

DOCUMENT RESUME

ED 205 701

CE 029 644

AUTHOR Kenneke, Larry J.; Suzuki, Warren N.  
 TITLE Promising Practices in Oregon Career and Vocational Education. Revised.  
 INSTITUTION Oregon State Dept. of Education, Salem.; Oregon State Univ., Corvallis. Vocation-Technical Education Unit.  
 PUB DATE Jun. 81  
 NOTE 66p.; For related documents see ED 130 140 and ED 162 157;

EDRS PRICE MF01/PC03 Plus Postage.  
 DESCRIPTORS Agricultural Education; Business Education; \*Career Awareness; \*Career Education; Career Exploration; \*Career Guidance; Community Colleges; Community Resources; Computer Assisted Instruction; Consumer Education; Curriculum Development; Delivery Systems; Disabilities; Educationally Disadvantaged; \*Educational Practices; Elementary Secondary Education; Guidelines; Health Occupations; \*Job Training; Mathematics Instruction; Music; Outcomes of Education; Postsecondary Education; Reading Programs; Reading Skills; Success; \*Vocational Education; Work Experience Programs  
 IDENTIFIERS \*Oregon; Supportive Learning Environments

ABSTRACT

This handbook of promising practices in Oregon career and vocational education contains descriptions of 46 practices in the areas of career awareness, career exploration, career preparation, and career specialization. Practices are reported according to the following format: topic, intended users, purpose, available products, resources needed, and source. Discussed in the section on career awareness are practices relating to career awareness curriculum kits, guidelines for integrating career and consumer education with reading programs, parent and community resources to develop elementary school programs, and infusing career education into the school curriculum. Integrating career education into junior high school curriculums, career information delivery systems, programs for the deaf, rural cooperative programs serving academically disadvantaged students, and computer-assisted career explorations are covered. Topics examined next include building reading and mathematics skills; implementing mainstreaming and cooperative work experience programs for the handicapped; exploring careers in music, business, and agriculture; evaluating secondary programs; developing job search and placement programs and eliminating sex stereotyping and increasing non-traditional enrollments. Special support services and programs at the community college level for academically disadvantaged and handicapped students are described. (Earlier editions of the handbook are available separately through ERIC--see note.) (MN)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

PROMISING PRACTICES IN OREGON  
CAREER AND VOCATIONAL EDUCATION

Larry J. Kenneke                      Project Director  
Warren N. Suzuki                      Project Co-Director

Vocational Technical Education Division  
School of Education  
Oregon State University

in cooperation with

Department of Education  
State of Oregon

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.

June 1981

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. J. Case

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED205701

CE 029644

## STATEMENT OF ASSURANCE

### Oregon Department of Education

It is the policy of the Oregon Department of Education that no person be subjected to discrimination on the basis of race, national origin, religion, sex, age, handicap, or marital status in any program, service, or activity for which the Oregon Department of Education is responsible. The Department will comply with the requirements of state and federal law concerning nondiscrimination and will strive by its actions to enhance the dignity and worth of all persons.

This handbook was developed pursuant to a grant from the Oregon State Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Oregon State Department of Education, and no official endorsement should be inferred. This handbook is in its fourth printing, and is subject to revision.

1981

## PREFACE

A large number of vocational and career education products and processes developed in Oregon have been of benefit to originating institutions and agencies. Until 1975, means had not been readily available for the review and assessment of these innovations. In that year a system for the identification of funded projects was developed and implemented. The model was developed by the Vocational-Technical Education Division of Oregon State University under contract with the Oregon Department of Education.

This model contained a methodology for reviewing innovations developed during the conduct of vocational research and exemplary projects funded under the auspices of Parts C and D of Public Law 90-576 and Subpart 3 of the Vocational Amendments of 1976 (Public Law 94-482). Seventy-two projects were reviewed using this model. A handbook titled "Promising Practices in Oregon Career and Vocational Education" was developed and disseminated in 1976.

The handbook was updated in 1977 and 1979. The review model was also updated to identify innovations that had been developed: a) with funds earmarked for the disadvantaged and handicapped, b) with basic grant funds, and c) without financial support from external sources.

The 1981 handbook has been completely revised using a modified selection criteria. Practices reported in the 1976, 1977, and 1979 editions have been revised or deleted. Twenty additional projects were reviewed and, where appropriate, included in the 1981 edition.

## ACKNOWLEDGMENTS

This document is the result of the generous and professional efforts of many persons. The contributions of numerous agencies which creatively developed Promising Practices are gratefully acknowledged. Without them, this handbook would not be a reality.

A steering committee guided and validated the work accomplished during this project. The members of the committee were:

Wayne Johnson, Career Education Coordinator  
Linn Benton County Education Service District

Jim Jacobs, Director  
D/H Vocational Education Staff Development Project

Nancy Hargis, Director  
Oregon Occupational Information Coordinating Council

Tom Williams, Career Education  
Oregon Department of Education

John Barton, Evaluation Specialist  
Oregon Department of Education

Eugene Viñarskai, Education Program Supervisor  
Oregon Department of Education

Larry J. Kenneke, Project Director

Warren N. Suzuki, Project Co-Director

Syndee Brinkman, Graduate Research Assistant

## INTRODUCTION

### Organization of Handbook

Promising practices reported herein are grouped under the following section headings:

Career awareness  
Career exploration  
Career preparation  
Career specialization

A promising practice is described in the first section appropriate for it. It is then cross-referenced at the end of each subsequent section that is relevant to it. For example, a practice that concerns both career awareness and career exploration in the middle school will appear in the career awareness section. At the end of the career exploration section, reference will be made to the location of the practice in the awareness section. A glossary and index appear at the end of the handbook.

### How Were Practices Selected?

Information needed for selecting practices was gathered from existing documentation as well as through on-site interviews. Potential practices were validated by the project steering committee. Each practice was subjected to the following general criteria:

1. The practice addresses a significant problem in career education.
2. The practice is effective in its environment.
3. The practice is transportable (i.e., it can be adapted and communicated).

### Your Adoption of a Promising Practice

Although a promising practice is effective in the agency in which it was developed and would most likely be transportable to other agencies, it is strongly suggested that the practice is rigorously scrutinized for use in your agency. Such scrutiny should assure you of its potential effectiveness in your environment. This becomes more critical if the promising practice is modified for your setting.

### Acquiring Information about Promising Practices

The individual whom you should contact to acquire further information on a promising practice is noted in each entry. Some agencies and organizations which developed promising practices have materials available

for distribution; others do not. In most cases, the description of a promising practice states if materials are available from the agency or organization which developed the practice.

However, the individual listed as contact for further information may not be the same one you would contact for materials. Please check the instructions for securing materials carefully before making the contact. Where no directions for acquisition are shown, materials are not available for general distribution.

If materials are not available from the developing agency or organization, then check in the Oregon Department of Education's Resource Center Catalog and its update. Your district resource center may have a copy of the Catalog. If not available, contact your Regional Coordinator of Career Education. If all of the above means are unfruitful, then contact:

RESOURCE CENTER  
Oregon Department of Education  
700 Pringle Parkway  
Salem, Oregon 97310

## TABLE OF CONTENTS

	<u>Page</u>
Preface.....	i
Acknowledgments.....	ii
Introduction.....	iii
Promising Practices:	
Career Awareness	
Career awareness/exploration curriculum kits.....	A1
Consortium for career awareness/exploration.....	A2
Guidelines for integrating career and consumer education with basic reading programs.....	A3
Using parents and community resources to develop elementary school programs.....	A4
Mobile elementary work centers.....	A5
Career education/guidance standards implementation model.....	A6
Strategy for infusing career education into the school curriculum.....	A7
Career Exploration	
A means for integrating career education into the junior high school curriculum.....	E1
Delivery system for career information.....	E2
Regional program for the deaf.....	E3
Special mobile instruction for precluster skills.....	E4
Computer assisted career decision-making.....	E5
Infusing career education into language arts and sciences.....	E6
Rural cooperative to serve academically disadvantaged students.....	E7
Exploring careers through an occupational cruise.....	E8

## Career Preparation

Instructor and aide build reading and mathematics skills.....	P1
Exploring music related careers through video taped interviews.....	P2
Reading and job skills development through vocational secondary programs.....	P3
Evaluation system for approved vocational secondary programs.....	P4
Cooperative work experience for handicapped students.....	P5
Interdisciplinary programs for educationally disadvantaged students.....	P6
Diagnostic/prescriptive techniques for disadvantaged/handicapped students in the business cluster.....	P7
Specialized assistance for disadvantaged students.....	P8
Mainstreaming handicapped students into the (CE)2 curriculum.....	P9
Vocational assessment and placement system for mentally retarded students.....	P10
Small school work experience program aids disadvantaged/handicapped students.....	P11
Instructional materials/equipment sharing consortium.....	P12
EMR integration in the regular vocational programs.....	P13
Individualized program for disadvantaged and handicapped students.....	P14
Job search and placement program.....	P15
Open lab for business education in small schools.....	P16
Curriculum guides, vocational agriculture I through IV.....	P17
Computer assisted office simulation:.....	P18
Health careers exploration activities.....	P19

	<u>Page</u>
Strategies for eliminating sex-role stereotyping and increasing nontraditional enrollment in vocational secondary programs.....	P20
Employer follow-up studies for secondary vocational education programs.....	P21
<b>Career Specialization</b>	
Skills training for disadvantaged students.....	S1
Community college orientation package.....	S2
Support services for the handicapped vocational student.....	S3
Study center for disadvantaged students.....	S4
Using audio-visual materials to build career awareness.....	S5
A system for reviewing vocational programs in post-secondary/secondary schools.....	S6
Downtown business education center for the disadvantaged and handicapped.....	S7
Guided studies for disadvantaged and handicapped students.....	S8
Comprehensive support services for handicapped students.....	S9
A community college experience based career education program (EBCE).....	S10
Glossary.....	G1
Index.....	I1

**SECTION A**  
**CAREER AWARENESS**

## PROMISING PRACTICE Career awareness/exploration curriculum kits

- 
- \* topic** Curriculum development
- \* users** Teachers, students (grades K-8)
- \* purpose** Articulate career awareness/exploration goals
- \* products** Two curriculum kits - K-3 and 4-8. Each is a five-volume, loose-leaf notebook set which presents a goal based career education curriculum. All program goals are supported by a set of course goals that divide the goal into learning objectives. Each course goal is described by three performance indicators which are supported by three classroom activities. The activities are identified by grade level and subject matter. The kits were field tested in Oregon elementary/middle schools.
- An adaptation of these kits has occurred at the Tangent elementary school and in the Cascade School District. The kits were modified and integrated into already existing programs.
- \* resources needed** Planning time for teachers.
- \* source**
- |  |  |
|--|--|
| <p><u>For information contact</u></p> <p>Tom Williams, Specialist<br/>Career Education Coordination<br/>Oregon Department<br/>of Education<br/>700 Pringle Parkway<br/>Salem, OR 97310</p> | <p><u>Handbooks available from</u></p> <p>Resource Center<br/>Oregon Department<br/>of Education<br/>700 Pringle Parkway<br/>Salem, OR 97310</p> |
|--|--|

## PROMISING PRACTICE Consortium for career awareness/exploration

- 
- \* **topic** Curriculum development
- \* **users** Teachers, students, counselors (grades K-7)
- \* **purpose** Implement articulated career awareness/exploration programs in six elementary schools and one junior high school
- \* **products**

A consortium of schools examined the two career awareness/exploration curriculum kits. Teachers from Aumsville, Turner, Marion, Cloverdale, West Stayton, North Santiam elementary schools, and Cascade junior high school adapted these kits to meet local needs. These kits were converted into a three-volume set: K-3, 4-6, and 7-8. Activities were color-coded and organized by grade level. In addition, a revised cross-reference checklist was developed for the 7-8 kit.

Another adaptation of the two career awareness/exploration kits has occurred at the Tangent elementary school. The K-3 and 4-8 kits were integrated into the existing curriculum.
- \* **resources needed** Planning time for teachers, in-service instructors
- \* **source**

<p><u>For information contact</u></p> <p>Clifford Tyler Aumsville School District P. O. Box 199 Aumsville, OR 97325</p>	<p><u>Curriculum kits available from</u></p> <p>Resource Center Oregon Department of Education 700 Pringle Parkway Salem, OR 97310</p>
---	--

**PROMISING PRACTICE** Guidelines for integrating career and consumer education with basic reading programs

- \*\*\*\*\*
- \* **topic** Career/consumer education and reading
- \* **users** Elementary teachers, students
- \* **purpose** Create career and consumer awareness through basal readers

- \* **products** Curriculum planning guide - A Primary Teacher's Guide for Integrating Career and Consumer Education and Reading Course Goals.

Three teacher's guides - Each guide references stories in three basal reader series: Houghton-Mifflin, Ginn 360, and Holt Basic Reading. All guides were classroom tested.

An adaptation of this practice has been implemented at Price elementary school in Albany.

- \* **resources needed** Planning time for teachers, basal reader

- \* **source**
- |  |   |
|--|---|
| <p><u>For information contact</u></p> <p>Dr. Ralph Hodges<br/>Reading Coordinator<br/>Area III<br/>1221 S. E. Madison<br/>Portland, OR 97214</p> | <p><u>Guides available from</u></p> <p>Resource Center<br/>Oregon Department<br/>of Education<br/>700 Pringle Parkway<br/>Salem, OR 97310</p> |
|--|---|

**PROMISING PRACTICE** Using parent and community resources to develop elementary school programs

- 
- \* **topic** Curriculum development
- \* **users** Elementary school personnel, parents, students, and community
- \* **purpose** Apply community school concept to the structure of the traditional school
- \* **products** Handbook - Our Community Belongs to Us, But We Share. The handbook consists of an administrator's orientation booklet and tape, teacher's implementation guide, a set of 44 interdisciplinary classroom activities, samples of resource tools, a listing of available free or inexpensive resource material within the state, and a brochure and sampler for advertising purposes. The handbook was field tested in fourteen locations.
- \* **resources needed** Parents, teachers, and other members of the community
- \* **source** For information contact  
Resource Center  
Oregon Department of Education  
700 Pringle Parkway  
Salem, OR 97310

## PROMISING PRACTICE Mobile elementary work centers

- 
- \* topic** Career awareness
- \* users** Elementary teachers, students
- \* purpose** Promote career awareness through manipulative activities
- \* products** Plans for construction of a mobile work center.  
Idea book - The book contains student activities that utilize the work center, e.g. mass production through assembly lines. Other related career awareness activities are also included. The activities have been classroom tested.
- \* resources needed** Personnel to build or money to purchase work center, tools for work center
- \* source**
- | <u>For information contact</u>  | <u>Materials available from</u>  |
|---|--|
| Tom Williams<br>Oregon Department of<br>Education<br>700 Pringle Parkway<br>Salem, OR 97310 | Resource Center<br>Oregon Department of<br>Education<br>700 Pringle Parkway<br>Salem, OR 97310 |

**PROMISING PRACTICE** Career-education/guidance standards  
implementation model

- 
- \* topic** Staff and curriculum development
- \* users** Teachers, counselors, administrators (grades K-12)
- \* purpose** Develop teacher skills for implementation of career education/guidance standards
- \* products** Materials were developed to assist teachers and schools to implement three Oregon school standards: OAR 581-22-405 Career Education Plan, OAR 581-22-316 Career Development Credit, and OAR 581-22-702 Career Guidance. Available products include: a management model, career development model, and career guidance (advisor-advisee) model. Materials have been field tested.
- Materials available from:
- Resource Center  
Oregon Department of Education  
700 Pringle Parkway  
Salem, OR 97310
- Contact: Career Education Coordination Specialist
- \* resources needed** Special curriculum materials, in-service consultants, staff training time, planning time
- \* source** For information contact
- |  |  |
|--|--|
| Sam Pamburn<br>Regional Coordinator<br>Umatilla ESD<br>P. O. Box 38<br>Pendleton, OR 97801 | Sam Banner<br>Regional Coordinator<br>Malheur ESD<br>P. O. Box 156<br>Vale, OR 97918 |
|--|--|

**PROMISING PRACTICE** Strategy for infusing career education  
into the school curriculum

- 
- \* **topic** Staff development, curriculum
- \* **users** Teachers (grades K-12)
- \* **purpose** To integrate career education into the entire curriculum
- \* **products** Curriculum kits and matrices - Teachers from Medford condensed the State-developed career awareness/exploration kits into one volume. They placed appropriate grade level activities into a notebook. A matrix of student outcomes and performance indicators was developed to illustrate at what grade level and in what courses each activity should occur. Both a notebook and matrix are currently available for the following: K-3, 4-6, 7-8, 9-10, and 11-12. Products have been classroom tested.
- \* **resources needed** Released time for teachers, curriculum kits, and a career education matrix
- \* **source** For information and materials contact

Career Education Coordinator  
Medford School District 549C  
500 Monroe Street  
Medford, OR 97501

**SECTION E**  
**CAREER EXPLORATION**

**PROMISING PRACTICE** A means for integrating career education into the junior high school curriculum

- 
- \* topic** Curriculum development
- \* users** Teachers, counselors, students (grades 7, 8, 9)
- \* purpose** Implement an interdisciplinary career exploration program in the junior high school
- \* products** Matrix - The Matrix is a planning document which serves as a visual record of progress toward attainment of selected goals. Goals and objectives are referenced to courses being offered. As teachers and counselors develop materials for specific objectives, progress is recorded on the matrix.
- Implementation Guide - The guide contains a summary of the process used to change career exploration from a semester unit experience to a completely integrated program. The guide outlines the staff development process and includes samples of teacher-developed materials.
- \* resources needed** Planning time for teachers
- \* source**
- |  |   |
|--|---|
| <p><u>For information contact</u></p> <p>Director of Career Education<br/>Oregon City School District<br/>1417 12th Street<br/>Oregon City, OR 97045</p> | <p><u>Matrix/guide available from</u></p> <p>Resource Center<br/>Oregon Department of Education<br/>700 Pringle Parkway<br/>Salem, OR 97310</p> |
|--|---|

## PROMISING PRACTICE Delivery system for career information

- 
- \* **topic** Career guidance
- \* **users** Teachers, counselors, students (grades 7 to adult)
- \* **purpose** Provide localized, updated career and educational information to students
- \* **products** User's handbook for computer terminal  
 User's guide for needle sort  
 Reference books  
 All documents have been tested throughout Oregon
- \* **resources needed** CIS consultants, access to computer terminals, and user's guides and handbooks
- \* **source** For information contact  
 Bruce McKinlay  
 Career Information System  
 247 Hendricks Hall  
 University of Oregon  
 Eugene, OR 97407

## PROMISING PRACTICE Regional program for the deaf

- 
- \* **topic**                      Special education
- \* **users**                      Teachers, deaf students (grades 7-12)
- \* **purpose**                    Provide support and interpreting services for deaf students in regular career and vocational classes
- \* **products**                    Instructional materials - These materials enhance learning experiences for deaf students. Special work training units are available for multi-handicapped deaf students. Materials describe the major cooperative work experience and career exploration components.
- Slide-tape - This set describes how the regional program uses the services of CETA, IPAR, and VRD. It also shows how the program serves the needs of deaf students.
- \* **resources needed**            Aides/interpreters, career coordinator, special instructional materials work coordinator, and career exploration trainers
- \* **source**                      For information contact  
                                         Frank M. Jackson, Career Education Coordinator  
                                         or  
                                         Jerry C. Bennette, Work Experience Coordinator  
                                         Regional Program for the Deaf  
                                         7910 SE Market Street  
                                         Portland, OR 97215

## PROMISING PRACTICE Special mobile instruction for precluster skills

- 
- \* topic** Special supportive instruction
- \* users** Teachers, EMR students (grades 7-12)
- \* purpose** Provide vocational assessment and special mobile instruction in precluster skills for EMR students
- \* products** Handbook - The handbook contains recipe lists on precluster skill development. These include descriptions of the equipment, materials, and procedures required to provide special mobile instruction. Job sheets are also available.
- \* resources needed** Special supportive instructional staff, special portable equipment
- \* source**
- | <u>For information contact</u>   | <u>Handbook available from</u>   |
|--|--|
| Dick Michaels or Jack Mudd<br>Owen Sabin Occupational<br>Skill Center<br>14211 S. E. Johnson Road<br>Milwaukie, OR 97222 | Resource Center<br>Oregon Department<br>of Education<br>700 Pringle Parkway<br>Salem, OR 97310 |

## PROMISING PRACTICE Computer assisted career decision-making

- 
- \* topic** Career guidance
- \* users** Students, teachers, counselors (grades 9-14).
- \* purpose** Help students conduct a self-inventory which indicates aptitudes and interests
- \* products** Search guides - Search (Systems Exploration and Research for Career Help) is a series of ten guides that help students explore occupations which are grouped according to worker's traits. The Search guides are used in conjunction with, and in addition to, GATB and ICL printouts. The state employment division will provide technical assistance to potential users.
- Self help manual - The manual gives students the information needed to access data in the computer system. All materials have been classroom tested.
- \* resources needed** Computer hardware and software
- \* source** For information contact For reproducible masters of the search guides contact
- |   |  |
|---|--|
| Dr. Alvin Pfahl<br>Marian Hall<br>Marylhurst Campus<br>Marylhurst, OR 97036 | Paul Kerr<br>Employment Division<br>875 Union Street NE<br>Salem, OR 97311 |
|---|--|

## PROMISING PRACTICE Infusing career education into language arts and science

- 
- \* topic** Curriculum development
- \* users** Teachers, students (grades 9-12)
- \* purpose** Promote career exploration through the language arts and science programs
- \* products** Curriculum kits - Career Awareness Exploration Kits. These documents contain sample activities that secondary language arts/science teachers can use to infuse career education concepts into their disciplines. A cadre of teachers is available to help with implementation.
- \* resources needed** Teacher planning time, cadre members
- \* source**
- |  |   |
|--|---|
| <p><u>For information contact</u></p> <p>Raymond Thiess<br/>or<br/>Frank Mazzio<br/>Oregon Department of<br/>Education<br/>700 Pringle Parkway<br/>Salem, OR 97310</p> | <p><u>Kits available from</u></p> <p>Resource Center<br/>Oregon Department of<br/>Education<br/>700 Pringle Parkway<br/>Salem, OR 97310</p> |
|--|---|

**PROMISING PRACTICE** Rural cooperative to serve academically disadvantaged students

- 
- \* **topic** - Special instruction/administration
- \* **users** Teachers, academically disadvantaged vocational students (grades 7-12)
- \* **purpose** Provide special instruction for academically disadvantaged students
- \* **products**
- Project diary - This document describes problems likely to be encountered when resources are pooled to serve the rural disadvantaged. Solutions to these problems are also included.
  - Resource lists - These lists describe special instructional materials needed by teachers to serve disadvantaged youth.
  - Contracts - Examples of contracts signed by administrators, students, teachers, and parents are available.
- \* **resources needed** Cooperative coordinator, resource room
- \* **source** For information contact
- Sam Banner, Regional Coordinator  
Malheur ESD
  - or
  - Suzanne Uchida, Project Coordinator  
Malheur ESD, P. O. Box 156  
Vale, OR 97918

## PROMISING PRACTICE Exploring careers through an occupational cruise

- 
- \* **topic** Curriculum development
- \* **users** Teachers, students (grade 9)
- \* **purpose** Provide opportunities for students to explore careers by rotating through ten different learning experiences
- \* **products** Teacher's handbook - Exploring Careers through an Occupational Cruise. The handbook contains planned course statements for each of ten exploratory courses.
- The statements include: course title, course overview, course goals to be achieved and, where appropriate, minimum survival competencies. Wherever possible, cluster teachers have been involved in the development and instruction of cruises. The occupational cruises have been field tested and meet competency checks for career education.
- \* **resources needed** Planning time for teachers
- \* **source**
- | <u>For information contact</u>   | <u>Handbook available from</u>   |
|--|--|
| Ralph Aldrich<br>Principal<br>Cascade Junior High School<br>10226 Marion Road SE<br>Turner, OR 97392 | Resource Center<br>Oregon Department<br>of Education<br>700 Pringle Parkway<br>Salem, OR 97310 |

See Also

	<u>Page</u>
Career awareness/exploration curriculum kits.....	A1
Consortium for career awareness/exploration.....	A2
Strategy for infusing career education into the school curriculum..	A7

**SECTION P**  
**CAREER PREPARATION**

**PROMISING PRACTICE** Instructor and aide build reading and  
 mathematics skills

- 
- \* topic** Basic skills/vocational education
- \* users** Teachers, aide, disadvantaged/handicapped students (secondary)
- \* purpose** Provide remedial instruction to disadvantaged/handicapped students in the mechanics/metals cluster
- \* products** There are job sheets that help students build basic skills. Time cards and work orders are also available.
- \* resources needed** Classroom aide, special instructional materials
- \* source** For information contact  
 John Wahl  
 Port Orford-Langlois School District 2 CJ  
 Pacific High School  
 P. O. Box 276 - Highway 101 South  
 Langlois, OR 97450

**PROMISING PRACTICE** Exploring music related careers  
through video taped interviews

- 
- \* topic** Career guidance/exploration
- \* users** Students, music teachers (grades 7-12)
- \* purpose** Provide students with information on  
16 music-related careers
- \* products** Sixteen video tapes - Taped interviews explore such  
careers as: music store proprietor, sound technician,  
opera singer, vocal and instrumental elementary,  
secondary, and college music teachers, as well as  
instrument repair, radio station program director,  
disc jockey, choreographer, organist, conductor and  
composer, and arranger. In addition, the Portland  
State University music management program, jazz  
composer/performer, agent are included.
- In addition to strategies for using the tapes,  
suggested activities are included. All materials  
have been classroom tested.
- \* resources  
needed** Video playback equipment
- \* source**
- | <u>For information contact</u>  | <u>Materials available from</u>  |
|---|--|
| Portland Public School<br>District<br>Television Services<br>Jefferson High School<br>5210 North Kirby Avenue<br>Portland, OR 97217 | Resource Center<br>Oregon Department<br>of Education<br>700 Pringle Parkway<br>Salem, OR 97310 |

**PROMISING PRACTICE**

Reading and job skills development  
through vocational secondary programs

- 
- \* topic** Reading/vocational education
- \* users** Vocational instructors, students (secondary)
- \* purpose** Develop student reading and job skills in vocational secondary programs
- \* products** Teacher handbook - A Methodology for Reading Skill Improvement in Vocational Secondary Programs. The handbook is designed to help: a) identify basic cluster reading skill requisites, b) assess entering student reading levels, c) correct reading deficiencies, d) raise performance levels, and e) assess student reading performance. It is a how-to-do-it guide complete with examples ready for classroom use. The handbook was field tested at North and Sprague high schools in Salem.
- \* resources needed** Planning time for vocational teachers and a reading specialist
- \* source**
- | <u>For information contact</u>  | <u>Handbook available from</u>   |
|---|--|
| Wanda Martin<br>Career & Vocational<br>Coordinator<br>Salem Public Schools<br>Salem, OR 97309 | Resource Center<br>Oregon Department<br>of Education<br>700 Pringle Parkway<br>Salem, OR 97310 |

**PROMISING PRACTICE** Evaluation system for approved vocational secondary programs

- 
- \* **topic** Program evaluation
- \* **users** Vocational administrators (secondary)
- \* **purpose** Collect, analyze, and review program data
- \* **products** Procedural handbook - Oregon Vocational Secondary Program Evaluation. The manual addresses planning, data collection and analysis, and program review. It includes directions and instrumentation needed to conduct a systematic vocational secondary program evaluation. The handbook was field tested in the Centennial, Albany, and Philomath school districts.
- \* **resources needed** Evaluation coordinator, released time for vocational teachers
- \* **source**
- |  | <u>For information contact</u>  | <u>Handbook available from</u>  |
|--|---|---|
|  | Alton Doan<br>Curriculum Coordinator<br>Centennial School District<br>18135 S.E. Brooklyn<br>Portland, OR 97236 | Resource Center<br>Oregon Department of<br>of Education<br>700 Pringle Parkway<br>Salem, OR 97310 |

**PROMISING PRACTICE** Cooperative work experience  
for handicapped students

- 
- \* **topic** Cooperative work experience
- \* **users** Teachers, employers, EMR students
- \* **purpose** Provide EMR students with on-the-job experience
- \* **products** Resource card catalogue - The catalogue contains current listings of contact people in various agencies.  
Support package - The package contains prevocational tests, games, and instructional materials similar to those used in the regular diversified occupations program.
- \* **resources needed** Special work experience coordinator, special materials
- \* **source** For information contact  
Dr. Harold Sergeant, Career Education Director  
or  
Rosemary Griffeth, Project Coordinator  
Lake Oswego School District 7  
2455 S. W. Country Club Road  
Lake Oswego, OR 97034

## PROMISING PRACTICE

Interdisciplinary program for  
educationally disadvantaged students

- 
- \* topic** Basic skills/vocational curriculum
- \* users** Teachers, students (secondary)
- \* purpose** Help educationally disadvantaged students achieve basic skills through an interdisciplinary program
- \* products** Job sheets - A job sheet prescribes a unit of work (e.g. a task) to be completed by the individual student. It is a "bite size" amount of curriculum that a student can complete in an hour. Written for both vocational and basic education courses, the job sheets are sequenced into competencies. Job sheets are available in:
- Auto Mechanics - English, Reading, Mathematics, Social Studies
  - Office Occupations - Mathematics
  - Refrigeration - Reading, Mathematics
  - Sheet Metal - Mathematics
  - Health Education - Science
- These materials have been classroom tested and are available from the district for a nominal fee.
- \* resources needed** Job sheets, planning time for teachers
- \* source** For information contact  
George Nordling  
Vocational Village  
5040 Southeast Milwaukie Avenue  
Portland, OR 97202

**PROMISING PRACTICE**

Diagnostic/prescriptive techniques for disadvantaged/handicapped students in the business cluster

- 
- \* topic** Student assessment/prescription
- \* users** Business cluster teachers, disadvantaged/handicapped students
- \* purpose** Reduction in the number of disadvantaged/handicapped students who drop out of and/or fail the business cluster
- \* products** The materials available include:
- Student assessment documents
  - Unit pre-post tests
  - Study guides
  - Spelling word lists
- \* resources needed** Vocational aide, resource room, assessment/prescription documents
- \* source** For information contact
- George Lanning, Principal  
Amity High School  
Amity, OR 97101

**PROMISING PRACTICE** Specialized assistance for disadvantaged students

- 
- \* **topic** Individualized instruction
- \* **users** Teachers, academically disadvantaged students
- \* **purpose** Provide extra help for academically disadvantaged students enrolled in vocational classes
- \* **products** Language mastery cards - These cards were developed to help students with technical vocabulary.  
Audio tapes - The tapes were designed to help those students who have low reading abilities.
- \* **resources needed** Resource room, resource room aide, learning disabilities instructor
- \* **source** For information contact  
John Marsh, Project Director  
Sunset High School  
Portland, OR 97229  
or  
Bev Gladder, Project Director  
Aloha High School  
Beaverton, OR 97005

**PROMISING PRACTICE** Mainstreaming handicapped students  
into the (CE)2 curriculum

- 
- \* **topic** Mainstreaming
- \* **users** Teachers, students (grades 10, 11, 12)
- \* **purpose** To increase the socialization of handicapped students
- \* **products** Modified individualized education plan (IEP) - A standard IEP was adapted to fit (CE)2 needs. The purpose of this form is to provide staff with an outline of material to be covered during development of an individualized education program. Specific items cover procedure and content for initiating, changing, or terminating education services. Copies of the IEP are available through the Jackson County (CE)2 program office.
- The (CE)2 is an Experienced-Based Career Education program where the primary process is placing students within the community for 50 percent of their schooling. This program was pilot tested in Tigard, Oregon before being replicated in Jackson County.
- \* **resources needed** Learning manager, community learning sites
- \* **source** For information contact  
Dr. Vincent A. Gallo  
Project Director (CE)2  
Jackson County Education Service District  
Medford, OR 97501

## PROMISING PRACTICE

Vocational assessment and placement system  
for mentally retarded students

- 
- \* topic** Mainstreaming
- \* users** Teachers, parents, employers, students (secondary)
- \* purpose** To mainstream EMR students in regular vocational programs
- \* products** Handbook - The handbook describes the process and procedures to follow when using the assessment and placement system. Materials describe how to develop an individual vocational education plan for each student. The assessment process is also described in detail. Other materials describe how to mainstream EMR students, provide special assistance, reinforce job and related skills, place students on the job, and conduct follow-up activities.
- \* resources needed** Special needs coordinator, assessment materials
- \* source**
- |   |   |
|---|---|
| <p><u>For information contact</u></p> <p>Zena Lasswell<br/>Vocational Education<br/>Coordinator<br/>Corvallis Public Schools<br/>1555 S. W. 35th Street<br/>Corvallis, OR 97330</p> | <p><u>Handbook available from</u></p> <p>Resource Center<br/>Oregon Department<br/>of Education<br/>700 Pringle Parkway<br/>Salem, OR 97310</p> |
|---|---|

**PROMISING PRACTICE** Small school work experience program aids disadvantaged/handicapped students

- 
- \* **topic** Special education/work experience
- \* **users** Teachers, disadvantaged/handicapped students (secondary)
- \* **purpose** To provide special needs students with an opportunity to receive vocational instruction as well as work experience
- \* **products** Special materials for learning and applying math to vocational instruction were developed. These materials include exercises using examples and equipment from the student's vocational program. Special materials were developed to assist students in preparing a resume and in completing job applications. Prevocational living skill and job related survival skills learning packages were developed to increase probability for success on the job.
- \* **resources needed** Special staff, aides, work sites, community college, special materials
- \* **source** For information contact  
Lynn Spencer, Vocational Director  
Scappoose High School  
P. O. Box 490  
Scappoose, Oregon 97056

**PROMISING PRACTICE**Instructional materials/equipment  
sharing consortium

- 
- \* topic** Special education
- \* users** Teachers, disadvantaged/handicapped students (secondary)
- \* purpose** Provide special assistance to disadvantaged/handicapped students through an instructional materials/equipment sharing consortium of local school districts
- \* products** There are special management materials available. They include:
- Inter-agency agreements
  - Inservice materials
  - Scheduling criteria
  - Student identification instruments
  - Accountability documents
  - Planning sheets
  - Evaluation instruments
  - Individual Vocational Education Plans
- \* resources needed** Consortium coordinator, transportation, special materials/equipment
- \* source** For information contact
- |   |    |  |
|---|----|--|
| Sam Pamburn<br>Regional Coordinator<br>Umatilla ESD<br>404 SE Dorion, Box 38<br>Pendleton, OR 97801 | or | Sam Banner<br>Regional Coordinator<br>Malheur ESD<br>P. O. Box 156<br>Vale, OR 97918 |
|---|----|--|

**PROMISING PRACTICE** EMR integration in the regular vocational program

- 
- \* **topic** Mainstreaming
- \* **users** Teachers, EMR and other handicapped students (secondary)
- \* **purpose** Provide support instruction for EMR students in the regular vocational program
- \* **products** There are three basic types of materials available. They include:
- Vocational assessment instruments
  - Prevocational instructional materials
  - Slide-tape set that describes the program
- \* **resources needed** Vocational teacher-technician, student aides
- \* **source** For information contact  
 Dick Metzler  
 Special Education Director  
 Springfield School District  
 525 Mill Street  
 Springfield, OR

**PROMISING PRACTICE** Individualized program for disadvantaged  
and handicapped students

- 
- \* **topic** Special education
- \* **users** Teachers, students (business and mechanics clusters)
- \* **purpose** To reduce the dropout and failure rate of disadvantaged and handicapped students
- \* **products** Job sheets - These sheets address most cluster skills. They are part of an individualized, competency-based program.
- \* **resources needed** Cluster aide, special instructional materials
- \* **source** For information contact  
Harold Wornath, Vocational Director  
North Bend High School  
14th and Pacific  
North Bend, OR 97459

## PROMISING PRACTICE Job search and placement program

- 
- \* topic** Career guidance, placement
- \* users** Teachers, counselors, students (secondary and community college)
- \* purpose** Provide articulated career guidance and placement services to high school and community college students
- \* products** Adopter's guide -This guide, Job Search/Vocational Placement, provides information on organizing and managing a comprehensive job search/vocational placement system for secondary schools and community colleges. It describes basic assumptions upon which to build a successful program. A step-by-step process is described for the person(s) interested in starting such a program. The loose leaf notebook contains sample forms, instruments, and brochures. The system has been field-tested.
- \* resources needed** Personnel to carry out program
- \* source**
- |   |  |
|---|--|
| <p><u>For information contact</u></p> <p>W. A. Rumbaugh<br/>Sandy Union High School<br/>Sandy, OR 97055</p> | <p><u>Guide available from</u></p> <p>Resource Center<br/>Oregon Department<br/>of Education<br/>700 Pringle Parkway<br/>Salem, OR 97310</p> |
|---|--|

**PROMISING PRACTICE** Open lab for business education in  
small schools

- 
- \* **topic** Curriculum/instruction
- \* **users** Business education teachers, students (secondary)
- \* **purpose** To provide a flexible, individualized learning experience in business education
- \* **products** Teacher's guide - The guide describes the open lab concept for business education. It contains procedures, instructional materials, and instruments to be used in the open lab. This concept is an adaptation of prior open labs developed at Dufur and North Bend High Schools. The guide was field tested in Alsea.
- \* **resources needed** Open lab special materials; a visit is highly recommended
- \* **source**
- |   |  |
|---|--|
| <p><u>For information contact</u></p> <p>Edward Humble<br/>Superintendent/Principal<br/>Alsea High School<br/>Alsea, OR 97324</p> | <p><u>Guide available from</u></p> <p>Resource Center -<br/>Oregon Department<br/>of Education<br/>700 Pringle Parkway<br/>Salem, OR 97310</p> |
|---|--|

**PROMISING PRACTICE** Curriculum guides, vocational agriculture  
I through IV

- 
- \* **topic** Curriculum development
- \* **users** Teachers (secondary)
- \* **purpose** To provide vocational agriculture teachers with a complete curriculum guide
- \* **products** Curriculum guides - There is a two-volume set of agricultural curriculum guides to be used in grades 9 and 10. Ag I will be available after August, 1981 and Ag II in August, 1982. Ag I has been field tested and is undergoing refinement for final printing. Ag II is in the process of being field tested and Ag III is currently being developed in draft form so that it can be field tested during academic year 1981-82. An Ag IV guide is in the planning stages.
- \* **resources needed** Released time for teachers to attend in-service workshop and to plan for instruction
- \* **source** For information contact  
Lee Cole  
Agricultural Education  
Vocational-Technical Education  
Oregon State University  
Corvallis, OR 97331

## PROMISING PRACTICE Computer assisted office simulation

- 
- \* topic** Computer assisted instruction
- \* users** Teachers, students in the accounting and business machine cluster (grades 11, 12)
- \* purpose** To train personnel for entry-level positions in accounting and office clerical occupations through an office simulation
- \* products** Operator's manual - A procedural manual titled Monkey Business describes how to conduct this office simulation. Developed by the teacher and his students, the manual lists daily job responsibilities for each person in the simulation. It also contains possible solutions to common problems encountered during a typical work day. Sample office forms are found throughout the manual.
- Programs for use with the TRS-80 computer have been developed by the teacher. Both the manual and computer programs are available from the district for a nominal charge.
- \* resources needed** Operator's manual, office business machines, and micro-computers
- \* source** For information contact
- Chuck Thompson  
Accounting and Business Machines  
Cluster Teacher  
Sweet Home High School  
Sweet Home, OR 97386

## PROMISING PRACTICE Health careers exploration activities

- 
- \* topic** Career guidance
- \* users** Students and health teachers (grade 10)
- \* purpose** Provide students with awareness of health-related occupations and implication to the field
- \* products** Source book of activities - Health Careers Exploration II. The book is divided into activities designed to build self-concept, to explore health careers, and to develop decision-making skills. The source book contains information on communication modes, social health issues, self-discovery of personal health habits, and clarification of career values. It also contains activities designed to stimulate the evaluation of careers inside and outside of the classroom.
- \* resources needed** Special instructional materials
- \* source** For information contact  
 Clarence Beyer  
 Curriculum Vice-Principal  
 Roosevelt High School  
 6941 North Central Street  
 Portland, OR 97203

**PROMISING PRACTICE** Strategies for eliminating sex-role stereotyping and increasing nontraditional enrollment in vocational secondary programs

- 
- \* **topic** Staff development
- \* **users** Teachers, administrators (secondary)
- \* **purpose** To develop in-school and in-district resources for working toward sex-equity in vocational education
- \* **products** Handbook - Balancing Vocational Opportunities: How We Did It Summary. The handbook describes how to organize and implement a plan designed to enable a school or school district to promote sex-equity in vocational programs at the secondary level. It is a how-to-do-it reference for schools working toward more balanced enrollment in vocational education courses. The handbook contains resources, planning recommendations, assessment instruments, and guidelines for cadre training of inservice activities. It has been field tested in Portland Public Schools.
- \* **resources needed** Project coordination (full or part-time), or outside consultant, released time for teachers, state and federal sex-equity resources, project developed resources (trained staff, media guide, audio visual aids, etc.)
- \* **source**
- |  |   |
|--|---|
| <p><u>For information contact</u></p> <p>Rosalind Hamar<br/>Northwest Regional<br/>Educational Laboratory<br/>300 S. W. 6th<br/>Portland, OR 97204</p> | <p><u>Handbook available from</u></p> <p>Resource Center<br/>Oregon Department<br/>of Education<br/>700 Pringle Parkway<br/>Salem, OR 97310</p> |
|--|---|

**PROMISING PRACTICE** Employer follow-up studies for secondary vocational education programs

- 
- \* topic** Program evaluation, follow-up studies
- \* users** Vocational administrators (secondary), regional vocational coordinators
- \* purpose** Collect and analyze information from employers of completers and early leavers of secondary vocational education programs
- \* products** Procedural handbook - Suggested Guidelines: Employer Follow-up of Vocational Program Graduates and Early Leavers. The manual contains procedures and instruments for conducting an employer follow-up study. Guidelines and forms are provided for compiling and documenting the data that are collected. Procedures and instruments for acquiring information, including employer identity, are included. The procedures and forms were field tested with former students (255) from four Clatsop County high schools and their employers (94).
- \* resources needed** Survey administrator, secretary, printing, postage, and related supplies
- \* source**
- |   |   |
|---|---|
| <p><u>For information contact</u></p> <p>Charles Dymond<br/>Clatsop ESD<br/>3194 Marine Drive<br/>Astoria, OR 97103</p> | <p><u>Handbook available from</u></p> <p>Resource Center<br/>Oregon Department<br/>of Education<br/>700 Pringle Parkway<br/>Salem, OR 97310</p> |
|---|---|

See Also

	<u>Page</u>
Strategy for infusing career education into the school curriculum.....	A7
Delivery system for career information.....	E2
Regional program for the deaf.....	E3
Special mobile instruction for precluster skills.....	E4
Computer assisted career decision-making.....	E5
Infusing career education into language arts and science.....	E6
Rural cooperative to serve academically disadvantaged students.....	E7
Exploring careers through an occupational cruise.....	E8

**SECTION 3**  
**CAREER SPECIALIZATION**

## PROMISING PRACTICE Skills training for disadvantaged students

- 
- \* topic** Interdisciplinary/special needs
- \* users** Teachers; academically disadvantaged vocational students (community college)
- \* purpose** Provide interdisciplinary basic skills training for disadvantaged students
- \* products** Adopter's guide - Industrial Orientation Dissemination Packet. This packet of information describes how to develop and implement the program.
- Textbook - Industrial Orientation. The textbook addresses 8 vocationally related areas: mechanics, drafting, blueprint reading, electronics, machine shop, woodshop, construction, and welding. It also includes a study of industrial environments.
- The program integrates mathematical, writing, social, and vocational skills. Both the guide and textbook are available at nominal cost. (The original industrial orientation class consisted of five credits. However, since termination of project, five additional credits have been added.)
- \* resources needed** Special instructional materials, staff released time for adapting materials and planning
- \* source**
- |   |   |
|---|---|
| <p><u>For information contact</u></p> <p>Leslie Rasor and/or<br/>Martha Kitzrow<br/>Lane Community College<br/>4000 E. 30th Avenue<br/>Eugene, OR 97405</p> | <p><u>Handbook available from</u></p> <p>Special Training Program<br/>Lane Community College<br/>4000 E. 30th Avenue<br/>Eugene, OR 97405</p> |
|---|---|

## PROMISING PRACTICE Community college orientation package

- 
- \* **topic** Career guidance
- \* **users** Students, teachers (community college)
- \* **purpose** To familiarize students with the community college curriculum, facilities, and career options
- \* **products**

Implementation package - A conceptual model of comprehensive exploration/reality testing (CERT) complete with narrative is available for use by potential adopters. An operational manual delineates policies, procedures, curriculum requirements, and evaluation considerations. The adopter's guide contains suggestions for implementation.

Twenty-four individualized career awareness/exploration modules are intended for student use. They include five instructional, six service, eight exploratory, and five essential skills modules. Modules consist of written documents, slides/tapes, and "hands-on" laboratory activities.
- \* **resources needed** Specially equipped learning laboratory
- \* **source**

<u>For information contact</u>	<u>Materials available from</u>
Dr. Marvin E. Seeman, Director, Industrial and Apprenticeship Division Linn-Benton Community College Albany, OR 97321	Resource Center Oregon Department of Education 700 Pringle Parkway Salem, OR 97310

**PROMISING PRACTICE** Support services for the  
handicapped vocational student

- 
- \* **topic** Staff development/handicapped
- \* **users** Teachers, handicapped students (community college)
- \* **purpose** To improve supportive instruction for handicapped students
- \* **products** Materials for four one-hour staff development sessions: overview, general services, deaf/hearing impaired, physically impaired, and learning disabled.  
Guidebook - A Guidebook for Handicapped Living in the Portland Area  
Audio tapes of textbooks (for the blind)  
The Handicapped Student Services staff is in the process of producing video tapes using sign language in several vocational areas. These tapes will be directly related to a vocational program and will be used to instruct both the hearing impaired student enrolled in the program and the support interpreter. These video tapes are being done for Medical Records Technology, Dental Technology, and Electronic Technology.
- \* **resources needed** Handicapped services staff
- \* **source** For information contact  
Sherry Andruess, Department Supervisor  
Handicapped Student Services  
Portland Community College  
12000 S. W. 49th Avenue  
Portland, OR 97219



**PROMISING PRACTICE**Using audio-visual materials to build  
career awareness

- 
- \* topic** Career guidance
- \* users** Teachers, counselors, students (community college)
- \* purpose** To increase knowledge of career options through use of audio-visual materials
- \* products** Video recordings, audio tapes, and slides provide an awareness of career options and facilitate exploration of interest areas. A video tape on career planning provides individuals with an orientation to the world of work. Subsequent tapes and slides deal with the auto mechanic, auto body, mechanics cluster, and dental hygiene.
- \* resources needed** Audio-video playback equipment, special instructional materials
- \* source**
- | <u>For information contact</u>                                       | <u>Materials available from</u>  |
|--|--|
| Tim Blood<br>Counselor<br>Lane Community College<br>Eugene, OR 97405 | Resource Center<br>Oregon Department<br>of Education<br>700 Pringle Parkway<br>Salem, OR 97310 |

**PROMISING PRACTICE** A system for reviewing vocational programs  
in post-secondary/secondary schools

- \*\*\*\*\*
- \* **topic** Program evaluation, review
- \* **users** Administrators, teachers (secondary and community colleges)
- \* **purpose** To collect information in order to determine whether or not to continue, modify, or terminate vocational programs
- \* **products** Three documents: (1) A Technical Review that describes a methodology for systematically reviewing programs. (2) A handbook of displays which delineates the information necessary for making decisions on program continuation or modification. (3) A procedural manual which describes the procedures for collecting information and documenting it in the handbook.
- \* **resources needed** Review coordinator
- \* **source**
- | <u>For information contact</u>  | <u>Materials available from</u>  |
|---|--|
| Dr. Gary Sorensen, Director<br>Manpower Studies Institute<br>Oregon State University<br>Corvallis, Oregon 97331 | Resource Center<br>Oregon Department<br>of Education<br>700 Pringle Parkway<br>Salem, OR 97310 |

**PROMISING PRACTICE**

Downtown business education center for  
the disadvantaged and handicapped

**\* topic**

Special education

**\* users**

Teachers and disadvantaged/handicapped students  
(community college, high school)

**\* purpose**

To provide disadvantaged/handicapped students with  
business education opportunities through a satellite  
center

**\* products**

Special instructional materials were developed for  
individuals who have experienced prior learning  
difficulties.

Those materials include special word processing  
instructional materials, video and audio instructional  
tapes, and special video tapes with signing for the  
deaf.

**\* resources  
needed**

Storefront location, special instructional staff,  
audio-visual materials

**\* source**

For information contact

Betty James, Director  
Downtown Business Education  
Center  
Lane Community College  
1066 Willamette Street  
Eugene, OR 7405

Jack Krietz  
Business Education  
Chairman  
Lane Community College  
4000 E. 30th Avenue  
Eugene, OR 97405

**PROMISING PRACTICE** Guided studies for disadvantaged  
and handicapped students

- 
- \* topic** Special education
- \* users** Teachers, disadvantaged/handicapped students  
(community college)
- \* purpose** To reduce student failure in vocational programs by  
providing timely supportive instruction to overcome  
learning barriers
- \* products** Guided studies testing procedures and criteria are  
documented to help in the early diagnosis of academic  
deficiencies. Course outlines for the guided study  
program are available. A special course, Psy 142  
(Career Development and College Success), is well  
documented. Other outlines for "Carrot" courses are  
available. These courses are vocational ones that  
teach job skills that do not require high level  
academic skills.
- \* resources  
needed** Counselors, support personnel, special materials
- \* source** For information contact  
Dr. Kent Heaton, Staff Development Officer  
Dr. Bernie Nolan, Counseling and Testing Director  
Dr. Judy Peabody, Tutoring Center Director  
Clackamas Community College  
19600 S. Molalla Avenue  
Oregon City, OR 97045

**PROMISING PRACTICE** Comprehensive support services for  
handicapped students

- 
- \* **topic** Special education
- \* **users** Disadvantaged/handicapped students (post-secondary)
- \* **purpose** To provide special instructional assistance to handicapped students who would otherwise be unable to benefit from regular vocational programs and training
- \* **products** Specific job training program materials were developed. They are based on thorough task analyses of skills required on the job. Instructional materials break jobs into small learning steps. Materials include:
- Basic skill programs
  - Assessment tools
  - Living skill (pre-vocational) programs
  - Aide training packets
  - Special forms (e.g. individual vocational plan, IVP)
  - Entrance/exit requirements
  - Work adjustment skills checklist
- \* **resources needed** Special staff, aides, support personnel, sheltered workshops, and specialized instructional materials
- \* **source** For information contact
- Mel Gilson, Director of Special Programs  
Paul Grigsby, Learning Skills Faculty  
Carolyn Miller, Job Skills Faculty  
Linn-Benton Community College  
Albany, Oregon 97321

**PROMISING PRACTICE** A community college experience based career education program (EBCE)

- 
- \* topic** Occupational orientation (EBCE)
- \* users** Teachers, students (community college)
- \* purpose** To provide students with job search skills and job site prevocational opportunities
- \* products** Employer Instructor Guide - The program makes use of employers who serve as on-the-job instructors. This guide describes the intent of the program, common concerns, and the role of the employer instructor.
- Supplemental materials include a promotional brochure, student record sheets and program management forms. The guide and materials have been classroom and field tested.
- \* resources needed** EBCE learning manager, special materials
- \* source**
- | <u>For information contact</u>   | <u>Materials available from</u>  |
|--|--|
| Marion Cope<br>Project EXPLORE<br>Linn-Benton<br>Community College<br>Albany, Oregon 97321 | Resource Center<br>Oregon Department<br>of Education<br>700 Pringle Parkway<br>Salem, Oregon 97310 |

See Also

	<u>Page</u>
Delivery system for career information.....	E2
Job search and placement program.....	P15
Employer follow-up studies for secondary vocational education program....	P21

## Glossary

For the purpose of this handbook, the following terms will be defined as:

- ARTICULATION:** Effort to design education programs so each complements the other. Therefore, students are able to pursue goals with a minimum of wasted time and effort.
- BASIC SKILLS:** The ability to listen, speak, read, write, and to compute mathematically.
- CAREER AWARENESS:** Career awareness in grades kindergarten through six promotes learning about careers and the changing world of work. Students are encouraged to recognize the relationship of careers to the life roles of family, citizen, and avocational interests. Through career awareness, students will: (a) gain knowledge of many occupational careers available, (b) develop awareness of self in relation to occupational areas, (c) develop wholesome attitudes toward work and society, (d) learn to respect and appreciate workers in all fields, (e) make some tentative choices of career clusters to explore during the middle school years.
- CAREER CLUSTER:** A "cluster" is a group of occupations that require special skills and knowledge.
- CAREER DEVELOPMENT:** An area in which each student must acquire certain competencies to survive and advance in any career. Career development includes learning: (a) good work habits, (b) positive attitudes toward work, (c) ability to maintain good interpersonal relationships, (d) ability to make appropriate career decisions, (e) entry level skills for chosen career fields.
- CAREER EDUCATION:** Career education is an integral part of the total education program. It embraces the idea that each person functions in several roles in his or her lifetime. Career education focuses on the economic, or producer role, providing awareness, exploration, preparation, and socialization in this and other life roles.
- CAREER EXPLORATION:** Career exploration in junior high school (grades seven through ten) encourages students to explore the world of work and to experience activities related to specific careers. Through career exploration, students will: (a) determine interests, abilities, and aptitudes, (b) explore and try some of the key occupational area, (c) become familiar with occupational career "clusters" or "families" of occupations, (d) develop an awareness of the processes involved in decision-making, (e) make meaningful decisions, and (f) make a tentative career choice and a plan for further study.
- CAREER PREPARATION:** Career preparation is for students who have reached the eleventh and twelfth grades. It focuses their efforts on a career cluster area. Students identify an occupational cluster which appears promising for them and begin to prepare for their chosen career area. Through career preparation, students will: (a) apply high school experience to solve daily problems, (b) develop leadership skills through participation in a vocational youth organization, (c) develop acceptable job attitudes, (d) participate in a work experience program, (e) develop skills and knowledge for either entry-level employment or advanced occupational training.
- CAREER SPECIALIZATION:** Career specialization enables students in community colleges to build on a high school cluster, to acquire the specialized skills required for a specific job, or to assume a job immediately. Apprenticeships, four-year colleges, and private schools are alternatives. These programs are directly related to the high school cluster programs. Through career specialization, students will: (a) form suitable employer-employee relationships, (b) learn skills for retraining or upgrading (c) develop specific occupational knowledge and preparation for a specialized job area.
- COMMUNITY RESOURCES:** People, agencies, and institutions found within the immediate environment.

- COOPERATIVE WORK EXPERIENCE:** Work experience activities for students in identified secondary vocational programs, related to the students' career interests and inschool vocational studies.
- CRUISE:** A series of courses designed to facilitate student exploration of various occupational areas.
- DISADVANTAGED:** The term "disadvantaged" means persons (other than handicapped persons) who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs.
- EBCE:** Experience based career education.
- ESD:** Education Service District.
- GUIDANCE:** A comprehensive and developmental education program responsible for assisting all individuals in developing positive self-concepts; effective human relationships; decision-making competencies; understanding of current and potential life roles, settings, and events; and placement competencies to aid them in the transition from one setting to another.
- HANDICAPPED:** The term "handicapped" means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special educational assistance or who require a modified vocational education program.
- IEP:** Individualized educational plan.
- INTERDISCIPLINARY:** Instruction that draws upon the principals and findings of two or more instructional programs or disciplines. Interprogram studies are implemented by units of study or teaching emphasis within established instructional programs, and focus upon some contemporary area of concern (e.g., the environment, intergroup human relations, or consumer problems).
- ODE:** Oregon Department of Education.
- PROMISING PRACTICE:** A promising practice is a process and/or materials that address a significant educational need. It is effective as proven by primary or secondary evidence and can be adopted by many agencies because it can be communicated through: (a) documentation, (b) knowledgeable contact person(s), and/or (c) can be observed in operation.
- STAFF DEVELOPMENT:** Activities that allow staff to maintain pace with changes in society.
- VOCATIONAL EDUCATION:** Vocational education is education in which the primary aim is to prepare individuals for gainful employment in initial, entry-level job, more advanced jobs, or for other post-secondary alternatives, including apprenticeship or on-the-job training or additional education in an occupational area.

INDEX

11

Entries are listed first by letter which refers to the section (i.e., A = Awareness, E = Exploration, P = Preparation, and S = Specialization). The numbers refer to the page numbers within the section.

Accounting cluster: P18  
 Administration: E7, S6  
 Agriculture education: P17  
 Articulation: P15  
 Assessment: E4, P7, P10, S9  
 Audio-Visual: S5  
 Auto Mechanics: S5

Basic Skills: P1, P3, P6, S1, S4, S9  
 Blind: S3  
 Business Education: P7, P14, P16, S7

Career guidance: A6, E2, E5, P2, P15, P19, S2, S5  
 CE(2): P9  
 Community resources: A4  
 Computers: E2, E5, P18  
 Consortium: A2, P12  
 Consumer education: A3  
 Cooperative work experience: P5  
 Cruise: E8  
 Curriculum development: A1, A2, A4, A6, A7, E1, E6, E8, P6, P16, P17  
 Deaf program: E3, S7  
 Dental hygiene program: S5  
 Disadvantaged/academically: E7, P6, P8, S1, S3, S4, S8, S10  
 Disadvantaged/handicapped: P1, P5, P7, P9, P10, P11, P12, P14, S3, S7, S9, S10

EBCE: S8, S10  
 Employer follow-up: P21  
 EMR Students: E4, P5, P10, P13  
 Equipment/materials sharing: P12

Health careers: P19

IEP: P9  
 Individualized instruction: P8, P14, P16  
 Industrial education: S1  
 Interdisciplinary: E1, P6, S1

Language arts: E6, P6, P8, S4

Mainstreaming: P9, P10, P13  
 Mathematics: P1, P6  
 Mechanics cluster: P14, S5  
 Mobile work center: A5, E4  
 Music: P2

Occupational orientation: E8, S8, S10  
 Office simulation: P18  
 Open lab: P16  
 Orientation package: S2

Placement: P10, P15  
 Program evaluation: P4, P21, S6

Reading: A3, P1, P3, P6, P8

Science: E5, P6  
 Sex-equity: P20  
 Special education: E3, E4, E7, P1, P5, P6, P7, P8, P9, P10, P11, P12  
 P13, P14, S1, S3, S4, S7, S8, S9, S10  
 Special needs: S1  
 Staff development: A6, A7, P20, S3