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 curricula, 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)
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

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
S. J. Case"

June 1981

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"
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
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 Vinarskai, 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
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<th>TABLE OF CONTENTS</th>
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<tr>
<td>Career Awareness</td>
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<tr>
<td>Career awareness/exploration curriculum kits</td>
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<td>Career education/guidance standards implementation model</td>
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<td>Strategy for infusing career education into the school curriculum</td>
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<td>Career Exploration</td>
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<tr>
<td>A means for integrating career education into the junior high school curriculum</td>
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<td>Delivery system for career information</td>
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<td>Regional program for the deaf</td>
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<td>Special mobile instruction for precluster skills</td>
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<td>Rural cooperative to serve academically disadvantaged students</td>
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### 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
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

Career Specialization

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

<table>
<thead>
<tr>
<th><strong>topic</strong></th>
<th>Curriculum development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>users</strong></td>
<td>Teachers, students (grades K-8)</td>
</tr>
<tr>
<td><strong>purpose</strong></td>
<td>Articulate career awareness/exploration goals</td>
</tr>
</tbody>
</table>

| **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** | For information contact: Tom Williams, Specialist Career Education Coordination Oregon Department of Education 700 Pringle Parkway Salem, OR 97310 |

| **Handbooks available from** | Resource Center Oregon Department of Education 700 Pringle Parkway Salem, OR 97310 |
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: For information contact

Curriculum kits available from

Clifford Tyler
Aumsville School District
P. O. Box 199
Aumsville, OR 97325

Resource Center
Oregon Department of Education
700 Pringle Parkway
Salem, OR 97310
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
For information contact
Dr. Ralph Hodges
Reading Coordinator
Area III
1221 S. E. Madison
Portland, OR 97214

Guides available from
Resource Center
Oregon Department of Education
700 Pringle Parkway
Salem, OR 97310
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 For information contact

Tom Williams
Oregon Department of Education
700 Pringle Parkway
Salem, OR 97310

Materials available from

Resource Center
Oregon Department of Education
700 Pringle Parkway
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  
Regional Coordinator  
Umatilla ESD  
P. O. Box 38  
Pendleton, OR 97801

Sam Banner  
Regional Coordinator  
Malheur ESD  
P. O. Box 156  
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       For information contact: Matrix/guide available from

                Director of Career Education, Resource Center
                Oregon City School District, Oregon Department of Education
                1417 12th Street, 700 Pringle Parkway
                Oregon City, OR 97045, Salem, OR 97310
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  For information contact

Dick Michaels or Jack Mudd
Owen Sabin Occupational Skill Center
14211 S. E. Johnson Road
Milwaukie, OR 97222

Handbook available from

Resource Center
Oregon Department of Education
700 Pringle Parkway
Salem, OR 9730
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
Dr. Alvin Pfahl
Marian Hall
Marylhurst Campus
Marylhurst, OR 97036

For reproducible masters of the search guides contact
Paul Kerr
Employment Division
875 Union Street NE
Salem, OR 97301
**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**  For information contact

Raymond Thiess
or
Frank Mazzio
Oregon Department of Education
700 Pringle Parkway
Salem, OR 97310

Kits available from

Resource Center
Oregon Department of Education
700 Pringle Parkway
Salem, OR 97310
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

<table>
<thead>
<tr>
<th><strong>topic</strong></th>
<th>Curriculum development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>users</strong></td>
<td>Teachers, students (grade 9)</td>
</tr>
<tr>
<td><strong>purpose</strong></td>
<td>Provide opportunities for students to explore careers by rotating through ten different learning experiences</td>
</tr>
<tr>
<td><strong>products</strong></td>
<td>Teacher's handbook - <em>Exploring Careers through an Occupational Cruise</em>. 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.</td>
</tr>
<tr>
<td><strong>resources needed</strong></td>
<td>Planning time for teachers</td>
</tr>
<tr>
<td><strong>source</strong></td>
<td>For information contact Ralph Aldrich, Principal, Cascade Junior High School, 10226 Marion Road SE, Turner, OR 97392. Handbook available from Resource Center, Oregon Department of Education, 700 Pringle Parkway, Salem, OR 97310</td>
</tr>
</tbody>
</table>
See Also

Career awareness/exploration curriculum kits
Consortium for career awareness/exploration
Strategy for infusing career education into the school curriculum
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**  For information contact  Materials available from

Portland Public School  Resource Center
District
Television Services
Jefferson High School
5210 North Kirby Avenue
Portland, OR 97217

Salem, OR 97310

700 Pringle Parkway
**PROMISING PRACTICE**  
Reading and job skills development through vocational secondary programs

<table>
<thead>
<tr>
<th>* topic</th>
<th>Reading/vocational education</th>
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<tbody>
<tr>
<td>* users</td>
<td>Vocational instructors, students (secondary)</td>
</tr>
<tr>
<td>* purpose</td>
<td>Develop student reading and job skills in vocational secondary programs</td>
</tr>
<tr>
<td>* products</td>
<td>Teacher handbook - <em>A Methodology for Reading Skill Improvement in Vocational Secondary Programs</em>. 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.</td>
</tr>
<tr>
<td>* resources needed</td>
<td>Planning time for vocational teachers and a reading specialist</td>
</tr>
</tbody>
</table>
| * source           | **For information contact**  
Wanda Martin  
Career & Vocational Coordinator  
Salem Public Schools  
Salem, OR 97309  

**Handbook available from**  
Resource Center  
Oregon Department of Education  
700 Pringle Parkway  
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  For information contact

Alton Doan  
Curriculum Coordinator  
Centennial School District  
18135 S.E. Brooklyn  
Portland, OR 97236

Handbook available from

Resource Center  
Oregon Department of Education  
700 Pringle Parkway  
Salem, OR 97310
**PROMISING PRACTICE**  Cooperative work experience for handicapped students

<table>
<thead>
<tr>
<th>* topic</th>
<th>Cooperative work experience</th>
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<tbody>
<tr>
<td>* users</td>
<td>Teachers, employers, EMR students</td>
</tr>
<tr>
<td>* purpose</td>
<td>Provide EMR students with on-the-job experience</td>
</tr>
<tr>
<td>* products</td>
<td>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.</td>
</tr>
<tr>
<td>* resources needed</td>
<td>Special work experience coordinator, special materials needed</td>
</tr>
<tr>
<td>* source</td>
<td>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</td>
</tr>
</tbody>
</table>
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**

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

  Zena Lasswell  
  Vocational Education Coordinator  
  Corvallis Public Schools  
  1555 S. W. 35th Street  
  Corvallis, OR 97330

  Handbook available from

  Resource Center  
  Oregon Department of Education  
  700 Pringle Parkway  
  Salem, OR 97310
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

* 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
Regional Coordinator
Umatilla ESD
404 SE Dorion, Box 38
Pendleton, OR 97801

Sam Banner
Regional Coordinator
Malheur ESD
P. O. Box 156
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  For information contact

  W. A. Rumbaugh
  Sandy Union High School
  Sandy, OR 97055

Guide available from

  Resource Center
  Oregon Department of Education
  700 Pringle Parkway
  Salem, OR 97310
<table>
<thead>
<tr>
<th><strong>topic</strong></th>
<th>Curriculum/instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>users</strong></td>
<td>Business education teachers, students (secondary)</td>
</tr>
<tr>
<td><strong>purpose</strong></td>
<td>To provide a flexible, individualized learning experience in business education</td>
</tr>
<tr>
<td><strong>products</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>resources needed</strong></td>
<td>Open lab special materials; a visit is highly recommended</td>
</tr>
</tbody>
</table>
| **source** | For information contact  
Edward Humble  
Superintendent/Principal  
Alsea High School  
Alsea, OR 97324  
Guide available from  
Resource Center  
Oregon Department of Education  
700 Pringle Parkway  
Salem, OR 97310 |
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 material

* 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**  For information contact:  Rosalind Hamar  Northwest Regional Educational Laboratory  300 S. W. 6th  Portland, OR 97204  

Handbook available from:  Resource Center  Oregon Department of Education  700 Pringle Parkway  Salem, OR 97310
**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* | For information contact  
Charles Dymond  
Clatsop ESD  
3194 Marine Drive  
Astoria, OR 97103  
Handbook available from  
Resource Center  
Oregon Department of Education  
700 Pringle Parkway  
Salem, OR 97310 |
<table>
<thead>
<tr>
<th>See Also</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy for infusing career education into the school curriculum</td>
<td>A7</td>
</tr>
<tr>
<td>Delivery system for career information</td>
<td>E2</td>
</tr>
<tr>
<td>Regional program for the deaf</td>
<td>E3</td>
</tr>
<tr>
<td>Special mobile instruction for precluster skills</td>
<td>E4</td>
</tr>
<tr>
<td>Computer assisted career decision-making</td>
<td>E5</td>
</tr>
<tr>
<td>Infusing career education into language arts and science</td>
<td>E6</td>
</tr>
<tr>
<td>Rural cooperative to serve academically disadvantaged students</td>
<td>E7</td>
</tr>
<tr>
<td>Exploring careers through an occupational cruise</td>
<td>E8</td>
</tr>
</tbody>
</table>
SECTION S
CAREER SPECIALIZATION
### PROMISING PRACTICE  
Skills training for disadvantaged students

<table>
<thead>
<tr>
<th><em>topic</em></th>
<th>Interdisciplinary/special needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>users</em></td>
<td>Teachers; academically disadvantaged vocational students (community college)</td>
</tr>
<tr>
<td><em>purpose</em></td>
<td>Provide interdisciplinary basic skills training for disadvantaged students</td>
</tr>
</tbody>
</table>
| *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 |

<table>
<thead>
<tr>
<th><em>source</em></th>
<th>For information contact</th>
<th>Handbook available from</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leslie Rasor and/or Martha Kitzrow</td>
<td>Special Training Program Lane Community College 4000 E. 30th Avenue Eugene, OR 97405</td>
</tr>
<tr>
<td></td>
<td>Lane Community College</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4000 E. 30th Avenue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Eugene, OR 97405</td>
<td></td>
</tr>
</tbody>
</table>
**PROMISING PRACTICE**  Community college orientation package

<table>
<thead>
<tr>
<th><em>topic</em></th>
<th>Career guidance</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>users</em></td>
<td>Students, teachers (community college)</td>
</tr>
<tr>
<td><em>purpose</em></td>
<td>To familiarize students with the community college curriculum, facilities, and career options</td>
</tr>
<tr>
<td><em>products</em></td>
<td>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 &quot;hands-on&quot; laboratory activities.</td>
</tr>
<tr>
<td><em>resources needed</em></td>
<td>Specially equipped learning laboratory</td>
</tr>
<tr>
<td><em>source</em></td>
<td>For information contact: Dr. Marvin E. Seeman, Director, Industrial and Apprenticeship Division, Linn-Benton Community College, Albany, OR 97321. Materials available from: Resource Center, Oregon Department of Education, 700 Pringle Parkway, Salem, OR 97310</td>
</tr>
</tbody>
</table>
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 Andrues, Department Supervisor
Handicapped Student Services
Portland Community College
12000 S. W. 49th Avenue
Portland, OR 97219
PROMISING PRACTICE  Study center for disadvantaged students

* **topic**  Special education

* **users**  Teachers, academically disadvantaged students (community college)

* **purpose**  Provide academically disadvantaged students with special assistance through a study center and tutors

* **products**  There are materials available for identification of academically disadvantaged students. They include diagnostic, prescriptive, and student record keeping materials. Supportive materials address English, spelling, vocabulary, mathematics, and study skills. Additional materials describe how to write resumes and papers.

* **resources needed**  Study center, tutors, special materials

* **source**  For information contact

  Pat Amsberry, Director
  Study Skill Center
  Blue Mountain Community College
  2411 N. W. Carden Avenue
  Pendleton, OR 97801
**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**  
For information contact  
Tim Blood  
Counselor  
Lane Community College  
Eugene, OR 97405  

Materials available from  
Resource Center  
Oregon Department of Education  
700 Pringle Parkway  
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 For information contact

Dr. Gary Sorensen, Director
Manpower Studies Institute
Oregon State University
Corvallis, Oregon 97331

Materials available from

Resource Center
Oregon Department of Education
700 Pringle Parkway
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  Jack Krietz
Downtown Business Education  Business Education
    Center  Chairman
Lane Community College  Lane Community College
1066 Willamette Street  4000 E. 30th Avenue
Eugene, OR 7405  Eugene, OR 37405
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

<table>
<thead>
<tr>
<th><em>topic</em></th>
<th>Special education</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>users</em></td>
<td>Disadvantaged/handicapped students (post-secondary)</td>
</tr>
<tr>
<td><em>purpose</em></td>
<td>To provide special instructional assistance to handicapped students who would otherwise be unable to benefit from regular vocational programs and training</td>
</tr>
<tr>
<td><em>products</em></td>
<td>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:</td>
</tr>
<tr>
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<td>- Basic skill programs</td>
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<td>- Assessment tools</td>
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<td></td>
<td>- Living skill (pre-vocational) programs</td>
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<td></td>
<td>- Aide training packets</td>
</tr>
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<td></td>
<td>- Special forms (e.g. individual vocational plan, IVP)</td>
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<td></td>
<td>- Entrance/exit requirements</td>
</tr>
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<td>- Work adjustment skills checklist</td>
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| *resources needed* | Special staff, aides, support personnel, sheltered workshops, and specialized instructional materials |

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<thead>
<tr>
<th><em>source</em></th>
<th>For information contact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mel Gilson, Director of Special Programs</td>
</tr>
<tr>
<td></td>
<td>Paul Grigsby, Learning Skills Faculty</td>
</tr>
<tr>
<td></td>
<td>Carolyn Miller, Job Skills Faculty</td>
</tr>
<tr>
<td></td>
<td>Linn-Benton Community College</td>
</tr>
<tr>
<td></td>
<td>615 E. 18th Street, Albany, Oregon 97321</td>
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</tbody>
</table>
PROMISING PRACTICE  A community college experie...a 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  For information contact  Materials available from
Marion Cope  Resource Center
Project EXPLORE  Oregon Department
Linn-Benton  of Education
Community College  700 Pringle Parkway
Albany, Oregon 97321  Salem, Oregon 97310
<table>
<thead>
<tr>
<th>See Also</th>
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<tr>
<td>Delivery system for career information</td>
<td>E2</td>
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<tr>
<td>Job search and placement program</td>
<td>P15</td>
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<tr>
<td>Employer follow-up studies for secondary vocational education program.</td>
<td>P21</td>
</tr>
</tbody>
</table>
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 specialization 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 areas, (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 in school 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.


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.
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