocational Special Needs program, titled . Your program is of interest and will be included in a national listing of successful programs. Descriptions of these programs will be compiled and will form a report by the National Association of Vocational Education Special Needs Personnel in support of legislation for continued and expanded support for Special Needs Vocational Programs.

To complete the report of your program, please provide the additional information checked in the following list.

1. Year Program Started
2. Federal Contribution in Dollars
(1st - two years)
3. Local Contribution
4. Number of Students in Program
5. Contact Person
6. Brief Description of Activity
7. Outcomes - Follow-Up Information, Skill Development, Behavioral Changes, Success Stories, Job Placement

Please return the additional information to me as soon as possible, on or before , at the above address.

Sincerely,

Paul Mozenter, Assistant Director
Bureau of Special Needs and
Cooperative Industrial Education
Division of Vocational Education
Chairman, "Success Stories" Task Force

PM/dj/f6

VOCATIONAL SPECIAL NEEDS PROGRAM

School District _____ School _____

Address _____

Urban _____ Students Served (as defined in 1963 Act and 1968 Amend.)
Rural _____ Disadvantaged _____ Handicapped _____

Program Title: _____
(Indicate whether: Single Course, Sequential Series of Programs,
Pre-Vocational and/or Work Experience Program)

Program Teacher (Coordinator or Supervisor) _____

Number of Students _____ Grade Level (s) _____

Describe (if disadvantaged) Nature of Disadvantage:

If Handicapped, indicate kind of Handicaps: (NUMBER OF STUDENTS)

Mentally Retarded _____	Visually Handicapped _____
Hard of Hearing _____	Seriously Emotionally Disturbed _____
Deaf _____	Other Health Impairments which _____
Speech Impaired _____	prevent them from succeeding in _____
Crippled _____	Regular Programs _____

Describe Activity (how does Program meet student needs):

COSTS: First Year - LOCAL _____ STATE _____ Federal Contributions _____
Second Year - LOCAL _____ STATE _____ Federal Contributions _____

OUTCOMES: (DESCRIBE OUTCOMES IN TERMS OF FOLLOW-UP INFORMATION, SKILL DEVELOPMENTS,
BEHAVIORAL CHANGES, AND OTHER EFFECTS OF PROGRAM).