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ABSTRACT The publication was developed to provide cursory information about the people, places, and things essential to career and vocational education that may be seen at the Comprehensive Illinois Occupational Education Demonstration Center (CIOEDC) in Joliet, Illinois. The CIOEDC was designed to demonstrate several K-14 career and vocational education activities and programs that were originally sponsored by the Illinois Division of Vocational and Technical Education. Information is included on a series of five conferences (between October, 1975 and May, 1976) to provide visitors with an opportunity to observe these programs in operation. The following Projects are described with narrative and photographs: ABLE (Authentic, Basic, Life-centered Education), JOLIET (Job-Oriented Linking Industry and Education Today), WECEP (Work Experience Career Exploration Program), nucleonics course, career education grades 9-12, consumer and homemaking program, SIVE (System for Individualizing Vocational Education), computerized vocational information system, technical mathematics and physics programs, industrial engineering, preparedness program (for the unemployed, underemployed, and disadvantaged), a followup system for vocational education graduates, IOCP (Illinois Occupational Curriculum Project), a three-phase evaluation of occupational education programs, and the participating grade school, high school, and junior college districts in Joliet. (Author/MS)
Demonstrated in Five Conferences.

Exemplary career and vocational education activities originally developed in cooperation with the Illinois Division of Vocational Education in Joliet, Illinois.
4. the conferences
3. the things
2. the places
1. the people
The CIOEDC is designed to demonstrate several K-14 Career and Vocational Education activities that may be seen at the innovative Joliet Demonstration Center. Educators, legislators, businessmen and the general public are invited to participate as we demonstrate how these programs operate when they are a part of a total program serving more than 25,000 students. This publication has been developed to provide cursory information about the people, places, and things which are essential to Career and Vocational Education that may be seen at the innovative Joliet Demonstration Center.
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Join Us

Comprehensive Illinois Occupational Education Demonstration Center
From the very beginning of formal education, school experiences must
arouse curiosity, encourage initiative, provide new alternatives, clarify attitudes
and values, and help every individual establish life goals. The entire community
and an individual's local environment must be utilized in this educational process.

School curriculum and materials must relate to people and their daily lives.
Teachers must organize learning experiences around life-centered themes. These
are not new directions, but they are newly recognized needs. We have been
charged with the responsibility of demonstrating how these needs can be met
through sound programs of Career and Vocational Education. We accept this
challenge.

We believe firmly in Career and Vocational Education because we believe in
learning to make a living...
authentic, basic, life-centered education

As children grow older, they should be encouraged to ask questions. Early childhood and primary education focus on developing critical thinking and problem-solving skills. Students at an early age can learn to think critically and creatively. Project ABLE is an example of a school where students are encouraged to think outside the box.

Project ABLE

authentic, basic, life-centered education
Project JOLIET is a grassroots career awareness program, its mainstay is strong local support, not reliance on outside funding. It is this community support that has grown from some initial interest to a full-fledged and thriving program.

In 1970, the concepts of this program were formulated as community leaders and educators grappled with the problem of dropout prevention. Their solution was the "Community Classroom" concept. "Community Classroom" was coined to refer to planned, structured career visits to business, industry, and government facilities. These classroom visits differ from conventional field trips by emphasizing active student participation and focusing on people, not products. At each location, small groups of students interview a broad cross-section of workers at their formal work stations, and wherever feasible, perform "hands-on" tasks that are part of the daily work routine. Classroom activities are interspersed with follow-up experiences, where key concepts are reinforced with follow-up pieces. These pieces may occur in other settings, such as work shadowing or interviews with professionals in other fields.

Although Community Classrooms were originally conceived and conducted for junior high, teachers from preschool through eighth grade utilize the basic format. Visits are more structured for junior high, whereas primary teachers use their own style, depending on the age group and the needs of the students.

When career workers or parents talk with students about their jobs, a sense of pride is evident. In fact, employers have a waiting list of employees who are anxious to become a part of community classrooms.

Project JOLIET is living evidence of strong community involvement and education today.
Too many persons leave our educational system deficient in the basic academic skills, some because they suffer the effects of broken homes, poverty, or drug abuse, but others simply because they fail to see meaningful relationships between what they are being asked to learn in school, and what they will do when they leave the educational system. Too many students become dropout statistics.

The Work Experience and Career Exploration Program, is designed to help the 14-15 year old potential dropout before he becomes a statistic. There are six key components to the WECEP Program:

1) job placement; 2) related classroom instruction; 3) a systematic approach to develop career awareness; 4) a high degree of individualized attention, socially and academically; 5) peer group support; and 6) self-help activities.

A great deal of emphasis has been placed on a high degree of personalized attention as well as many self-help activities. In this way, the students receive small classroom, but must also take responsibility for their own actions.

Candidates are screened by the WECEP staff and accepted into the program on the basis of referrals and screenings by teachers, counselors, deans, and others. The basis of referrals and screenings by teachers, counselors, deans, and others... Several thousand students have expressed a desire to work and improve.

The Child Labor Law allows WECEP students to work 20 hours per week for which they receive full-time credit, but the students must express a desire and earnings. Exemption legislation has extended the exemptions for WECEP programs to several years. Positive outcomes of WECEP programs have received the national attention of educational administrators, policy makers, and the media. The WECEP Program is designed to help the students receive small classroom instruction. A systematic approach is used to develop career awareness. There are six key components to the WECEP Program:

1) Job Placement; 2) Academic Program; 3) Peer Group Support; 4) Self-help Activities; 5) Systematic Approach to Develop Career Awareness; 6) High Degree of Individualized Attention, Socially and Academically. We need programs like WECEP that address the needs of these kids.
Exoration Program
The Career Education 9-12 program is a system to improve school-community linkages best explained in terms of community resources. These resources are the core of career and vocational education. They are the people, places, and things outside the classroom which explicate the real world and the skills needed to make it—on the job or at home. The Career Education 9-12 program is not a career education curriculum or an instructional program for high school students, but a liaison system between education and the entire community. The system operates under the direction of a Community Resource Coordinator. This person plays a key role in recruiting and orienting local community people to contribute their time and expertise to schools. Opportunities to gain work experience in conjunction with regular schooling are unequalled for exposure to the latest tools and modern equipment. The job seems endless, but so is the potential for expanding educational opportunities for students to learn about and prepare for life in the real world.
The Consumer and Homemaking Program is designed for the person required to perform the dual role of wage earner and homemaker. Both male and female, married and single, have to cope with the realistic problems of learning how to shop comparatively, do financial planning, figure income for loans, use credit wisely, and obtain loans. In short, they learn to deal with the nitty-gritty of everyday life.

Survival skills in today's consumer-oriented society are much different than they once were. Adverse factors such as misleading advertising, peer group pressure, social and cultural background, and poverty require special attention to obtain self-sufficiency. Consumer and homemaking education for helping individuals to:

- discover what they value in life
- make decisions to satisfy short- and long-term goals
- manage time, money and energy in reaching goals
- obtain goods and services like housing, furnishings, clothing, food, personal items, medicine, recreation, health services, etc.
- understand budgeting, comparison of prices, and installment buying
- make decisions to obtain goods and services
- manage health and welfare
- be familiar with insurance, savings, investment
- utilize consumer aids and community resources
- be informed of consumer rights and responsibilities

are essential to the economically and educationally disadvantaged. People need to be prepared to deal with adverse factors and to acquire the necessary skills to cope with them. They need to be prepared to do the following:

- shop comparatively
- understand how to shop
- compare prices
- make informed choices
- understand loans
- manage loans
- understand installment buying
- manage financial planning
- manage personal finances
- manage household finances
- manage health and welfare
- manage insurance
- manage savings
- manage investments
- manage taxes
- understand community resources
- understand consumer rights and responsibilities

Thus, Consumer and Homemaking Education is not only important, but imperative.
Everybody talks about it, but few do it. Individualized instruction is more than an educational platitude when teachers make up their own individual learning modules.

One of the best means of augmenting success in the classroom is to capitalize on the experience and talents of those who know what works. Teachers can receive mini grants for taking their own time to develop learning packages. For example, the basic operations of machines or a survey of the career potential of a given field can be developed by making use of audio-visual techniques.

Developed in Skokie, Illinois, the System for Individualized Vocational Education (SIVE) encourages teachers to adapt individual teaching to help solve learning problems. Teachers merely submit a proposal or discuss their ideas, delineating objectives and describing the best media for the instructional purpose.

Projects have been developed at Joliet Junior College and local secondary education schools in ecology, electricity, data processing, home economics, technical physics, and several others. These learning modules make use of such tools as synchronized slide shows, audio-visual techniques, and several others. The goal is to encourage teacher initiative, capitalizing on teacher expertise.
the career center
check with CVIS
and college info
Computerized Vocational
The Computerized Vocational Information System (CVIS) is a long overdue, badly needed, career information library on a 'computer. Career decisions are increasingly difficult to make in today's society with nearly 22,000 job choices to select from. Adults and students both need accurate, up to date, and accessible information to help make these decisions. More than ever, teachers and counselors need current, reliable data on military careers, local job information, financial aids, scholarships, colleges, and job descriptions.

CVIS provides all this and more. Joliet's program is a modified version of the Willowbrook System developed in Villa Park, Illinois. Students, educational staff and community residents may fill out request forms anywhere, anytime in the home, the classroom, counselor's office or supermarket. These requests are processed by the computer at Joliet Junior College one day and the results can be returned the next day. Aside from the obvious benefits of providing rapid and direct access to current career information, other advantages of Joliet's version are its relative low cost, ease of implementation, and the ability to serve the entire community.

CVIS produces results—yet uses a smaller, less expensive computer than the original Willowbrook System. Teachers and counselors need current, reliable data to help make these decisions. More than ever, career decisions are increasingly difficult to make in today's society with nearly 22,000 job choices to select from. Adults and students both need accurate, up to date, and accessible information to help make these decisions. More than ever, teachers and counselors need current, reliable data on military careers, local job information, financial aids, scholarships, colleges, and job descriptions.
Why have a Technical Math and Technical Physics course as opposed to regular math and physics?

For the same reason that Texas colleges offer Cowboy English for their agricultural majors, it's tailored to the specific needs of a student pursuing a career of a highly technical nature. Mathematics or physics may also be the missing link between the education of a youth and the career he or she is interested in.

Technical math and technical physics programs are structurally identical, with only the course content differing from math to physics. Both utilize a "core" approach to teaching precision and accuracy in using math and science studies as well as a focus on developing precision and accuracy in using formulas, working with fractions, decimals, metric and imperial measurements, and solving problems involving precision and accuracy in using formulas, working with fractions, decimals, metric and imperial measurements. Emphasis is placed on improving the students' ability to add, subtract, multiply, divide, and work percentage problems.

After the core material is mastered, individualized study begins. Two general "tracks" are followed: Some students are interested in technical math, while others are interested in technical physics. Why have a Technical Math and Technical Physics course as opposed to regular math and physics?

(Continued on Page 21)
very specific needs of future technicians. They were neither meant to be static courses developed with a flexibility to meet the needs of Joliet Junior College students. The materials for the courses originally developed at Parkland College, Champaign, Illinois, were designed for their own semester system, yet Joliet Junior
College operates on a quarter system. Adaptations and modifications were necessary to meet the needs of Joliet Junior College students. These students thus receive the training as well as the credit they need. These students in a technical area receive the training as well as the credit they need. These units in individual areas are written specifically for those in the Automotive Program, while units in other areas are developed by faculty in each area. These units cover the core material in a technical area. Those units in a technical area that need a full year of math or physics are pursued careers in the technical areas.

(Continued from Page 19)
Students do not have to earn a college degree to join the field of engineering. There are many positions which may be filled by people with a high school diploma or equivalent. The Industrial Engineering Technology Program, developed at Prairie Valley Community College, has been integrated into the programs at Joliet Junior College and Moraine Valley Community College. Phases II, III, and IV of the program have been designed to meet the needs of local industries and to provide students with the skills required to enter industry as technologists.

Local industries have been working with educators to outline the basic steps and job skills needed for becoming technicians. These are broken down by job function, allowing students to progress through each step at their own pace. Participants may demonstrate their ability and advance either as part-time or full-time students. Options allow students to shift from day to evening classes during any session.

Industrial Engineering Technology, as a result, provides ready-to-work technicians. Any graduate manifests skills required to enter industry as technologists. The Industrial Engineering Technology Program, developed at Moraine Valley Community College, Palos Hills, has been integrated into the Mechanical Design and Production Programs at Joliet Junior College.
Preparedness is career readiness. The key to realizing career goals is personalized client plans. The Preparedness Program at Joliet Junior College seeks to help persons who fall in these categories by offering a package deal, resulting in individual career and educational client plans for each participant. These plans may include aptitude and general interest tests, career counseling, career exploration mini-courses, or work in developing basic reading, writing, or computation skills. Wherever possible, job placement is included in these plans. The flexibility of the Program permits participants to utilize any four of its basic components simultaneously, in order to accomplish the intended goals. The Program attempts to identify and serve not only the unemployed and underemployed, but also the educationally and economically disadvantaged. Its flexibility permits participants to enroll at any time during the school year. The result of Preparedness is career readiness. Perscriptive individual client plans are the key to realizing career goals.
vocational education graduates

A system for follow-up of

Parachute manufacturers have a distinct disadvantage in consumer research—

parachutes save lives, in a way, so do we.

When you get right down to it, parachutes and schools have something in com-

programs and courses are doing what they are designed for?

Are the schools failing to prepare students for work? How do schools know if

A follow-up system was designed and field tested for vocational education graduates by Eastern Illinois University staff. Joliet Township High Schools participated in piloting this system and now have modified it to suit local conditions.

Instead of securing feedback from only vocational education graduates, all students are surveyed. Graduates and early school leavers are sent questionnaires which determine their employment status, level of education, and response to practical questions about how school prepared them for life.

The completed questionnaires are computerized for faster access and easier analysis. The accumulated data is useful in a number of ways: results are compiled in respect to departments, which provides a reliable basis for curriculum planning and evaluation. Statistics for dropout rates or job turnover for minority females can be readily determined.

Research or longitudinal studies are feasible when the need is present. After the questionnaires are mailed, the follow-up coordinator phones those individuals who haven't returned their forms. The completed questionnaires are useful in a number of ways: results are compiled in respect to departments, which provides a reliable basis for curriculum planning and evaluation. Statistics for dropout rates or job turnover for minority females can be readily determined. Research or longitudinal studies are feasible when the need is present.
Planning, implementing, and evaluating career preparation programs

Predicting the future is nearly impossible, but effective program planning is.

The Illinois Occupational Curriculum Project (IOCP), developed by Dwight Downs and Joe Bargen of Joliet Junior College, allows professional educators to improve their programs despite problems of limited manpower and financial resources.

In Joliet, IOCP is fundamental to educational programs. It is used to develop departmental objectives, evaluate existing programs, assess the need for new programs, and develop the comprehensive work force in large metropolitan areas.

IOCP is a systems package which includes management and evaluation strategies. It is used to develop, organize advisory boards, and determine the comprehensive work force in large metropolitan areas.

IOCP is transportable. It is used in small rural schools and in large metropolitan areas.

IOCP is composed of five sections:

1. Management Strategies and Guidelines for Program Planning and Evaluation
2. Activities for Program Identification
3. Activities for Program Development
4. Activities for Program Implementation
5. Activities for Program Evaluation

In Joliet, IOCP is fundamental to educational programs. It is used to develop departmental objectives, evaluate existing programs, assess the need for new programs, and develop the comprehensive work force in large metropolitan areas.

Now commercially available, the management package is composed of five sections:

1. Management Strategies and Guidelines for Program Planning and Evaluation
2. Activities for Program Identification
3. Activities for Program Development
4. Activities for Program Implementation
5. Activities for Program Evaluation

IOCP is transportable. It is used in small rural schools and in large metropolitan areas.

The Illinois Occupational Curriculum Project, developed by Dwight Downs and Joe Bargen of Joliet Junior College, allows professional educators to improve their programs despite problems of limited manpower and financial resources.
The Three-Phase Evaluation of Occupational Education Programs was developed to promote excellence in local programs and to assure accountability of funds. More than seven hundred local school districts in Illinois submit "One and Five Year Plans." In this first phase, local districts establish priorities and goals they wish to accomplish in the context of local conditions, allowing for autonomy that helps meet local needs and yet provides general direction for statewide programs. The Local Plan also serves as a basis for a contractual agreement between the district and Division of Vocational and Technical Education.

During Phase Two, the Local One and Five Year Plan is evaluated by DVTE staff. Local Communities' programs must conform to standards of excellence and continuity. Prescriptive improvements may be suggested before approval status is granted, not only of each occupation, but also of the overall Local Plan. This phase is more than a paper and pencil checklist; it is an on-site visitation by teams of professionals that include administrators of vocational education, department chairmen and teachers, community people with experience in business and community, professional educators at universities, students who have gone through career programs, and DVTE staff. This visitation team is to provide the district with a profile of their occupational program, suggest areas for improvement, and determine if the district's program operation is in conformance with the One and Five Year Plan. Long hours, exhausting interviews, and intense discussions are necessary to pull together the final evaluation report that is presented to the local district and state staff.

All this isn't easy, but the results pay off. This isn't easy, but the results pay off. This isn't easy, but the results pay off. This isn't easy, but the results pay off.
The Joliet Public Grade School District 86 has a student population of more than 11,000, which, in the Fall of 1974, was composed of 1 percent American Indian and Oriental, 87 percent Spanish Surnamed Americans, 29 percent Blacks and 61 percent Caucasians.

Some 700 certificated personnel staff the District's twenty-six attendance centers, including twenty-two grade schools and four junior high schools. The Joliet Township High Schools serve the largest urban population in Will County. In 1974, its 6,480 students included 19 percent Black and 55 percent Spanish Surnamed. The District operates three attendance centers, each of which includes grades 9 through 12. Nearly 400 certificated staff members are employed to implement the schools' curriculum, which is one of the most comprehensive in the nation.

Joliet Junior College, the first institution of its kind in the United States, was founded in 1901. Now a Class I District, it serves the population of three counties. Presently serving almost 7,500 students, the college is in the middle of an expansion phase. Eight permanent buildings are completed and four more are planned. The faculty, which numbers more than 700, staffs some 90 different programs including general studies, social science, biological and physical sciences, liberal arts and sciences, and career education programs. Other programs include special education, vocational, and technical education. The college is the home of an extensive home economics education program. Nearly 2,000 students are enrolled in 1974.

In addition to the official activities of the Demonstration Center, there are numerous outstanding programs and courses in all three districts. District 86 pioneered a non-graded individualized curriculum K-6. Comprehensive special education programs beginning in pre-school are offered in all districts. The Learning Resource Center and specialized consultants augment the instructional program. All three districts operate bilingual programs and individualized language instruction. Students in the culinary arts program are taught by trained European and American chefs. Individualized audio-tutorial laboratories are available in secretarial skills, practical nursing, reading, writing, and mathematics. Graduates of the career programs may specialize in diverse areas from golf course management to the health professions.
The conference will begin the first evening with the registration banquet at one of the major motels at 7:30 p.m. A breakfast will be served on the first conference day at 7:45 a.m. in the Joliet Junior College dining hall.

Each conference has a maximum number of people it can accommodate. Registration will be closed when that number is reached. Early registration is, therefore, highly recommended.

Panels comprised of administrators, teachers, and community people will present their perspectives on how things really work. On-site visits will be scheduled for half-day visits. On-site visits will be scheduled for full-day visits. On-site visits will be scheduled for half-day visits.

The evening of the first conference day will offer visitors a potpourri of options such as films, exhibits, and more. A potpourri of options such as films, exhibits, and more will offer visitors a potpourri of options such as films, exhibits, and more.

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The Demonstration Center is not a showplace for showing's sake, but the actual operation of activity in everyday situations. An abundance of free materials is not possible. Our assets are the people who live and work the nuts and bolts of Career and Vocational Education in the schools and in the community.

Conveniently located at Joliet Junior College, the Hospitality Center's major purpose is to serve you, the conference participant. The Center's staff will assist you in making arrangements for lodging, pass on important messages, provide you with directions, answer your questions, and generally help to make the conference more enjoyable.

Vocational Education in the schools and in the community side our asset, the people who live and work the nuts and bolts of Career and Vocational Education in everyday situations. An abundance of free materials is not possible. The Demonstration Center is not a showplace for showing's sake, but the actual op-

**State Contact**

Mr. Charles Schickner, State Director

Illinois Office of Education
Division of Vocational and Technical Education

Comprehensive Illinois Occupational Education Center Project

1216 Houbolt Avenue
Joliet, Illinois 60436

Telephone 815-729-5020

**CICEED Conference Hospitality Center**

1216 Houbolt Avenue
Joliet, Illinois 60436

Conveniently located at Joliet Junior College, the Hospitality Center's major purpose is to serve you, the conference participant. The Center's staff will assist you in making arrangements for lodging, pass on important messages, provide you with directions, answer your questions, and generally help to make the conference more enjoyable.
Participate in one of five identical conferences:

- October 27-30, 1975
- December 7-10, 1975
- March 9-12, 1976
- February 3-6, 1976
- May 3-6, 1976

To examine and assess the adaptability of these activities for your situation!

<table>
<thead>
<tr>
<th>Conference Fees</th>
<th>Total</th>
<th>Registration Banquet</th>
<th>Registration Banquet includes local transportation, informational material, one breakfast, two luncheons, and one activity ticket.</th>
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</thead>
<tbody>
<tr>
<td>Advance Registration Fee</td>
<td>$25.00</td>
<td>$7.00</td>
<td>$32.00</td>
</tr>
<tr>
<td>Late Registration Fee</td>
<td>$40.00</td>
<td>$25.00</td>
<td>$65.00</td>
</tr>
</tbody>
</table>

You can take advantage of the savings by registering 30 days prior to the conference you wish to attend. Registrations received less than 30 days ahead of time will cost full price. Any registration received at least a week in advance will assure you of a reservation at the conference of your choice and save you money as well!

Please let us help you by registering in advance. This will assure you of a reservation at the conference of your choice and save you money as well!

Prices include taxes and gratuities.
A banquet and three meals are planned during each conference. The banquet is a special feature you'll have a good dinner, hear a nationally known speaker and enjoy some other fun as well.

We are expecting a tremendous response. As a result, reservations MUST be made through the CIPOC Hospital Center. Requests will be processed in the order they are received and very best to give you your first choice. The model will confirm the reservation directly to you. Rooms are held on a guaranteed basis, therefore, cancellations must be made through the motel by 6 p.m. of the arrival date or you will be billed by the motel.

Yes, you CAN get here from there! If you choose to drive, you'll find that Joliet is the hub of a network of interstate highways. Chicago's O'Hare Field, the world's busiest air terminal, is just 45 miles away. Buses leave O'Hare for Joliet Monday through Friday at 11 a.m., 2 p.m. and 6 p.m. and Sundays at 2 and 6 p.m. The cost is $5.80 per person. Amtrak and Greyhound service is also available.

We are providing shuttle bus service between the motels and the demonstration activities at no extra cost. Some other fun as well. A banquet and three meals are planned during each conference.
CIOEDC

Comprehensive Illinois Occupational Education Demonstration Center
United States Office of Education
Vocational Education Act, Part D, Discretionary Grant

Through

CICEDC State Director, Mr. Charles Schickner
Research and Development Unit, Dr. Ronald McCage, Coordinator
Division of Vocational and Technical Education, Mr. Shrewsbury Bees, Director
Illinois Office of Education

In cooperation with

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