Summarized are the components and outcomes of a career education project begun in Oregon in June of 1969. One of the first comprehensive programs in the field, the Careers Oriented Relevant Education program had as its objectives to: (1) plan a program for the public schools based on life career roles, (2) establish effective communication between the educational institutions and the community, (3) provide an experimental program involving a project region, (4) provide inservice and preservice teacher education to assist teachers in becoming careers oriented in their teaching approach, and (5) develop curriculum materials and resources based on the careers approach which could be used to establish other programs. A "four-I" configuration of interests, information, involvement, and implementation was followed in developing, planning, and operating the project. Components included the process dimension, whose concern was modifying the existing curriculum to fit career education objectives, and the planning dimension, concerned with developing a system of participatory management. The staffs of four junior high schools were involved in the project as were top level school administrators, parents, students, and persons from the business and industrial community. Seven appendixes containing additional information supplement the text. (SN)
Final Report
Project No. 9-0214
Grant No. 0-9-470214-522(085)

CAREERS ORIENTED RELEVANT EDUCATION (C.O.R.E.)

Cas Heilman
Project Director
Division of Vocational, Adult, and Community College Education
Oregon State University
Corvallis, Oregon

August 1972

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

FILMED FROM BEST AVAILABLE COPY
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The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. Department of Health, Education and Welfare
Office of Education
Bureau of Research
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ACKNOWLEDGEMENT OF PROJECT PERSONNEL

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INTRODUCTION AND SUMMARY

In June of 1969 Oregon State University, School of Education, received approval from the USOE Bureau of Research for the C.O.R.E. Project (Careers Oriented Relevant Education). The timing of this proposal funding is important to note in that it was one of the first fundings for the development of a comprehensive school program (K - 14) which focused on utilizing a career education theme, and establishing career education as a high priority in a local school system.

The original proposal and supplement specified the following objectives for the project:

. To plan a program for the public schools (K - 14) based on life careers and career roles.
. To establish effective communication between the educational institutions and the community as a natural outgrowth of a careers oriented curriculum.
. To provide an experimental program involving a "Project Region".
. To provide teacher education (both inservice and preservice) to assist teachers in becoming careers oriented in their teaching approach.
. To develop curriculum materials and other resources based on the careers approach which could be used to establish other programs.

Four expected contributions to education were noted in the original proposal:

. Focusing the curriculum, grades K - 14, on careers, which are tangible overriding goals toward which learning experiences can be made to point; "career consciousness" will pervade teaching and learning.
. Removing the distinction between vocational and academic subjects.
Articulating the new curriculum through all the grades in school, community colleges, and the teacher preparation programs in four-year colleges and universities.

Advancing the purposes of ES 70, the Vocational Education Act of 1963, the Elementary and Secondary Education Act of 1965, MDTA and EPDA.

The content of this report attempts to review the procedures followed in implementation, and the results that have occurred as a result of the project. Numerous spin-offs have been generated with the project providing the initial impetus. In many cases the cause and effect relationships are difficult to ascertain, however, there is little doubt that the C.O.R.E. staff provided the necessary capabilities for these expansion activities.

The best examples of the above include the program development in the Springfield School District, career education teacher pre-service and inservice at Oregon State University, and throughout the State System of Higher Education, and the Career Information System for the State of Oregon.

Certainly, these and other local and state-wide efforts have resulted due to the consistency of the project goals with those of other influential educational leaders within the state.

The following are examples of the various agencies and organizations that have been involved or affected as a result of the many activities of Project C.O.R.E. These agencies or organizations varied widely in the participation, yet their involvement required coordination by project staff, and on-line participants of the project.

A. Local School District - Springfield Schools
   1. Administration - central office
   2. Local buildings - principals and staff
   3. Springfield Education Association
   4. Other community agencies, public and private
   5. Individual parents and students

B. Local County - Lane County
   1. Lane County Intermediate Education District
   2. Lane Community College
   3. Lane County Cooperative Extension Service

C. State Departments
   1. Career Education Division
   2. Instructional Services Division
   3. Student Personnel Services Division
   4. Employment Service
D. State System of Higher Education
   1. Chancellors office
   2. Each of the six teacher preparation institutions

E. Oregon State University
   1. Divisions of: Vocational, Adult and Community College Education
      Educational Specialist and Foundations
      Elementary Education
   2. Department of Recreation
   3. Department of Family Life

F. Career Information System
   The approach of Project C.O.R.E. was one of involvement which encompassed the Springfield Public Schools, the Oregon State Department of Education, Oregon State University, and many other organizations and individuals affected by these agencies.
METHODS AND RESULTS

The purpose of this section is to identify and clarify the results of the three year Project C.O.R.E. (Careers Oriented Relevant Education) in terms of the components of the project which the evidence suggests have the highest potential for transportability and adoption to and in other public school districts throughout the state, region and nation.

The adoption process which typically follows major programs and curriculum efforts of this type is often restricted because of the broad scope and nature of such projects. Final reports are quite often general in nature, tending to a strict documentation of practices and activities which run together in a way that makes identification of potentially useable components difficult for the potential second echelon adopter-user. This effort is intended to assist the future user-adopter in selecting specific units, components or dimensions of Project C.O.R.E. which may have outright utility in a contemporary operation. The extent of modification or adaptation is left to the professional judgment of the adopter-user. No project of the nature and scope of Project C.O.R.E. can be adopted in full and intact by another district or school. Most likely, such potential adopter-users will be interested in certain significant and exciting aspects or components which will require some modification or massaging before adoption can occur. Perhaps this approach to supplementing a final report will enhance that process and contribute to the future useability of the products and processes identified and developed in this Project.

Frame of Reference

The frame of reference within which the project components are described is a "four - I" configuration, namely:

INTEREST
INFORMATION
INVOLVEMENT
IMPLEMENTATION

It is understood that two important steps, PLANNING and DEVELOPMENT, usually precede IMPLEMENTATION. These two steps will be constituted within each component described, as they are inherent in the process of program change. Thus, planning and development are assumed as integral to each component and will be detailed appropriately within each dimension.
The "Four-I" concept suggests that program modification or change is initiated when there is INTEREST or a felt need for change. Project initiators are responsible for identifying areas in which there is interest in producing change and for matching that interest with a site (school, project center) which research indicates has the highest potential for realizing change. In the case of Project C.O.R.E., the initiator/"idea people" were located in the School of Education, Oregon State University, Corvallis. Their first task was to locate a site at which the idea could be given birth and growth. The site selected was the Springfield, Oregon Public School system. An important criteria, along with the typical demographic, geographic, economic and social criteria, was that INTEREST in the C.O.R.E. idea existed in the school district, and that that interest was broadly shared among administrators, staff and patrons of the district. INTEREST should continue to be a primary consideration throughout project planning and development, and is a key aspect in detailing components.

Once interest in an idea is assured, it is the responsibility of initiators to provide INFORMATION which will stimulate and retain that interest. Information may take many forms, including concepts, principles, results of prior research and development efforts, description of other related projects and programs, and other inputs which will create an attitude of understanding and, to some degree, comfort with the initial proposition.

Before planning can occur, INVOLVEMENT must be assured. The underlying principle in this case is "Those who will live with change must be INVOLVED in designing that change". The initiators' responsibility, then, is to provide for immediate, broad based involvement of those people who will be ultimately charged with implementation. In Project C.O.R.E., the concept of INVOLVEMENT was a primary focus throughout the project's development. Rare were the occasions when this concept was violated. However, when it was ignored, two steps backward were taken for each step forward. The time and effort lost by leaving people out of the process can not be justified. Project initiators must give careful attention, at every step along the timeline of project development, to the proper kind and amount of involvement of the people with whom they are working or will work.

IMPLEMENTATION of a project can occur only after there has been careful planning and development of the several ideas (components, dimensions) which make up that project. Integral in the planning and development process must be the time taken to assure INTEREST of potential participants; that they have accurate and complete INFORMATION; and that they are INVOLVED in a substantive, personal and professional way in the planning and development process.
Most of what follows focuses on components of Project C.O.R.E. which were IMPLEMENTED through a process of gaining INTEREST, providing INFORMATION, and assuring INVOLVEMENT in the planning and development of those components.

The Transportable Components of C.O.R.E.

I. The Process Dimension

The C.O.R.E. concept was postulated in large measure upon the idea that career development is not a "Program" or "Project" but rather a central theme for learning on which much of the present schooling process can be focused. At the center of this focus or theme was the "life roles" concept which suggests that every human being fulfills at least four life roles, namely those of CITIZEN, FAMILY MEMBER, WORKER and USER OF LEISURE OR UNDEDICATED TIME.

Thus, the "Process" of Project C.O.R.E. embraced the approach of modifying the present curriculum in such ways as to focus learning on the real world and life concerns that every learner either now has or will have as an adult. The focus was on identifying those aspects of curriculum which could be modified to capture this, then re-work or re-orient the teaching-learning activity to actualize the concept through a process of change. There were few attempts to replace curriculum, or to do away with basic studies areas or elective areas. Rather, curriculum offerings tended to expand in number and quality. A basic principle was "Not to teach different things...but...teach differently."

In order to function within a process setting, it was essential to involve those to be affected by the potential learning focus modification in designing the strategies for modification. This involvement of people was at the heart of the Project C.O.R.E. development from its inception to and through its implementation.

A. Staff Involvement

The involvement of the practitioner teacher and the school administrator were given the highest priorities in initiating the process dimension. Administrative commitment was secured through a series of information sessions including building principals from four junior high schools in the pilot district. Top level (Superintendent, Program Directors, Coordinators) commitment was secured concurrently with that of the initial junior high school administrators.

Teaching staff from each of the four junior high schools
were provided information-orientation sessions by project initiators, and were invited, through their building principals, to participate in "building planning teams".

Each of the four schools formed a planning team of from five to nine staff, including administrators, teachers and counselors. Each team designed, with the aid of Project staff assigned to each building team, an initial plan of operation for their building.

From the four plans presented, one building was selected by a district wide coordinating committee (made up of administrators, teachers, counselors, parents, students and project staff) as the "focus school". The Thurston Junior High School was to develop a comprehensive career centered program, while each of the other three would concentrate on one or two supportive dimensions which would serve their highest priority needs. Funding support was likewise concentrated on the Thurston plan, with greater opportunity for staff released time for planning the primary advantage over the other building.

B. Parent Involvement

Parents were invited to participate and were accepted as full fledged members of building planning teams. Each team had at least two parents regularly involved in its planning. In addition, parents participated within buildings on sub-committee work in departments of language arts, social studies, etc.

Four parents served on the district-wide coordinating committee. They stimulated involvement of additional parents on task force and study groups, worked out ideas for increasing parent involvement in buildings, developed papers indicating parents views of learner needs, and participated in the project policy and decision making processes at several levels.

Neighborhood coffee hours, hosted by parents, were held in the school attendance areas. Teaching staff and building administrators attended these informational meetings to visit with parents. The results included a significant increase in direct parent participation in school activities (both day and night time) and a generally observable increase in interest in and understanding of the C.O.R.E. concept.
C. **Student Involvement**

Students, like their parents, participated as full fledged members of building and department level planning teams. They served on panels, made presentations to community groups, and had membership and voting rights on the central coordinating committee for the Project.

Student input to curriculum modification aided in results which included expanded course offerings at the junior high school, initiation of the grade-free evaluation approach at Thurston Junior High, refinement of the "House" interaction groups, and a general improvement in learner attitude toward learning and school, particularly in the Thurston and Hamlin junior high schools.

D. **Community Involvement**

In addition to parents, many other members of the business and industrial community participated in the Project. These people served as a primary resource of occupational, citizen, family and avocational information. Representatives of civic organizations, the police departments, churches and others served on advisory committees, planning task forces, and study groups. The extent of resource person use in and out of buildings is immeasurable. Hundreds of people participated at all program levels over the three-year project period.

In this case again, the principle of involvement was at work while results in terms of community attitude are difficult to measure and document, it is fair to relate that there is an evident pride among many more members of the surrounding community in their schools and the programs of those schools than there was prior to this Project. A pool of regularly available resource people is identified, and they are used by teachers and administrators in a variety of ways, both in and out of school.

The key strategies for involvement of community members and parents center around providing INFORMATION, then designing specific methods for their INVOLVEMENT. Such strategies are most successfully worked out between school people and representatives of the community. A key point is that people must be asked to do something specific, must know when and where they are to do it, and what the
conditions will be. It is counter-productive to make a general invitation for assistance and support, and then to fail to utilize every person who has indicated an interest and willingness to participate. Planning for a project of this nature must give careful attention to the details of community participation in terms of needs, available human and material resources, and the proper matching of needs with resources.

II. The Planning Dimension

Project planning has been described to some extent in the foregoing section on process. In general, the planning dimension of Project C.O.R.E. centered on a participatory management style which required involvement of project staff, district administrators, building administrators, teaching staff, parents, students and community representatives in a setting which would maximize the talents and experiences of all.

A. Building Level Planning

The crux of the planning dimension centered on building planning teams composed of teachers and administrators. A Project staff member was assigned as liaison and support to each such team, and assisted in all aspects of planning coordination. Teams ranged in size from 5 to 9 persons, which were, in the final analysis, a good size to work with.

In support of building teams were departmental planning sub-committees. At least one member of the building team was on such subject area committees, and generally chaired planning sessions. Parents and students were also included and project staff met with these committees as often as schedules would allow. Products of these efforts were submitted to the building team, then to the central coordinating committee for final approval.

The integrity of the school building was retained very effectively through this planning approach. Each building was able to produce plans and programs unique to its needs, and still operate within the frame-of-reference of the total project. This strategy also enhanced the development of a sense of pride in accomplishment which in turn accelerated the change process within buildings.
B. District Level Planning

Project C.O.R.E. was designed to encompass all learning levels, grades 1 through 14. However, because of the size, scope and nature of the project, the funds available, the present status of curriculum at the various levels in terms of career education, and the size of the pilot district, a three phase development plan was agreed to early in the planning process.

The decision to begin the project at the middle school or junior high level appears to have been justified for a number of reasons. In Springfield, the junior highs offered a pilot population of approximately 2500 learners and 150 staff. It was seen as a "middle-ground" in the schooling process, from which ideas and strategies could be produced for later modification and adoption at the two levels on either side...namely, elementary and high school. Also, there was an initial enthusiasm on the part of junior high administrators which seemed to exceed that of people at the other levels. While this will vary from district to district, the potential user-adopter should keep in mind that enthusiasm and interest are high priority considerations.

While the initial planning and development level focus was to be at the junior high level, the central coordinating committee included high school and elementary representatives. These leaders were involved in decision which would eventually affect them (in the second and third years of the Project) and tended to take an active role in the decision making and planning processes.

The over-all plan called for the high school level to be the focus during year two, and the elementary during year three. This pattern was followed. However, the elementary level did begin a pilot career awareness project which ran concurrent to developments in year two, and was fully consistent with the over-all planning effort. This "early" start enabled the elementary program to move ahead more rapidly than had earlier been anticipated. Because funds were made available for this effort from outside the project (from the State Department of Education) there was no early drain on project resources.

The three phase plan briefly described above is recommended to the potential adopting district for several reasons. The first is
manageability. It would have been very difficult to deal with the "differences" among these levels all at once. Those differences are numerous and significant enough, from the standpoint of reasonableness, that the project initiator should establish early priorities for the amount and nature of the "pieces" of his total project. Unless unlimited financial and staff resources are available, the "total school system modification process" will be impossible for most in less than a three to five year period. A second important reason for phasing the operation to start with junior high was specific to the Springfield situation. Prior to Project C.O.R.E.'s inception in the district, a strong dollar and personnel resource commitment to vocational education at the two high schools had been made by the Board of Education. The career cluster programs were growing in numbers. It seemed important that the junior high learners be given, as soon as possible, some exploratory preparation and experience to get him ready to make the choice of career cluster, college preparatory or a combination of the two. These two factors, plus the earlier statement about "interest and readiness" seemed to be important factors in the decision to proceed in three phases, as was done... and apparently successfully.
APPENDIX I

Major Activity Schedule Project C.O.R.E.

1. Project approval from USOE and appointment of project staff. May and June, 1969.
5. Identify Springfield Public Schools as project school, and receive school board approval. October, 1969.


19. State Department of Education approval to write career exploration guidelines.


32. Interinstitutional Committee inservice and planning. September - December, 1971.

34. Career education VEd 300X taught to OSU undergraduates.


37. Planning careers centered group guidance program by Springfield teachers and administrators.


42. Continued planning and study of potential preservice programs in career education at each institution. December - February, 1972.


47. Inservice and planning for administrators, counselors and teachers for group guidance component. March - May, 1972.


52. Planning for the incorporation of VEd 300X career education into the School of Education, OSU. To make part of the educational foundations block. March - May, 1972.


62. Inservice classes in career education at OSU planning career education preservice program at OSU.

63. Submit final report to USOE.
APPENDIX II

BIBLIOGRAPHY OF MAJOR PRINTED MATERIALS

A. Curriculum Materials


Understanding the Career Cluster Concept
Understanding the Occupational Cluster - Mechanics
Understanding the Career Cluster - Health Occupations
Career Cluster - Agriculture FORESTRY
Understanding the Career Cluster - Metals
Career Cluster - Secretarial
Understanding the Career Cluster - Marketing
Understanding the Career Cluster - Agriculture
Learning to Write a Task Analysis of Occupations
Becoming Employable
Management Related to the World of Work
Occupations Related to Food and Nutrition
Occupations Related to Clothing and Textiles
Occupations Related to Child Care and Development
Vocations Related to Art in Environment
Color: One Element of Design


B. Reports


through Springfield School District #19, Springfield, Oregon and ERIC Clearinghouse, The Center for Vocational-Technical Education. The Ohio State University.


C. **Monographs**


D. **Other**


APPENDIX III

PROCEDURE FOR SELECTING PROJECT SCHOOLS

Criteria for Consideration:

1. Comprehensive District 1-12 within a community college region.
2. Demonstrated interest in educational change.
3. Within reasonable distance from Oregon State University.
4. Demographic makeup which represented a rural, suburban and urban population, and varying economic levels.
5. Had the potential and demonstrated concern for developing a careers education program.

Procedures for Selection:

1. Development of selection guidelines by project staff and Executive Board.
2. Initial contacts of possible districts that might be considered and voluntary contacts by other districts.
3. Visitation to potential districts by project staff to explain the project and assess the district's potential.
4. Final screening of possible sites by project staff (five districts).
5. Conference with the five selected districts with project staff and Executive Board.
6. Final selection of local districts by project staff and Executive Board.

Springfield School District #19, Springfield, Oregon, was selected as the project district. Springfield most nearly met the guidelines established earlier. The district, located approximately 50 miles south of Oregon State University in the Eugene, Oregon metropolitan area, has a total school population of approximately 10,000 students. These students attend 15 elementary schools, four junior high schools and two high schools. The district is located within five miles of Lane Community College and within three miles of the University of Oregon. The economy is primarily based on the lumbering industry, agriculture and related services.
APPENDIX IV

MAJOR DISSEMINATION ACTIVITIES

In-state in-service and pre-service activities:

1. Tigard School District, Oregon
   Career awareness and exploratory exemplary program

2. Pleasant Hill School District, Oregon
   Career awareness research program

3. David Douglas School District, Oregon
   Career education exemplary program

4. Portland School District, Oregon
   Career education exemplary program

5. Lincoln County School District, Oregon
   Career education and consumer education in-service program

6. Oregon conferences for counselors
   on career education, a series of regional conferences
   sponsored by the Oregon Board of Education

7. Externs in vocational education leadership
   at Oregon State University

8. Oregon Association of School Administrators Conference
   at Oregon State University

9. Oregon Board of Education, Career Education and
   Instructional Services Divisions

10. Eastern Oregon College of Education
    In-service in career awareness

11. Oregon State University, career education course each
    term for undergraduates

12. Oregon State University, career education course for
    graduate students

13. University of Oregon career education presentations
    to various classes
Out-of-state activities:

1. Washoe County, Nevada, career education exemplary program

2. New Mexico State Department of Education
   Vocational Education and Instructional Services

3. Owensboro, Kentucky, Regional exemplary program in career education

4. The Center for Occupational Education, North Carolina State University, programs of excellence in Career Education

5. American Personnel and Guidance Association National Convention

*Project Staff and Springfield personnel have made presentation to approximately 2,500 people during the project's last two years.*
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<td>Required</td>
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<td>40 courses offered</td>
<td>7th - 5 (Eng., soc. st. block)</td>
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<tr>
<td>8th - 5</td>
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<tr>
<td>9th - 5</td>
<td>9th - 5</td>
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<tr>
<td>15 courses offered</td>
<td>8th - 5</td>
</tr>
<tr>
<td>7th grade must choose</td>
<td>9th - 5</td>
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<tr>
<td>four or five combination</td>
<td>7th - select 1 from</td>
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<tr>
<td>classes</td>
<td>choice of 5 - combin.</td>
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<tr>
<td></td>
<td>8th - select 2 from 12</td>
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<tr>
<td></td>
<td>9th - select 2 from 21</td>
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<td>DURATION</td>
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<td>36 week</td>
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<td>18 week</td>
<td></td>
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<td>9 week</td>
<td>5</td>
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<td>GRADING OPTIONS</td>
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<td>All on a 1-5 basis</td>
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<td>The reason for the</td>
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<td>high number of classes:</td>
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<tr>
<td>English was divided into</td>
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<td>high, medium high, medium,</td>
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<td>low, low remedial in 7th</td>
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<td>and 9th year. Social</td>
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<td>studies was divided</td>
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<td>into same grouping in year</td>
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<td>7.</td>
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<th>5-Sem 21-Sem 25-Sem</th>
<th>4-Sem 21-Sem 24-Sem</th>
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<td>1 yr on remainder</td>
<td>1 yr on remainder</td>
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<th>1-2-3-4-5</th>
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<tr>
<td>S-U = Typing Remedia Math and Reading</td>
<td>S-U = Social Studies Math English Written Evaluations (open)</td>
<td>S-U = Open to anyone</td>
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<td>SPRINGFIELD JUNIOR HIGH SCHOOL</td>
<td>SUMMARY OF COURSE OFFERINGS</td>
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<tr>
<td>-------------------------------</td>
<td>-----------------------------</td>
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<tr>
<td>COURSES</td>
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<td>12</td>
<td>9</td>
<td>7</td>
</tr>
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<td>14</td>
<td>23</td>
<td>41</td>
<td>53</td>
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<tr>
<td>9 weeks</td>
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<td>18</td>
<td>34</td>
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<tr>
<td>36 weeks</td>
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<td>SUMMARY OF COURSE OFFERINGS</td>
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<tr>
<td>COURSES</td>
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<tr>
<td>12 Weeks</td>
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<td>0</td>
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<tr>
<td>18 Weeks</td>
<td>8</td>
<td>32</td>
<td>71</td>
<td>130</td>
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<tr>
<td>36 Weeks</td>
<td>73</td>
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<td>54</td>
<td>35</td>
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<td>---------</td>
<td>---------</td>
<td>---------</td>
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<td>Required</td>
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<td>107</td>
<td>159</td>
<td>183</td>
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<tr>
<td>Elective</td>
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<tr>
<th>DURATION</th>
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<th>(4 courses are 9-36 weeks)</th>
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<td>49 (option)</td>
<td>83 (option)</td>
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<td>Semester</td>
<td>6</td>
<td>17</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>Year</td>
<td>94</td>
<td>90</td>
<td>92</td>
<td>86</td>
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<th>1,2,3,4,5 only</th>
<th>1,2,3,4,5 only</th>
<th>(a) 1,2,3,4, no record</th>
<th>(b) Pass, No record</th>
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<td>take 1 course</td>
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<td></td>
<td>per semester under</td>
</tr>
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<td></td>
<td></td>
<td>the Pass, No</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td>record option</td>
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NOTE: The increase in courses offered and the introduction of 9 weeks courses in 1970-1971 school year was almost entirely due to the English program changes. Also not all 9 weeks courses are taught each time. The 1971-72 increase was mostly due to both English and Social Studies program changes.
APPENDIX VI

<table>
<thead>
<tr>
<th>School</th>
<th>1968-69</th>
<th>1970-71</th>
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</thead>
<tbody>
<tr>
<td>Briggs Junior</td>
<td>16-14</td>
<td>7-12</td>
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<td>Hamlin Junior</td>
<td>16-54</td>
<td>7-12</td>
</tr>
<tr>
<td>Springfield Junior</td>
<td>40-29</td>
<td>88-4</td>
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<tr>
<td>Thurston Junior</td>
<td>4-3</td>
<td>4-3</td>
</tr>
<tr>
<td>Springfield Senior</td>
<td>6-78</td>
<td>1-130</td>
</tr>
<tr>
<td>Thurston Senior</td>
<td>89-22</td>
<td>11-161</td>
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</tbody>
</table>

*The high number of these classes is based on options in choices of required classes and in class division based on ability groupings.

APPENDIX VII
THREE YEARS OF CHANGE IN THE SPRINGFIELD PUBLIC SCHOOLS
SPRINGFIELD, OREGON

SUTOE

1968-69: 1 junior high school, 200 students
1971-72: required in 2 junior highs, elective in 2 junior highs
         95% of ninth graders are enrolled, 720 students

SUTOE Guide available from Oregon Board of Education, Salem, $2.50 each.

Cooperative Work Experience

1969-70: 40 students
1970-71: 110 students
1971-72: 132 students

Cooperative Work Experience Guide available from Oregon Board of Education, Salem, $2.50 each.

Career Clusters

1969-70: 7 clusters at Springfield High School, 6 clusters at Thurston High School; 18% juniors and seniors
1970-71: 8 clusters at Springfield High School, 8 clusters at Thurston Junior High School; 21% juniors and seniors
1971-72: 8 clusters at Springfield High School, 7 clusters at Thurston Junior High School; 32% juniors and seniors
1972-73: 10 clusters at Springfield High School, 8 clusters at Thurston Junior High School; 38% juniors and seniors.

Cluster Guides available from the Oregon Board of Education, Salem, $2.50 each.

Career Awareness

1971-72: 2 elementary schools, 670 students
1972-73: 3 elementary schools, 1,000 students

Summer

1972: 12 or 14 elementary principals attended Summer Workshop held at Oregon State University on Career Awareness in the Elementary School.
1972-73: All elementary buildings will be involved in in-service activities to develop plans of implementation for the 1973-74 school year.
Teacher Guide for Career Awareness in the Elementary Schools,
Revised June 1972. Will be submitted to ERIC Clearinghouse,
The Center for Vocational-Technical Education, The Ohio State University.

Group Guidance Workshop

Junior High School:
1971-72: 2 counselors and 2 administrators from each junior high met three times to develop plans for summer workshop.

Summer 1972: 26 junior high staff members involved in summer workshop to prepare materials in the areas of decision making, communication skills, student orientation, student assessment, and careers and life roles information.
1972-73: Implementation of guidance materials into curriculum; full-scale implementation in one junior high affecting about 580 students; implementation in other junior highs will affect varying amounts of students.

Senior High School:
Summer 1972: 41 counselors, two from each of the senior high schools met for two weeks concerning group guidance activities in the senior high school.
1972-73: Each high school will have a program in decision making.
Thurston High will use the Decisions Program with two sophomore classes; Springfield will have a career guidance class in the social studies department.


Staff In-Service

All district staff have been touched by in-service activities. The three buildings with the highest concentration of in-service activities are: Thurston Junior High, Brattain Elementary, and Mount Vernon Elementary School. In-service activities have related to careers, life roles, writing behavioral objectives, writing learning packages, communications skills, and a careers speaker at the district level in-service meeting.
Community Involvement

Each junior high has had at least one-half day of released time during which the staff members met with students and parents to discuss student needs, school objectives, etc. Approximately 50 parents and 60 students were involved in this curriculum planning.

There have been many other instances of community member involvement including home visitations, coffee hours in community members' homes, etc. For further information see: Documentation of Project Activities In The Six Secondary Buildings, Springfield, Oregon, April 1972. Available from ERIC Clearinghouse, The Center for Vocational-Technical Education, The Ohio State University.

1970-71: Thurston Junior High established an advisory committee for each of the four life roles. The committees are composed of 2 staff members, 1 high school student, and 1 community college student.

Fall 1971: Parent Effectiveness Training involving 9 staff and 9 parents.

1971-72: Springfield Junior High School held Activity Nights once a month for community members, students, and staff. Speakers were invited and there were several options of activities for those who attended. At one of the most widely attended sessions, approximately 250 community members and 150 students attended.