

## DOCUMENT RESUME

ED 124 708

CE 007 249

TITLE Vocational Education in Oregon: Annual Descriptive Report, 1975.

INSTITUTION Oregon State Dept. of Education, Salem.

PUB DATE 75

NCTE 129p.

EDRS PRICE MF-\$0.83 HC-\$7.35 Plus Postage.

DESCRIPTORS \*Annual Reports; Career Education; \*Educational Programs; Post Secondary Education; Secondary Education; \*State Programs; \*Vocational Education

IDENTIFIERS \*Oregon

## ABSTRACT

The 1975 annual report of the Oregon Vocational Education Program presents a narrative description and statistical information on the vocational education operations and achievements of the State in relation to the objectives contained in the State Plan. The report focuses on the following areas of activities: (1) regular programs in the areas of secondary, post secondary, adult, and disadvantaged and handicapped education; (2) review of target geographical areas and population groups; (3) review of other activities, which include programs under contract, vocational guidance and counseling, construction of area schools, ancillary services and activities, evaluation, personnel development, research demonstration projects, curriculum development, manpower analysis, career awareness, career exploration, industrial arts, and volunteer firemen; (4) review of special programs, which include State research and training in vocational education, exemplary programs, consumer and homemaking, cooperative programs, and work-study programs; (5) review of exceptional or model programs; (6) activities and highlights of vocational youth organizations; and (7) vocational education needs. Appended materials include enrollment data and a directory of vocational programs in community colleges and secondary schools. (Author/EC)

\*\*\*\*\*

\* Documents acquired by ERIC include many informal unpublished \*  
 \* materials not available from other sources. ERIC makes every effort \*  
 \* to obtain the best copy available. Nevertheless, items of marginal \*  
 \* reproducibility are often encountered and this affects the quality \*  
 \* of the microfiche and hardcopy reproductions ERIC makes available \*  
 \* via the ERIC Document Reproduction Service (EDRS). EDRS is not \*  
 \* responsible for the quality of the original document. Reproductions \*  
 \* supplied by EDRS are the best that can be made from the original. \*

\*\*\*\*\*

ED124708

Annual Descriptive Report

1975

VOCATIONAL EDUCATION IN OREGON

Oregon Department of Education  
942 Lancaster Drive NE  
Salem, Oregon 97310

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Werne A. Duncan  
State Superintendent of Public Instruction

Donald L. Egge  
Associate Superintendent  
of Instruction Division

Monty Multanen  
State Director  
Vocational Education

EQ07249

LETTER OF TRANSMITTAL

Mr. Sam Kerr, Asst. Reg. Com.  
Occupational & Adult Education  
HEW Region X Office  
M/S 1507 Arcade Plaza Building  
1321 Second Avenue  
Seattle, WA 98101

Dear Mr. Kerr:

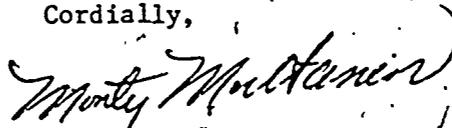
We transmit with this letter the annual descriptive report of the Oregon Vocational Education Program operations and achievements for fiscal year 1975.

This report follows the format outlined in OE Form 346-1, 4/74, and has been developed in accordance with the guidelines provided by the Office of Education.

Vocational Education continues to be the major motivational force in the development of a total career education program which is one of the primary educational goals of the state.

I trust this report will provide the Commissioner of Education with the information needed for his annual report to Congress.

Cordially,



Monty Murtanen  
State Director  
Vocational Education

STATE BOARD OF EDUCATION

Eugene H. Fisher, Chairman  
Kellogg Route, Box 91  
Oakland, Oregon 97462

Eleanor Beard, Vice Chairman  
1580 S. Skyland Drive  
Lake Oswego, Oregon 97034

W. Warren Maxwell  
Route 2, Box 30  
Lakeview, Oregon 97630

Wanda Silverman  
2904 SW Champlain Drive  
Portland, Oregon 97201

Kenneth L. Smith  
The Confederated Tribes of  
the Warm Springs Reserva-  
tion of Oregon  
Warm Springs, Oregon 97761

Sedley Stuart  
P.O. Box 16369  
Portland, Oregon 97216

Frank M. Warren  
621 SW Alder - Room 503  
Portland, Oregon 97205

---

OREGON DEPARTMENT OF EDUCATION  
942 Lancaster Drive NE  
Salem, Oregon 97310

Verne A. Duncan  
State Superintendent of Public Instruction  
Executive Officer of the Board

Rohald Burge  
Deputy Superintendent  
Secretary to the Board

Donald E. Egge  
Associate Superintendent  
of Instruction Division

Monty Multanen  
State Director, Career and  
Vocational Education

STATE ADVISORY COUNCIL FOR CAREER AND VOCATIONAL EDUCATION

Jan M. Chavez, Coordinator  
College Without Walls  
Colegio Cesar Chavez  
1000 Main Street  
Mt. Angel, OR 97362 (Ph. 845-2234)

Burr Fancher  
Regional Coordinator  
Linn-Benton IED  
P.O. Box 967  
Albany, OR 97321 (Ph. 928-6144)

Orcilla Forbes  
Asst. Dean of Students  
Portland State University  
P.O. Box 751  
Portland, OR 97207 (Ph. 229-4422)

Robert E. Hawk  
Dean of Applied Sciences  
Blue Mountain Community College  
2411 NW Carden Avenue  
Pendleton, OR 97801  
(Ph. 276-1260, Ext. 214)

Terrence James (Chairman)  
Director, Planning  
Vocational Rehabilitation Division  
2045 Silvertown Road, NE  
Salem, OR 97310 (Ph. 378-3830)

Lester Jenkins, Manager  
Personnel Development  
Omark Industries  
2100 SE Milport Road  
Portland, OR 97222 (Ph. 654-6531)

Paul Kerr, Supervisor  
Technical Projects  
Employment Division  
875 Union Street, NE  
Salem, OR 97310 (Ph. 378-8289)

John Mayfield  
Assistant Superintendent  
Grants Pass School District 7  
1940 Highland Avenue  
Grants Pass, OR 97526 (Ph. 479-2628)

Jack Miller  
Associate Dean of Academic Affairs  
Mt. Hood Community College  
26000 SE Stark  
Gresham, OR 97030 (Ph. 666-1561)

Nancy Ryles, School Board Member  
Beaverton School District, 48  
11505 SW Jody Street  
Beaverton, OR 97005 (Ph. 649-0480)

Bill Shuck, Director  
Oregon Apprenticeship & Training Div.  
115 Labor and Industries Building  
Salem, OR 97310 (Ph. 378-3295)

Joan Siebert  
1909 NE Marine Drive  
Portland, OR 97211 (Ph. 287-2631)

H. David Smith  
Corvallis School District  
1555 SW 35th Street  
Corvallis, OR 97330 (Ph. 752-3485)

Wilbert A. Thurn  
45 E. 39th Place  
Eugene, OR 97405 (Ph. 687-3220)

Ocie W. Trotter, Executive Director  
Albina Family and Community Services  
6329 NE Union Avenue  
Portland, OR 97211 (Ph. 289-1167)

Kathleen K. Wiegler, Business Rep.  
Teamster Union  
2373 Oakmont Way  
Eugene, OR 97401 (Ph. 686-1637)

Jonathan West  
Equal Opportunity Advisor  
4-J School Board  
Lane Community College  
4000 E. 30th Avenue  
Eugene, OR 97401 (Ph. 747-4501)

Gene H. McIntyre  
Program Coordinator  
4263 Commercial Street  
Salem, Oregon 97310 (Ph. 378-3921)

## TABLE OF CONTENTS

	<u>Page</u>
Letter of Transmittal . . . . .	i
State Board of Education . . . . .	iii
State Advisory Council for Career and Vocational Education . . . . .	v
Table of Contents . . . . .	vii
List of Tables . . . . .	ix
Vocational Education in Oregon: An Introduction . . . . .	1
Overview of 1974-75 Priorities . . . . .	5
Program Development and Accomplishments . . . . .	11
Part I. Regular Programs . . . . .	13
A. Secondary . . . . .	13
B. Post-Secondary . . . . .	17
C. Adult . . . . .	17
D. Disadvantaged and Handicapped . . . . .	20
Part II. Geographical and Population Area Review . . . . .	29
Part III. Review of Other Activities . . . . .	33
A. Programs Under Contract . . . . .	33
B. Vocational Guidance and Counseling . . . . .	33
C. Construction of Area Schools . . . . .	36
D. Ancillary Services and Activities . . . . .	36
E. Evaluation . . . . .	38
F. Personnel Development . . . . .	42
G. Research and Demonstration Projects . . . . .	46
H. Curriculum Development . . . . .	47
I. Manpower Analysis . . . . .	50
J. Career Awareness . . . . .	53
K. Career Exploration . . . . .	54
L. Industrial Arts . . . . .	55
M. Volunteer Firemen . . . . .	56
Part IV. Special Programs Review . . . . .	57
A. Research and Exemplary (Part C & Part D) . . . . .	57
B. Consumer-Homemaking (Part F) . . . . .	59
C. Cooperative Programs (Part G) . . . . .	63
Applied Research Project Summary . . . . .	67

Exemplary Projects Summary . . . . .	71
Part V. Exceptional or Model Program Review . . . . .	75
Part VI. Vocational Youth Organizations . . . . .	81
Part VII. Vocational Education Needs . . . . .	91
APPENDICES	
A. Enrollment and Program Data by Occupational Cluster, Grades 11 and 12 . . . . .	99
B. Oregon Community College FTE Increase by Program, 1973-75 . . . . .	101
C. Directory of Vocational Programs in Oregon's Community Colleges . . . . .	103
Community Colleges in Oregon . . . . .	111
D. Status Report and Directory of Approved Secondary Vocational Programs . . . . .	113

LIST OF TABLES

<u>Table</u>	<u>Page</u>
1. Enrollment and Program Data, by Occupational Cluster, Grades 11 and 12. . . . .	15
2. Vocational Programs in Oregon, 1972-75 . . . . .	16
3. Oregon Teachers in Vocational Education by F.T.E. (Full-Time Equivalent), 1974-75 . . . . .	18
4. Oregon Community College and Adult Enrollment, 1974-75 Vocational Education Programs . . . . .	19
5. Grant Awards . . . . .	31
6. Number of Research and Exemplary Programs . . . . .	40
7. Applied Research Funded Programs . . . . .	58
8. Exemplary Funded Programs . . . . .	58
9. Cluster Development Schools, 1974-75 . . . . .	79
10. Vocational Youth Organization Summary . . . . .	89

## VOCATIONAL EDUCATION IN OREGON

### As Related to the State Plan for the Administration of Vocational Education Under the Vocational Education Amendments of 1968

#### INTRODUCTION

This Annual Descriptive Report for Vocational Education in Oregon, fiscal year 1975, is a compilation of narrative descriptions and statistical information of the state's significant accomplishments in terms of the educational goals and objectives as set forth in Oregon's 1975 State Plan for the Administration of Vocational Education Under the Vocational Amendments of 1968.\*

The 1975 State Plan was developed as a total vocational education staff effort. Throughout the previous year the goals, objectives, and activities were reviewed and updated by individual staff members and small groups. They were then finalized during a two-day staff planning session in which each goal statement with its accompanying objectives was reviewed by the total vocational education staff. In the process of establishing the goals and objectives for the State Plan, recommendations were solicited from a variety of concerned groups such as the 15 Regional Career Education Coordinators for the state; the community college presidents and deans and Oregon State University Vocational Education administrative staff.

The State Advisory Council for Vocational and Career Education continues to play a prominent role in identifying key areas for development and in working for greater legislative commitments to career education programs.

In its Annual Evaluative Report, the Committee made the following recommendations which were incorporated in the 1975 State Plan:

1. The State Advisory Council recommends that the following perceived shortcomings in the CPPS be studied and, if found valid, be acted upon at this time: (1) It would appear that the CPPS requires skill and knowledge on the part of the user population that many of them may not have among their competencies; (2) CPPS contains only a partial identification of supply sources and omits general education graduates, migrants, women reentering the labor force and school dropouts among others; and (3) Data on graduates are not translated into manpower supply information.

\*Oregon Board of Education. State Plan for the Administration of Vocational Education under the Vocational Education Amendments of 1968 and Part F of the Higher Education Act of 1965; Fiscal Year 1975. Salem, Oregon: Oregon Board of Education, 1975. Hereinafter referred to as 1975 State Plan or SP.

2. The Council recommends that those goals and objectives in Section 4.0, Annual and Long-Range Planning and Budgeting, be written in performance terms that follow a rule of the highest professional standard but that those goals and objectives of human and subjective significance be retained in reasonable balance with the highly measurable kind.
3. The Council recommends that action be taken to improve the rationale or explanation behind the selection of objectives because it is understood that objectives are deliberate steps to act on goals and it is important to know why each objective has been selected. The Council also recommends improved organization in Section 4.0 to avoid duplication and simply bring a more explicit order to the final product.
4. Two recommendations are submitted from the State Advisory Council with reference to projections: (1) That projections be accompanied by footnotes to list the variables used to establish them; and (2) That a study of the variables themselves be made to determine the degree of validity and reliability in them.
5. The Council recommends that the Oregon Department of Education's Career Education Section gather information statewide to be used to make a case for Oregon's needs and priorities in vocational and occupational education when Congress meets in the next year to design legislation planned to replace the Vocational Education Act of 1963 and 1968 Amendments.
6. The Council recommends that the following factors and variables come to the attention of those staff who plan through the use of manpower data: (1) A greater effort should be exerted to identify important new occupations which are constantly appearing on the scene; (2) It would seem that an enhanced understanding of in-state and out-of-state migration characteristics of graduates and other workers is needed; (3) There is an apparent need to be aware of shifts in educational standards for job entry; (4) There is a need, however difficult, to be more adept in dealing with the rise and decline of Federal spending as it affects education and the labor market; (5) The impact on supply from the new thrust of women and men in fields of employment hitherto not entered is in need of analysis; (6) Information is needed on the changing preferences of employers as supply and demand raises and lowers the requirements for job entry; and (7) Intelligent use of planning data should be encouraged at the local level.
7. It would seem to the Council that while the Oregon Department of Education's Career Education Section should always keep the public informed about their services, programs and activity, that some serious thought be given to a systematic and thorough study to determine the gaps in occupational education offerings. The

Council recommends that the Career Education Section mount a comprehensive study resulting in a report to address accomplishments as well as matters in need of initial and further attention.

8. The Council recommends that a state articulation plan with operational guidelines be designed by the Oregon Department of Education with the Career Education Section responsible for the occupational programs.
9. The Council recommends that the Oregon Department of Education's Career Education Section emphasize upon every school district in Oregon the importance of exploration programs and encourage each district to place greater budget and human resources into Career Education at the seventh through tenth grade level.

For detailed information indicating how these recommendations are incorporated into the State Plan, see pages 335-338 of the 1975 State Plan.

## OVERVIEW OF 1974-75 PRIORITIES

Oregon's approach to implementing a total career/vocational education program necessitates the development of a comprehensive multilevel, educational program with the required supporting services. During 1974-75 priority consideration was given to career awareness, career exploration, career preparation/vocational clusters, developmental centers, post-secondary occupational specialization, guidance and counseling, disadvantaged and handicapped, curriculum and personnel development. Following is a brief description of each of these components.

### CAREER AWARENESS

In a comprehensive career education program, elementary students are provided the opportunity to learn about careers and economic competence in the changing world of work. Presently, about 50 percent of the students in grades 1-6 are participating in planned career awareness experiences. Plans for implementing career awareness have been submitted by practically all school districts. The school districts which have not completed their plans are working closely with Department staff to develop plans that will meet student needs. Research and exemplary funds have supported the development of model programs of which several are almost complete.

### CAREER EXPLORATION

An estimated 60 percent of the students enrolled in grades seven through ten are participating in planned career exploratory activities. Several programs are being developed using exemplary and research funds.

Career exploration guidelines have been developed and are being used throughout the state.

### CAREER PREPARATION

The number of career preparation programs using the Oregon cluster concept continues to increase. This type of program will be available to most eleventh- and twelfth-grade students within the next few years. Cluster Developmental Centers are continuing to identify and refine specific cluster components and produce instructional and implementation guides.

### POST-SECONDARY OCCUPATIONAL SPECIALIZATION

The thirteen community colleges continued to expand their occupational programs in order to serve all of Oregon's residents. Presently, more than 18,349 full-time equivalent (FTE) students are enrolled in various occupational programs. Consideration must be given to increasing enrollment in post-secondary, adult, and apprentice programs, in order to meet projected future needs.

### COOPERATIVE EDUCATION

Significant progress has been made this year in providing cooperative work experience for secondary and post-secondary students. A total of 8,452 secondary students enrolled in approved secondary programs participated in cooperative programs.

Two thousand nine hundred and forty-five post-secondary students representing all thirteen community colleges participated in cooperative education programs.

### GUIDANCE AND COUNSELING

Continuing efforts to develop adequate career guidance at all educational levels resulted in the addition of a full-time counselor to the Department staff. Several developmental programs in career guidance are currently in progress in Oregon.

### CURRICULUM

To help improve vocational instruction, the Oregon Department of Education is committed to developing appropriate curriculum materials. Thirteen occupational cluster guides have been produced, and an additional guide in the service occupations is almost completed.

To support the occupational cluster programs, individualized learning packages are being produced. A number of them are available through the Continuing Education Press at Oregon State University.

The manpower analysis capability of the Department, initiated last year, continues to provide schools with data for making decisions about implementing, extending, or discontinuing vocational programs. Additional benefits from this capability include the identification of occupational areas for task analysis and curriculum development, as well as the provision of data for career counseling.

### DISADVANTAGED AND HANDICAPPED

Providing disadvantaged and handicapped students with the vocational skills necessary to obtain and hold employment continues to receive high priority. Increased emphasis was placed on providing supportive services to help these students succeed in regular vocational programs. Additional special projects focused on individual needs of students who were unable to succeed in regular vocational programs.

### PERSONNEL DEVELOPMENT

The personnel development activities for 1974-75 were again directed to maintaining and refining the state's vocational personnel development system. Specific needs were identified and prioritized, and a plan set

forth to meet these needs. Inservice activities focused on: equipping vocational teacher with skills and knowledge to implement individualized instruction; upgrading the skills of school guidance personnel in career education; maintaining and establishing field based centers for vocational and career education personnel development as a vital part of the state's overall career education personnel development system; recruiting and training teachers from business and industry; and preparing cadres to conduct inservices in a variety of areas (e.g., awareness, exploration, cluster implementation, and individualized instruction).

Proposals were solicited from qualified agencies and a number of cooperative arrangements were made to assist in carrying out the objectives and activities described above.

# CAREER EDUCATION

Career education uses the occupational role as the focal point for curriculum and program development. Such a curriculum and program may be organized to include knowledge and skill which a person uses in all of his or her interrelated life roles.

## SPECIALIZATION at the Post-High School Level

The student may choose a community college to specialize for a specific job or go right to work. Apprenticeship, four-year colleges, and private schools are other alternatives.

### OCCUPATIONAL SPECIALIZATION

In OCCUPATIONAL SPECIALIZATION, Students will:

- develop specific occupational knowledge and preparation for a specialized job area
- have the opportunity to form suitable employer-employee relationships
- learn skills for retraining or upgrading.

## PREPARATION at Grades 11-12

By the 11th and 12th grades, students can identify occupations which seem to hold the most promise for them and begin some preparation for that career.

### OCCUPATIONAL PREPARATION

In PREPARATION, Students will:

- develop skills and knowledge for either entry level employment or advanced occupational training.
- apply high school experiences to solving everyday problems
- develop acceptable job attitudes.
- get work experience in a work situation
- have the opportunity to develop leadership in a vocational youth organization.

## EXPLORATION at Grades 7-10

In junior high grades 7 through 10, students are encouraged to EXPLORE the world of work, to identify their own likes and dislikes, and to take a closer look at the jobs available in those areas, and to try some of the activities related to those careers.

### CAREER EXPLORATION

In EXPLORATION, Students will...

- explore key occupational areas
- assess their own career and personal interests and abilities.
- become familiar with occupational clusters
- develop awareness of things involved in decision-making
- make meaningful decisions
- develop a tentative occupational plan and a tentative career choice.

## AWARENESS at Grades K-6

At the AWARENESS level, students begin to gain through six elementary students are encouraged to recognize the role of careers and the relationship of career to family, community, and association.

### CAREER AWARENESS

- In AWARENESS, Students will develop an awareness and foundation for:
- the many occupational careers available,
  - self in relation to occupational careers
  - wholesome attitudes toward work and society
  - respect and appreciation of workers in all fields
  - making tentative choices of career clusters to explore during middle years.

G  
U  
I  
D  
A  
N  
C  
E  
A  
N  
D  
C  
O  
U  
N  
S  
E  
L  
I  
N  
G

— THE OREGON WAY —

## PROGRAM DEVELOPMENT AND ACCOMPLISHMENTS

Achievement of objectives identified in the State Plan is described in the following sections of this report. The Commissioner of Education has requested information for the seven areas listed below. This listing indicates the organizational pattern for this descriptive report.

- Part I. Regular programs in the categories of secondary, post-secondary and adults, disadvantaged, and handicapped education.
- Part II. Target geographical areas and population groups in Oregon.
- Part III. Review of other activities: programs under contract; vocational guidance and counseling, construction of area schools, administration and supervision of area vocational programs, and state programs for the disadvantaged.
- Part IV. Special programs review: research and exemplary programs, residential vocational schools, consumer and homemaking, cooperative programs, and work-study programs.
- Part V. Exceptional or model programs.
- Part VI. Vocational youth organization activities and highlights.
- Part VII. Vocational educational needs in Oregon.

Please note: The numbers preceding the goal statements in this report are identical to the goal statement numbers in the 1975 State Plan.

PART I

REGULAR PROGRAMS

A. Secondary Programs

Oregon continues to administer secondary vocational education on the basis of occupational clusters. A cluster is defined as a group of recognized occupations which are logically related by identical or similar teachable skills and knowledge. A cluster is developed when there are at least 10,000 workers presently employed in that group of occupations, and where it is predicted that there is a replacement need of at least 2,000 additional workers within the next five years. Based on these criteria, the following clusters have been identified:

Agriculture	Electricity-Electronics	Marketing
Accounting/Bookkeeping	Food Service	Mechanical
General Clerical	Forest Products	Metals
Construction	Health Occupations	Secretarial
		Service Occupations

The following goal statement and objectives state to what extent preparatory programs on the secondary level are attempting to meet the needs of Oregon's students enrolled in vocational programs.

<u>Goal</u>	<u>Objectives</u>	<u>Accomplishments</u>
To provide career preparation for all secondary students.	By 1979 enroll a minimum of 70% of 11th and 12th grade students in occupational cluster programs. (Objective 4.2, p. 232 State Plan)	Fifty-five percent enrolled in cluster programs in 1975.
	By 1979 increase the number of secondary schools offering occupational clusters to at least 220 out of a potential of 231. (Objective 4.3, p. 232 State Plan)	Number increased to 188.
	By 1979 increase the number of school districts offering five or more occupational curriculums to at least 110 out of a potential of 155. (Objective 4.4, p. 232 State Plan)	Number increased to 84.

Secondary school districts were reimbursed on the basis of weighted students who were enrolled in approved vocational programs. A secondary weighted student is an eleventh- or twelfth-grade vocational student enrolled in an approved vocational program for a minimum of two hours per day (a total of ten hours per week) of two credit units per day, or its equivalent. A maximum of 2.0 weighted student reimbursement can be allowed, with .5 of this for cooperative work experience and .5 for active participation in an approved vocational student organization. A student, however, must be enrolled in a minimum of two approved vocational credit hours before reimbursement is allowed for membership in a student organization.

In 1974-75 there were 30,484 weighted students enrolled in approved occupational cluster programs. On an average, a cluster student spends about 33 percent of the time in a vocational program. Tables I and II contains information on the number of programs approved and corresponding enrollment figures. Data for preceding years is recorded in the Appendix.

TABLE 1  
 ENROLLMENT AND PROGRAM DATA  
 BY OCCUPATIONAL CLUSTER, GRADES 11 and 12

O.E. Code Number	Cluster Number	Program Title	No. of Approved Programs & Enrollment	
			Amt. No.	*Enrollment, Grades 11 & 12
01.0100-9901	01	Agriculture	102	2,576
04.0800	02	Marketing	65	2,158
07.9900	03	Health	26	1,124
09.0203	04	Food Services	40	989
14.0100	05	Accounting/Bookkeeping	62	3,124
14.0300	06	General Clerical	131	5,864
14.0700	07	Steno/Secretarial	132	4,344
17.0300	08	Industrial Mechanics	72	2,981
17.1000	09	Construction	98	1,795
17.1500	10	Electricity/Electronics	46	818
17.2300	11	Metals	66	1,337
09.0201	12	Child Care Services	19	558
09.0202	13	Clothing	0	59
09.9900	14	Institutional & Home Management	0	113
17.1300	15	Drafting	2	115
17.1900	16	Graphic Arts	12	388
17.9900	17	Services Occupations	6	1,432
01.0700	18	Forest Products	22	709
	19	Diversified Occupations	118	(1,994)
			*Total duplicated enrollment	41,221
			**Total unduplicated enrollment	30,484
			Comprehensive Homemaking	12,343
			Grand Total (Items 2 & 3)	42,827

\*Duplicated enrollment is determined by totalling the number of students enrolled in all approved programs.

\*\*Unduplicated count indicates students reported in one program area only.  
 This count represents more precisely, 11th and 12th grade, nonduplicated enrollment.

TABLE 2  
 VOGATIONAL PROGRAMS IN OREGON  
 1972-75

Program Data	1972-73	1973-74	1974-75
Number of Districts with Approved Programs	140	141	148
Number of Secondary Schools with Approved Programs	175	176	188
Number of Approved Programs	876	973	1,052
Number of Districts with Five or More Approved Programs	61	73	84
Number of Schools with Five or More Approved Programs	81	97	116

B. Post-Secondary Programs

During the 1974-75 school year, 44,707.6 full-time equivalent students were enrolled in lower division collegiate, vocational preparatory, vocational supplementary, and other reimbursable and nonreimbursable programs in Oregon's thirteen community colleges. This number constitutes a numerical increase of 5232.0 and a percentage increase of 13.25 percent. There was an 11 percent increase during the previous year for a two year total of 23.25 percent.

Of the total enrollment, 20,651.9 were enrolled in vocational preparatory and supplementary programs. (See Appendix B.) This constitutes approximately 46 percent of the total post-secondary enrollment.

The Post-Secondary Section of the 1975 State Plan indicates an estimate of 20,000 FTE in 1975 for occupational students in Oregon's community colleges. (Page 239.) Actual enrollment was 16,874.8. (Appendix B.)

C. Adult Programs

Emphasis is being placed on providing occupational education for those underemployed, those in need of retraining, and to provide educational opportunity which will serve all registered apprentices in Oregon.

The vocational supplementary program student FTE increased from 2,745.9 to 3,771.1 for a numerical increase of 1031.2 and a percentage increase of 37.55 percent.

The Adult Section of the 1975 State Plan shows an estimated outcome of 3,600 FTE during 1975 for supplementary programs. (Page 243.) Thus, the actual FTE exceeded the estimate by 177.1.

TABLE 3

OREGON TEACHERS IN VOCATIONAL EDUCATION  
BY F.T.E. (FULL-TIME EQUIVALENT), 1974-75

Vocational Program	Total Unduplicated	Secondary (F.T.E.)	Post Secondary (F.T.E.)	Adult	
				Full Time	Part Time
01. Agriculture	203	120.0	38.1	5	25
04. Distribution	204	41.0	24.9	16	91
07. Health	312	22.5	148.6	31	73
04.01 Consumer Homemaking	526	498	2.5	1	7
04.02 Occupational Homemaking	104	47.0	22.00	2	19
14.00 Office	935	412.0	153.7	22	240
16.00 Technical	315		155.9	32	102
17.00 Trades and Industry	1,231	313.0	283.7	67	455
Diversified Occupations	87	.80			
Total Unduplicated	3,917	1,533.5	829.4	176	1,012

TABLE 4

OREGON COMMUNITY COLLEGE AND ADULT ENROLLMENT, 1974-75  
 VOCATIONAL EDUCATION PROGRAMS

	Occupational Titles	Total	Post-Secondary	ADULT		
				Preparatory	Supplemental	Apprenticeship
1.	Agriculture	1,789	1,019	121	649	0
4.	Distribution	6,399	1,536	691	4,172	0
7.	Health	6,094	3,156	399	2,493	46
*9.01	Comprehensive Homemaking	11,088	2,210	8,540	338	0
9.02	Gainful Home Economics	1,177	433	356	388	0
14.00	Office	14,596	6,578	1,898	6,120	0
16.00	Technical	9,684	6,545	607	2,532	0
17.00	Trades and Industry	19,808	8,265	1,187	7,277	3,099
99.00	Special Programs	8,387	4,738	2,547	1,102	0
	Total	79,022	34,480	16,346	25,051	3,145

\*Estimated

D. Disadvantaged and Handicapped Programs

Oregon's general approach to developing effective programs for persons in the disadvantaged and handicapped categories (D/H) is in harmony with current federal guidelines. The following information presents a summary of types and numbers of persons served, types and numbers of programs, and other pertinent statistical and demographic data.

1. Vocational "Set Asides" and Categorical Funds Available in Oregon for Disadvantaged/Handicapped Services (1974-75 School Year)

	<u>Amount of Grant</u>	<u>Administration Costs Including Indirect</u>	<u>% Admin. Costs</u>
10% Handicapped	\$ 448,620	\$27,178	6.0%
15% Disadvantaged	672,930	41,159	6.1%
102b Special Needs (categorical)	217,400	0	0
	<u>\$1,338,950</u>	<u>\$68,337</u>	<u>5.1%</u>

2. Funding Procedures in Oregon

The largest part of the D/H funds are used to operate school-based projects (90 percent). Local educational agencies submit project proposals to the Oregon Department of Education.

Procedures

- a. Announcement of fund availability sent to local agencies. (mid-November)
- b. Deadline for projects to be received at the Department of Education. (January)
- c. Department of Education staff review. (February)
- d. Advisory committee review and recommendations. (February)
- e. Staff decisions utilizing advisory committee input. (March)
- f. Letters of notification (project approval/disapproval) contingent upon Federal funds. (April)
- g. Grant awards upon receipt of Federal funds. (October-November)

### 3. Types of Services and Programs Funded in Oregon

In Oregon the first priority is to use funds for provisions of staff who render services. Types of enabling services are listed below, followed by examples.

- a. Modification of ongoing vocational programs.
  - use of teacher aide services
  - tutoring services for vocational skill training
  - reader services for the blind
  - bilingual instruction
  - interpreter services for the deaf
- b. Provision of supportive services.
  - basic communication skills--reading, writing, arithmetic and spelling
  - developmental centers which provide assistance in overcoming cultural barriers in addition to basic communication skills.
  - tutoring in basic skills
  - occupational English and math classes
  - instructor and student travel in some cases
- c. Special vocational programs where severe conditions prohibit success in regular vocational programs.

While this is a recognized alternative, it is used with great reluctance. Special programs are viewed as a last resort because of the undesirable social effects caused by labeling and isolation from the peer group. While alternative schools benefit some individuals, they do little to attack the real problem which is the lack of alternatives in the regular vocational program.

- d. Staff development: both inservice and preservice teacher education are integral parts of the state D/H program.
  - OSU preservice training of future vocational teachers in the competencies and attitudes which result in better vocational education for disadvantaged and handicapped students.
  - Professional development centers--work with educational personnel in identifying and meeting the vocational needs of the disadvantaged and handicapped through regional meetings, DGE classes, or in individual school workshops.

--Statewide and regional meetings and conferences--to address specific needs of educational personnel in providing special services for disadvantaged and handicapped persons.

e. Low priority in Oregon is given to the following uses of funds as they should be local contributions.

- equipment purchases
- curriculum materials and supplies
- secretarial support

4. Research, Evaluation, Staff Development

Projects funded to provide services to disadvantaged and handicapped students in local educational agencies often have a research and staff development component and are required by the state to furnish evaluation reports.

It is difficult to estimate how much money is spent in these areas each year by local agencies. It is known, however, how much is spent through special projects which deal exclusively with research, evaluation, or staff development on a statewide basis:

Research	\$14,882
Evaluation	\$13,378
Staff Development	\$74,963

A special \$40,000 research and development project began in June 1975 to develop methods and instruments for D/H project self-assessment, develop a D/H project planning and management handbook, and develop a statewide D/H data system to support planning and decision-making on the state level.

5. Special Needs Students Enrolled in Vocational Programs

Disadvantaged Students Served by Classification

	Secondary	Post-Sec.	Total
Academic Disadvantaged	1,800	5,786	7,586
Socioeconomically Disadvantaged	555	410	965
Culturally Different	907	1,914	2,821
Total Secondary Disadvantaged	4,129		
Total Post-Secondary Disadvantaged		8,447	
Total Disadvantaged Served		12,576	

Handicapped Students Served by Classification

	Secondary	Post-Sec.	Total
Mentally Retarded	194	164	358
Deaf	88	222	310
Special Impaired	20	60	80
Visually Handicapped	13	64	77
Blind	2	31	33
Hard of Hearing	18	98	116
Emotionally Disturbed	323	111	434
Chronically Ill	27	359	386
Crippled	12	274	286
Total Secondary Handicapped	1,432		
Total Post-Secondary Handicapped		1,183	
Total Handicapped Served			2,615

6. Analysis of D/H Project Expenditures During 1974-75

Number of Disadvantaged Projects

Secondary	38	
Post-Secondary	24*	*Some community colleges have now more than one project
Total	62	

Expenditures for Disadvantaged Projects

Secondary	\$ 650,356
Post-Secondary	437,115
Total	\$1,087,471

Cost per Disadvantaged Student

Secondary	\$198.14
Post-Secondary	\$ 46.63

Handicapped Projects Summary

Number of Handicapped Projects

Secondary	29	
Post-Secondary	25*	*Some community colleges have more than one project
Total	54	

Expenditures for Handicapped Projects

Secondary	\$229,693
Post-Secondary	\$223,054
Total	\$452,747

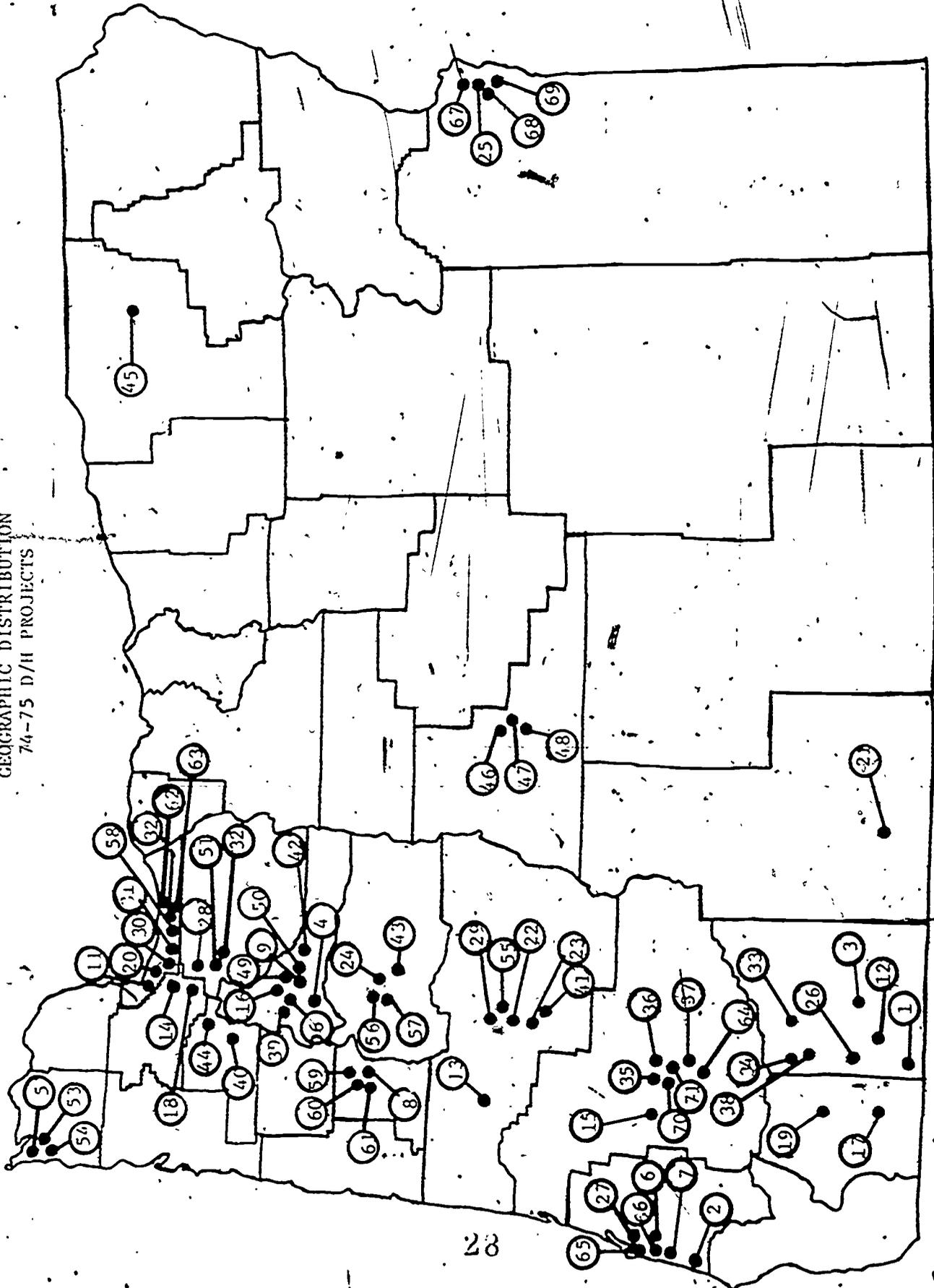
Cost per Handicapped Student

Secondary	\$329.55
Post-Secondary	\$165.30

27

23

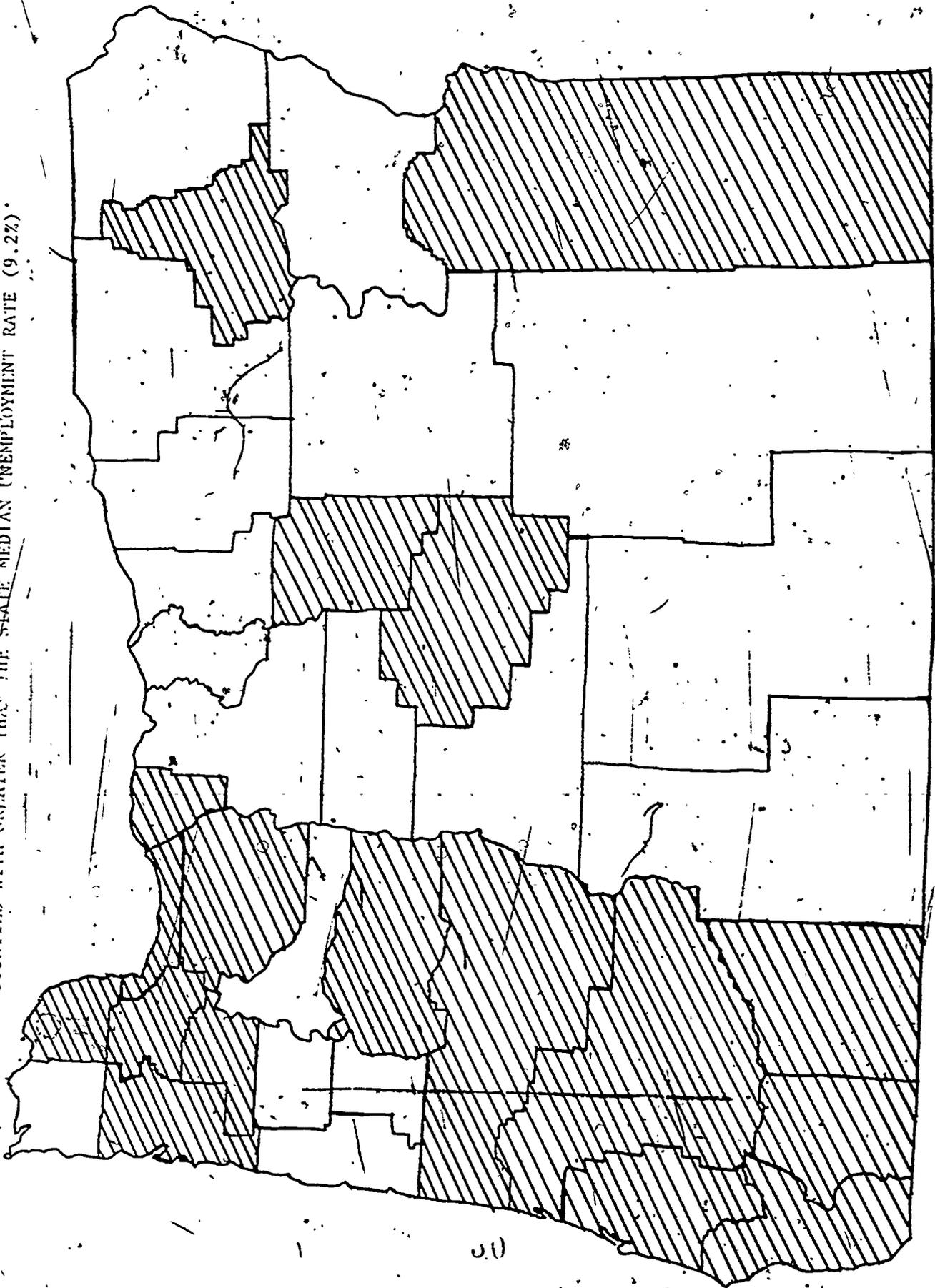
GEOGRAPHIC DISTRIBUTION  
74-75 D/H PROJECTS



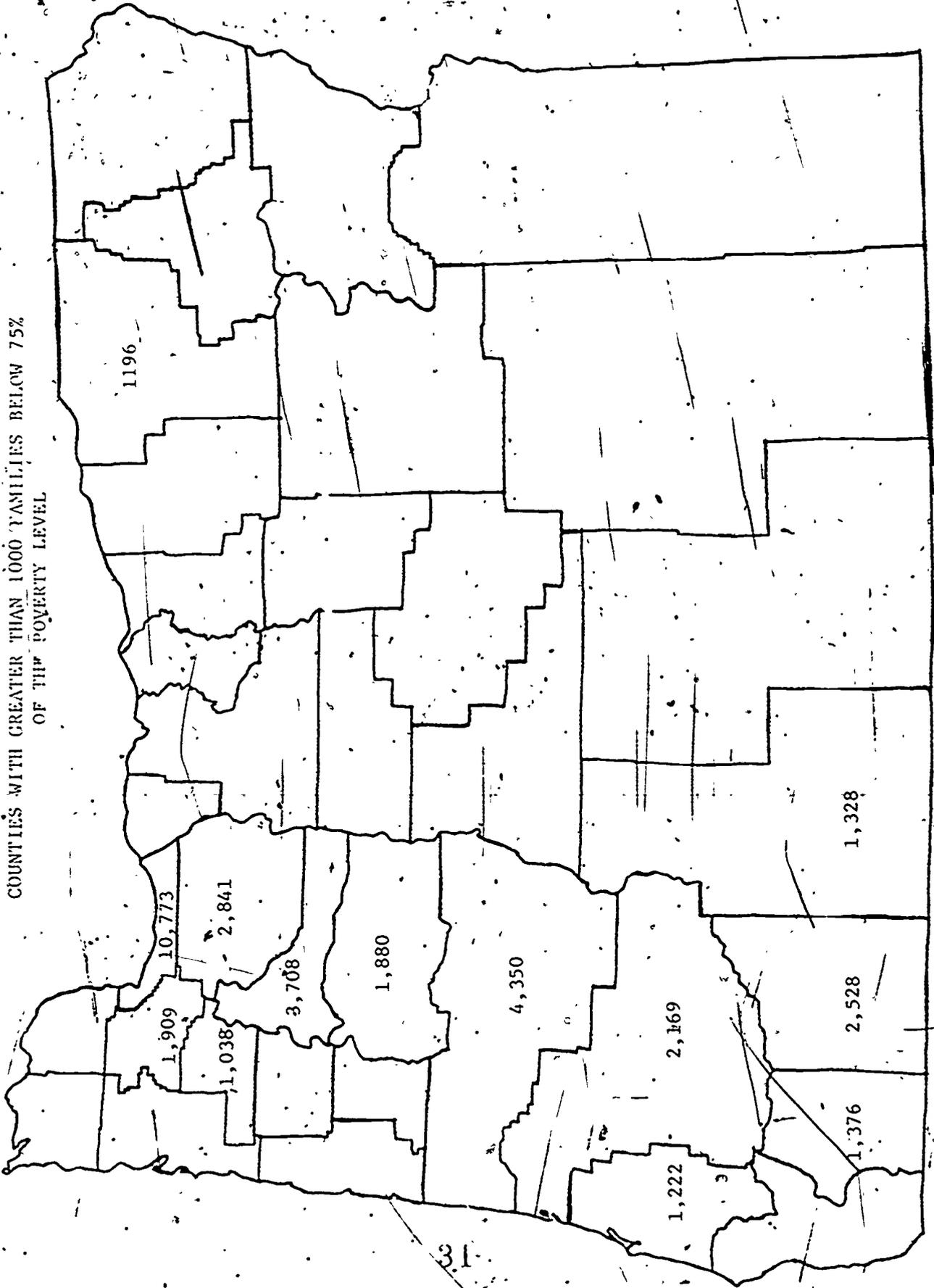
KEY TO GEOGRAPHIC DISTRIBUTION MAP  
74-75 D/H PROJECTS

Project # on Map	Local Agency	# of Students		Project # on Map	Local Agency	# of Students	
		Disadv.	Hand.			Disadv.	Hand.
<u>SECONDARY</u>							
1	Ashland	68	19	37	Roseburg	90	16
2	Bandon	30	7	38	Roseburg	64	6
3	Butte Falls	43	6	39	Salem Public Schools	21	30
4	Cascade	168	15	40	Sherwood	244	15
5	Clatsop IED	90	57	41	South Lane Schools	50	15
6	Coos Bay	175	60	42	Stayton	52	15
7	Coos Bay	42	42	43	Sweet Home		
8	Corvallis Farm Home	43	43	44	Vernonia		
9	Deaf, Oregon State	3	3	<u>POST SECONDARY</u>			
10	Deaf, Oregon State	41	41	45	Blue Mountain CC	120	20
11	Deaf, Regional Facility	171	28	46	Central CC	24	8
12	Eagle Point	23	2	47	Central CC	45	6
13	Fern Ridge	54	77	48	Central CC	65	16
14	Forest Grove	77	90	49	Chemeketa CC	720	177
15	Glide	90	216	50	Chemeketa CC	177	177
16	Gervais	216	50	51	Clackamas CC	350	20
17	Grants Pass	50	84	52	Clackamas CC	350	18
18	Hillsboro	84	26	53	Clackamas CC	120	26
19	Illinois Valley	26	22	54	Clatsop CC	74	16
20	John Adams	59	14	55	Clatsop CC	1568	218
21	Klamath County Schools	11	14	56	Lane CC	61	66
22	Lane County Schools	29	12	57	Linn-Benton CC	14	14
23	Lane IED	457	70	58	Linn-Benton CC	497	91
24	Lebanon	70	41	59	Mount Hood CC	---	---
25	Mathew IED	41	37	60	Oregon State Univ	---	---
26	Medford	37	320	61	Oregon State Univ	---	100
27	North Bend	320	109	62	Oregon State Univ	---	128
28	North Clackamas	---	---	63	Portland CC	2500	100
29	North Eugene	---	---	64	Portland CC	59	50
30	Portland-V8c. Village	---	---	65	Rogue CC	336	---
31	Portland Public Sch.	---	---	66	Southwestern Ore CC	---	---
32	Portland - Grant HS	141	17	67	Southwestern Ore CC	380	24
33	Prospect	29	2	68	Treasure Valley CC	380	24
34	Rogue River	60	16	69	Treasure Valley CC	6	70
35	Roseburg	64	10	70	Treasure Valley CC	426	14
36	Roseburg	64	10	71	Umpqua CC	29	---

COUNTIES WITH GREATER THAN THE STATE MEDIAN UNEMPLOYMENT RATE (9.2%)

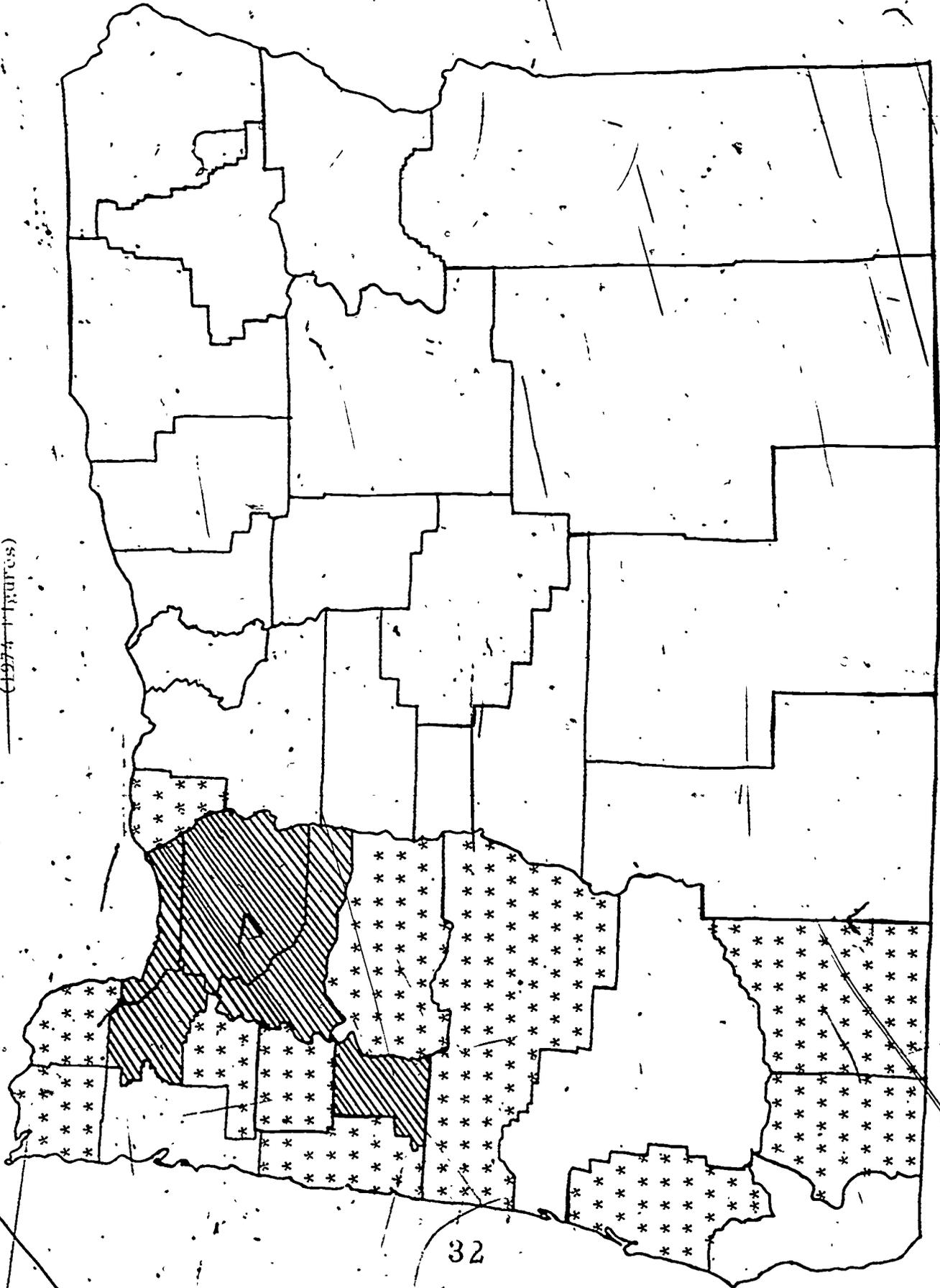


COUNTIES WITH GREATER THAN 1000 FAMILIES BELOW 75% OF THE POVERTY LEVEL



3.1

POPULATION DENSITY  
(1974 figures)



KEY:  Above 95 people/sq. mile  
\* \* \* \* 25 - 70 people/sq. mile

32

PART II

GEOGRAPHICAL AND POPULATION AREA REVIEW

The following table gives, by counties within each of Oregon's fourteen Administrative Districts, the actual federal funds including Part B (Basic Grant), set aside (D & H) and categorical funds distributed to schools, school districts, and community colleges on a weighted student basis (secondary), full-time equivalency basis (post-secondary), or grants-in-aid (all categoricals and set asides) by both dollar expenditures and percentage. Persistent unemployment (P), substantial unemployment (S), high youth unemployment (Y), and the few counties of which no employment data (ND) is available are listed by counties. The populations of each county within each administrative district are given with each county and district population percentage compared to the state total.

TABLE 5  
GRANT AWARDS

COUNTY	POPULATION	CODE	SECONDARY		POST-SECONDARY		DISADVANTAGED		HANDICAPPED	CONSUMER HOME-MAKING		WORK STUDY	COOP.
			\$	%	\$	%	\$	%		\$	%		
1													
Clats.	29,300	1.29 S	\$ 26,471.91	2.9	\$ 34,363.07	3.4			\$ 17,686.00	4.7	\$ 4,826.00	2.0	\$ 5,015.00
Hill.	18,300	.82 S	9,893.33	1.1									
Tot.	47,600	2.11	\$ 36,365.24	4.0	\$ 34,363.07	3.4			\$ 17,686.00	4.7	\$ 4,826.00	2.0	\$ 5,015.00
2													
Clack.	201,000	8.87 Y	\$ 84,363.92	9.3	\$ 62,998.80	6.3			\$ 30,836.00	8.3	\$ 5,559.00	2.2	\$ 15,798.00
Mult.	538,300	23.76 Y	163,087.21	18.0	389,467.10	38.9	\$ 173,192.00	40.4	92,583.00	25.0	130,389.22	52.8	46,726.00
Wash.	192,800	8.42 Y	58,108.33	6.4			10,059.00	2.3			3,000.00	1.2	
Colton.	31,800	1.40 S	22,072.89	2.4			10,000.00	2.3			3,350.00	1.2	
Tot.	962,100	42.43 Y	\$ 327,633.37	36.1	\$ 452,466.10	45.2	\$ 193,251.00	45.0	\$ 123,419.00	33.3	\$ 142,298.22	57.6	\$ 51,040.00
3													
Yam.	44,000	1.94 P	\$ 33,415.99	3.7									\$ 5,200.00
Nar.	103,800	7.32 S-Y	71,437.03	7.9	\$ 101,218.31	10.1	\$ 58,173.15	13.6	\$ 88,510.00	23.9	\$ 16,355.00	6.6	\$ 1,680.00
Polk.	38,000	1.68 S	19,749.95	2.2									27,219.00
Tot.	245,800	10.84 Y	\$ 124,602.97	13.8	\$ 101,218.31	10.1	\$ 58,173.15	13.6	\$ 88,510.00	23.9	\$ 16,355.00	6.6	\$ 1,680.00
4													
Linn.	80,200	3.54 S	\$ 40,795.74	4.5	\$ 68,562.55	6.8	\$ 21,506.00	5.0	\$ 39,737.00	10.7	\$ 5,527.00	2.2	\$ 1,880.00
Hent.	60,900	2.69 S	13,675.14	1.5			13,458.21	3.1	35,032.21	9.5	21,183.00	8.6	16,325.00
Linc.	27,000	1.27 S	12,633.63	1.4									4,200.00
Tot.	168,100	7.48 Y	\$ 67,104.51	7.4	\$ 68,562.55	6.8	\$ 34,957.21	8.1	\$ 74,769.21	20.2	\$ 26,710.00	10.8	\$ 1,880.00
5													
Lane	236,600	10.44 S-Y	\$ 52,959.01	5.9	\$ 131,913.99	13.2	\$ 16,149.88	3.9	\$ 28,971.87	7.8	\$ 13,774.00	5.6	\$ 1,020.00
6													
Doug.	81,800	3.61 --ND	\$ 52,418.07	5.8	\$ 35,105.02	3.5	\$ 29,238.00	6.3	\$ 3,026.00	.8	\$ 5,200.00	2.1	\$ 1,986.00
7													
Coos	60,100	2.65 P	\$ 33,356.19	3.7	\$ 43,446.77	4.7	\$ 23,246.00	5.4	\$ 9,983.00	2.7	\$ 14,826.00	6.0	\$ 1,224.00
Curry	13,900	.61 S	3,625.35	.4									\$ 11,988.00
Tot.	392,400	17.31 Y	\$ 36,781.54	4.1	\$ 41,446.77	4.1	\$ 23,246.00	5.4	\$ 9,983.00	2.7	\$ 14,826.00	6.0	\$ 1,224.00
8													
Josep.	45,000	1.99 P	\$ 32,617.23	3.6	\$ 35,000.41	3.5	\$ 19,400.00	4.5	\$ 1,718.00	.5	\$ 4,812.00	1.9	\$ 2,669.00
Jack.	110,100	4.85 S	53,092.07	5.9			24,078.00	5.6	3,963.00	1.1	3,000.00	1.2	2,049.00
Tot.	155,100	6.84 Y	\$ 85,709.30	9.5	\$ 35,000.41	3.5	\$ 43,478.00	10.1	\$ 5,681.00	1.6	\$ 7,812.00	3.1	\$ 4,718.00

Table 5 - Continued on Next Page

U.S. Department of Commerce, July 1973-74, Bureau of Census, Series P-25, #602, Estimates of Population of Oregon Counties

TABLE 5 - Cont Inued

ADM. DIST.	COUNTY	POPULATION		CODE	SECONDARY		POST-SECONDARY ADULT		DISADVANTAGED	HANDICAPPED		CONSUMER HOME-MAKING		WORK STUDY	COOP.	
		N	%		\$	%	\$	%		\$	%	\$	%		\$	%
9	H. R.	1,800	.61	P	\$ 8,879.32	1.0										
	Sher.	2,100	.09	S	1,712.91	.2										
	Wasco	20,100	.89	S	3,535.35	.4										\$ 4,200.00 1.6
	Tot.	24,000	1.59	/	\$ 16,127.58	1.6										\$ 4,200.00 1.6
10	Jeff.	9,700	.43	S	\$ 4,168.12	.5										
	Desch.	39,500	1.76	S	12,033.84	1.3	\$ 29,079.50	2.9		\$ 1,669.00	.5	\$ 4,826.00	2.0			
	Crook	11,600	.51	--SP	6,961.26	.8										
	Tot.	61,200	2.70	/	\$ 23,163.22	2.6	\$ 29,079.50	2.9		\$ 1,669.00	.5	\$ 4,826.00	2.0			
11	Klam.	53,200	2.35	S	\$ 13,496.32	1.5										\$ 11,825.00 4.6
	Lake	6,500	.28	S	2,932.38	.3										\$ 11,825.00 4.6
	Tot.	59,600	2.63	/	\$ 16,428.70	1.8				\$ 7,661.00	1.9					\$ 2,500.00 1.0
	Gill.	1,900	.08	--:D	--	--										
12	Norron	4,800	.21	S	2,622.90	.3										
	Uma.	46,800	2.07	S	16,991.71	1.8	\$ 38,997.72	3.9		\$ 10,014.00	2.7	\$ 5,650.00	2.2	\$ 2,429.00	3.7	15,446.00 5.9
	Wheel.	2,000	.09	S	520.68	.1										
	Tot.	63,000	2.78	/	\$ 20,135.29	2.2	\$ 38,997.72	3.9		\$ 10,014.00	2.7	\$ 5,650.00	2.2	\$ 2,429.00	3.7	\$ 17,946.00 6.9
13	Baker	15,400	.68	S	\$ 5,782.78	.6										\$ 2,800.00 1.1
	Union	21,900	.97	S	13,275.42	1.5										1,100.00 .4
	Wall.	6,600	.29	P	4,809.84	.5										\$ 3,900.00 1.5
	Tot.	43,900	1.94	/	\$ 23,868.04	2.6										
14	Harn.	7,300	.32	--:D	\$ 5,899.11	.7										
	Mal.	23,700	1.05	S	17,810.55	1.9	\$ 33,296.56	3.4	\$ 22,418.00	5.2	\$ 6,709.00	1.8	\$ 4,826.00	2.0		\$ 5,015.00 1.9
	Tot.	31,000	P.37	/	\$ 23,709.16	2.6	\$ 33,296.56	3.4	\$ 22,418.00	5.2	\$ 6,709.00	1.8	\$ 4,826.00	2.0		\$ 5,015.00 1.9
	TOTAL	2,266,000	100%		\$905,000.00	100%	\$1,001,500.00	100%	\$428,572.24	\$370,438.08	100%	\$247,103.22	100%	\$65,968.00	100%	\$259,888.00

These represent FY 1975 funds obligated, not actual expenditures. This is the same criterion used in the 1974 descriptive report.

\* U.S. Department of Commerce, July 1973-74, Bureau of Census, Series P-25, #602, Estimates of Population of Oregon Counties  
 \*\* All weighted student funding has been finalized, it is not possible to determine funding by county. It will probably be late October at least before this information is available.

### PART III

#### REVIEW OF OTHER ACTIVITIES

Part III contains descriptions of activities and objectives achieved in the following areas:

Programs Under Contract  
Vocational Guidance and Counseling  
Construction of Area Schools  
Ancillary Services and Activities  
Evaluation  
Personnel Development  
Research and Demonstration Projects  
Curriculum Development  
Manpower Analysis  
Career Awareness  
Career Exploration  
Industrial Arts  
Volunteer Firemen

The chapter is organized in the same way as in reports for previous years. Objectives and activities projected in these categories are shown in Part II, Table 3, of the State Plan.

- A. Programs Under Contract. (No funds were budgeted for activities during 1972-73.)
- B. Vocational Guidance and Counseling

The Oregon Department of Education is continuing to provide leadership in the area of career guidance. This leadership sometimes takes the form of conducting workshops, sitting on advisory boards, consulting to schools and/or districts, training cadre to name a few.

- over 100 cadre were trained in career guidance skills who will in turn train teachers in their districts
- approximately 200 educators received assistance which enabled them to develop career guidance programs
- the use of Career Information System is being coordinated in the secondary schools
- GATB workshops were held and certificates issued to those trained in its use
- continued Part B funding was granted upon assurance that guidance and counseling services were a significant part.

GUIDANCE: Career Guidance Competency for Teachers: A four-state Region X project in cooperation with the USOE Region X office and the states of Alaska, Idaho and Washington, Oregon administered a four-state project wherein a cadre was trained in each of the four states to conduct career guidance inservices for teachers. Each states' cadre was trained by the same three member instructional team. The training was based on a set of eight basic teacher career guidance competencies and a series of eight instructional learning packages. A total of 107 were trained: Alaska, 27; Idaho, 28; Washington, 26; and Oregon, 26.

Goal	Objectives	Accomplishments
10. To provide opportunities for students to have career guidance at all educational levels.	10.1 By 1975 identify those competencies needed in implementing career guidance for career education teachers.	10.1.1 Eight basic career guidance competencies were identified. 10.1.2 A pilot workshop with 21 participants was held in Portland, Oregon, May 8-9. 10.1.3 A total of 26 cadre were trained.
	10.2 To provide career information to LEA's as requested.	10.2.1 A staff member was assigned to assist in coordination of the Career Information System in the secondary schools. 10.2.2 Two members of the ODE staff served on the Career Information System Board of Directors. 10.2.3 The ODE has assumed responsibility for issuing certificates for those educators trained to use the GATB or Interest Checklist in the school setting. 10.2.4 A Master Test Release Agreement and testing contracts were developed with the Oregon Employment Service and each district using the GATB or Interest Checklist. 10.2.5 The GATB Standards for Use publication was revised, updated and issued to each district using the GATB or Interest Checklist.

10.3 To improve the competency of guidance personnel in planning and implementing career guidance programs.

10.3.1 A three-term course was held in Linn-Benton County in which nine teams of administrators, counselors and teachers developed career guidance plans for their school. These plans were in the implementation stage during the 1974-75 year.

10.3.2 Eight teams of educators in Jackson and Josephine counties developed career guidance plans for their school district including a School Board Policy. These plans will be in the implementation stage during the 1975-76 year.

10.3.3 Six teams consisting of administrators, counselors, and teachers in Salem School District developed career guidance programs for their schools. These plans will be implemented during the 1975-76 year.

10.4 To assist the LEA's in the implementation of career guidance programs.

10.4.1 Developed a rough draft of a career development guide for use by local districts in establishing their programs.

10.4.2 Provided consultation for five high schools who requested assistance in establishing career information centers.

PLACEMENT: A project was funded with Springfield School District under Part B for a planned program of post-school placement for youth. The project was funded to assist students in obtaining their first employment using a more systematic and efficient method, and to obtain data which would enable the items under "activities" to be met.

Goal	Objective	Accomplishment
11. To provide placement services to all students enrolled in occupational preparatory programs.	11.1 Implement student placement services at all levels (exploratory-community college) in each local educational agency.	11.1.1 The activities are, at this writing, not yet completed due to a multiplicity of factors. Among other factors, the national and state economic picture changed and it became much more difficult to place youth. Thus definitions, major components, and guidelines were held in abeyance

--students in awareness programs

--students in exploratory programs

--students in secondary preparatory programs

--students in community college preparatory programs.

but are in the processes of being developed.

C.. Construction of Area Schools. (There were no funds allocated from the Vocational Act for construction of facilities.)

D. Ancillary Services and Activities (Administration and Supervision)

Activities in 1974-75 include the administration and supervision of the new graduation requirements, the new requirements charge schools to define and teach the competencies which all students need to function successfully as producers, consumers, citizens, family members, and learners. Other activities focused on developing, implementing, and improving career education cluster programs in secondary schools. The awareness and exploration phases of career education were also emphasized. Oregon's effort to put community colleges within reach of every citizen has had remarkable success over the past few years.

The fifteen career (cluster) development centers which cover the thirteen occupational cluster programs are continuing to develop and serve as patterns for program implementation. Career Development Centers have also been established for multicluster, cooperative work experience, and small schools cluster programs. Teacher assistance teams continue to play an active role in developing and evaluating these programs.

Post-secondary program planning, using data provided by the manpower analysis specialist, continues to improve. Changes that will make teacher education more responsive to current classroom demands were outlined in a major attempt to convert from traditional college course and credit completion to demonstrated competency as the basis for meeting certification requirements. The Teacher Standards and Practices Commission developed new guidelines for the Oregon standards for the approval of programs which prepare personnel service specialists. Vocational-technical teacher training programs have been developing competency based teacher education programs to meet this criteria.

During fiscal year 1975, the following areas received special attention:

- Development and implementation of exploratory, career cluster, and specific job training programs in cooperation with local educational agencies.
- Development and implementation of career awareness programs in elementary schools.
- Development of manpower data which can be used for both career counseling and career education program development.
- Development and implementation (in cooperation with appropriate agencies) of programs and procedures for preparing career education personnel.
- Evaluation of occupational cluster curriculums and specific job training programs in local educational agencies.
- Implementation of cooperative work experience as an integral part of occupational cluster programs.
- Processing of occupational curricula, courses, and special projects for funding according to established criteria.
- Direction and coordination of statewide activities of vocational youth organizations.
- Identification of needs and provision of inservice and preservice programs for instructors of occupational clusters.
- Development and improvement of curricula and instructional materials for clusters in secondary schools and for post-secondary programs.
- Development of models of occupationally oriented experiences, which may be infused into general education.
- Development of guidelines and instructional materials for programs serving the disadvantaged and handicapped.
- Determination of needs and supervision of contracted task force curriculum development and special projects.

The foregoing was accomplished through the cooperation of fifteen regional vocational coordinators and the Department of Education staff. The number of regional coordinators has increased from eight in 1970 to fifteen as of June 1, 1975.

E. Evaluation

A total of 22 career/vocational education specialists assisted with conducting four standardization evaluations of school districts during the 1975 fiscal year. Various staff included in the above count assisted with one or more evaluations.

A total of nine career/vocational education specialists assisted with conducting three evaluative criteria studies during the same period. Various staff included in the above count assisted with one or more studies.

SECONDARY PROGRAM LEVEL

Goal	Objective	Accomplishments
4. To provide career preparation for all secondary students.	By 1979 improve the effectiveness of cluster programs in 100% of the districts with approved programs.	Seven formal evaluative criteria and/or standardization evaluations were conducted.  Assessment guides received utilization during evaluations.

Apart from the above evaluations, career/vocational education specialists have conducted approximately 32 formal evaluations/assessments of particular specialty program areas during the 1975 fiscal year using specially prepared assessment guides; e.g., health occupations, work experience. In addition, an undetermined number of informal evaluation/assessments have been conducted in specialty program areas as school visitations are made.

The K-12 Career Education Assessment Guide\* developed and pilot tested during the 1974 fiscal year was reevaluated in fiscal year 1975. Two accompanying manuals entitled:

1. A Manual Describing the 'What and Why' Aspects of a Career Education Assessment, and
2. Instructions for the Assessment Coordinator,

developed during the 1974 fiscal year, were pilot tested in fiscal year 1975. (These were developed to provide the assessment team members and the assessment coordinator with guidelines which would better orient the total assessment process.)

\*The K-12 Career Education Assessment Guide is used to assess the total career education program in Awareness (K-6), Exploration (7-10), and Preparation (11-12) levels. The four major program areas include administration, personnel, school and community relations, and curriculum.

The results of the pilot testing indicated some changes would be beneficial. These included:

1. Modifying the K-12 Career Education Assessment Guide so as to better distinguish between assessment criterion relating to the building level and those relating to the district level. The modifications were completed for three-fourths of the guide. The balance will be done in fiscal year 1976.
2. Rewriting the criterion statements for greater clarity and relevance for each of the four major parts of the guide. The rewriting was done for three-fourths of the guide. The balance will be done in fiscal year 1976.
3. Developing additional criterion statements for each of the major parts as appropriate considering topics such as physically and mentally handicapped, gifted and sex roles. These will be completed in fiscal year 1976.
4. Revising A Manual Describing the 'What and Why' Aspects of a Career Education Assessment in order to provide a more relevant timeline for conducting the assessment, sample strategies for conducting the assessment, and a checklist of materials that should be provided the assessment team members prior to and during the assessment. These tasks will be completed and pilot tested in fiscal year 1976.
5. Revising Instructions for the Assessment Coordinator to include more clearly defined statements of the items to be provided by the assessment coordinator for the people conducting the assessment; e.g., the career education long-range plan.

#### MULTI PROGRAM LEVEL

Goal	Objective	Accomplishment
16. To determine the effectiveness of career education programs in meeting student needs at all levels.	Develop and field test career education program assessment instrument for all levels.	A K-12 assessment guide and accompanying manuals have been developed, pilot tested.

Oregon's career education clusters will continue to be assessed by a separate evaluation instrument designed specifically for individual cluster areas.

Industrial arts programs in the state have continued to be evaluated through the regular school standardization and evaluation criteria visits. An instrument was developed during the 1975 fiscal year to evaluate programs and facilities. These were made

available to school principals and teachers to improve all I.A. programs and made a significant impact on the quality of evaluations. The instrument is now undergoing revision to be used with the new Oregon Standards for Industrial Arts Education incorporated in the state Elementary-Secondary Guide for Oregon Schools.

SECONDARY PROGRAM LEVEL

Goal	Objective	Accomplishment
3. To improve the effectiveness of industrial arts programs in public school system.	Provide curriculum guides and supporting instructional materials to assist teachers in model program improvement.	A-program evaluation and facilities instrument was developed to be used in conjunction with Oregon Standards for Industrial Education.

The Coordinator of Career Education Applied Research and Exemplary Programs helped administer evaluations of research and exemplary projects (excluding Part C and D Commissioners Projects) as outlined in Table 6.

TABLE 6  
NUMBER OF RESEARCH AND EXEMPLARY PROGRAMS

Program Level	No. of Programs	
	Research	Exemplary
Awareness	2	2
Exploration	4	4
Preparation	1	—
Specialization	—	2
Multiple	0	2
TOTAL	7	10
TOTAL PROGRAMS		= 17

All projects were subjected to a third party evaluation.

A Part C Commissioners' Grant Project entitled, A State Manpower/Curriculum Management System, project duration July 1974 through December 1975, is presently being evaluated through implementation.

MULTI PROGRAM LEVEL

Goal	Objective	Accomplishment
15. To provide models and guides for development of the state's career education effort.	Develop manpower curriculum management system.	Manpower data system has been created and is being implemented.

A Part C Commissioners' Grant Project entitled, Models for the Use of a Data Base in Planning State and Local Vocational Programs, project duration July 1, 1975 through December 31, 1976, is presently underway.

A review and assessment of previously funded vocational research and exemplary projects commencing with FY 1970 is presently underway. The purpose of the review and assessment is to identify ongoing transportable innovative and/or exemplary elements from previously funded projects.

An ongoing evaluation is conducted of the Career Program Planning System (CPPS). This is a computerized manpower retrieval system that stores estimates of occupational employment (demand) and numbers of trained graduates (supply) able to fill these positions. During fiscal year 1975, preliminary plans were designed to update the CPPS occupational titles and employment projections to conform to the new occupational profiles and employment estimates developed by the Occupational Employment Statistics Program (OES). This changeover should be accomplished in the latter half of fiscal year 1976, and will allow the CPPS to be updated annually with the latest employment estimates along with employment demand estimates for the next five years by occupation.

MULTI PROGRAM LEVEL

Goal	Objective	Accomplishment
13. To establish a manpower/curriculum management system to relate occupational training programs to manpower needs, employment opportunities student career goals and student needs.	Provide for the development refinement and use of manpower data in program planning, curriculum development and guidance and counseling.	Manpower data system has been developed and is being used.

A statewide student follow-up system has provided data as to the extent to which student needs are being met through career/vocational program offerings.

## MULTI PROGRAM LEVEL

Goal	Objective	Accomplishment
16. To determine the effectiveness of career education programs in meeting student needs.	By 1979 have a system to assess the extent to which established student outcomes are being met.	At the secondary level a system has been operational for two years, presently is under revision and upgrading; at the community college level a system has been operational for one year, presently is under revision and upgrading.

The State Advisory Council for Career and Vocational Education is currently conducting a study on the accessibility and availability of post-secondary and adult vocational education program services and activities. Special emphasis of the study is on the treatment of various populations identified in the federal vocational rules and regulations; e.g., disadvantaged and handicapped. A report on this study is to be available in December 1975.

The Coordinator of Career/Vocational Education Applied Research and Exemplary Programs has served on the federal evaluation team for the Part D Commissioners' Grant Project located in Springfield, Oregon, entitled, Exemplary Project in Vocational Education.

### F. Personnel Development

There was a variety of inservice and preservice programs conducted during 1974-75 which have contributed to the development and maintenance of a total system for personnel development. Of particular significance was the development of cadres to further facilitate the dissemination and implementation career and vocational concepts.

Personnel development activities were carried out in such areas as: cadre development; vocational intern/extern programs; inservice in a number of priority areas; development of a project to improve the preservice preparation of teachers, counselors, and administrators; coordination of the career/vocational personnel development center operations; and development of a career exploratory inservice model.

## Goals

## Objectives

## Accomplishments

12. To provide qualified educational personnel to carry out career education programs in accordance with identified educational needs.

12.1 Provide for a university-based vocational teacher preparatory program based on identified teacher competencies.

12.1.1 Financial support was provided to Oregon State University for institutional activities involving special vocational teacher preparatory activities.

12.1.2 A two-day joint cluster planning conference was held involving OSU vocational staff and the State Department vocational staff. There were forty-one participants. Specific objectives were developed for future activities leading toward implementation of a cluster teacher preparatory program at OSU.

12.2 Continue to provide, through the intern program, qualified administrators needed to fill new and established administrative positions.

12.2.1 A vocational intern program was conducted in cooperation with OSU. A total of five completed the program and four of the five have taken leadership positions in Oregon.

12.3 Improve administrative competencies of personnel in planning, implementing and improving career education programs.

12.3.1 An extern program for secondary level personnel was conducted in cooperation with OSU. There were 39 extern participants: 14 from the northern part of the state, 11 from the southern and 14 from the eastern.

12.3.2 Priority inservice career education training needs for local administrators were discussed and identified through the personnel development center advisory committee and the state's overall career education personnel development advisory committee.

12.3.3 The project planned under EPDA to provide inservice training in five priority areas was not carried out due to reduced EPDA funding levels.

12.4 Improve the competencies of vocational teachers.

12.4.1 The thrust of training highly qualified practitioners (cadre) to assist in providing instruction to other teachers was continued. Fifteen new cadre

members were selected and trained to conduct inservices for vocational teachers in the utilization of individualized instructional material. Twenty-six secondary and community college personnel were trained to conduct career guidance inservice for teachers. An update session was held for the cluster implementation cadre.

12.4.2 For the fifth year, the project was continued to recruit and train vocational teachers from business and industry. A total of 15 completed the program.

12.4.3 Priority areas for vocational teacher inservices were identified and inservice projects organized to meet selected priority areas such as vocational student leadership organization, working with disadvantaged/handicapped students, cluster implementation, individualized instruction, and improving the technical skills of vocational instructors.

The total number of teachers involved in inservices for 1974-75 will be available in November of 1975.

Two EPDA inservice projects were directed toward this objective:

1. Individualized Instruction--Utilizing a cadre, there were four 30 hour workshops organized with 62 participants. Evaluations show a positive reaction from participants.
2. Cluster Implementation--Utilizing a cadre, eleven 30 hour workshops were conducted involving 228 vocational personnel. In addition there was one 12 hour inservice workshop held for 12 administrators. Evaluations were positive.

12.5. By 1977 establish a career education component in the elementary and

12.5.1 A full-time career education consultant was employed to work with universities.

secondary teacher preparatory programs of Oregon's public and private four-year institutions.

12.5.2 Support was provided Portland State University for the development and implementation of a career education teacher preparatory program.

12.5.3 The Department of Education in cooperation with the State System of Higher Education and the Independent Oregon Colleges initiated a project to improve the preservice preparation of teachers, counselors, and administrators, in career education.

An Interinstitutional Consortium for Career Education (an organization representing the 15 Oregon colleges and universities which prepare teachers) was formed. The consortium met bimonthly to provide direction. Staff development workshops were held on eight campuses and individual consultation and assistance provided to all 15 campuses.

A proposal written on behalf of the consortium was submitted to the U.S. Office of Career Education in April 1975. The proposal was funded and provides for an expanded scope of work in the areas of university staff and program development; teacher certification, and training program accreditation.

12.6 Continue a minimum of two field-based career education personnel development centers.

12.6.1 Two field-based centers for career/vocational education personnel development operated during 1974-75; one in Eugene area and one in the Portland area.

The Portland center inservices 1,800 vocational teachers and administrators. Inservices were in areas of individualized instruction, cluster implementation, advisory committees, cooperative work experiences, leadership techniques, regular university courses in home economics, industrial education, community college and business education, and overall career education. There were 100 who received individual counseling on associate degrees and bachelor degrees.

There were 400 who received about one to two hour inservices in D & H and teaching techniques. The center also provided a variety of consultant services to local school districts and conducted a number of needs assessments.

12.7 By 1976 establish a teacher education program in the health occupations field.

12.7.1 Plans were developed and provisions made for a project coordinator to be employed July 1, 1975. The coordinator is to be located at Portland State University and will assist in program development.

12.8 By 1977 improve the competencies of elementary and secondary teachers in career education.

12.8.2 Two separate projects were conducted, each aimed at improving the competencies of school guidance personnel in the organization. Implementation and utilization of career guidance plans were developed in the local district. There was a total of 75 participants composed of teachers, counselors, and administrators. (Participants were selected as teams from local schools.)

12.8.3 There were four cadre training workshops conducted to help meet this objective. One new cadre of 24 elementary staff was trained in the area of career awareness, one new cadre of 14 in the area of career exploration, one career decision-making cadre involving 35 career awareness/exploration members trained in 1973-74, and one career guidance cadre of 26 designed to improve the career guidance competencies of teachers making a total of 99 cadre members trained.

#### G. Research and Demonstration Projects

Funds were obligated to 25 local educational agencies totaling \$62,252 through planning grants designed to assess present career/vocational education program offerings and develop long-range improvement plans. Participating LEAs included: -

Baker  
Nyssa  
Eagle Point  
Cove

La Grande  
Umapine  
Sherwood  
Umatilla IED

McMinnville  
 Grants Pass  
 Lane IED  
 Long Creek  
 Lakeview  
 Coquille  
 Myrtle Point  
 Wasco IED  
 Clatsop IED

Douglas IED  
 Bethel  
 North Marion  
 Portland  
 Central  
 Fern Ridge  
 Reedsport  
 Tigard

MULTI PROGRAM LEVEL

Goal	Objective	Accomplishment
------	-----------	----------------

28. To provide support to all career education programs in Oregon, in program planning, supervision, coordination, and evaluation.	By 1975 all LEA's will have State Board approved comprehensive long-range plans for implementing and improving career education programs.	Planning grants have been awarded to 25 agencies which resulted in updating and articulating plans.
--	---	---

H. Curriculum Development

Within the last few years the Career Education Section has intensified its efforts toward relevant curriculum development for the secondary and community college levels. The major thrust of these efforts has been to eliminate duplication of efforts at the local level and, when materials are not already available, to develop materials which will assist teachers to increase individualization of instruction. During the 1974-75 school year there were eleven curriculum projects with the above goals in mind. Descriptions of the projects follow:

**CONSTRUCTION:** To produce a comprehensive planning guide for implementing a fully individualized construction cluster program, oriented toward college-bound students. A course description, course objectives, materials to be furnished by the student and the school have been identified. Units of instruction and course plan have been defined.

**DRAFTING:** At Clackamas Community College, to produce a total of 119 individualized learning modules in Drafting: Sheet Metal, Automotive, Pipe, Hydraulics, Electricity-Electronics, General Mechanical, Architectural-Structural, Welding, Mapping & Platting, and Technical Report Writing. The project was completed. Materials produced are to be printed and made available by DCE, Portland.

**ELECTRICITY/ELECTRONICS:** This project builds on summer (1974) workshop activities in that five hands-on student kits were developed with accompanying multimedia materials. Although the materials deal with basic electronics they are applicable to secondary as well as community college programs.

**F.A.A.:** At Lane Community College, a 52-week project was to develop new ground and air training curricula for: private pilot, commercial pilot, instrument rating, instructor rating, and multi-engine rating, to meet new federal aviation standards. Completed this summer: private pilot and commercial pilot-instrument rating. Materials can be obtained from John Kreitz, Lane Community College, Eugene.

**FOOD SERVICE:** Six key occupations were selected (a seventh has since been added) and for each occupation competencies and performance indicators were developed. A competency card for record-keeping purposes was developed. For the six key occupations, common competencies were found, and listed. Certain learning activities were listed and identified to meet objectives indicated. A task analysis of each of the key occupations was completed and printed for distribution.

**FORESTRY TECHNOLOGY:** There was \$28,500 budgeted for curriculum development which produced three lab manuals for statewide dissemination; eight slide/tape instructional units for use by community colleges and secondary programs. These units are also in demand by state and federal forestry programs, as well as other northwest community colleges with Forestry Technology programs. Six slide/tape programs from last summer (1974) workshop were revised and updated.

**HORTICULTURE:** Those community colleges which have programs worked together to compile and analyze multimedia which is already available and then to duplicate master sets of same. In addition, three videotapes were produced and four curriculum guides.

**LAW ENFORCEMENT:** As the first step in a long-range effort to individualize the law enforcement programs in the community colleges, a team of two instructors wrote learning modules for the "Investigative Photography" course. The modules will be field tested during the 1975-76 school year and revised.

**MACHINE TECH:** (Shop) Fifteen slide/tape learning units were developed and placed in DCE for duplication and sale to interested LEA's. These initial programs were chosen by high school and community college shop instructors, in a meeting organized by the ODE curriculum specialists to make these initial selections and to plan orderly future development. The fifteen corresponding learning modules already in the ILS list were revised to coincide with AV materials already developed.

**VOCATIONAL MATH:** A Blue Mountain Community College project was to revise individualized learning modules in seven occupational areas. Basic revision included: adding a table of contents, a glossary and definition of terms, and a more even distribution of problem sets across the seven areas. Students were utilized in determining the definitions and glossary. Modules are in use in several high schools and community colleges in four western states. Learning modules can be obtained from DCE, Portland.

**WELDING:** Summer (1974) learning modules were revised and delivered to DCE for quantity printing. All obtainable audiovisual materials from commercial sources were reviewed and acceptable materials for stated objectives were noted and listed, along with sources. Fifteen slide/tape programs covering remaining objectives were produced and delivered to DCE to reprint and catalog for sale to interested LEA's.

Goals	Objectives	Accomplishments
16. All local educational agencies at all educational levels will have available competency-based curriculum materials for student and teacher use that will enable them to provide career	16.1 Establish a data base of tasks and competencies in 11 priority occupational areas for purposes of program planning and curriculum development by 1980.	16.1.1 Complete occupational analyses in 30 priority areas.
	16.2 Provide for implementation of alternative curriculum approaches in occupational preparatory programs.	16.2.1 Learner module and multimedia development are accomplishing this to a large extent.

and vocational instruction suited to the individual needs of students.

16.3 Develop a statewide system for coordinated curriculum development by 1980.

16.3.1 Basic plan is in rough stages.

16.4 Provide comprehensive sets of curriculum materials for career awareness and exploration.

16.4.1 Materials are developed and will be field tested this year.

16.5 Make available comprehensive sets of curriculum and instructional materials for a minimum of 10 vocational and technical education areas by 1980.

16.5.1 Twelve curriculum projects led to accomplishment of this objective.

16.6 Make available to all LEA's instructional media, curriculum materials, and related information for use in vocational and technical education.

16.6.1 Dissemination of material is being accomplished through a planned approach with nonprofit agency.

16.7 Increase the effectiveness of the use of curriculum materials by personnel and teachers.

16.7.1 Plans are laid and will be implemented during the 1975-76 school year.

## I. Manpower Analysis

The purpose of manpower analysis is to develop occupational profiles, employment estimates and projections, and supply data that will help career and vocational program planners decide whether or not existing or planned programs should be approved.

In Oregon the manpower activities have included gathering such data for the following occupational groups:

Agriculture  
Marketing  
Health  
Food Service  
Accounting  
Clerical  
Secretarial  
Mechanics  
Construction

Electricity  
Metals  
Child Care  
Clothing  
Institutional and Home Management  
Drafting  
Graphics  
Service  
Forest Products

Within each group, e.g., Construction, the various occupations are divided into United States Office of Education (USOE) instructional program areas such as carpenters, masons and tilesetters, plumbers and pipefitters, etc. Employment projections for a specific USOE program area, e.g., plumbers and pipefitters, are then compared to the most recent number of trained graduates for that program area leaving Oregon educational institutions.\* The results of the comparison are then used to decide whether or not the program should be retained or added as appropriate. Graduates from Comprehensive Employment and Training Act programs, excluding on-the-job training programs, are presumed to be included in the graduation figures of the training institutions cited in the footnote.

The manpower statistics (employment estimates and projections) are obtained from the Oregon Employment Division, Research and Statistics Section.

As the employment estimates and projections, along with the supply estimates are completed, the information is stored in the Career Program Planning System (CPPS). This is a computerized manpower retrieval system that enables the data to be retrieved within a few hours upon receipt of a manpower information request from career and vocational program planners at the secondary, post-secondary and/or state department levels.

The table on the next page indicates the present status of the manpower development for each of the 18 occupational groups.

Plans are being made to replace the occupational profiles currently in CPPS with those being developed by the U.S. Department of Labor's new manpower gathering system entitled Occupational Employment

\*Graduation figures are accumulated for all Oregon high schools, community colleges, universities, proprietary schools, and apprenticeship facilities.

STATUS OF MANPOWER DEVELOPMENT PROJECTS

	Occupational Profile	State Employment	Local Employment	State Supply	In CPPS	Completion Date	Complete Supply Update
Agriculture	x			x		9-75	
Marketing	x	x	x	x	x		7-76
Health	x	x	x	x	x		7-76
Food Service	x	x	x	x	x	9-75	
Accounting	x	x	x	x	x		10-75
Clerical	x	x	x	x	x		10-75
Secretarial	x	x	x	x	x		10-75
Mechanics	x	x	x	x	x		10-75
Construction	x	x	x	x	x	9-75	
Electricity	x	x	x	x	x		10-75
Metals	x	x	x	x	x		10-75
Child Care	x	x	x	x	x	9-75	
Clothing	x	x	x		x	9-75	
Int. & Home Mgt.	x	x	x	x	x	9-75	
Drafting	x	x	x	x	x		10-75
Graphics	x	x	x	x	x		10-75
Service	x	x	x	x	x		10-75
Forest Products	x	x	x		x		10-75

Key:

- x = presently available
- o = high school supply only
- o\* = state and local employment only;
- supply not yet determined

Statistics Program (OES).\* This will eliminate many of the detailed occupations presently in CPPS. The primary benefit to be derived from the changeover will be to provide greater statistical reliability for the employment estimates and projections. Also once the OES is fully operational, employment estimates and five-year projections will be made annually and then added to the Career Program Planning System thus insuring the most current manpower information for career and vocational program planning.

During fiscal year 1975, the manpower analyst conducted three special workshops on the manpower development activities of the Career Education Section of the Department. These included presentations to the (a) Oregon Administrative Interns and Externs, (b) Region X's state employment division coordinators participating in the OES program and two federal representatives, one the national coordinator of OES and the other representing the Bureau of Labor Statistics, and (c) CETA prime sponsors for four of the six prime sponsors in Oregon.

#### J. Career Awareness

Basically, every elementary district in the state has a developmental plan of career awareness implementation/expansion. The program provides for integration of activities designed to increase the awareness of themselves and the world about them into every subject and grade level.

Currently, approximately 50 percent of the state's elementary students participate in organized activities of this nature.

Goals	Objectives	Accomplishments
1. Provide career awareness for all elementary students.	1.1 Make awareness activities available to 100 percent of elementary students.	1.1.1 All districts have developmental career awareness plans.
		1.1.2 Twenty-two persons trained as awareness cadre.
		1.1.3 Over 2,000 teachers received inservice.
		1.1.4 An estimated 50 percent of elementary students participate in career awareness activities.

\*Oregon is one of 29 states presently participating in the OES program. Once developed, it is expected that all 50 states will report their employment statistics and projections in the manner described by this method.

1.2 Establish comprehensive awareness programs in 10 schools.

1.2.1 Comprehensive programs under development in Beaverton, Springfield, Pleasant Hill, Salem, Amity, Oregon City, Hebo-Beaver, David Douglas, Eugene, and Central.

1.3 Provide infusion of awareness concepts through curriculum development.

1.3.1 Activity-based awareness/exploration curriculum developed for grades 4-8.

1.4 Assist in developing and operating exemplary programs in awareness.

1.4.1 Projects conducted in Central, Springfield, Beaverton, and Portland utilizing Part D funding.

1.4.2 Small district program developed utilizing ESEA, Title III funding.

#### K. Career Exploration

Vocational funding was utilized to develop occupational ramifications in the following areas:

Industrial Arts - Various approaches were utilized to conduct exploration activities within the regular course offerings. The "Occupational Versatility" approach to student management is one such approach and is described later as model program.

Health - An exploratory health-related component was developed for ninth grade health classes to familiarize students with the application of health knowledge and skills in the community. Onsite explorations were provided.

Music - Music-related skills and their career possibilities were emphasized through a series of eight video tapes. In-school and community visitation followed the classroom presentations.

Science - A group of science teachers spent the summer in science-related jobs from which they designed and field tested a career-related science curriculum for grade nine.

Through these activities and others an estimated 60 percent of all students, grades 7 through 10, are participating in planned career exploration activities.

Goal	Objectives	Accomplishments
2. To provide career exploration for all students, grades 7-10.	2.1 By 1975 make exploration activities available to 100 percent of students.	2.1.1 Additional 24 cadre members trained in career exploration.  Over 2,500 teachers received inservice.
	2.2 Establish comprehensive programs in minimum of ten schools.	2.1.2 Programs are available in nearly 19 percent of schools with some 60 percent student participation.
		2.2.1 Model program components exist in all areas of exploration.
	2.3 Provide for infusion of exploratory concepts into existing subject areas.	2.2.2 Comprehensive programs under development in Cascade, Parkrose, Beaverton, Eugene, Amity, Dayton, Vale, Springfield, and Salem.
		2.3.1 Materials provided in five areas: Health, Industrial and Language Arts, Music and Science.
	2.4 Provide materials for career awareness activities in exploratory programs.	2.4.1 Activity-based awareness/exploration curriculum developed for grades 4-8.
2.5 Assist LEA's in utilizing community resources.	2.5.1 Assisted IED in developing <u>Career Exploration Work Experience Guidelines</u> .	

#### L. Industrial Arts

In FY 1975 the Industrial Arts Developmental Center was funded. It is located within Area II, Portland School District II. It was started for the purpose of developing an administrative plan for improving the instruction of Industrial Arts in each of the Area II member schools. This plan includes developing: (1) a philosophy of Industrial Arts, (2) a program assessment guide, (3) a personal assessment guide, (4) a five-year plan for improvement for each teacher in his/her own school, and (5) an interface checklist with other curriculum areas. The material was developed in a transportable format and has been made available to other Industrial Arts teachers in Oregon.

The student managed learning system for career exploration in Industrial Arts (occupational versatility) has been gaining popularity, with 10 to 12 schools in full operation and 10 to 12 additional schools committed when budgets are resolved.

More schools are scheduling girls into junior high Industrial Arts programs, to gain career exploratory experience in the technical areas and additional schools are allowing girls to register in elective Industrial Arts classes.

Strides are being made in broadening the course offerings in schools offering an Industrial Arts instructional program to include more areas of exploration.

M. Volunteer Firemen

Currently there are approximately 7,738 volunteer firefighters in Oregon. Community colleges have been encouraged to offer programs specifically for this group and to work cooperatively with the State Fire Marshall in their training effort.

During the 1974-75 school year, community colleges reported conducting 14 courses for volunteer firemen throughout the state. This included 208 volunteers, totaling 5,840 hours of instruction.

With the current reporting system, it is difficult to obtain the total number of volunteers participating as many classes consist of both paid fire fighters and volunteers.

PART IV  
SPECIAL PROGRAMS REVIEW

Part IV contains descriptions of activities and objectives achieved in the following areas:

Part C - State Research and Training in Vocational Education

Part D - Exemplary Programs and Projects

Part F - Consumer and Homemaking

Part G - Cooperative

Part H - Work Study

Applied Research Project Summary

Exemplary Projects Summary

A. Part C State Research and Training in Vocational Education and Part D Exemplary

Due to the similarity in Part C Research and Part D Exemplary, they will be shown as a combined report.

The objective of vocational education research and exemplary in Oregon during 1974-75 was to support applied research and exemplary projects proposed by local educational agencies. The projects conformed to the State Board priorities for the development of state-wide career/vocational education programs. The priorities for applied research and exemplary programs in career education were established for fiscal year 1975 with the advice of a representative statewide ad hoc advisory committee. The committee also assisted in review of idea papers and proposals. Approximately 70 percent of available funds were disbursed to projects. Priority was given to projects affecting program development and staff development in the following areas:

Career/vocational guidance, with emphasis on the relationship and importance of the guidance function to career awareness (grades K-6) and exploration (grades 7-10) programs.

Models for transporting current innovative and exemplary practices in awareness (grades K-6) and exploration (grades 7-10) programs.

Individualized curriculum, with a focus on interdisciplinary programs in the area of mathematics, open-entry/open-exit

community college programs and program and subject area articulation at all levels.

Interdisciplinary programs, with emphasis on the relationship of career/vocational education to language arts, music, and foreign language.

Seventeen approved proposals resulted in a total of \$51,876 being obligated to 1974-75 research projects, and \$81,454 being obligated to 1974-75 exemplary projects. A grand total of funds obligated for research and exemplary projects was \$133,330. (See Tables 2 and 3.) Project grants were awarded for programs in public schools, community colleges and universities. (A summary of approved projects is shown on pages 67 and 71.)

TABLE 7  
APPLIED RESEARCH FUNDED PROGRAMS

Applied Research Priority Area	Number Funded	Total of All Grants
Career Awareness, Grades K-6	2	\$15,398
Career Exploration, Grades 7-10	4	26,721
Career Preparation, Grades 11-12	1	9,757
Career Specialization, Post-Secondary	0	-----
TOTAL	7	\$51,876

TABLE 8  
EXEMPLARY FUNDED PROGRAMS

Exemplary Priority Area	Number Funded	Total of All Grants
Career Awareness; Grades K-6	2	\$15,124
Career Exploratory, Grades 7-10	4	21,669
Post-Secondary Curriculum Development	3	32,126
Teacher Education	1	12,535
TOTAL	10	\$81,454

MULTI PROGRAM LEVEL

Goal	Objectives	Accomplishments
15. To provide models and guides for development of the state's career education effort.	Identify and develop information and guides for critical career education areas.	Seven projects were funded which are completed or presently underway.
	Develop exemplary models for critical career education program areas.	Ten projects were funded which are completed or presently underway.

B. Consumer-Homemaking (Part F - FY 1975)

Consumer and homemaking programs continued in eleven community colleges to serve 1,283 males and 8,173 females. Of that total, 4,700 were identified as disadvantaged and 120 as handicapped. Eleven special secondary innovative/demonstration projects reached 19,180 male and 20,880 female students. Of that 40,060 total, 1,486 were identified as disadvantaged and 217 handicapped. Approximately 58 percent of the funds available were expended in priority areas of the state identified as high unemployment and economically depressed.

Goals	Objectives	Accomplishments
17. To provide effectiveness in consumer homemaking programs in public schools. (17, p. 261 State Plan)	17.1 Continue to provide personnel support for consumer/homemaking program. (17.1, p. 162 State Plan)	17.1.1 The statewide program receives leadership through the efforts of one home economics specialist, contributes support for the personal finance specialist, and through a special project, provides one half-time consultant for programs in the metropolitan area and one half-time executive secretary to the youth program FHA/HERO.
		Major emphasis has been placed on the curriculum revision and development project which has provided leadership to local districts. Over 150 teachers have been involved in nine seminars related to development of new curriculum which will be field tested next year. A network of 45 key teachers has been established to serve as regional liaison persons to assure involvement by all teachers.

17.2 Continue to provide state and regional inservice and preservice educational programs. (17.2, p. 261 State Plan)

17.2.1 First year teachers received one visit from teacher education staff to provide assistance during the year. Inservice courses, seminars, and other contacts were provided in various areas of the state. Teacher education and subject matter courses were offered off campus by request to serve needs of teachers in the metropolitan and Willamette Valley areas.

18. To provide consumer/homemaking programs at secondary level.

18.1 & 2 Improve quality of comprehensive programs through developmental projects. (18.1, p. 262 State Plan)

18.1.1 A special project serving bilingual/bicultural students reported that 46 educationally disadvantaged students improved skills ranging from zero to that of self-maintenance and 12 completed work toward graduation requirements. Some remained in school an additional nine weeks due to the special assistance in this project. Students benefitted from oral English presentations, while parents indicated it was rewarding to be able to speak Spanish when discussing the school program.

Project SCHOOL (School-Community-Home-Occupational-Oriented for Living), in its second year, continues to serve over 400 students in one metropolitan high school and is a model for other areas of the city. Examples of success include increased enrollment of boys, establishment of recycling stations, increased interest in nutrition education, requests from families for assistance in food preparation, and family finance skills. Married students have used current problems for class review and indicated that the class provided helpful solutions. An increased variety of course offerings include "Education for Living," "Single Survival," "Dollars and Sense," and "Buyer Beware."

Another metropolitan area project reached some 30,000 (K-12) students and provided staff development for 9.6 teachers with the major outcome to integrate and

strengthen consumer education in all levels of the curriculum. Outcomes from this project included positive responses from parents upon hearing comments from kindergarten children about being an informed consumer; after hearing a radio series called "Wise Choices." The project provided teachers with supplementary print and nonprint materials from the Consumer Education Resource Center.

As part of a six-county Eastern Oregon Career Education project, consumer/homemaking funds supported leadership through staffing and limited resources for a 21-foot mobile van that traveled to nine rural school districts to assist teachers of home economics and personal finance as well as others requesting assistance in related subjects. Assistance to teachers was highly successful due to resourcefulness of the consultant.

A demonstration project in personal finance/consumer homemaking developed and field tested curriculum materials and served as an onsite visitation center. A program booklet, which established procedures for implementing the personal finance graduation requirement through an interdisciplinary approach, was given to 80 teachers from 22 schools.

A research support project to improve teaching by developing a process for diagnosing, prescribing, motivating, and individualizing instruction in targeted courses is in the second phase, and will provide a handbook to aid teachers working with students by the end of next year.

A project for staff development for personal finance prepared a cadre of teachers to conduct local inservice workshops. Seventeen teachers in a three-day session developed resource kits and established a system for revision and dissemination

of materials utilizing the Personal Development Center facility. A second objective was to provide development for total consumer education including community colleges. Eleven cadre members were involved in inservice classes which served 264 teachers.

19. To provide consumer/homemaking programs at post-secondary level.

19.1 & 2 To continue support and improve programs in community colleges. (19, p. 262 State Plan)

19.1.1 All thirteen community colleges applied for funds to support consumer/homemaking programs; however, due to lack of qualified staff, two colleges were unable to initiate programs this year.

Highlights from community college reports include evidence that programs were field based and reached special target audiences such as: state hospital patients, CETA clients, welfare recipients, and senior citizen groups with consumer education; family life programs including nutrition and child development. "Shopper Helper" workshops provided food purchasers with assistance. Meal Master, an informative flyer, is distributed to over 4,000 persons monthly through food stamps and welfare offices. Nutrition notes are aired on public radio and TV as a result of one project in the Willamette Valley.

The "Helps for Homemakers" project has published the eighth booklet, Let's Get It Done, a time management guide for an individualized program. They also completed a young children's nutrition booklet. Agencies promoting community service projects often call on community colleges to provide "unit block sessions" on timely topics. A family life reports assistance given to Vietnamese families in shopping and other home-related practices which are unfamiliar to them.

"Let's Put Woman in Her Place," a seminar for planning activities to more adequately meet the needs of women students in community colleges; brought representatives from colleges in five states and involved

a two-day schedule. Half of the program was devoted to awareness activities, motivational speakers, panels of students, films and slides. The remainder of the time was utilized to develop future strategies to implement changes in local programs.

Efforts to serve the very low income, hard to reach families in the metropolitan areas continue as a major goal. Evidence of success is in direct correlation with attendance and time spent by the same aide reaching out to contact these people.

Efforts to serve the physically/mentally handicapped resulted in development of a special color coded cookbook that is graphically illustrated to assist those with limited seeing, reading, and muscle coordination. There are continual requests for informal, flexible, and pertinent types of classes taught by knowledgeable instructors who are effective with low income adults.

Four community colleges cooperated in the development of courses for Quality Food Service Managers to enable students to complete a 90-hour approved course in nutrition, menu planning, and food management to meet federal regulations for nursing, home cooks, and managers. Approval is being sought through the American Dietetics Association for eligibility of students completing the course to become members of the Hospital, Institutional, Educational Food Service Society as well as certification approval with Oregon School Food Services Association. This effort was an initial one in developing cooperative curriculum planning between colleges to facilitate mobility of students within the state.

### C. Cooperative Programs (Part G)

Cooperative Work Experience was initiated or expanded in thirty-two secondary schools through the provision of Part 5 funds in fiscal

year 1975 providing cooperative education for over fifteen hundred students enrolled full-time in vocational training programs.

Eleven community colleges initiated Cooperative Work Experience into vocational curriculum areas or expanded existing programs.

Several specific statewide projects were funded in the improvement of the statewide quality of cooperative work experience.

A state secondary developmental center has moved from the developmental level to near model level and is now providing resource materials and consultative assistance to other secondary schools. A new updated and expanded curriculum guide in diversified occupations and Cooperative Work Experience was developed and has been disseminated. New training plans have been developed to complement existing resources. Statewide workshops in the utilization of training plans was and is a major priority. A high quality job finding booklet, "Search to Success" was developed through providing assistance to a local educational agency.

Teacher preservice education was markedly advanced at our principal vocational teacher preparation institution, Oregon State University, through the integration of Cooperative Work Experience as a part of the training of teachers in marketing and business education programs. A "How to Do It" manual was also developed for continued expansion of Cooperative Work Experience into other curriculums at the preservice level at Oregon State University in 1975-76.

The objectives for Cooperative Work Experience, as listed in Part II, Section 4.0, Table 3, of the 1975 State Plan for Vocational Education were fulfilled as follows:

#### 21.1 Objective

Provide cooperative work experience as an integral part of approved vocational education programs.

#### Accomplishment

Total number of students enrolled in Cooperative Work Experience:

<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>
1,400	1,708	3,377	6,203	7,873	5,862*

#### Objective

Provide a form of cooperative work experience for students enrolled in small rural schools through a diversified occupations program.

\*The apparent decrease in enrollment is explained by the fact that the figures for years prior to 1974-75 was a duplicated count. Beginning with 1974-75 only unduplicated counts will be reported.

### Accomplishment

A. Total number of students enrolled in diversified occupations program:

<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>
317	850	1,050	1,670	2,290	2,109

B. Total number of diversified occupations programs:

<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>
28	33	52	86	108	124

#### 22.1 Objective

Provide cooperative work experience as an integral part of approved community college vocational education programs.

### Accomplishment

A. Total number of community college students enrolled in Cooperative Work Experience:

<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>
500	1,150	2,200	3,600	2,500*	2,945

\*Student enrollment was down in 1973-74 from 1972-73 due to a refinement and clarification of what was being identified in local colleges as cooperative work experience but was in many instances rather broadly interpreted.

B. Total number of participating community colleges:

<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>
9	9	10	10	13	13

#### 20.1-4 Objective

Provide local, regional and statewide workshops, both secondary and post-secondary, for planning and implementing local programs of cooperative work experience.

### Accomplishments

A statewide combined secondary and post-secondary conference was conducted with over 350 participants in attendance.

A statewide conference specifically for community college personnel was conducted with 85 persons in attendance.

Thirteen local and regional workshops were provided for approximately 280 professional staff.

Included in regional inservice education was a Region X USOE workshop in which 40 persons from Oregon participated.

#### Objective

Comprehensive local program evaluations of funded projects shall be conducted.

#### Accomplishment

Twenty-nine program evaluations were conducted by the state specialist, including secondary and post-secondary institutions.

Forty-two additional evaluations were conducted by a third party evaluator.

#### Vocational Work Study (Part H)

Seventeen local secondary and post-secondary institutions were assisted with \$109,000 of vocational work study funds. These funds provided only for wages of economically disadvantaged vocationally enrolled students. Approximately 327 students were assisted in 1974-75.

High priority is given in funding those local agencies, located in areas of high youth unemployment and student dropout rate. Students are provided work experience opportunities only in nonprofit public agencies.

APPLIED RESEARCH PROJECT SUMMARY

Brief Summaries of Projects Noted in  
Table 2, Approved for the 1974-75 School Year.

AGENCY AND CONTACT

PROJECT TITLE AND DESCRIPTION

CAREER AWARENESS PROJECTS

Grants Pass School District  
Grants Pass, Oregon 97526  
Susan Brous, Director,  
479-2628

AN APPROACH TO CHANGING TEACHER ATTITUDES AND UPDATING TEACHER INFORMATION ABOUT CAREER EDUCATION

Project focused on finding methods and incentives for motivating teachers to understand and be able to use career/vocational education in ways suitable to individual styles.

Clackamas Community College &  
Oregon State University  
Corvallis, Oregon 97331  
Wolfgang Hill, Director  
754-2289

IMPLEMENTING OF INTEGRATED FOREIGN LANGUAGE AND CAREER EDUCATION PROGRAM GOALS

Project focused on providing educational institutions in Oregon with a transportable display and videotape for career awareness, and model guidelines for the implementation of integrated foreign language and career education program goals to make their students aware of the value of a second language, explore with them its uses, and teach them an ancillary skill to provide them with a competitive edge in the world of work.

CAREER EXPLORATION PROJECTS

Oregon State University  
Corvallis, Oregon 97331  
Larry J. Kenneke, Director  
754-0123

CONSORTIUM FOR PLANNING, DEVELOPING, AND IMPLEMENTING EXPLORATORY INDUSTRIAL CAREER DEVELOPMENT MODELS

Project called for a two-year consortium of public school districts to design several alternative program models with accompanying materials. The models will provide guidelines and give impetus

---

AGENCY AND CONTACT

PROJECT TITLE AND DESCRIPTION

---

Boise Elementary School  
Portland School District 1  
Portland, Oregon 97214  
Jane Staver, Director  
288-6309

to exploratory programs in career development for industrial arts students in the middle grades. Project is in its final year.

A CREATIVE CAREER EDUCATION LANGUAGE ARTS PROGRAM FOR THE DISADVANTAGED

Project focus was to develop highly motivating reading materials which not only reach the disadvantaged student at the level of creative involvement but also remediate tested deficiencies of this most complex basic skill.

Bend School District 1  
Bend, Oregon 97701  
Ken LaMont, Director  
382-3513

GUIDANCE AWARENESS PROGRAM--NARROWING THE GAP BETWEEN HOME AND SCHOOL

Project was to increase decision-making abilities and goal formulation at the sophomore level; to expand guidance programs to include the parent and the home situation; to increase community support for guidance and other school programs; to provide a model career-guidance program for other interested districts.

Klamath County School District  
Klamath Falls, Oregon 97601  
Paul McKillop, Director  
798-5723

COMMUNITY INVOLVEMENT WITH DISADVANTAGED STUDENTS

Major focus of the project was to break the cycle of undereducation, underemployment, by upgrading the occupational aspirations of Merrill School attendance area students by making them aware of the necessity of acquiring salable skills through the development of competencies such as academic skills and interpersonal skills as well as specific occupational skills.

---

AGENCY AND CONTACT

PROJECT TITLE AND DESCRIPTION

---

CAREER PREPARATION PROJECTS

John Adams High School  
Portland, Oregon 97212  
Richard Withycombe, Director  
288-7211

UTILIZATION OF RESEARCH TECHNIQUES TO  
IMPROVE CAREER EDUCATION PROGRAMS IN  
ADAMS HIGH SCHOOL

To systematically improve the overall quality of career education programming within Adams High School through the utilization of school-based applied research techniques and to provide substantive information to other schools and other school districts regarding viable methods for collecting and analyzing data related to career education offerings.

## EXEMPLARY PROJECTS SUMMARY

Brief Summaries of Projects Noted in Table 3  
Approved for the 1974-75 School Year

AGENCY AND CONTACT

PROJECT TITLE AND DESCRIPTION

### CAREER AWARENESS PROJECTS

Eugene School District  
Eugene, Oregon 97401  
Ken Holst, Director  
687-3471

#### ELEMENTARY - CAREER AWARENESS

The focus of the project is to facilitate implementation of a career awareness guidance package into classrooms; to assist students in acquiring personal awareness, self-confidence, and skills in mastery and interaction; evaluate the attitudes and effects of this process on staff and students.

Portland Public Schools  
Area III  
Portland, Oregon 97214  
Ralph Hodges, Director  
233-2487

#### AN INTEGRATION OF CAREER, CONSUMER EDUCATION AND READING AND LANGUAGE ARTS PROGRAM LEVEL GOALS

The basic components of the project are:

- a) Develop an inservice course at two levels:
  1. Training project disseminators and principals of elementary school buildings.
  2. Training of participating classroom teachers.
- b) Develop a cadre of disseminators to serve as field service agents to encourage area-wide participation in the integrated approach to career and consumer education and reading skills training.
- c) Study newly adopted reading instruction materials for content related to teaching career and consumer education and reading skills training.

---

AGENCY AND CONTACT

PROJECT TITLE AND DESCRIPTION

---

- d) Develop teacher's guides, related activities packages and student assessment instruments.
- e) Field test teacher management materials.

A CAREER EXPLORATION PROJECTS

Portland School District 1  
Portland Public Schools  
Area III  
Portland, Oregon 97214  
Lamar Jolly, Director  
232-9134

INTERRELATING MUSIC AND CAREER EDUCATION

The intent of this project is to identify the activities and teaching procedures that would help students recognize those competencies and performance norms that might lead to careers related to the field of music. The project has application to grades K-12.

Central School District  
Independence, Oregon 97351  
William Ousterhout, Director  
838-0030

LOCAL PRODUCTION OF RELEVANT AWARENESS-EXPLORATORY MATERIALS

The project is designed to meet the following needs at the exploration level:

- a) Prepare locally oriented career exploratory materials to provide relevancy to elementary and junior high children about people at work - people they know who are working in places they know.
- b) Prepare inexpensive, readily available materials to locally emphasize the work ethic.

Sherwood School District  
Sherwood, Oregon 97140  
Earl Knight, Director  
625-6171

EXEMPLARY AND INNOVATIVE CAREER EXPLORATORY PROGRAM IN SHERWOOD INTERMEDIATE SCHOOL AND SHERWOOD HIGH SCHOOL

A continuation project which utilizes high school facilities and equipment to develop an exploratory curriculum in business education, home economics,

---

AGENCY AND CONTACT

PROJECT TITLE AND DESCRIPTION

---

Vale Elementary School  
Vale, Oregon 97918  
Edwin Morgan, Director  
473-3248

industrial education and vocational agriculture-horticulture. This curriculum will be available to all eighth-grade students in the intermediate school who are bussed to the high school daily for participation.

REFINEMENT, IMPLEMENTATION AND DISSEMINATION OF A CAREER EXPLORATION PROGRAM FOR VALE MIDDLE SCHOOL

This project is designed to substantially complete the development of a community experienced based career exploratory program for students in grades seven and eight, which will enable them to make better career selections in the secondary school and post-secondary school years.

POST-SECONDARY PROJECTS

Linn-Benton Community College  
Albany, Oregon 97321  
Dell Swearingen, Director  
928-2361

THE OREGON VO-TECH MATH PROJECT

The second year of this project focused on investigating strategies for using the previously developed problem sets in the classroom including upgrading lines of communication among groups associated with vo-tech students.

Multnomah County Intermediate  
Education District  
Portland, Oregon 97216  
Alan Goetz, Director  
255-1841

UTILIZING COMMUNITY RESOURCES

This project will have three primary goals:

- a) Assist teachers in understanding when the utilization of a community resource is the most appropriate means of achieving an educational objective.
- b) Assist teachers in recognizing what community resources are available.

---

AGENCY AND CONTACT

---

PROJECT TITLE AND DESCRIPTION

---

Lane Community College  
Eugene, Oregon 97401  
John Krietz, Director  
747-4501

- c). Assist teachers in understanding how to use available community resources most effectively.

IMPROVING INSTRUCTION IN INNOVATIVE  
AREAS THROUGH IMPROVED ADMINISTRATIVE  
PROCEDURES

The focus of this project is to develop a master administrative plan, or format, of school administration together with appropriate implementation procedures which would encourage the development, refinement, and continuance of existing innovative instructional programs, with particular reference to the open-entry/open-exit approaches to individualized instruction.

TEACHER EDUCATION PROJECTS

Clackamas Community College  
Oregon City, Oregon 97045  
Mary Oldford, Director  
656-2631

TEACHER ASSISTANT TRAINING PROJECT

The major focus of this project is to develop a model for recruiting, training, and placing qualified community college students as teacher assistants for secondary teachers in vocational/occupational education.

PART V

EXCEPTIONAL OR MODEL PROGRAM REVIEW

Several model programs demonstrate the overall career education thrust as depicted on page 9. All have resulted from serious long- and short-range planning and wise utilization of moderate federal funding during developmental and implementation stages.

Type of Program

A. Career Awareness

Location: Springfield Public Schools

Funding Source: Part D Research (Commissioners)

Persons Served: 4,985

Instructional Content and Other Services Provided: The project provides career awareness and guidance activities. Every elementary building has a career awareness coordinator whose responsibility it is to assist teachers in instructional activities and materials development/dissemination. Extensive teacher inservice was provided through summer and school release days.

Method of Instruction: Instruction is integrated into every subject at each grade level by essentially every teacher. Many innovative and unusual teaching techniques were utilized to provide an interesting and activity-based program.

Intensity of Program: In its second year of development little substantive data has been compiled. Initial evaluation indicates increased student and teacher interest in situations where career-centered activities are being utilized. Summative evaluation at the project's conclusion will more substantially treat this project area.

Cost per student: \$8.57

B. Career Exploration

Location: Vale Elementary District 15

Funding Source: Part D Exemplary

Persons Served: 180 students, grades 7 & 8  
11. staff  
35 community members

Instructional Content and other Services Provided: Provides classroom, laboratory, shop, and community experiences in the awareness and exploration of basic career skills in relationship to broad areas of employment. All classes assist in student assessment and career guidance.

Method of Instruction: All students rotate through a shop and laboratory setting wherein activities are experienced relating to home, industrial, business and craft skills common to the general community. Each skill is related to specific employment areas that the student can explore in the classroom and community.

Intensity of Program: Every student receives career exploration experiences in every class taken.

Program Effectiveness: Students, teachers, and the community are enthusiastic about the program. Student tardiness and truancy has substantially reduced since program inception.

C. Consortium For Planning, Developing, and Implementing Exploratory Industrial Career Development Models

Career Exploration

Location: Ashland Junior High, Ponderosa Junior High, Mazama Mid-High (Klamath Falls), Philomath Middle School; Calapooya Junior High (Albany)

Funding Source: Part C Research

Persons Served: 250

Instructional Content and Other Service Provided: The consortium of five schools developed activities for Industrial Arts students to explore career opportunities. The format most of them used was job sheets. Student looked up information to answer basic questions on occupational categories or jobs. One school developed a system to record occupational information in chart form. These materials were printed and disseminated to interested Industrial Arts teachers of the state.

Method of Instruction: Individualized, self-discovery was the strategy most teachers used in incorporating these materials into their program.

Intensity of Program: Varies with schools and teachers.

Program and Effectiveness: These materials filled a real need for many Industrial Arts teachers. They were very anxious to receive them and utilized them immediately.

Costs per Student: \$77.84 per student in the five schools for development cost for schools utilizing just printing costs for schools.

D. Cluster Development Schools

Twelve schools received funding to continue efforts to identify, organize, and implement model cluster programs. To date, each development center has produced an evaluation instrument for their respective cluster program. In addition, there is a continuing effort to identify and implement a model cluster curriculum utilizing a variety of learning activities and delivery systems. Since the Developmental Centers have been in existence for differing lengths of time, they are all at varying stages of development. The schools, their addresses and contact persons for the development center are listed in the following table.

TABLE 9

## CLUSTER DEVELOPMENT SCHOOLS, 1974-75

Cluster	School	Superintendent	Principal	Voc. Director	Teacher	Special Assignment
Agriculture	Cascade Union High Sch. Route 1 Turner 97392	Fred Archer 743-2136	Leonard Frederico	Gene Kelley High School 743-2141	Gene Streight 743-2141	Fancher Galbraith
Bookkeeping/ Accounting	Centennial High School 3505 SE 182nd Gresham 97030	Harry A. Thompson 666-3866 393 NW First Gresham 97030	Kenneth Servas Al Doan 665-1147	Marv Hemple 665-1147		Kauffman
Clerical	Lebanon Union High 60 Main Lebanon 97220	Dr. Geo. Henderson 258-7196	L. F. Page	Chuck Porfily High School 258-2187	Duane Hartman 258-2187	Kauffman
Construction	Canby Union High 721 SW 4th Canby 97013	Richard Brown 266-1181	Richard Brown	Sue Miller 266-1181	Robert Reedy	Little
Electrical	Sabin Occupational Skills Center 14211 SE Johnson Road Milwaukie 97222	Donald Charles 659-3330 4444 SE Lake Road Milwaukie 97222	Robert Crain	Robert Crain Skills Center 659-3330	Jerry Camm 659-3330	Havery
Food Services	Aloha High School 18550 SW Kinnaman Road Beaverton 97005	Dr. Boyd Applegarth 649-0480 4855 SW Erickson Beaverton 97005	Dell Squires	Ken Box Beaverton H.S. 649-0341	Betty Simon 649-0331	Goodwin
Forestry	Pleasant Hill H.S. Route 8, Box 750 Pleasant Hill 97401	Dr. James Howard 746-9646	Lorin Miller 747-4541		Ralph Perkins 747-4541	Brock

TABLE 9--Continued

CLUSTER DEVELOPMENT SCHOOLS, 1974-75

Cluster	School	Superintendent	Principal	Voc. Director	Teacher	Special Assignment
Health	Grants Pass H. S.	Dr. Eugene Allison	Frank Thomas	John Mayfield	Sandra Walker	Stoddard
	522 NE Olive	479-2628		District Office	479-6601	
	Grants Pass 97526	223 SE "M" Street Grants Pass 97526		479-2620		
Marketing	Crescent Valley H.S.	Dr. Thomas Wogaman	Robert Payne	John Pugh	Phil Weimer	Herman
	4444 NW Highland Way	752-5141 (Ext. 241)		Crescent Valley H.	753-1631	
	Corvallis 97330	4555 SW 35th Street Corvallis 97330		4444 N Highland W. Corvallis 97330		
Metals	Roosevelt High School	Dr. Rbt. Blanchard	Dave Weinecke	Mary Rasmussen	Bob Fuller	Little
	6941 N. Central			Jim O'Gara	286-5781	
	Portland 97203			(Spec, Area I) 244-7541		
OC	Scappoose High School	Jack Blair		Lynn Spencer	Ken Ray	Little
	P.O. Box 490	543-6374		543-6376	543-6376	
	Scappoose 97056	P.O. Box V Scappoose 97056				
Multi-Cluster	Hermiston Senior High	Richard Scott	Jack Jenkins	Ron Schoesler	Ron Schoesler	Schmidt
	600 South 1st	567-5574		High School	567-8311	
	Hermiston 97838	High School		567-8311		
Secretarial	Lebanon Union H.S.	George Henderson	L.F. Page	Chuck Porfily	Genevieve	Kauffman
	South 5th	258-7196		High School	Piluso	
	Lebanon 97220	60 Main Street Lebanon 97355		258-2187	Duane Hartman	258-2187

## PART VI

### VOCATIONAL YOUTH ORGANIZATIONS

The state has continued to provide services and support of vocational youth organizations through the program specialists who serve as state advisors or assistant state advisors. In addition to the specialist's time and services, the state has expanded its service through funding the Student Leadership Center which provides executive secretary services to FBLA, DECA, VICA, and FFA. FFA executive secretary services are also contracted through a separate plan.

For the first time, LEA's are being provided financial support for approved vocational student organizations through a .5 weighted-student reimbursement for students actively participating in student leadership organizations. Funds have been utilized to provide local teachers (advisors) inservice training for developing and operation of vocational student organizations.

Adequate financial and manpower resources with a priority on preservice instruction of prospective vocational instructors and state level service support of the student organizations will enable the state to meet its 1979 objective of providing leadership training as an integral part of all secondary cluster curriculums.

#### 1974-75 Accomplishments

Two hundred and one local vocational youth organization chapters are in operation out of a potential 489 vocational cluster programs. (Does not include the number or potential of FFA Chapters.)

Local districts are provided youth organization support through an additional weighted student base of .5 for reimbursable students who belong to vocational youth organizations.

Preservice teacher training or vocational youth organization management for vocational teachers is now a part of nearly all curriculums at teacher training institutions.

A state student leadership Development Center has been established to provide support for DECA, FBLA, VICA and FFA. A full-time professional executive secretary for DECA/FBLA, along with a secretary, is employed in addition to a full-time administrative assistant for VICA and a 5/12 administrative assistant for FFA.

#### Goal for 1975-76

To provide for all students in preparatory programs the opportunity for leadership development, increased civic consciousness, and social intelligence through planned educational experience in appropriate vocational student organizations.

## Future Homemakers of America (FHA)

### 1974-75 Accomplishments

Identified Key Leaders for FHA as a part of the total statewide leadership network and assisted with the one-day meeting for Key Leaders.

Assisted the Portland Program Developer with a Portland district-wide meeting to introduce interested teachers and students to FHA.

Held a three-day training session to prepare a Task Force Team of FHA advisers, officers and past state officers to assist with district and area inservice.

Provided technical assistance to Linfield College and Oregon State University Home Economics Education Department personnel in training potential chapter advisers with "FHA As A Method of Teaching."

Held the two-day annual state meeting on OSU campus which attracted 311 students and over 150 guests from throughout the state.

Five district meetings were held in the fall. The programs provided leadership training for the chapters in each district. Their district meetings were held in community facilities such as parks and 4-H camps. These meetings were very successful and attendance increased.

Held four-day planning meeting for the 1974-75 Executive Council. During this time the officers developed their goals and projects for the 1974-75 school year. They were provided leadership training for using FHA publications and Program Action Impact. They also planned and carried out a one-day district officer workshop. Provided two inservice workshops for advisers during the annual state meeting, using a teacher education consultant from the University of Washington.

Published two state association newsletters.

Thirteen delegates attended the National FHA meeting in Washington, DC, July 14-17. The theme, "A Past To Honor, A Future To Mold," stressed that it was a time for reflection and action, a time to keep what's best about the past but also to work for needed change. A teacher from La Grandé High School was elected a national officer.

### Goals for 1975-76

Continue to work with the 1975-76 Executive Council to increase membership.

Provide technical assistance to advisers for making FHA an integral part of the classroom.

Continue to work with the FHA Key Leaders as a part of the statewide network for Home Economics Leadership.

Continue to work with the two teacher training institutions to provide assistance with FHA to potential chapter advisers.

Provide consultant services for FHA to students and advisers at local, district and state levels.

#### Future Farmers of America (FFA)

##### 1974-75 Accomplishments:

Established an administrative assistant position (5 months employment) at the Student Leadership Center to handle selected FFA activities.

Conducted 12 district teacher inservice programs for local FFA advisors.

Initiated a State Contest Field Day at Oregon State University annually to hold six State FFA Contests in production and agribusiness.

Failed to reach our goal of 80 percent of FFA membership of total vocational agriculture enrollment, partially due to rapidly rising enrollments in existing programs.

Conducted the largest State FFA Convention in the history of the Association, with 988 students registered and over 1,800 total attendance at the three-day program.

Chartered three new local FFA chapters and discontinued one chapter.

##### Goals for 1975-76

To expand the Youth Leadership Development Center FFA administrative assistant position to at least three-fourths of full time.

To actively involve 90 percent of the junior and senior agriculture education students at OSU in at least one state FFA activity; such as State Convention, State Fair, PILE, or OSU Field Day.

To increase FFA membership to 5,000.

To secure \$3,000 of private industry funds for FFA contests and activities.

To charter three new FFA chapters during the 1975-76 school year.

To involve at least 50 percent of the total FFA membership in an FFA activity above the chapter level.

Distributive Education Clubs of America (DECA)

1974-75 Accomplishments

Maintained a State Association of DECA newsletter.

Continued the DECA Diamond Club program by organizing a Diamond Club Committee of leading businessmen. Raised more than \$3,000 for student activities.

Continued the Chevron Awards program with a grant of \$2,700 for awards to students.

Received one National DECA scholarship.

Combined DECA state officer training with Future Business Leaders of America (FBLA) officer training.

Chartered the second junior collegiate DECA Chapter in Oregon (Linn-Benton Community College).

Continued the statewide public service anti-shoplifting campaign in conjunction with the Oregon Retail Council.

Established a student leadership center to serve four vocational student organizations.

Increased the staffing for DECA from one-third time to one-half time.

Increased the secretarial service to DECA from one-third time to one-half time.

Hosted the Western Regional Leadership Conference (1,500 students and adults participated from three western states).

Piloted leadership development materials.

Piloted a food distribution competitive event series.

Increased the number of DECA Chapters by 20 percent to 35.

State officers represented DECA as a vocational youth organization at the Oregon State Fair in August.

Recognized alumni group as official division of Oregon DECA by acceptance of their Bylaws.

Oregon DECA students received ten national awards at the 1975 National Career Development Conference in Florida.

### Goals for 1975-76

Increase the number of chapters by 10.

Increase participation at the State Career Development Conference,

Begin the development of a handbook for use by local chapters.

Provide more competitive activities to better meet the needs of DECA members.

Conduct teacher inservice workshops for local chapter advisors.

### Future Business Leaders of America (FBLA)

#### 1974-75 Accomplishments

Student Leadership Center was established to serve four vocational youth organizations.

Increased professional and secretarial time for FBLA from one-third to one-half time.

FBLA Board of Directors was organized.

Number of active local chapters increased from 42 to 48 with total membership at 1,182 members.

Chartered eight new chapters.

Six district skills competitive events were conducted throughout the state.

State officers represented FBLA as a vocational youth organization at the OBEA conference in October and at the Oregon State Fair in August.

A fall leadership conference was attended by approximately 200 members and advisers.

#### Developed Competitive Event Handbook and State Leadership Conference Handbook.

Revised state officer election procedures.

Annual State Leadership Conference was held in Portland with approximately 400 members, advisers, and guests attending.

Combined state officer training conference with DECA state officers.

Thirty-nine delegates attended the National Leadership Conference in Miami Beach in June.

Participated in March of Dimes campaign raising approximately \$2,800.

Received regional and national awards for Best State Annual Chapter Activities Report.

Accepted bid for 1975 Western Regional Leadership Conference to be held in Portland in November.

#### Goals for 1975-76

Host Western Regional Leadership Conference (500 students and adults to participate).

Increase the number of chapters by 12.

Hold six district skills conferences.

Increase participation at the State Leadership Conference.

Begin the development of a handbook for use by local chapters.

#### Vocational Industrial Clubs of America (VICA)

##### 1974-75 Accomplishments:

A two-day youth leadership workshop at Oregon State University involving 100 percent of all active chapters and four reviewing schools.

A "Visit the Capitol" day to discuss vocational education with the Governor, State Representatives, and State Senators. All chapters were represented.

A two-day leadership conference and skills contest at Linn-Benton Community College involving young people and their advisors.

A participation visit with 42 Oregon members to National VICA at Washington, DC. Participated in 13 national contests and took four of six state officers.

Developed a slide/tape audiovisual presentation promoting and implementing the VICA club initiative and achievement program. Fifty-seven slides were directed toward the student; 43 were directed more toward advisors.

Eleven industries contributed finances and materials, and 97 industrial persons were involved as judges in the VICA Skill Olympics.

#### Goals for 1975-76

Student recognition and teacher workshops will continue to be a first priority goal.

The success of the leadership center by providing services to schools, teachers and students will be given priority.

Implement a program of work as prepared by advisors and students.

Promote and implement the VICA achievement and initiative program in all chapters.

Prepare a state cadre of local advisors to conduct training/information sessions on the administration and organization of VICA as a part of vocational education curriculum.

VICA a part of teacher education at Oregon State University through initiating a collegiate chapter.

TABLE 10

## VOCATIONAL YOUTH ORGANIZATION SUMMARY

Organization	Number of Local Chapters		Percent of Total Potential Chapters		State Membership		Percent of Total Potential Membership	
	73-74	74-75	73-74	74-75	73-74	74-75	73-74	74-75
Distributive Education Clubs of America (DECA)	31	35	50%	55%	804	852	42%	43%
Future Business Leaders of America (FBLA)	42	48	25%	25%	900	1,182	7%	10%
Future Farmers of America (FFA)	101	103	96%	99%	4,571	4,572	60%	58%
Future Homemakers of America (FHA)	55	51	NA	NA	888	859	NA	NA
Vocational Industrial Clubs of America (VICA)	14	23	14%	18%	506	870	6%	10%

## PART VII

### VOCATIONAL EDUCATION NEEDS

All segments of vocational education have made substantial progress in the state and, it is believed, are now providing sound programs. However, there are several needs for program improvement and expansion which will be addressed in the future.

Review of the current status of career education indicates the need for particular emphasis on the following program areas, characteristics, and services in moving toward the established state-level goals in fiscal year 1977:

1. Improved planning, program development and evaluation of occupational programs in community colleges.
2. Improved effort to meet the manpower training needs of disadvantaged and handicapped persons in Oregon communities and to effectively integrate available resources, including categorical vocational funds, into existing and planned cluster and community college vocational programs.
3. Improved instruction with emphasis on the development and implementation of learning programs and systems based on identified competencies, the individual needs of each learner, and opportunities for open-entry/open-exit of students.
4. Improved career guidance services to enable learners to make more realistic career decisions at all educational levels.
5. Improved interaction of career education with other disciplines at all educational levels.

Additional areas of concern are:

1. Improved internal management/systems/procedures/staff accountability.
2. Improved coordination between state staff; regional coordinators and local administrators.
3. Increased integration of career education into program areas and utilization of vocational student organizations.
4. Attention to eliminating discrimination based on sex in vocational education.
5. Attention to helping small schools maximize career and vocational education opportunities for students.

6. Improved vocational education opportunities for students in the large cities.
7. Utilization of cluster facilities, staff and curriculum in career exploration.
8. Integration of cooperative work experience into existing cluster and community college occupational programs.
9. Improved coordination of career education programs at all levels.
10. Increased utilization of development centers and examination of existing developmental centers.
11. Emphasis on developing clusters for existing vocational programs in line with state priorities.
12. Dealing with nonvocational cluster programs.

In addition to these major needs and areas of major concern for the immediate year ahead, there are broad goals and objectives which are in varying stages of accomplishment. These major needs are summarized below:

#### Career Awareness Needs

To reach an additional 45 percent between 1977 and 1980.

To reach an additional 30 percent of the elementary school teachers between 1977 and 1980.

All 13 community colleges should provide career awareness activities/programs to adults by 1980.

#### Career Exploration Needs

To reach an additional 35 percent of the secondary school students between 1977 and 1980.

At least three alternative models should be designed and field tested by 1980.

To develop a minimum of nine additional models covering home economics, science/health, language arts, and other subject matter areas by 1980.

#### Career Preparation Needs

An additional 15 percent of the 11th and 12th grade students need to be reached with organized vocational instruction between 1977 and 1979.

In order to provide increased occupational/vocational education opportunities to more Oregon students, it will be necessary to provide vocational education in an additional 30 secondary schools by 1980.

To develop and utilize competency cards in at least 14 additional vocational cluster program areas between 1977 and 1980.

#### Specialized Vocational Education Needs

To increase occupational preparatory training in community colleges to 24,500 by 1980.

To increase the number of programs following the open-entry/open-exit concept from 10 percent in 1976 to 60 percent by 1980.

#### Adult Education Needs

More courses to upgrade a wider variety of employed workers indicate a need to increase the full-time equivalent enrollment from 3,200 in 1976 to 4,200 by 1980.

To increase from 5 percent in 1975 to 100 percent by 1980 the recognition of prejob training and its advantages to the apprenticeable occupations.

#### Guidance Needs

To reach the remaining 50 percent of students in high schools and community colleges, through planned efforts in providing career and vocational guidance and counseling between 1977 and 1980.

To help assure that 6 out of 10 of Oregon's high school and community college students receive assistance in finding employment or in moving on to some other post-secondary alternative between 1977 and 1980.

To provide guidance information to both teachers and administrators through inservice and preservice activities, to benefit all secondary and community college students.

#### Student Leadership Development Needs

The ability to organize and effectively manage a vocational student organization remains one of the needed teacher competencies. An estimated 45 percent of the secondary vocational teachers need to acquire these competencies by 1980.

To involve an additional 37 percent for a total of 70 percent of all 11th and 12th grade vocational students in an approved vocational student organization by 1980.

The contribution to career preparation and leadership development of vocational student organizations needs to become more widely recognized and new programs sufficient to accommodate 1 out of 5 occupational community college students needs to be developed by 1980.

#### Disadvantaged Needs

Oregon maintains that the disadvantaged population should be helped through regular vocational programs except in unusual instances. Much remains to be done on how best to meet the needs of this priority group and to further identify and service their needs. State enrollment is anticipated to be 18,500 disadvantaged students in vocational secondary and community college programs by 1980.

#### Handicapped Needs

To identify exemplary practices to meet the special needs of the handicapped especially through regular secondary and post-secondary vocational programs. State enrollment is anticipated to reach 55,000 students by 1980.

To provide all prospective vocational teachers with the special competencies needed to serve the handicapped by 1978. This represents an increase of 80 percent between 1976 and 1978. Other needs include involving handicapped students in vocational leadership development and in cooperative work experience in the community.

#### Consumer/Homemaking Needs

To have programs in 95 percent of schools in Oregon by 1980.

To have 70 percent of all students by 1980 complete consumer/homemaking programs.

#### Community Resources/Cooperative Work Experience Needs

Cooperative work experience remains a high priority with the Career Education Section staff. In order to reach enrollment levels of about 25,000 by 1980, the work experience component of the small schools developmental project needs to be strengthened; the developmental center for work experience needs to be maintained and strengthened, and a pilot center to focus on training plans needs to be implemented.

#### Personnel Development Needs

To expand inclusion of career education components in teacher preparation in 14 colleges and universities by 1980.

As more school districts move to planned approaches to developing career education and vocational education programs, there needs to be a continuing supply of trained personnel. The extern and intern program and the

work of the Personnel Development Centers in Portland and Eugene need to continue to provide opportunities for interested teachers and administrators to gain the newly identified competencies.

#### Interdisciplinary Needs

To develop materials in a wide variety of school discipline areas which can be utilized by teachers in assisting students to meet the minimum graduation requirements and to further their career development.

APPENDICES

97

9.5

APPENDIX A

REGULAR PROGRAMS

ENROLLMENT AND PROGRAM DATA BY OCCUPATIONAL CLUSTER, GRADES 11 and 12

O. E. CODE NUMBER	CLUSTER NUMBER	PROGRAM TITLE	DATA 1973-74		NO. OF APPROVED PROGRAMS AND ENROLLMENT		
			No. Enrolled	No. Enrolled	1972-73	1971-72	
01.0100-9901	01	Agriculture	101	2,470	100	103	3,127
04.0800	02	Marketing	61	1,935	56	52	2,509
07.9900	03	Health	27	1,156	25	22	975
09.0203	04	Food Services	41	927	40	39	632
14.0100	05	Accounting/Bookkeeping	46	3,054	42	36	1,913
14.0300	06	General Clerical	120	5,850	112	100	6,849
14.0700	07	Steno/Secretarial	120	4,171	109	93	4,194
17.0300	08	Industrial Mechanics	69	2,991	66	57	3,037
17.1000	09	Construction	93	1,663	78	55	1,242
17.1500	10	Electricity/Electronics	47	844	41	41	844
17.2300	11	Metals	61	1,261	50	39	1,051
09.0201	12	Child Care Services	16	595	13	10	433
09.0202	13	Clothing	2	82	2	2	39
09.9900	14	Institutional & Home Mgn.	0	101	0	2	30
17.1300	15	Drafting	2	183	1	2	115
17.1900	16	Graphic Arts	7	311	5	3	225
17.9900	17	Service Occupations	5	1,207	19	19	620
01.0700	18	Forest Products	14	668	8	2	26
	19	Diversified Occupations	103	(2,290)	86	2	(1,050)
Total Programs			935		853	679	
Total Duplicated			41,438			27,107	28,911
Total Unduplicated			29,469			25,441	27,861
Comprehensive Homemaking			12,338			11,882	9,736
GRAND TOTAL			41,807			37,323	37,597
(Unduplicated & Homemaking)							

APPENDIX B

OREGON COMMUNITY COLLEGE FTE INCREASE BY PROGRAM

1973-75

INSTRUCTIONAL PROGRAM	1973-74	1974-75	NUMERICAL INCREASE	PERCENT INCREASE
Lower Division Collegiate	14,714.4	16,498.1	1,783.7	12.12%
Vocational Preparatory	15,499.3	16,874.8	1,375.5	8.87%
Vocational Supplementary	2,745.9	3,777.1	1,031.2	37.55%
Other Reimbursable	4,215.8	5,040.3	824.5	19.56%
Nonreimbursable and Separate Contract	2,300.2	2,517.3	217.1	9.44%
	39,475.6	44,707.6	5232.0	13.25%

DIRECTORY OF VOCATIONAL PROGRAMS  
IN OREGON'S COMMUNITY COLLEGES

NOTE: The following listing of community college programs reflects as accurately as possible the current occupational educational offerings of Oregon's 13 community colleges. Most programs listed provide for a two-year associate degree program. However, since program emphasis may be geared to suit specific students and employment needs, the length may vary with some programs being one-year or less certificate-type programs. Community colleges may also add or delete programs as need indicates.

Occupational Programs	BLUE MOUNTAIN	CENTRAL OREGON	CHENEKETA	CLACKAMAS	CLATSOP	LAINE	LINN-BENTON	MT. HOOD	PORTLAND	ROQUE	SOUTHWESTERN	TREASURE VALLEY	UNPQU
<u>AGRICULTURE</u>			X	X		X	X					X	X
Mult Farm Management												X	X
Agriculture Aviation												X	X
Agriculture Business	X											X	X
Agriculture Equipment	X				X							X	X
Agriculture Production	X											X	X
Crop Management													
Dairy Technology					X								
Farrier School (Horseshoeing)										X			
Fertilizer and Chemicals							X						
Floristry								X					
Horticulture				X				X					X
Landscaping						X			X				
Livestock Technology									X				
Outdoor Recreation Conservation													X
Veterinary Science Technology									X				

Occupational Programs

AGRICULTURE (Cont.)

- Ranch/Ranch Management
- Turf and Forage Seed
- Turf Management
- Horse Trainer
- Sheep Shearing

FORESTRY

- Business Forestry
- Forest Products Technology
- Forestry Technology
- Heavy Equipment Operation
- Log Truck Driving
- Range Forestry
- Forest Industries

HEALTH OCCUPATIONS

- Dental Assistant
- Dental Hygienist
- Dental Technician
- Funeral Service Education
- Human Service Technician
- Health Record Clerk/Trans.
- Medical Laboratory Technician
- Medical Office Assistant
- Medical Records Technician
- Nursing Assistant
- Nursing Home Administrator
- Optical Technology
- Respiratory Therapy (Technician)
- Respiratory Therapy (Therapist)
- Occupational Therapy Assistant

	BLUE MOUNTAIN	CENTRAL OREGON	CHEMUKETA	CLATSOP	CLATSOP	LAKE	LINN-BENTON	MT. HOOD	PORTLAND	ROGUE	SOUTHWESTERN	TRIASURE VALLEY	UMPOVA
Ranch/Ranch Management													
Turf and Forage Seed													
Turf Management							X						
Horse Trainer													
Sheep Shearing													
Business Forestry				X									
Forest Products Technology													
Forestry Technology				X									
Heavy Equipment Operation													
Log Truck Driving													
Range Forestry													
Forest Industries													
Dental Assistant													
Dental Hygienist													
Dental Technician													
Funeral Service Education													
Human Service Technician													
Health Record Clerk/Trans.													
Medical Laboratory Technician													
Medical Office Assistant													
Medical Records Technician													
Nursing Assistant													
Nursing Home Administrator													
Optical Technology													
Respiratory Therapy (Technician)													
Respiratory Therapy (Therapist)													
Occupational Therapy Assistant													



Occupational Professions

OFFICE OCCUPATIONS (Cont.)

Secretarial

- Business Machines Technology
- Business Technology
- Educational Secretarial
- Legal Secretarial
- Medical Secretarial
- Secretarial Science
- Medical Receptionist
- Veterinary Office Assistant
- Computer Programming
- Computer Operator
- Data Processing
- Data Processing - Accounting
- Data Processing - Clerk Lib.
- Key Punch
- Library Media Technology

MARINE TECHNOLOGY

- Commercial Fisheries
- Fisheries Technology
- Marine Engineering Tech. (Diesel)
- Marine Technology
- Oceanography

MARKETING MANAGEMENT

- Automotive Parts Sales/Mgmt.
- Banking and Finance
- Business Mid-Management
- Commercial Art
- Comprehensive Design

Occupation	Bill Winstale	General	Belmont	Chattanooga	Clatsop	Lane	Linn-Renton	Mt. Hood	Portland	Roosevelt	Southwestern	Tri-State Valley	Umpqua
Secretarial													
Business Machines Technology													
Business Technology	X												
Educational Secretarial													
Legal Secretarial				X									
Medical Secretarial			X	X									
Secretarial Science			X	X									
Medical Receptionist			X	X									
Veterinary Office Assistant													
Computer Programming				X									
Computer Operator				X									
Data Processing													
Data Processing - Accounting					X								
Data Processing - Clerk Lib.													
Key Punch				X									
Library Media Technology													
MARINE TECHNOLOGY													
Commercial Fisheries													
Fisheries Technology													
Marine Engineering Tech. (Diesel)													
Marine Technology													
Oceanography													
MARKETING MANAGEMENT													
Automotive Parts Sales/Mgmt.													
Banking and Finance													
Business Mid-Management													
Commercial Art													
Comprehensive Design													

Occupational Programs	BIFF MOUNTAIN	CENTRAL OREGON	CHEMUR	CLACKAMAS	CLATSOP	LANE	LANN-BENTON	MT. HOOD	PORTLAND	ROGUE	SOUTHWESTERN	TREASURE VALLEY	UMPOVA
<b>MARKETING/MANAGEMENT (Cont.)</b>													
Fashion Merchandising													
Insurance Adjusters				X	X			X					
Journalism Technology			X					X					
Marketing													
Marketing and Mid-Management	X												
Merchandising (Mid-Management)				X									
Radio Broadcasting	X				X			X					
Real Estate Technology	X				X			X					
Real Property Appraisal													
Sales and Marketing													
Supervisory Training				X				X					
Television Broadcasting					X			X					
Transportation & Distribution													
Insurance Technology			X										
<b>SERVICE OCCUPATIONS</b>													
Police Middle Management													
Cosmetology				X				X					
Criminal Justice			X	X	X								
Criminal Justice Corrections			X	X	X								
Educational Aide			X	X	X								
Fire Science			X	X	X								
Law Enforcement Technician	X		X										
Food Processing Technology			X	X	X								
Food Service				X									
Hotel/Motel Management													
Institutional Food Service													
Supervision					X								
Food Service Management					X								
Legal Assistant				X	X								
Occupational Safety & Health Technician								X					



Occupational Programs	BLUE MOUNTAIN	CENTRAL OREGON	CHEMUKETA	CLACKAMAS	CLATSOP	JANE	LINN-BENTON	MT. HOOD	PORTLAND	ROQUE	SOUTHWESTERN	TREASURE VALLEY	UMPOVA
<u>TECHNICAL, OTHER</u>													
Applied Photography	X												
Graphic Arts				X			X	X	X				
Graphic Reproduction							X	X					
Office Machine Repair													
Electric Machine Tech.		X											
<u>TRADES AND INDUSTRY</u>													
<u>Construction</u>													
Architectural Drafting						X	X		X				X
Construction Technology					X								
Crafts and Industrial Trade									X				
Leather Crafts Technology													
<u>Electrical</u>													
Audiovisual Technology				X				X	X				
Electronics													
Electronics Service Tech.						X			X				
Electronics Technology						X			X				
Radio and TV Engineering Tech.						X			X				
Refrigeration (Appliances)						X			X				
Television and Radio Service						X			X				
Visual Communications Tech.													
<u>Mechanical</u>													
Brakes Mechanic													
Auto Air Conditioning		X											X
Auto Body and Paint	X					X			X				

Occupational Programs	BLUE MOUNTAIN	CENTRAL OREGON	CHERRIEVA	CLACKAMAS	CLATSOP	LANE	TINE-BENTON	MT. HOOD	PORTLAND	ROCKE	SOUTHWESTERN	TREASURE VALLEY	UNION
<u>TRADES AND INDUSTRY (Cont.)</u>													
<u>Mechanical (Cont.)</u>													
Auto Mechanics Technology	X	X	X	X	X	X	X	X	X	X	X	X	X
Automatic Transmission													
Diesel													
Front End Alignment and Brakes		X											
Import Auto Mechanics													
Industrial-Hydraulics Tech.		X		X	X	X	X	X	X	X	X	X	X
Industrial Mechanics													
Small Engine Repair													
Tune-Up Specialist													
Preparatory Motorcycle Mech.													
Radiator & Air Conditioning													
Engine/Machine Shop Spec.													
Power Train Specialist													
Air Condition, Heating & Refrigeration I													
<u>Metals</u>													
Machine Technology				X	X	X	X	X	X				
Metallurgical											X		
<u>Welding</u>													
Welding			X	X	X	X	X	X	X	X	X	X	X
Industrial Technology	X		X	X	X	X	X	X	X	X	X	X	X
<u>PERSONNEL DEVELOPMENT</u>													
Vocational Teacher Ed.													X

COMMUNITY COLLEGES

IN  
OREGON

BLUE MOUNTAIN COMMUNITY COLLEGE  
2411 NW Carden  
Box 100  
Pendleton, OR 97801  
Phone: 276-1260

CENTRAL OREGON COMMUNITY COLLEGE  
College Way  
Bend, OR 97701  
Phone: 382-6112

CHEMEKETA COMMUNITY COLLEGE  
4000 Lancaster Drive, NE  
Salem, OR 97303  
Phone: 585-7900

CLACKAMAS COMMUNITY COLLEGE  
19600 S. Molalla Avenue  
Oregon City, OR 97045  
Phone: 656-2631

CLATSOP COMMUNITY COLLEGE  
16th and Jerome  
Astoria, OR 97103  
Phone: 325-0910

LANE COMMUNITY COLLEGE  
P.O. Box E  
Eugene, OR 97401  
Phone: 747-4501

LINN-BENTON COMMUNITY COLLEGE  
P.O. Box 249  
Albany, OR 97321  
Phone: 581-2499

MT. HOOD COMMUNITY COLLEGE  
26000 SE Stark  
Gresham, OR 97030  
Phone: 666-1561

PORTLAND COMMUNITY COLLEGE  
12000 SW 49th Avenue  
Portland, OR 97219  
Phone: 244-6111

ROGUE COMMUNITY COLLEGE  
P.O. Box 638  
Grants Pass, OR 97526  
Phone: 479-5541

SOUTHWESTERN OREGON COMMUNITY  
COLLEGE  
Box 513  
Coos Bay, OR 97420  
Phone: 888-3234

TREASURE VALLEY COMMUNITY COLLEGE  
650 College Boulevard  
Ontario, OR 97914  
Phone: 889-6493

UMPQUA COMMUNITY COLLEGE  
Box 967  
Roseburg, OR 97470  
Phone: 672-5571

**DEPARTMENT OF EDUCATION**942 Lancaster Drive NE  
Salem, Oregon 97310Instruction Division  
Career and Vocational SectionSTATUS REPORT AND DIRECTORY

OF

APPROVED SECONDARY VOCATIONAL PROGRAMS

	<u>1970-71</u>	<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>
1/ Number of Districts with Approved Programs	119	133	140	141	148	151
Number of Secondary Schools with Approved Programs	151	170	175	176	188	196
Number of Approved Programs	527	744	876	973	1052	1145
Number of Districts with 5+ Programs	35	52	61	73	84	90
Number of Schools with 5+ Programs	52	74	81	97	116	118

## 2/ Approved Programs According to Cluster:

	<u>74-75</u>	<u>75-76</u>
01 Agriculture	102	110
02 Marketing	65	61
03 Health	26	41
04 Food Services	40	42
05 Accounting	62	69
06 Clerical	131	133
07 Secretarial	132	146
08 Mechanical	72	87
08 Service Station	13	8
09 Construction	98	107
10 Elec/Electronics	46	51
11 Metals	66	68
12 Child Care	19	21
13 Clothing	0	2
14 Inst. & Home Mgmt.	0	2
15 Drafting	2	2
16 Graphic Arts	12	13
17 Cosmetology	20	20
17 Service Occupations	6	10
18 Forest Products	22	28
19 Diversified Occup.	118	122
20 Spec. Voc. Programs	0	4
	<u>1,052</u>	<u>1,145</u>

SP-63377-581

SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 1

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup.	20 Spec. Voc. Programs
<b>BAKER COUNTY</b>																						
Baker Sch Dist #5J 2090 4th St Baker 97814 Baker HS	X					X	X	X												X	X	
Baker Co Sch Dist 30J Burnt River HS Box 8 Unity 97884	X																					
<b>BENTON COUNTY</b>																						
Alsea Sch Dist #75 Alsea 97324 Alsea HS						X				X											X	
Corvallis Sch Dist #509.1 1555 SW 35th Street Corvallis 97330	X	X		X	X	X	X	X		X	X	X	X								X	
Corvallis HS	X	X		X			X	X			X		X								X	
Crescent Valley HS																						
Monroe Sch Dist #1J Monroe 97456 Monroe HS						X		X		X												
Philomath Sch Dist #17J PO Box 591 Philomath 97370				X	X		X	X				X									X	X
Philomath HS				X	X		X	X				X									X	X
<b>CLACKAMAS COUNTY</b>																						
Canby Union HS Dist #1 721 SW 4th Canby 97013	X	X	X			X	X	X		X	X										X	
Canby HS																						
Colton Sch Dist #53 PO Box 38 Colton 97017					X	X	X			X												
Colton HS																						

SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 12

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14. Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup.	20 Spec. Voc. Programs
<b>CLACKAMAS COUNTY (Cont'd)</b>																						
Estacada UH Sch Dis #108 PO Box 518 Estacada 97023 Estacada HS	X			X	X	X	X	X		X	X	X					X				X	
Gladstone Sch Dist #115 PO Box 165 Gladstone 97027 Gladstone HS			X	X	X	X	X	X		X		X									X	
Lake Oswego Sch Dist #7 2455 SW Country Club Rd. Lake Oswego 97034 Lake Oswego HS		X				X	X	X		X		X										
Lakeridge HS	X	X				X	X	X		X		X										
N Clackamas Sch Dist #12 4444 SE Lake Rd. Milwaukie 97222 Clackamas HS					X	X	X															
Milwaukie HS					X	X	X															
Occup Skills Cntr Rex Putnam HS	X	X	X		X	X	X	X		X	X	X	X				X					
Molalla UH Sch Dist #4 PO Box 7 Molalla 97038 Molalla HS	X			X	X	X	X	X		X	X	X								X	X	
Oregon City Sch Dist #62 PO Box 591 1306 12th St. Oregon City 97045 Oregon City HS					X	X	X	X		X		X									X	

115

109



SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 3

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup.	20 Spec. Voc. Programs
<u>CLACKAMAS COUNTY (cont'd)</u>																						
Sandy UH Sch Dist #2 17100 Bluff Road Sandy 97055	X			X	X	X					X	X								X		
West Linn Sch Dist #3J Admin. Bldg. West Linn 97068 West Linn HS	X	X		X		X	X	X			X	X	X			X						
<u>CLATSOP COUNTY</u>																						
Astoria Sch Dist #1, PO Box 450 Astoria 97103 Astoria HS	X			X	X	X	X	X	X	X	X										X	
Seaside Sch Dist #10 1801 S Franklin Seaside 97138 Seaside HS	X			X	X	X	X	X		X	X						X				X	
Warrenton Sch Dist #30 PO Box 141 Warrenton 97146 Warrenton HS	X			X	X	X	X	X	X	X	X										X	
<u>COLUMBIA COUNTY</u>																						
Columbia Sch Dist #5J Westport 97016 Clatskanie HS Knappa HS	X		X			X	X	X			X										X	X
Rainier UH Sch Dist #13 PO Box 318 Rainier 97048 Rainier HS	X					X	X															

SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 4

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup.	20 Spec. Voc. Programs
<u>COLUMBIA COUNTY (cont'd)</u>																						
Scappoose Sch Dist #11 PO Box V Scappoose 97056 Scappoose HS	X			X		X	X					X									X	
St. Helens Sch Dist #502 215 S 2nd Street St. Helens 97051 St. Helens HS	X						X					X									X	
Vernonia Sch Dist #475 475 Bridge St. Vernonia 97064 Vernonia HS							X														X	
<u>COOS COUNTY</u>																						
Randon Sch Dist #54 Box 217 Randon 97411 Randon HS						X		X		X											X	
Coos Bay Sch Dist #9 PO Box 509 Coos Bay 97420 Marshfield HS	X	X	X		X	X	X	X		X	X	X										
Coquille Sch Dist #8 140 E 10th Street Coquille 97423 Coquille HS	X					X						X									X	
Myrtle Point Sch Dist 212 Spruce Street Myrtle Point 97458 Myrtle Point HS	X					X				X											X	X
111 * Randon - Commercial Boat Building																						

SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 5

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup.	20 Spec. Voc. Programs
<u>COOS COUNTY (cont'd)</u>																						
North Bend Sch Dist #13 1313 Airport Lane North Bend 97459 North Bend HS			X	X		X	X	X		X	X	X							X	X		
Powers Sch Dist #31 PO Box 479 Powers 97466 Powers HS						X															X	
<u>CROOK COUNTY</u>																						
Crook County Unit Courthouse Prineville 97754 Crook County HS	X						X	X		X	X	X								X	X	
<u>CURRY COUNTY</u>																						
Brookings-Harbor Sch PO Box 640 #17 Brookings 97415 Brookings-Harbor HS						X	X														X	
Gold Beach US Dist #1 PO Box 767 Gold Beach 97444 Gold Beach HS						X	X															
Port Orford-Langlois #2J Box 528 Port Orford 97465 Pacific HS							X			X											X	*
<u>DESCHUTES COUNTY</u>																						
Bend Sch Dist #1 Foot of Broadway Bend 97701 Bend HS	X	X		X	X	X	X	X		X	X	X									X	



\* Pacific HS - Metals/Mech. Comb.

SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 6

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup.	20 Spec. Voc. Programs
<u>DESCHUTES COUNTY (cont'd)</u>																						
Redmond Sch Dist #2J 830 W Cascade Redmond 97756 Redmond HS	X			X	X	X	X														X	
<u>DOUGLAS COUNTY</u>																						
Days Creek Sch Dist #15 Box 18 Days Creek 97429 Days Creek HS	X						X														X	
Elkton School Dist #34 PO Box 390 Elkton 97436 Elkton HS							X															
Camas Valley Sch #21 PO Box 57 Camas Valley 97416 Camas Valley HS	X																				X	
Glendale Sch Dist #77 PO Box E Glendale 97442 Glendale HS										X		X										
Glide Sch Dist #12 Glide 97443 Glide HS	X						X													X	X	
North Douglas Sch #22 PO Box 428 Drain 97435 North Douglas HS	X					X															X	
Oakland Sch Dist #1 PO Box 819 Oakland 97462 Oakland HS	X																					

SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 7

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup.	20 Spec. Voc. Programs
<u>DOUGLAS COUNTY (cont'd)</u>																						
Riddle Sch Dist #70 PO Box 45 Riddle 97469 Riddle HS		X					X														X	
Reedsport Sch Dist #105 199 N 12th Reedsport 97467 Reedsport HS					X	X	X														X	
Yoncalla Sch Dist. #32 PO Box 568 Yoncalla 97499 Yoncalla HS																						
Douglas County Sch Dis #4 1058 W Harvard Avenue Roseburg 97470	X	X	X	X	X	X	X	X		X	X	X									X	
South Umpqua Sch Dist PO Box 649 Myrtle Creek 97457 South Umpqua HS		X		X		X	X	X		X											X	
Winston Dillard Dis #116 Box 288 Dillard 97432 Douglas HS						X	X						X									
<u>HARNEY COUNTY</u>																						
Burns UH Sch Dist #2 1100 S Oregon Avenue Burns 97720 Burns HS				X	X	X	X	X				X									X	
Crane UH Sch Dist #1J Crane 97732 Crane HS				X			X	X		X												



SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 8

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup.	20 Spec. Voc. Programs
<b>HOOD RIVER COUNTY</b>																						
Hood River Sch Dist #1 PO Box 418 Hood River 97031 Cascade Locks HS Hood River HS	X	X			X	X	X	X		X		X									X	
<b>JACKSON COUNTY</b>																						
Ashland Sch Dist #5 885 Siskiyou Blvd. Ashland 97520 Ashland HS		X				X	X	X		X	X	X									X	
Butte Falls Sch Dist #91 Butte Falls 97522 Butte Falls HS						X															X	
Central Point Dist #6 451 N 2nd Street Central Point 97501 Crater HS	X	X			X	X	X			X	X	X									X	
Eagle Point Sch Dist #8 PO Box 548 Eagle Point 97524 Eagle Point HS	X	X			X	X	X	X		X							X			X	X	
Medford Sch Dist #549 500 Monroe Medford 97501 Medford HS		X		X		X	X	X		X	X	X	X	X								X
Phoenix Sch Dist #4 Box 698 Phoenix 97535 Phoenix HS	X		X	X	X	X	X			X			X									

SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 9

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Sery. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup.	20 Spec. Voc. Programs
<b>JACKSON COUNTY (cont'd)</b>																						
Prospect Sch Dist #59 Prospect 97536 Prospect HS						X														X	X	
Rogue River Sch Dist #35 PO Box A Rogue River 97537 Rogue River HS	X						X	X		X											X	
<b>JEFFERSON COUNTY</b>																						
Culver Sch Dist #4 Culver 97734 Culver HS		X																				
Jefferson Sch Dist #509J 1301 Buff Street Madras 97741 Madras HS	X		X			X	X			X		X					X			X	X	
<b>JOSEPHINE COUNTY</b>																						
Grants Pass Sch Dist #7 223 SE M Street Grants Pass 97526 Grants Pass HS	X	X	X	X	X	X	X	X			X		X									
Josephine County Unit PO Box 971 706 NW A Street Grants Pass 97526 Illinois Valley HS							X			X										X	X	
<b>KLAMATH COUNTY</b>																						
Klamath Sch Dist Veterans Memorial Bldg. Klamath Falls 97601																						
Chiloquin HS							X													X	X	
Gilchrist HS						X														X		
Henley HS	X						X														X	
Lost River HS	X						X			X												
Bonanza HS							X														X	



SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

.1975-76

Page 10

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup	20 Spec. Voc. Programs
<u>KLAMATH COUNTY (cont'd)</u>																						
Klamath Falls UH Dis #2 475 Alameda Klamath Falls 97601 Klamath Union HS		X		X	X	X	X				X	X										
<u>LAKE COUNTY</u>																						
Lakeview Sch Dist #7 PO Box 1069 Lakeview 97630 Lakeview HS		X					X															
Paisley Sch Dist #11 Box 97 Paisley 97636 Paisley HS							X			X												
<u>LANE COUNTY</u>																						
Bethel School Dist #52 4640 Barger Avenue Eugene 97402 Willamette HS		X		X	X	X	X	X		X	X	X										
Blachly School Dist #90 Blachly 97412 Triangle Lake HS							X														X	
Creswell Sch Dist #40 PO Box 67 Creswell 97426 Creswell HS		X				X	X															X
Crow-Applegate Sch #66 Route 5, Box 912 Eugene 97402 Crow HS							X														X	

123

SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 11

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup.	20 Spec. Voc. Programs
<u>LANE COUNTY (cont'd)</u>																						
Lowell School Dist #71																						
Lowell 97452																						
Lowell HS																					X	
Eugene School Dist #4J																						
200 N Monroe Street																						
Eugene 97402																						
Winston Churchill HS	X	X		X	X	X	X	X					X					X			X	
North Eugene HS	X			X	X	X	X	X		X	X							X				
South Eugene HS	X			X	X	X	X	X		X	X	X						X				
Henry Sheldon HS	X			X	X	X	X	X										X				
Fern Ridge Sch Dist #28																						
Elmira 97437																						
Elmira HS				X	X	X	X			X										X	X	
Junction City Sch #69																						
595 Ivy Street																						
Junction City 97448																						
Junction City HS	X					X	X			X											X	
Mapleton Sch Dist #32																						
Box 388																						
Mapleton 97453																						
Mapleton HS						X															X	
McKenzie Sch Dist #68																						
Finn Rock 97401																						
McKenzie River HS						X	X					X										
Oakridge Sch Dist #76																						
76499 Rose Street																						
Oakridge 97463																						
Oakridge HS						X															X	
Pleasant Hill Dist #1																						
36386 Highway 58																						
Pleasant Hill 97401																						
Pleasant Hill HS					X	X				X			X							X	X	



SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 12

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08* Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup.	20 Spec. Voc. Programs
<b>LANE COUNTY (cont'd)</b>																						
Siuslaw Sch Dist, #97J Route 2, Box 4 Florence 97439 Siuslaw HS						X		X		X	X	X										
S Lane Sch Dist #45J3 103 S 5th Street Cottage Grove 97424 Cottage Grove HS	X					X	X	X				X									X	
Springfield Sch Dist #19 525 Mill Street Springfield 97476 Springfield HS Thurston HS	X	X		X	X	X	X	X		X	X	X	X								X	X
<b>LINCOLN COUNTY</b>																						
Lincoln County Sch Dist Box 1110 Newport 97365 Eddyville HS Newport HS Siletz HS Taft HS Toledo HS Waldport HS	X		X			X	X	X		X	X								X		X	X
<b>LINN COUNTY</b>																						
Albany UH Sch Dist #8J 2310 S Elm Albany 97321 South Albany HS West Albany HS	X	X			X	X	X			X	X										X	X
Central Linn Sch #552C Halsey 97348 Central Linn HS	X					X	X	X		X												X

SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup	20 Spec. Voc. Programs
<u>LINN COUNTY (cont'd)</u>																						
Lebanon Sch Dist #16C 485 S 5th Lebanon 97355 Lebanon HS	X	X	X	X	X	X	X	X		X	X	X				X				X		
Mill City Sch Dist #129J PO Box 1448 Mill City 97360 Santiam HS							X			X												
Scio Sch Dist #95 Route 2, Box 4 Scio 97374 Scio HS	X			X	X	X	X	X		X										X	X	
Sweet Home Sch Dist #55 1920 Long Street Sweet Home 97386 Sweet Home HS						X	X			X										X	X	
Harrisburg Sch Dis #5J PO Box 225 Harrisburg 97446 Harrisburg HS				X			X															
<u>MALHEUR COUNTY</u>																						
Adrian Sch Dist #61 Adrian 97901 Adrian HS	X																					
Nyssa Sch Dist #26 Adrian Blvd. Nyssa 97913 Nyssa HS	X					X	X			X												
Ontario Sch Dist #8 497 SW 3rd Ave Ontario 97914 Ontario HS	X	X					X	X		X												X



SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 12

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup.	20 Spec. Voc. Programs
<u>MALHEUR COUNTY (cont'd)</u> Vale UH Sch Dist #3 Vale 97918 Vale HS	X					X				X											X	
<u>MARION COUNTY</u> Cascade UH District #5 Route 1 Turner 97392 Cascade HS	X	X			X	X	X	X		X											X	
Gervais UH Sch Dist #1 Gervais 97026 Gervais HS	X			X		X	X			X												
Jefferson Sch Dist #14J Route 1, Box 26 Jefferson 97352 Jefferson HS	X	X			X	X	X	X													X	
North Marion Sch #15 Route 3, Box 3000 Aurora 97002 North Marion HS	X						X	X		X											X	
St. Paul Sch Dist #45 PO Box 98 St. Paul 97137 St. Paul HS	X					X	X															
Salem Sch Dist #24J 1309 Ferry Street SE Salem 97308																						
South Salem HS		X	X	X		X	X			X	X	X	X						X		X	
North Salem HS	X	X			X	X	X			X	X	X	X				X		X			
McNary HS		X			X	X	X			X		X	X								X	
Sprague HS		X			X	X	X	X		X		X					X				X	

127

121



SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 15

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup	20 Spec. Voc. Programs
<b>MARION COUNTY (cont'd)</b>																						
Silverton UH Sch #7J PO Box 97 Silverton 97381 Silverton HS	X		X	X	X	X	X	X		X												
Stayton UH Sch Dist #4J 757 W. Locust Street Stayton 97383 Stayton HS	X	X					X	X		X		X									X	
Woodburn Sch Dist #103C Woodburn 97071 Woodburn HS	X		X		X	X	X			X	X										X	
<b>MORROW COUNTY</b>																						
Morrow Sch Dist #1 Box 368 Lexington 97839 Heppner HS Riverside HS Ione HS	X						X															
	X				X	X	X															
<b>MULTNOMAH COUNTY</b>																						
Corbett Sch Dist #39 Route 1, Box 180 Corbett 97019 Corbett HS							X														X	
David Douglas Sch Dis 40 2900 SE 122nd Avenue Portland 97236 David Douglas HS			X	X	X	X	X	X		X	X	X	X									X
Gresham UH Sch Dist #2J 393 W First Street Gresham 97030 Sam Barlow HS Centennial HS Gresham HS	X	X			X	X	X	X		X	X	X	X					X	X		X	X



SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 16

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup.	20 Spec. Voc. Programs
<b>MULNOMAH COUNTY (cont'd)</b>																						
Parkrose Sch Dist #3 10636 NE Prescott Portland 97220 Parkrose HS		X	X	X			X	X		X	X										X	
Portland Sch Dist #1J PO Box 3107 Portland 97208																						
John Adams HS			X			X	X	X	X	X	X	X					X	X				
Benson Poly HS	X	X	X			X	X	X	X	X	X	X					X	X			X	
Cleveland HS	X	X	X			X	X	X	X	X	X	X						X				
Franklin HS	X		X			X	X	X		X	X	X	X					X				
Grant HS	X		X		X	X	X	X		X	X	X						X			X	
Jackson HS	X	X	X	X		X	X	X	X	X	X	X					X	X	X		X	
Jefferson HS	X		X	X		X	X	X	X	X	X	X	X					X	X		X	
Lincoln HS	X	X	X			X	X	X		X	X	X	X					X	X		X	
Madison HS	X	X	X	X		X	X	X	X	X	X	X						X	X		X	
Marshall HS	X	X	X	X		X	X	X	X	X	X	X						X	X		X	
Monroe HS	X	X	X	X		X	X	X	X	X	X	X	X					X	X		X	
Roosevelt HS	X		X	X		X	X	X	X	X	X	X						X	X		X	
Vocational Village	X	X	X	X		X	X	X	X	X	X	X					X	X			X	
Washington HS	X		X			X	X	X	X	X	X	X						X	X		X	
Wilson HS	X	X	X	X		X	X		X	X	X							X	X		X	
Reynolds Sch Dist #7 Route 2, Box 496 Troutdale 97060 Reynolds HS							X			X	X	X					X				X	
<b>POLK COUNTY</b>																						
Central Sch Dist #13J 1610 Monmouth Street Independence 97351 Central HS	X				X	X	X			X			X						X		X	
Dallas Sch Dist #2 147 SW Court Street Dallas 97338 Dallas HS	X	X			X	X	X			X		X									X	



SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 17

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup.	20 Spec. Voc. Programs
<u>POLK COUNTY (cont'd)</u> Perrydale Sch Dist #21 Route 1, Box 126 Amity 97101 Perrydale HS																					X	
<u>SHERMAN COUNTY</u> Sherman UH Sch Dist #1 PO Box 425 Moro 97039 Sherman HS	X					X																*
<u>TILLAMOOK COUNTY</u> Neah-Kah-Nie Sch Dist PO Box 15 Rockaway 97136 Neah-Kah-Nie HS					X	X	X	X		X											X	
Nestucca UH Sch Dist #3 Cloverdale 97112 Nestucca HS					X	X	X	X		X											X	
Tillamook Sch. Dist #9 6825 Officers Row Tillamook 97141 Tillamook HS	X					X	X	X		X		X									X	
<u>UMATILLA COUNTY</u> Athena Sch Dist #29 PO Box 346 Athena 97813 Weston-McEwan HS				X	X		X															X
Hermiston Sch Dist #8 600 S 1st Street Hermiston 97838 Hermiston HS	X	X		X	X	X		X		X		X										

124

\* Sherman HS (Combined Cluster Metals-Mechanical-Construction)



SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 18

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup	20 Spec. Voc. Programs
<u>UMATILLA COUNTY (cont'd)</u>																						
McLoughlin UH Sch Dist : 144 S Main Milton-Freewater 97862 McLoughlin HS	X					X	X	X													X	
Pendleton Sch Dist #16 1207 SW Frazer Avenue Pendleton 97801 Pendleton HS	X			X	X	X	X			X							X					
Pilot Rock Sch Dist #2 PO Box BB Pilot Rock 97868 Pilot Rock HS																						
Stanfield Sch Dist #61 Box 158 Stanfield, 97875. Stanfield HS	X																					
Umapine Sch Dist #13 Route 2, Box 87X Milton-Freewater, 97862 Umapine HS	X																					
Ukiah Sch Dist #80 Ukiah 97880 Ukiah HS							X															
<u>UNION COUNTY</u>																						
Cove Sch Dist #15 Cove 97824 Cove HS							X														X	
							131															

125

SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 19

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup	20 Spec. Voc. Programs
<b>UNION COUNTY (cont'd)</b>																						
Elgin Sch Dist #23 PO Box 68 Elgin 97827 Elgin HS	X																			X	X	
Imbler Sch Dist #11 Imbler 97842 Imbler HS						X															X	
LaGrande Sch Dist #1 1108 J Avenue LaGrande 97850 LaGrande HS	X		X	X			X	X		X		X									X	
North Powder Sch #8J North Powder 97867 Powder Valley HS						X																
Union Sch District #5 PO Box K Union 97883 Union HS	X						X	X		X		X									X	
<b>WALLOWA COUNTY</b>																						
Enterprise Sch Dist #21 Enterprise 97828 Enterprise HS	X						X														X	
Joseph Sch Dist #6 Joseph 97846 Joseph HS	X																			X	X	
Wallowa Sch Dist #12 Wallowa 97885 Wallowa HS	X																					

82

126



SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 20

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup.	20 Spec. Voc. Programs
<b>WASCO COUNTY</b>																						
Chenoweth Sch Dist #9 3632 W 10th Street The Dalles 97058 The Dalles HS Wahtonka HS Dufur HS				X	X	X	X	X		X	X	X					X			X	X	
<b>WASHINGTON COUNTY</b>																						
Banks Sch Dist #13 Box 38 Banks 97106 Banks HS	X				X		X															
Beaverton Sch Dist #48J PO Box 200 Beaverton 97005 Aloha HS Beaverton HS Sunset HS		X	X	X	X	X	X	X		X	X	X	X	X					X	X	X	
Forest Grove Sch Dis #15 1917 Pacific Ave Forest Grove 97116 Forest Grove HS	X	X	X	X		X	X	X		X												
Gaston Sch Dist #511J Gaston 97119 Gaston HS							X			X											X	
Hillsboro UH Sch Dis 3J 1595 SE Tualatin Valley Hillsboro 97123 Hillsboro HS	X	X	X	X		X	X			X											X	
Sherwood Sch Dist #88J Sherwood 97140 Sherwood HS	X						X														X	



SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 21

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Irng.	09 Construction	10 Elec/Electronics	11 Metallg.	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup	20 Spec. Voc. Programs
<u>WASHINGTON COUNTY (cont'd)</u>																						
Tigard Sch Dist #23J 13137 SW Pacific Hwy Tigard 97223 Tigard HS		X			X	X	X	X					X								X	
<u>WHEELER COUNTY</u>																						
Fossil Sch Dist #21 Fossil 97830 Wheeler HS							X															
Mitchell Sch Dist #55 Mitchell 97750 Mitchell HS												X										
<u>YAMHILL COUNTY</u>																						
Amity Sch Dist #4J PO Box 138 Amity 97101 Amity HS	X				X	X	X			X											X	*
Dayton Sch Dist #8 PO Box 248 Dayton 97114 Dayton HS	X	X				X	X	X													X	
McMinnville Sch Dist #40 1500 N Baker St. McMinnville 97128 McMinnville HS	X	X			X	X	X	X		X		X									X	
Newberg Sch Dist #29J 1400 Deborah Road Newberg 97132 Newberg HS	X	X			X	X	X			X		X										

\* #20 Amity - Tri-Cluster



SECONDARY SCHOOLS OFFERING APPROVED VOCATIONAL PROGRAMS

1975-76

Page 22

School District	01 Agriculture	02 Marketing	03 Health	04 Food Service	05 Accounting	06 Clerical	07 Secretarial	08 Mechanical	08 Serv. Sta. Trng.	09 Construction	10 Elec/Electronics	11 Metals	12 Child Care	13 Clothing Services	14 Inst. & Home Mgmt.	15 Drafting	16 Graphic Arts	17 Cosmetology	17 Service Occup.	18 Forest Products	19 Diversified Occup	20 Spec. Voc. Programs
<p>YAMHILL COUNTY (cont'd)</p> <p>Sheridan Sch Dist #48J 339 NW Sherman Street Sheridan 97396 Sheridan HS</p>	X						X			X											X	
<p>Willamina Sch Dist #30J PO Box 185 Willamina 97396 Willamina HS</p>	X																			X	X	
<p>Yamhill-Carlton Sch #1 PO Box 68 Yamhill 97148 Yamhill-Carlton HS</p>	X			X	X	X	X	X		X	X										X	